

# Treatment Programming



**DEPARTMENT OF HEALTH SERVICES**  
Division of Mental Health and Substance Abuse Services  
PDE-254 (05/2008)

## Table of Contents

### Program Overview

<a href="#">WRC Treatment Programming</a>	P1
<a href="#">Service Area/Treatment Referral Tracks</a>	P2
<a href="#">Inmate Program Coordination</a>	P3
<a href="#">Program Coordinator Reference Chart</a>	P4
<a href="#">Unit Programs</a>	P5
<a href="#">Mental Health and Clinical Groups</a>	P12

### Engagement Activities

<a href="#">Academic Education</a>	E1
<a href="#">Therapeutic Services</a>	E2
<a href="#">Resident Work Programs</a>	E4
<a href="#">Self-Improvement Classes</a>	E6

### Multi-Disciplinary Programs

<a href="#">Mental Health Fundamentals</a>	M1
<a href="#">Coping Skills</a>	M4
<a href="#">Personal Development</a>	M6
<a href="#">Daily Living Skills</a>	M8
<a href="#">Mental Health Education</a>	M10
<a href="#">Self-Reliance</a>	M13
<a href="#">Cognitive Interventions</a>	M15
<a href="#">Managing Anger</a>	M17
<a href="#">Pre-Release</a>	M20
<a href="#">STAR</a>	M23
<a href="#">Vocational Workshop</a>	M26
<a href="#">Challenge Course</a>	M28

### Special Projects

<a href="#">Children's Book Project</a>	S1
<a href="#">Creativity Contest</a>	S2
<a href="#">Crochet Project</a>	S3
<a href="#">Father's Support Group</a>	S4
<a href="#">Multi-Cultural</a>	S5
<a href="#">WILC</a>	S6
<a href="#">Inmate Art Show</a>	S7
<a href="#">Gift Giving</a>	S8

Updated 5/27/08

# **Program Overview**

## **WRC TREATMENT PROGRAMMING**

According to Prochaska’s model of change, individuals move through five stages as they make significant changes in their lifestyle. Upon arrival at WRC, most inmates are in the first stage – Precontemplation. Inmates in this stage participate in engagement activities; WRC attempts to engage each inmate in the sequence of programming to help him progress through the Stages of Change

<b><u>Contemplation Stage</u></b>	<b><u>Preparation Stage</u></b>	<b><u>Action Stage</u></b>	<b><u>Maintenance Stage</u></b>
Admissions Program	Coping Skills	Cognitive Interventions	Academic Classes
Academic Classes	Daily Living Skills	Managing Anger	Self-Improvement Classes
Adult Basic Education (ABE)*	Mental Health Fundamentals	Mental Health Education	Therapeutic Services
Reading	Personal Development	Pre-Release	Work Assignments
Math	Vocational Workshop	STAR	Children’s Book Project
ABE Computer Lab		Self-Reliance	WI Institution Literacy Council
HSED Preparation*		Vocational Workshop	Tutoring
Writing Skills		Challenge Course	Multi-Cultural Awareness
Social Studies			
Science			
Math			
Literature			
Health			
Civics			
Therapeutic Services			
Therapeutic Crafts			
Therapeutic Fitness			
Therapeutic Recreation			
Specific Skills Groups			
Self-Improvement Classes			
Work Assignments			

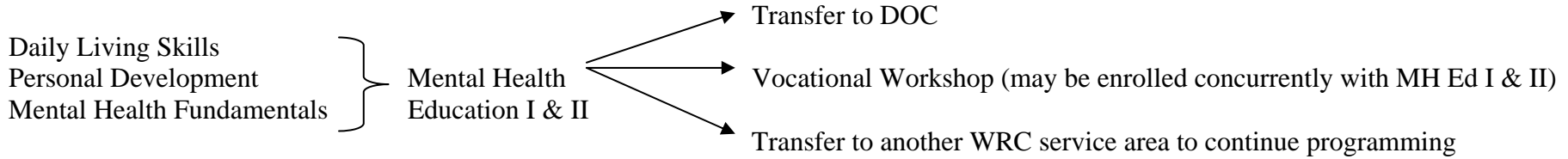
Academic classes, Therapeutic Services groups, Self-Improvement Classes, and work assignments may continue through all stages of the treatment sequence.

\*When possible, the inmate should be enrolled in all of the ABE or HSED classes.

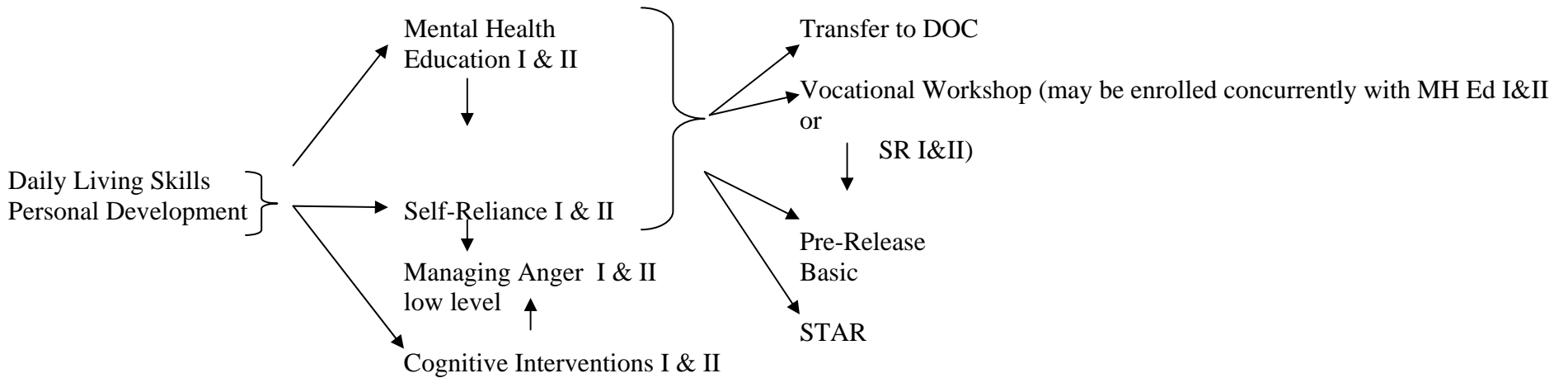
Inmates may be enrolled in enrichment programs in conjunction with other programs or upon completion of these programs.

## Service Area/Program Treatment Referral Tracks

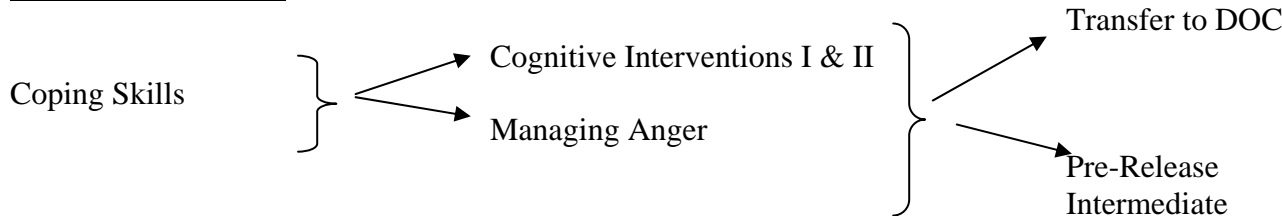
### Psychiatric Units



### Basic Skills Units



### Social Skills Units



To enable progression through the tracks and concurrent enrollment, the programs will be scheduled as follows:

**AM programs** – Personal Development, Mental Health Education I & II, Self-Reliance I & II, Cognitive Interventions I & II.

**PM programs** – Managing Anger I & II

**AM or PM programs** - Vocational Workshop

**Full day Program** – Pre-Release, Mental Health Fundamentals, Recovery & Release

## **Inmate Program Coordination**

### **Program Supervision**

Program supervision is assigned as follows:

Sue Curran, Clinical Director  
Coping Skills  
Mental Health Education  
Mental Health Fundamentals

Kelly Simonson-Zaremba, Therapeutic Services Supervisor  
Challenge Course  
Cognitive Interventions  
Daily Living Skills  
Personal Development  
Vocational Workshop

Jim O'Keefe, Education Director  
Managing Anger  
Pre-Release  
Self-Reliance

Marie Neseemann, Social Services Director  
Successful Treatment and Recovery (STAR)  
Wellness Recovery Action Planning (WRAP)

### **Program Coordinators**

One of the facilitators from each program is named as program coordinator. Selection process will be determined by the program supervisor after discussion with facilitators.

Duties include:

- Chairing facilitator meetings to discuss inmate progress, drops, program modifications (at least one meeting per month)
- Monitoring completion of evaluations (every four weeks)
- Coordinating purchase requests and forwarding to program supervisor
- Monitoring yearly revision of program manual
- Serving as contact person for agencies requesting information or training.
- Serving as program spokesperson at meetings, conferences and workshops
- Meeting with program supervisors and other program coordinators to coordinate standards and procedures

<b>Multi-Disciplinary Program</b>	<b>Program Coordinator</b>		<b>Administrative Supervisor</b>	
Challenge Course	James Blaskowksi	x4294	Kelly Simonson-Zaremba	x4290
Cognitive Interventions	Michelle Cooper	x4296	Kelly Simonson-Zaremba	x4290
Coping Skills	Amy Freeman	x4336	Sue Curran	x4132
Daily Living Skills	Dan Smithback	x4164	Kelly Simonson-Zaremba	x4290
Managing Anger	Althea Noukki	x4433	Jim O'Keefe	x4463
Mental Health Education	Neil Gleason	x4468	Sue Curran	x4132
Mental Health Fundamentals	Sue Curran	x4132	Sue Curran	x4132
Personal Development	Deb Marx	x4472	Kelly Simonson-Zaremba	x4290
Pre-Release	Darrel Prue	x4170	Jim O'Keefe	x4463
STAR	Sarah Donovan	x4346	Marie Neseemann	x4169
Self-Reliance	Rick Irwin	x4366	Jim O'Keefe	x4463
Vocational Workshop	Sara Corcoran	x4291	Kelly Simonson-Zaremba	x4290
WRAP	Marie Neseemann	x4169	Marie Neseemann	x4169
<b>Education Program</b>	<b>Program Coordinator</b>		<b>Administrative Supervisor</b>	
Adult Basic Education	Jim O'Keefe	x4463	Jim O'Keefe	x4463
High School Equivalency Prep.	Jim O'Keefe	x4463	Jim O'Keefe	x4463
Self-Improvement Classes	Jim O'Keefe	x4463	Jim O'Keefe	x4463
HSED Testing	Darrel Prue	x4170	Jim O'Keefe	x4463
TABE Testing	Dan Donovan	x4166	Jim O'Keefe	x4463
<b>Therapeutic Services Program</b>	<b>Program Coordinator</b>		<b>Administrative Supervisor</b>	
Therapeutic Crafts	Kelly Simonson-Zaremba	x4290	Kelly Simonson-Zaremba	x4290
Therapeutic Fitness	Kelly Simonson-Zaremba	x4290	Kelly Simonson-Zaremba	x4290
Therapeutic Recreation	Kelly Simonson-Zaremba	x4290	Kelly Simonson-Zaremba	x4290
Specific Skills Groups	Kelly Simonson-Zaremba	x4290	Kelly Simonson-Zaremba	x4290
<b>Clinical Services</b>	<b>Program Coordinator</b>		<b>Administrative Supervisor</b>	
Clinical Groups	Sue Curran	x4132	Sue Curran	x4132
<b>Special Projects</b>	<b>Program Coordinator</b>		<b>Administrative Supervisor</b>	
Children's Book Project	Tim Mahoney	x4167	Jim O'Keefe	x4463
Crochet Project	Danielle Henker	x4293	Kelly Simonson-Zaremba	x4290
Fathers' Support Group	Mary Knox	x4467	Jim O'Keefe	x4463
Wisconsin Institutions Literacy Council Tutoring	Mary Stierna	x4265	Jim O'Keefe	x4463
Multi-Cultural Awareness	Rich Norenberg	x4269	Jim O'Keefe	x4463
Inmate Art Show	Ken VanMieghem	x4459	Jim O'Keefe	x4463

## **UNIT PROGRAMS**

WRC is committed to providing growth experiences throughout an inmate/patient's stay. Unit programs provide an opportunity to intervene immediately when an inmate or patient presents unacceptable behavior by correcting the behavior and providing suggestions for more appropriate means of accomplishing his goals. This process not only allows for more effective management of behavior but also provides incentive for an inmate/patient to develop acceptable social behavior.

Each living unit at WRC has a behavioral management program based on a level system with privileges being earned through the accomplishment of behavioral goals. Although each unit has its own level system, the unit level systems are coordinated with each other. Listed below are descriptions, objectives, and target populations of each unit.

### **Unit A1**

Unit A1 is the Transitional Unit for inmates to return to the Department of Corrections (DOC). Once the inmate is transferred to Unit A1, it is expected the inmate has completed all essential programming and is stabilized with his needs met.

The objective of Unit A1 is to prepare the inmates to assimilate back to Corrections successfully. To obtain this objective, Unit 1 attempts to create an environment similar to Corrections in physical design and accountability.

Unit A1 also has a Plant and Magazine Program as an incentive for the inmates. With good behavior over a specific time period, inmates are allowed plants and unit magazines. Unit 1 has a program called Personalized Adaptation Skills and Success (P.A.S.S.). This program is inmate specific, and has the inmate identify his problem areas. The inmate will use the skills he learned at WRC to address these problem areas. The program is facilitated by another inmate and runs 30 days.

### **Unit A2**

Using a Nursing Management Model, the Intermediate Psychiatric Unit provides management and treatment of nonviolent mentally ill inmates needing commitment under Wisconsin State Statute chapter 51, and other mentally ill inmates who can benefit from psychiatric treatment.

The unit employs a high degree of interaction between staff and inmates to initiate and enhance social interaction skills. The nurses establish a focus on medication teaching and relapse prevention and help the inmates understand their need for Psychiatric treatment. There is a strong emphasis on assessment with significant collaboration between Psychiatric staff and other disciplines. Demonstrated improvement in functional abilities is rewarded with greater levels of privilege and results in transfer to more responsible and privileged services at WRC or within the DOC services areas.

## **Unit A3**

Unit A3 is a nurse managed, semi-locked unit that treats inmates of the DOC who have a history of major mental illness and/or organic brain syndromes and may have concurrent adjustment problems or developmental disabilities as well. Inmates on the Acute Psychiatric unit may have failed or have inadequate responses to medications, psychosocial treatments and/or repeated placement failures/break downs due to mental illness.

Staff engagement with the inmate is a crucial component of the A3 program. Inmates are assigned a staff advisor and primary nurse. Staff members encourage inmates to socialize and participate in programming and treatment (including medication compliance).

Unit A3 program is designed to individually measure and treat each inmate's problem or need areas through a level program. The objective of the level program is to recognize and support inmates who are demonstrating a willingness to achieve their optimum functioning level by achieving individualized treatment goals. The level criteria is based on behavior, program participation and treatment compliance. The goal of the level system is to assist the inmate in the progression to a less restrictive environment within WRC.

## **Unit A4**

Unit A4 is the High Management Unit. The objective is to provide a secure environment with options for the highest level of control and management interventions to address inmate/patient behaviors that present a significant danger to self or others, or which present a severe disruptive potential to the operation of the institution. Once the presenting behavior has been stabilized, the unit treatment team will initiate programming to minimize relapse of the immediate behavior and attempt to return the inmate/patient to the home unit in a timely manner. For inmates, the unit also has a role of implementing restrictive dispositions pursuant to DOC 303 (Wisconsin Administrative Code), as adapted at WRC to enforce inmate discipline.

The High Management Unit provides a secure environment for the institution and inmate. An inmate placed onto this unit has previously exhibited a significant threat to the safety and security of the individual or the facility. Once the immediate presenting behavior has diminished the inmate is reviewed for placement to a lower management unit

## **Unit B5**

Unit B5 is a Basic Skills Unit that serves inmates who want to live and function in an open environment on a treatment unit, which includes school, groups and work assignments.

The B5 team focuses on providing opportunities for inmates to improve independent life skills and enhance personal growth and recovery. Application of these skills should increase the offender's ability to negotiate a traditional institutional living environment and/or the community. B5 has the following goals: Assist in the maintenance of independent living skills, enhance the development of pro-social life skills, reinforce essential treatment programming with on-unit groups, and provide clinical monitoring of the mental health of the inmates ultimately in preparation for successful transition into the DOC or community. The unit functions on the principles of token economy and has a three-tiered level system of target behaviors and ratings which translate into monetary gain and/or earned privileges.

## **Unit B6**

The B6 Social Skills Unit serves inmates who are mentally stable, higher functioning, and have had difficulty handling situations or problems in the past, yet have shown a willingness to work on their problems while being in a more open environment.

The objective of the B6 Social Skills unit is to assist inmates in positive socialization, reinforce personal responsibility, and to provide a safe environment that promotes individual growth and learning. The unit program has three mechanisms by which this is achieved. The first is the inmate discipline process. Warnings and conduct reports demote the inmate until he can manage himself in whatever level he achieves. The second mechanism is through the amount of participation in groups, classes and work. The more hours that an inmate is engaged, the less likely he will take part in negative behaviors; he will benefit from the activities at WRC and will earn more incentives. The third mechanism is through double-bunking. It is the belief that double-bunking is a measure of positive social interaction; being confined in a smaller space with another individual reinforces interpersonal communication, tolerance, and cooperation. Those who are double-bunked have more opportunities and can earn additional B6 incentives than those who are single celled.

## **Unit B7**

Unit B7 is an advanced Social Skills unit for inmates who have shown they can manage themselves in a lesser restricted environment. These individuals have the ability to effectively apply treatment resources, education, and counseling to overcome their personal experiences in adjusting to institutional living or community norms. The program focus is an opportunity to apply the skills they have learned in a socially acceptable manner during day to day interactions. Reinforcement of appropriate coping skills and pro-social behavior with positive incentives help prepare the inmate for a more successful reintegration to a traditional prison or a return to the community.

The B7 treatment team provides support and encouragement through on unit groups, individual counseling, unit activities, and structure, which require inmates to own responsibility for their actions. The team strives to engage inmates in meaningful treatment, encouraging them to observe and evaluate their thinking, assess the choices they make, and recognize the increased control they have over their behavior.

## **Unit B8**

Unit B8 serves inmates, who present problematic behaviors and have difficulty maintaining pro-social behaviors in a less structured environment.

The objective of the Daily Incentive (DI) program is to assist the inmate in developing and maintaining a sense of self-regulated emotions and pro-social behaviors so that the inmate is able to transition to a less restrictive setting. Inmates participating in the DI program will develop and maintain an increased sense of self-regulation and adaptive behaviors so that they are able to transition to a less restrictive environment. The DI program integrates the “recovery” and “decompression” models of treatment in providing behavioral feedback. The unit program is designed to foster awareness and adaptation of self-control as well as enhancing appropriate social interactions with peers and institution staff.

The DI program includes ratings that measure interactions with peers, interactions with staff, rule compliance (limits), and activity and school involvement. A target behavior (special) may also be added through the treatment learning plan (TLP) process. These measures are shared with the individual in a coaching/teaching approach to assist them in recognizing their level of skill development. Once outcome measures indicate skill attainment, then the individual is reviewed for a less restrictive setting.

### **Unit F9**

The Reintegration Unit objective is to provide an environment that promotes rehabilitation by linking release planning, medication management, independent living skills, job skills, personal responsibility and self-control as means of reintegrating the resident back to the community.

The unit is designed to provide care and release planning for those residents who have a history of chronic mental health issues or correctional institutionalization. The F9 treatment team focuses on developing individualized release plans that are focused on independent living skills while providing relapse prevention plans. Through the collaborative development of individualized WRAP plans between the resident and the treatment team, stressors related to release planning and community reintegration will be reduced. The links between the resident, agents responsible for community supervision and mental health care providers will be established prior to the resident's release date.

The focus of the Reintegration Unit is to complement and reinforce the WRC Pre-Release Program, which is an eight week program during which residents attend groups and classes facilitated by the Education Department. Treatment groups include Community Supervision, Job Skills, Release Group, Life Skills, Relationships, Health Education, and Families and Parenting. Based upon a resident's capabilities, individualized Treatment Learning Plans will be developed to encourage and motivate the resident to perform to his maximum potential while preparing for his release to the community.

### **Unit F10**

The Basic Skills Program is designed to introduce the inmate to the basics of adult living skills, practice socially accepted behaviors, to engage in treatment and groups, and medication compliance. Inmates on F-10 are those who are deficient in activities of daily living, have poor socialization skills, are vulnerable, and have marginal medication compliance.

A level system is utilized where inmates receive credit for completing daily living skills i.e. cleaning room, showering, wearing clean clothes, combing hair and brushing his teeth. In addition, two individualized target behaviors are assigned that reflect specific problem areas. Each level determines the amount of privileges an inmate can earn.

## **Unit F11**

Unit 11 is the Program Security Unit. The objective is to provide a behaviorally controlled environment for the dual purpose of continuing the assessment of the inmates' behavior with the initiation of programs which will measure an inmate's responsiveness to unit programming. It also provides a supplemental environment to the High Management Security Unit in an effort to facilitate transition to a more open environment.

The Program Security Unit provides an integral part of the multi-disciplinary treatment modality at WRC. It provides to the treatment teams a behavioral management response to immediate presenting behavior that insures a safe and secure environment. This enables an individualized approach to meet the individual treatment needs as defined in the originating unit developed care plans.

## **Unit F12**

F12 is the Transfer Unit and serves chronic to high functioning social skill inmates. The objective is to transition inmates from a high management unit to a more open living unit. Through structured group activities facilitated by unit staff and off unit programming, the inmate will gain the necessary skills needed to succeed in an open unit environment or at a traditional DOC facility. Pro-Social behaviors are encouraged and rewarded with additional privileges. Staff immediately address anti-social behaviors, which could result in the loss of these privileges.

F12 utilizes a level system that varies based on individual needs and expectations. This level system can be modified from chronic to high functioning inmates as to hopefully be successful. Inmates are required to attend on unit recreation at level 4, which makes them eligible to earn their personal items. However, some inmates are not expected to achieve a level 5 based on behaviors but still earn their personal items with continual required on unit recreation therapy.

## **Unit G13**

The Motivation Assessment Program (MAP) on unit G13 provides a safe and therapeutic setting for Sexually Violent Persons (SVP), patients who either need to adjust to the more demanding treatment requirements of other programs, or who have refused to participate in treatment. Positive, appropriate interactions are encouraged and the unit provides opportunities for patients to engage in activities, which promote personal growth.

Some patients do not use treatment as a means to meaningful personal change. There can be many reasons for this. In some cases, patients may experience strong ambivalence about meaningfully participating in the steps necessary to change, or lack the motivation to do so. In some cases, patients may sign consent to treatment but consistently demonstrate through their behavior an unwillingness to change. Under these circumstances, later phases of treatment will be ineffective until the patient resolves this ambivalence or appropriately manages his behavior. This alternative treatment situation prepares patients to change by providing them with specific tasks to stabilize their behavior and begin addressing the factors that prevent their application of treatment material to their daily lives.

## **Unit G14**

The Moral Reconciliation Therapy (MRT) program on unit G14 provides a systematic, cognitive-behavioral, step-by-step treatment strategy approach designed to enhance self image, promote growth of a positive, productive identity, and facilitate the higher stages of moral reasoning. The treatment program is an initial treatment approach for patients that are committed under Chapter 980. Treatment groups are facilitated by a variety of staff that have received training in MRT. The program participants follow a structured workbook titled "How To Escape Your Prison". The objective of MRT is to optimize patient readiness for further treatment at the Sand Ridge Secure Treatment Center.

Referrals to the on unit treatment program are made through a formal assessment process by the patient's treatment team. The patients may or may not elect to enter the treatment program. Those who participate are objectively rated on their level of treatment participation and given an opportunity to demonstrate a desire to move forward in the SVP treatment programming.

The length of the program is based on the patient's participation in a group setting, desire to succeed through each step and demonstrated behaviors both on the unit and in the larger institution setting. Once the steps are satisfactorily completed and the patient is noted to have participated appropriately, the patient is then eligible to move on to the next phase of his treatment experience.

## **Unit H15**

The objective of the Admission Unit is to facilitate the admission and orientation process of all inmates received at WRC, making effective assessment and referrals to other WRC units based on individual inmate needs and programs. The Unit provides inmates an orientation to WRC, its procedures, rules and available programs. After completion of the Admissions Unit program inmates will have a general knowledge of WRC, various departments, institutional procedures, institutional procedures and methods for obtaining services.

The program prepares inmates to be successful in their stay at WRC by focusing the inmate on improved compliance to verbal and written directions. Appropriate communications with all staff and other inmates is encouraged in all day to day contacts. The program further provides preparation for functioning on the open units of WRC and participation in treatment programs. All new admits to WRC are assessed by the Admission team within 15 working days of arrival with the intent to place the inmate in the most appropriate unit environment to meet the clinical and social needs of the individual while maintaining balance with security and safety issues.

## **Unit H16**

H16 works with inmates who are "rough around the edges." The unit objective is to work with inmates on issues of assertiveness, distress tolerance, and emotion management. The unit has a sliding scale for progress and effort receives attention.

Inmates are encouraged to progress from "just" coping, to coping well. The stage of change model is the underlying philosophy on unit H16. We take a person where he is at in terms of their stage of change and utilize motivational interviewing to encourage them to reach their goals. By way of structure and challenging mistaken beliefs staff are making a difference.

H16 has the Coping Skills Program. This is a four week program designed to provide awareness and coping skills for selected inmates. Inmates are referred for this program via the inmate's initial staffing or based on a defined treatment need from another unit. Further assessment occurs throughout the four week period to evaluate if continued mental health or other programmatic treatment is needed. This program is designed to return the respective inmate back to a DOC environment, with tools and strategies to better function in a traditional DOC setting.

### **Units H17 / H18**

H17/18 SVP units provide an admissions program that provides new patients with an orientation to the rules and routine on the units. Patients are provided with information about their rights as mental health patients and give them a description of the SVP treatment program. Patients may or may not elect to enter the treatment program. During a patient's first month at WRC, an initial staffing is held to gather additional information from the patient, answer questions he may have, and begin the development of a Treatment Learning Plan to guide staff's efforts to provide appropriate care.

H17/18 SVP units provide a safe and therapeutic setting for persons who are recently referred for possible commitment as Sexually Violent Persons (SVP) or who have elected not to participate in offense-related treatment programming. Staff encourages positive, appropriate interactions and provide opportunities for patients to engage in activities, which promote personal growth.

## **MENTAL HEALTH AND CLINICAL GROUPS**

The unit and Multi-D programs are supplemented by a variety of other mental health and group therapy options. Inmates are referred by treatment staff and are reviewed by members of the Social Service or Psychology Units prior to acceptance into the various groups. These treatment groups are listed below.

### **AODA: SUCCESSFUL TREATMENT AND RECOVERY (STAR)**

The STAR AODA program is an individualized treatment program for inmates that are dually diagnosed. Each individual is treated based on their current Stage of Change in each of their goal/problem areas. It is an open-ended program with the completion time varying by each individual's specific needs. The basic Core group meets three times per week with referral to the satellite programs/classes coming out of that group. Feedback is given to the units from the AODA treatment team via a treatment progress note. Based on these assessments and individual interviews, adjustments may be made to the participant's assignment list. Assignments may be discarded if unnecessary for their treatment and individualized assignments may be added to meet specific needs.

**ATR: STAR accepts Alternative to Revocation Offenders;** however, the individual must have prior participation in AODA treatment. This is due to the limited time available for ATR treatment. The expected time as an ATR would be 4-6 months.

### **Anxiety Group**

Provides a forum for inmates to share their personal struggles and triumphs with anxiety. Inmates will gain insight and understanding of their anxiety through facilitator guidance and group discussion. Inmates will also learn new information about anxiety including ways to manage and cope with symptoms. Active participation in the group will allow inmates to ease the discomfort of their anxiety by learning ways to decrease its severity.

### **Coping Skills**

Teaches inmates skills on how to recognize and manage their emotions more effectively and communicate in an assertive way. They learn about frustration tolerance and anger management and how that affects their behavior and communication techniques.

### **Daily Living Skills**

Skills for Daily Living is offered multiple times per week as part of the open-ended on-unit Mental Health Fundamentals Program. The social worker prompts and encourages participants to attend class. During class the social worker offers participants a supportive and supervised setting and provides a pro social activity to decrease social isolation, enhance social skills, and encourage peer interactions, offer reality orientation and exchange information regarding the participants' areas of interest and/or concern. Class topics may include but are not limited to maintaining mental health, mental health problems and interventions, coping styles and alternatives to negative coping styles, institution and community support systems, developing and maintaining participant support systems and making a quality of life during incarceration especially when also addressing major mental health diagnoses and interventions. Class activities may include board games, group problem solving activity, movie or drama demonstrations. The purpose of the activity is to learn about the activity, communicate questions and understanding of the activity, practice the activity, practice peer to peer support and encouragement, practice abiding by the rules of the game and as often as possible complete the activity/class project during the class time.

### **Depression Group**

Provides a better understanding of depression and other mood disorders including understanding of the causes of mood disorders, recognizing one's symptoms, working through grief-related issues, and learning adaptive methods of coping with depression (i.e. taking care of self, cognitive interventions, etc.). The group also incorporates a process-oriented approach that focuses on each participant's individual needs while also emphasizing mutual support, cohesion, and constructive feedback between group participants. The group has an open-ended format and is linked to the Mental Health Education program.

### **Dialectical Behavior Therapy**

Behavior management skills training for inmates, who have a history of suicide attempts or self-injury.

### **Emotion Management**

Inmates who have a history of significant behavior problems including such things as self-injury, aggression, impulsivity, or interpersonal difficulties related to intense and reactive emotions may be referred to this group. They will learn skills in the areas of mindfulness, distress tolerance, emotion regulation, and interpersonal effectiveness. Skills practice outside of group sessions is an important part of participation and the focus is on using skills to reduce or eliminate their maladaptive behaviors.

### **Eye Movement Desensitization and Reprocessing (EMDR)**

Individual therapy designed to treat issues related to trauma.

### **Mental Wellbeing Acclimatization**

Some inmates at WRC are experiencing emotional and behavioral difficulties due to suffering symptoms of severe and persistent mental illness. These inmates are not stable enough to participate in off-unit treatment programs. The Mental Wellbeing group is held on the Acute Psychiatric Unit three times per week for 45 minutes each. Inmates are encouraged but not mandated to attend and participate at their own level of ability.

The group is designed, first and foremost, to develop a rapport and to build trust between the inmates and the facilitator, thus providing a safe environment within which individuals might share their personal struggles. Participants also are aided in developing an awareness of the different types of mental illness by incorporating multimedia presentations and activities into the discussion topics.

Along with an awareness of the different types of mental illness, group discussions include more in-depth instruction on specific mental illnesses as well as coping techniques. Further, the group is a way to enhance the therapeutic relationship, reduce social withdrawal, increase motivation, build self-esteem, and teach or increase group skills.

### **Positive Psychology**

Time-limited, structured program for inmates with Depression. The intent is to change attitude by focusing on the positive aspects of one's life.

### **Release Group**

Focuses on the tumultuous thoughts, feelings and behaviors that arise the last months of confinement and continue through the months following release. Returning to the community, to everyday responsibilities and relationships, is a demanding and difficult task. Plans for the future while incarcerated are often built on blind hope or a lack of substance due to self-destructive feelings of bitterness and hopelessness. Therefore, members are engaged in readings and discussions with the goal to support them as they learn about mental and social stages others have gone through, to solve problems, cope with hardship, attain personal growth and maintain hope.

### **Schizophrenia Support**

Inmates who have completed the Schizophrenia Group are eligible to join this ongoing support group at any time. The focus is on providing an opportunity for inmates to discuss their personal concerns about coping with their illness with others who have similar issues, as well as providing more of an opportunity to practice and apply coping strategies that could be only briefly introduced in the Schizophrenia Group due to time constraints.

**Self-Management and Recovery Training (SMART)** is a cognitively based support group that focuses on self-help information, tools and techniques to promote stopping harmful addictive behaviors. Members are encouraged to discuss how their past behavior and decisions may have been ineffective and had negative results. Members explore how their addiction has negatively impacted their development. Alternatives are explored.

### **Survivors' Group**

This treatment group is a semi-structured, open-ended program for inmates, who have trauma history of varying sorts (Child sexual assault, adult sexual assault, crimes, losses, etc). Involvement in trauma therapy is not necessary, but treatment issues are discussed.

### **Systems Training for Emotional Predictability and Problem Solving**

Group treatment program for inmates with Borderline Personality Disorder.

### **Voices of Support**

This is a semi-structured, open-ended group for inmates who have experiences of auditory hallucinations.

### **Wellness Recovery Action Planning (WRAP)**

In this group participants will learn how to develop a plan for taking control of their own health and wellness, promoting greater personal responsibility and improved quality of life. This plan will help them to stay well more of the time, know what to do to help themselves feel better when they encounter problems, monitor their warning signs to prevent significant symptom relapses, and handle crisis situations more effectively. This group is open to all inmates, though it may be particularly beneficial for those who have already completed other programs as a tool to help them pull together skills they have learned and plan how to put them into practice in their daily lives.

# **Engagement Activities**

## **ACADEMIC EDUCATION**

Although inmates at WRC reflect the complete range of academic abilities, on the average, they function at a lower academic level than their peers in other DOC facilities or the community. A large portion are functionally illiterate or need remedial work due to limited intellectual ability, learning disabilities, emotional disturbances, or lack of formal schooling.

To address these needs, the education staff provides a wide-range of services.

### **Educational Assessment**

During their initial Assessment and Evaluation period at the Dodge Correctional Institution, most inmates are administered the Test of Adult Basic Education (TABE) to determine their academic functioning level. If an inmate did not complete the testing, if the accuracy of the test scores is suspect, or if the test scores are old, the inmate will be enrolled in the Education Assessment class. In this class, the TABE will be administered and the inmate will be counseled as to his academic needs and the educational programming available to him.

### **Adult Basic Education**

Inmates who are below a 7.0 grade level are encouraged to enroll in Adult Basic Education classes in reading and math. These classes use an individualized instruction format and are open-ended. Computer lab classes, which use PLATO software to develop basic academic skills, are also available to supplement regular classroom instruction. An inmate may enroll in these classes starting any time.

### **High School Equivalency Preparation**

Inmates who are above a 7.0 grade level or who have a diploma but need review work are encouraged to enroll in the High School Equivalency Preparation classes. Classes relating to each of the HSED component tests are available: Writing Skills, Social Studies, Science, Literature, Math, Civics and Health. The classes are open-ended. An inmate may enroll starting any time.

### **High School Equivalency Diploma Testing**

WRC is an official HSED Testing Center. When an inmate demonstrates on the HSED Practice Test that he is ready to take the HSED test; the Guidance Counselor will schedule him for testing.

### **Special Education Services**

Inmates who are under 21 years of age and have a special education need, are eligible for special education services. A Special Education certified instructor will meet with each of these inmates to describe the services available, assess his education needs, develop and Individualize Education Plan, and enroll him in appropriate programs.

**For more information:** Contact Education Director Jim O'Keefe at 920-426-4310, ext. 4463 or by email at [okeefjd@dhfs.state.wi.us](mailto:okeefjd@dhfs.state.wi.us).

## **THERAPEUTIC SERVICES**

The purpose of Therapeutic Recreation is to facilitate the development, maintenance, and expression of an appropriate leisure lifestyle. The therapists at WRC utilize the Peterson and Gunn Therapeutic Service Model when working with inmates based on individual needs.

The Therapeutic Service Model consists of three components:

- Treatment - improve functional ability
- Leisure Education - acquire leisure knowledge and skills
- Recreation Participation - engage in organized participation

The purpose of Therapeutic Recreation at WRC is to provide treatment to inmates that will lead to a reduction of maladaptive behavior. Therapists provide this treatment by using activities as a vehicle, which leads to an awareness and a reduction of how these behaviors have a negative impact on their lives.

### **Referrals**

The therapists begin by assessing the inmate's interests, needs and strengths. From this assessment the inmate is placed in treatment groups and classes providing leisure education or is referred to recreation participation (open recreation).

### **Goal Areas**

Therapeutic Recreation helps to improve inmates' quality of life by teaching useful skills, helping to increase inmates' self-esteem, and developing a healthy lifelong leisure lifestyle.

Areas that therapists may work with inmates on are:

- social interaction
- problem-solving
- self-esteem
- stress management
- leisure skill development
- decision-making
- self-awareness
- anger control

## **CONTENT**

To address these needs, the Therapeutic Services staff provides a wide range of modalities. The following groups focus on treatment and social and leisure skill development specific to client need areas.

### **Therapeutic Recreation**

Therapists utilize board games, cards, paper/pencil activities, outdoor games, gym activities and other recreational/leisure activities. These groups are often experiential based.

### **Therapeutic Crafts**

Therapists provide inmates work on projects, such as painting, drawing, ceramics, fiber arts, stamping and cards.

### **Therapeutic Fitness**

Therapists provide inmates the opportunity to learn how to improve both their cardiovascular and physical fitness.

### **Therapeutic Services Specific**

Therapists work on specific goal areas for inmates who have similar identified needs.

### **Open Recreation provided by Recreation Leaders**

Recreation Leaders provide scheduled activities for inmate at the Recreation Participation level.

### **Challenge Course**

The WRC Challenge Course provides a unique teaching environment where participants can experience varying amounts of physical, mental, and/or emotional risks.

The program concentrates on individual and group skill development, by attempting a series of activities which involve physical and emotional risk within a supportive group atmosphere. Participants develop a strong sense of self-worth and accomplishment while increasing skills in problem-solving, leadership, communication, decision-making, trust, and teamwork.

### **Goals**

- To provide WRC inmates, patients, and staff with a therapeutic medium which is safe, challenging, and effective.
- To identify treatment issues through metaphors, in a physically challenging and emotionally demanding activity.
- To provide an alternative experience that enhances the group process.
- To provide inmates, patients, and staff a service which is unique, exciting, and educational.

### **Target Population**

- Any Wisconsin Resource Center inmate or patient
- Any Wisconsin Resource Center department group or staff member
- Anyone with interest and motivation

**For more information:** Contact Therapist Supervisor Kellyn K. Simonson-Zaremba at 920-426-4310, ext. 4290 or by email at [simonkk@dhfs.state.wi.us](mailto:simonkk@dhfs.state.wi.us).

## **RESIDENT WORK PROGRAMS**

The Wisconsin Resource Center has two work programs one which is designated for inmates and the other for Chapter 980 patients. Each of these programs is administered under guidelines put forth in the Inmate Work Program Handbook and the Patient Work Program Handbook.

It is the policy of the Wisconsin Resource Center to provide each inmate with a meaningful opportunity to work consistent with an inmate's abilities, the institutions capacity to employ them and to efficiently complete work tasks essential to the operation of the institution. The WRC Work Program is administered under guidelines set forth in DOC 309.55, Wisconsin Administrative Code.

The inmate work program at the Wisconsin Resource Center is integrated with the goals of other treatment programs. The first of these is to complement and support the treatment program by providing inmates with meaningful activity, which may reinforce self-improvement. Secondly, work placements are utilized to train inmates in proper work habits to prepare them for institutional or competitive work placements. In order for WRC residents to transition into other institutions or possibly the community, it will be vital for them to have documented work experience. The work programs will provide strong, transferable work skills. In addition, the work program provides support services to the institution in food service, custodial, laundry, and other areas.

Objectives of the inmate work program are:

1. To provide uniform and fair compensation standards as an incentive to inmates to develop and reinforce positive behavior.
2. To compensate inmates with wages so that they may make purchases from the canteen and accumulate funds to assist them upon their release.
3. To encourage inmates to complete their programs successfully.
4. To promote institutional order by providing an incentive for good behavior.

Patients are afforded an opportunity to participate in work while residing at the institution. Patient participation in work will promote institutional order by providing an incentive for good behavior. Currently the majority of work assignments are located on the patient housing units with the goal of extending work opportunities off unit in the future.

Guiding principles for the patient work program include that participants provide quality work for the institution. The patient work program will act as an incentive for good behavior. The overview put forth in the patient work program handbook will provide a method to systematically deal with patient work issues. The patient work program will assist in the development of employment skills and to encourage patients to utilize their skills through the work program. Lastly the patient work program will assist patients in developing a pre-release fund, which would help prepare patients for transition into the community.

Compensation for patient workers is based on a level system. Compensation ranges from \$2.00 to \$2.50 per hour. The higher the level a patient is at the higher their compensation rate. All patients are allowed to work the same amount of hours with the exception of patients who progress to participate in the Motivational Assessment Program (MAP) and Moral Recognition Treatment (MRT) who receive one additional hour a week.

**For more information:** Contact Work Program Supervisor Bob Whittaker at 920-426-4310 ext. 4151 or by email at [whittrd@dhfs.state.wi.us](mailto:whittrd@dhfs.state.wi.us).

## **SELF-IMPROVEMENT CLASSES**

The Self-Improvement classes are not scheduled on the same cycle as the Multi-Disciplinary programs. Instead, they are open-ended. An inmate may take the Self-Improvement classes while he is waiting enrollment in a Multi-Disciplinary program, after he has completed it, or along with it.

The Self-Improvement electives provide a unique opportunity for inmates to participate in the humanities in ways that are both enjoyable and character building. Research shows that the lack of exposure to such experiences is associated with higher rates of anti-social behavior, while considerable exposure to these is associated with more pro-social behaviors.

Important figures from various disciplines have recognized the importance of the humanities to the human character. Psychologist Abraham Maslow's hierarchy of higher needs included self-actualization, knowledge, and aesthetics. Educator Horace Mann called the humanities, "the great equalizer of men, the balance wheel of the social machinery." Historian and sociologist W.E.B. DuBois stated, "Humanities are the whole system of human training ... which molds and develops men."

The curriculum of the Self-Improvement elective classes focus on ethnic, moral, and historical themes which serve as springboards for self-exploration and analysis of the human condition. A discussion of universal virtues such as compassion, friendship, honesty, etc., will be common throughout the classes. The human need to aspire to these virtues will be emphasized, and the ways in which they are manifested in one's behavior will be examined.

Class activities are intended to be catalysts toward a broader world view, an enhanced interest in the humanities and an exploration of one's own creativity. Class goals are for the inmate:

- To appreciate the universal concerns of people throughout the world.
- To understand the relatedness of literature, history and the arts.
- To appreciate the universality of virtues.
- To examine one's own attitudes, values and beliefs.
- To develop empathy for the values and beliefs of others.

### **Referrals**

Inmates to be referred for the Self-Improvement electives include those who have:

1. Deficits in moral development.
2. Lack of awareness of the world and their place in it.
3. Incomplete "cognitive maps".
4. Limited exposure to literature, history and the arts.

Classes are open to WRC inmates of all ability levels.

### **Structure**

The Self-Improvement classes are open-ended. The participant may enroll in one or more of the classes. Each class meets 2-5 hours per week. A student may begin at any time. Group size is limited to 8-12 participants.

Class formats include, but are not limited to, creative writing; viewing and discussing films; reading and discussing literature; discussing current events and hands-on art and music activities.

## **CONTENT**

The number of Self-Improvement electives offered is dependent on staff time available. Self-Improvement classes typically offered are:

### **Beginning Keyboard (1 hour per week)**

Making music can foster creativity and self-discovery, but opportunities to use musical instruments are quite limited in prison. While keyboards are permitted in most prisons, self-instruction programs generally rely on learning traditional note-reading, which can be a long and laborious process. This class meets once a week and employs a chord-centered method of playing used by many professional musicians that enables the student to play more quickly without reading all of the notes.

### **Creative Writing (3 hours per week)**

The Creative Writing class provides an opportunity to pursue creative expression through poetry, short stories, and plays. The focus of the class allows for feedback, praise, and constructive criticism in an effort to raise the level of the author's writing. We encourage crafting of language and work on the author discovering "voice."

### **Drama (4 hours per week)**

Drama Group provides an opportunity for creative expression through examining characters in plays (published or original) and portraying these roles. Through acting, students can fortify their self esteem and engage in a (for most) completely new activity while learning the value of teamwork.

### **Guitar Group (2 hours per week)**

In the Guitar Group, participants have an opportunity to learn from one another, to relax in an informal setting and to express themselves creatively through music. While preference is given to those owning their own guitar, several institution-owned guitars are also made available.

### **Exploring Success (4 hours per week)**

Exploring Success is a course designed to help participants "explore", learn and understand what makes people successful. Participants listen to audiocassettes, view videos and read books written and published by some of the most successful people in America today. These people share their success formulas and techniques on how to become successful in all areas of your life. The participant's challenge is formulating a plan on how to take what he learns and apply it to his current life situation(s) so he may become "successful".

Participants are required to take notes, discuss the information presented and do assignments that will help them learn the secrets of success and to build their own success formula. Exploring Success gives the participants an opportunity to explore and improve their self-esteem, self-concept, and inter-personal skills, how to set and reach goals, and how to get the most out of life.

### **Literature Circle (5 hours per week)**

In Literature Circle, participants read aloud from short stories, novels or other works of literature. The purposes of the class are to encourage reading and to enhance awareness of character as perceived in the literature. In discussion participants also examine their own beliefs, values and virtues as they relate to story content.

### **Mental Health Matters (2 hours per week)**

The Mental Health Matters Group, is an open-ended group that provides support and continued education related to on going mental health concerns. The group meets twice weekly. Course content includes medication concerns, relapse-prevention planning, mental health education/symptom awareness, recovery principals, and coping strategies. Group size is limited and a referral is required to participate.

### **Multicultural Awareness (2 hours per week)**

Videos, special speakers, music, and discussions are used to help the participants to explore the beliefs, values, traditions and customs of various cultures around the world. Through these activities they gain an appreciation for the similarities and differences among people all around the world.

### **Music Appreciation (3 hours per week)**

In this group participants listen to music from a variety of genres and share their reactions. They learn how music relates to the larger culture and how it affects an individual's general well-being. Participants are encouraged to be open-minded and to broaden their musical tastes.

### **National Issues Forum (3 hours per week)**

In this program participants examine various points of view surrounding national issues. Through reading, viewing videotapes and discussion, participants gain new information that helps them to fortify or to change their own opinions on particular issues. The moderator models a nonjudgmental viewpoint and a respect for divergent opinions. Participants learn to examine issues more critically and to express disagreements respectfully.

### **Painting and Drawing (5 hours per week)**

Painting and Drawing class is an opportunity for artists of all talent levels to develop and practice art skills. From the beginner working on basic techniques to the accomplished artist working on more complex visual imagery, it gives a chance for the participants to engage their creative ideas and express themselves in a painting or drawing medium.

### **Science Fiction (3 hours per week)**

This literature class is more than just galactic adventures and bug-eyed monsters. It is a way of looking into the future and examining choices. Science Fiction can help us understand the effects that science has, or can have, on our lives. Participants will discover that the basis of the science fiction story is based on a believable scientific theory or sound scientific principle that deals with human nature or society. And beyond expressing things that are strange and unusual, science fiction must tell a good story about the human condition.

**Voices of Support (1 hour per week)**

Many inmates at WRC suffer from major mental illnesses. For some, auditory hallucinations can be a troubling symptom. In this group which meets once a week, peers share with each other their experiences with voices and their means of coping with or "quieting" the voices (including medications they have/have not found helpful). Most importantly the group is a forum wherein the members offer emotional support to one another regarding this troubling aspect of mental illness.

**Yoga for Beginners (4 hours per week)**

Introduction to Yoga is a class that will teach the basics of yoga and its benefits. Yoga is one of the few forms of exercise that anyone can do – and excel at – regardless of age or physical condition. Yoga builds strength, increases flexibility, improves circulation, lowers blood pressure, reduces psychological stress and is easier on the body than high-impact workouts.

For more information: Contact Self-Improvement Coordinator Jim O’Keefe, 920-426-4463, ext. 4160 or by email at [okeefjd@dhfs.state.wi.us](mailto:okeefjd@dhfs.state.wi.us).

# **Multi-Disciplinary Treatment Programs**

## **MENTAL HEALTH FUNDAMENTALS PROGRAM**

Some inmates who are transferred to WRC are experiencing severe emotional and behavioral symptoms which are the result of acute mental illness. To provide the greatest amount of staff resources and most comprehensive treatment, these inmates are placed on one of WRC's Psychiatric Units. Because of their mental instability and erratic behavior, many of these inmates cannot leave the unit to participate in treatment groups.

To help stabilize the individual, promote healthy functioning, and reinforce the medical interventions that are occurring with the inmate, the Mental Health Fundamentals program has been created.

Mental Health Fundamentals program uses a holistic approach - addressing the emotional, physical, social and spiritual needs of the inmate.

### **Referrals**

Inmates referred for the Mental Health Fundamentals program include those who:

- Currently are experiencing mental/emotional instability
- Are being treated by psychiatric staff
- Exhibit Axis I symptoms
- Are unable to participate in off-unit treatment groups
- Need prompting and support to participate in treatment

### **Structure**

All of the groups, which comprise the Mental Health Fundamentals program, are taught on the unit. The groups are open-ended to allow inmates to enter and exit the program as their stability and behavior dictate. Inmates are encouraged to attend as many components of the program as they can manage.

Some of the groups are structured to cover a set of topics on a rotating basis. Because retention of concepts and skills may vary, an inmate may repeat some or all of the groups as needed.

Only those inmates who are being released to the community in the near future will participate in the Community Release Group.

The inmate's progress in Mental Health Fundamentals will be assessed at his staffing. A decision will be made to continue the inmate in the program or to recommend transfer to another unit and/or enrollment in an off-unit Multi-Disciplinary program for further treatment.

## **CONTENT - Acute Psychiatric Program**

### **Engagement (3 hours per week)**

Priority is given to managing the immediate acute mental health needs. Activities have been designed to develop rapport and a therapeutic relationship. The participants are helped to become aware of their own needs and seek appropriate help in dealing with them.

### **Exercise (2 hours per week)**

Stretching and exercise are used to get the participant active, thereby building self-esteem, reducing social withdrawal, and increasing motivation.

### **Skills for Living (3 hours per week)**

A series of topics relating to personal and social skills are taught on a rotating basis. They include: Communication, Assertiveness, Stress/Relaxation, Anger/Grief, Wellness, Problem Solving/Decision Making, Social Rules/Boundaries, and Conflict Resolution.

### **Medication Education (1 hour per week)**

Nursing staff provide basic information on the different types of mental illnesses and the specific medications that are used to treat each type. The importance of complying with the recommended medication regime is emphasized.

### **Understanding & Coping with Mental Illness (4 hours per week)**

Participants become aware of what mental illness is and the different types. Various coping strategies are discussed.

### **Creative Arts (1 hour per week)**

A variety of mediums are used to increase feelings of relaxation and encourage freedom of expression.

### **Armchair Explorer (1 hour per week)**

A variety of videos are used to help the participant develop the cognitive skills of decision-making, paying attention, summarizing, and articulation ideas and opinions. Group discussions focus on improving conversation, listening, and group decision-making skills.

### **Therapeutic Recreation (2 hours per week)**

Group interaction is encouraged through a variety of indoor and outdoor activities. Activities are chosen to enhance problem-solving, improve concentration, build self-esteem, and teach group skills.

### **Community Release Group (2 hours per week)**

Participants are prepared to cope with the emotional, social, financial, and health issues they will encounter upon release. Rules of community supervision, money management, health care, and employment are discussed. Each participant is encouraged to develop a personal written release and relapse prevention plan.

## **CONTENT - Intermediate Psychiatric Program**

### **Remotivation (2 hours per week)**

The participant is engaged in group activities designed to develop rapport and a therapeutic relationship, increase motivation, and manage stress.

### **Exercise (10 minutes per day)**

Stretching and exercise are used to get the participant active, thereby building self-esteem, reducing social withdrawal, and increasing motivation.

### **Skills for Living (4 hours per week)**

This group focuses on personal hygiene, motivation, and social skills building. Participants are taught how to get involved in group activities and the group and decision-making skills necessary for successful involvement.

**Wellness (2 hours per week)**

Nursing staff discuss physical, mental, and social wellness. Basic medication education is provided including specific information on the different types of mental illnesses and the medications that are used to treat each type. The importance of complying with the recommended medication regime is emphasized.

**Understanding & Coping with Mental Illness (2 hours per week)**

Participants become aware of the different types of mental illness and their specific diagnosis and symptoms. Various strategies for coping with mental illness are discussed.

**Creative Arts (1 hour per week)**

A variety of mediums are used to increase feelings of relaxation and encourage freedom of expression.

**Armchair Explorer (1 hour per week)**

A variety of videos are used to help the participant develop the cognitive skills of decision-making, paying attention, summarizing, and articulating ideas and opinions. Group discussions focus on improving conversation, listening, and group decision-making skills.

**Therapeutic Recreation (2 hours per week)**

Group interaction is encouraged through a variety of indoor and outdoor activities. Activities are chosen to enhance problem-solving, improve concentration, build self-esteem, and teach group skills.

**Relapse Prevention (2 hours per week)**

Participants are aided in developing an awareness of their mental illness and managing their symptoms, especially hearing voices. They are taught how to daily monitor their symptoms and be ware of the warning signs that indicate potential relapse.

**Community Release Group (2 hours per week)**

Participants are prepared to cope with the emotional, social, financial, and health issues they will encounter upon release. Rules of community supervision, money management, health care, and employment are discussed. Each participant is encouraged to develop a personal written release and relapse prevention plan.

**For more information:** Contact Mental health Fundamentals Program Coordinator Sue Curran at 920-426-4310 ext. 4132 or by email at [currask1@dhfs.state.wi.us](mailto:currask1@dhfs.state.wi.us).

## **COPING SKILLS**

Many of the social skills inmates that transfer to WRC transfer due to institutional adjustment issues and behavioral problems. They are likely to continue to experience these difficulties until they understand and learn how to cope with the environment in which they currently reside.

The Coping Skills Program is designed to give inmates the basics needed to maintain in the Department of Corrections with the hope they will continue to use what they have learned if and when they transition into the community.

Five topics are covered in the Coping Skills program: Awareness of Behavior, Anxiety, Frustration, Coping, and Anger and Assertiveness.

### **Referrals**

Referrals for the Coping Skills Program come from the Admissions Unit at WRC. The admissions unit is most likely to refer an Inmate to the Coping Skills Program due to:

- Poor institutional adjustment.
- Need for further evaluation.
- Poor social skills.
- Noted to be predatory.
- Poor frustration tolerance.
- History of program failure.
- Mental health symptoms have significantly subsided since arrival at WRC.

### **Structure**

The WRC Coping Skills Program is four weeks in length. The program groups meet eight hours per week for a total of 32 hours. Group size is limited to six inmates.

Each of the five topics mentioned above takes approximately 2-4 group periods to complete. Along with the classroom time, the inmates are expected to participate in the Coping Skills Lab, which is designed for the inmates to demonstrate and practice the tools they learned during class that day.

Since the inmates are given homework as a tool to demonstrate the understanding of the concepts presented, they are given a study hall where all the inmates participating in this program can meet with each other and discuss their homework. This Study Hall is facilitated by the Unit PCT's.

The Coping Skills Groups start up every two weeks and run for four weeks. Upon completion of the four weeks, the inmates are evaluated by the Treatment Team for further programming or possible transfer back to a traditional DOC facility.

## **CONTENT**

### **Awareness of Behavior (2 hours per term)**

The Awareness of Behavior sessions are designed to give inmates tools to be aware of both their behavior and the behavior of others. Participants discuss the thought process and how that thought process leads to the inmate's behaviors and consequences. In this session, the idea of perception and how people observe the same situation of events differently is discussed along

with how one may not know how another is feeling unless they have asked...promotes communication.

### **Anxiety (2 hours per term)**

The Anxiety sessions gives the inmates facts about anxiety and tips on how to identify anxiety. Many individuals may confuse anxiety with another feeling or may cover up anxiety with another feeling. During this lesson, the inmates are given options to deal with anxiety such as Visualizations and Progressive Muscle Relaxation Exercises. Part of this session consists of a discussion with the inmates about mistaken beliefs and how those made lead to anxiety.

### **Frustration (2 hours per term)**

The Frustration sessions deal with what exactly is frustration and gives the inmates tools to cope with frustration. An important concept of frustration is to know exactly what it is that is frustrating you. The motto of the Frustration session is to keep the small things small and not to let frustration build to some other unhealthy feeling. This session gives the inmates an example of how frustration can “snowball” and discuss what the Survival Mode is and how it can be used for frustration.

### **Coping (2 hours per term)**

The Coping sessions pull together many situations that inmates have to manage both as being an incarcerated individual, as well as, everyday circumstance. These sessions assist inmates in putting their situations into perspective. Part of Coping, is making realistic expectations so the inmate does not set himself up for failure. They look at how to set those realistic expectations and how to deal with disappointments even if they do not accomplish what they thought was a realistic expectation.

### **Anger and Assertiveness (4 hours per term)**

The Anger sessions discuss what anger is, how it happens, and how to control it. They talk about the six Major Thought Distortions that everyone uses at some point in their life and how to recognize those distortions. The second session of Anger, the inmates are given an Anger Log. This Anger Log is a tool for the inmates to use now and in the future for analyzing their anger. The Assertiveness session discusses the different communication styles. They take a closer look at the verbal and non-verbal tactics used in Passive Communication, Aggressive Communication, Passive-Aggressive Communication, and Assertive Communication. Role-play and a video are used in the Assertiveness session to better demonstrate the different communication styles. Facilitators walk the inmates through what is called the “Assertiveness Formula”. This formula encourages inmate to use “I” messages instead of “you” messages.

**For More information:** Contact Coping Skills Program Coordinator Amy Freeman at 920-426-4310 ext. 4336 or by email at [freema@dhfs.state.wi.us](mailto:freema@dhfs.state.wi.us).

## **PERSONAL DEVELOPMENT PROGRAM**

Research has shown, and daily experience with WRC's clientele has reinforced the need for inmates to develop thinking and interpersonal skills prior to being involved in specific treatment programs. To address this need, WRC has established the Personal Development Program.

This program is designed to help an individual acquire the social skills needed to succeed in future programs and in life. Each group enhances the individual's personal growth and development. Personal Development helps to prepare and motivate the inmate for programming, to encourage cooperation, to promote self-awareness, and to encourage the development of appropriate plans and goals.

The Personal Development Program is intended to involve the learning of skills and development of new attitudes. The Personal Development Program also serves as a means to assess the inmate's ability to appropriately function in a group setting. It is intended that most inmates will be enrolled in the Personal Development Program at the start of their treatment at WRC. The following are goals for the Personal Development Program:

- To acquire the social skills needed to succeed in future programs and in life
- To encourage the individual's personal growth and development
- To prepare and motivate the inmate for programming
- To develop self-awareness
- To promote cooperation
- To encourage the development of appropriate plans and goals
- To develop new, positive attitudes

### **Referrals**

Inmates to be referred for the Personal Development Program include those who:

- Are just entering WRC in need of preparation for programming.
- Have thinking patterns that have resulted in self-defeating behavior.
- Are withdrawn or lacking appropriate social skills.
- Need help communicating effectively.
- Are unmotivated or lacking direction.
- Are depressed or affected by other emotions which hinder program performance.
- Have problems relating to staff or other inmates.

### **Structure**

The Personal Development Program is ten weeks in length. The program groups meet 11 hours per week for a total of 88 hours. Group size is limited to 8-12 participants.

The instructors meet periodically to assess the inmate progress. At the end of the program, instructors will meet to determine if the inmate will be recommended to progress on to another Multi-Disciplinary program or repeat Personal Development.

## **CONTENT**

### **Change (3 hours per week)**

Individuals are encouraged to demonstrate an understanding of concepts, explore and choose alternatives to past behavioral patterns. This is accomplished while participating in trust building and social activities. Subject areas include respect, attitude, communication, emotions and handling frustration. Individuals will also be given the opportunity to identify long and short-term goals and the steps necessary to attain their goals.

### **Self-Awareness (2 hours per week)**

Through a variety of activities, participants re-evaluate themselves to facilitate understanding of one's beliefs, values and attitudes. Participants are encouraged to share their thoughts and opinions with others, developing acceptance of individual similarities, differences, and strengths.

### **Teamwork (3 hours per week)**

Teamwork is an experiential group composed of a variety of challenge activities emphasizing motivation, cooperation, group cohesion, trust, effective social and communication skills, respect, risk-taking, creativity, and problem solving. After participating, group members process what occurred, turning the activity into a therapeutic learning experience by focusing on goals and behaviors. Participants are encouraged to recognize and discuss their own behaviors and issues, how their actions affect others and can be improved and how principles can be applied in future groups and outside of group in everyday living situations.

### **Step by Step (3 hours per week)**

Step by Step is an active participation group. Participants learn that stretching is an important element of exercise and that moving the body has a positive effect on physical as well as mental health. Participants are required to walk (or complete some other form of exercise) for 1/2 hour. Walking provides the obvious benefits of physical and mental health, and also provides an opportunity for appropriate, non threatening interactions with staff and peers.

**For more information:** Contact Personal Development Program Coordinator Deb Marx at 920-426-4310 ext. 4472 or by email at [marxds@dhfs.state.wi.us](mailto:marxds@dhfs.state.wi.us).

## **DAILY LIVING SKILLS PROGRAM**

Because of their intellectual limitations or mental health problems, some of the inmates at WRC have difficulty experiencing success in the treatment, education, or work assignments currently being offered. They are slow to learn from their experiences, have short attention spans, retain little information, and are unable to maintain positive interpersonal relationships. They have some of the most fundamental of needs, but often cannot function in any of the other programs designed to develop the social skills they are lacking.

To help these inmates to develop some basic social skills and to improve their chances of functioning successfully in other programs or assignments, the Wisconsin Resource Center has established the Daily Living Skills Program.

### **Referrals**

Inmates referred for the Daily Living Skills Program include those with one or more of the following characteristics:

- Limited intellectual ability
- Short attention span
- Problems with basic daily tasks
- Problems retaining information and skills
- Lacks social skills
- Uncomfortable relating to individuals or groups
- Feels inadequate in regular classes or assignments
- Regular programs move too fast or are too involved

Some of the above characteristics are similar to the referral criteria for the Self-Reliance Program. The distinguishing factor is that the Daily Living Skills Program is for inmates who are at a lower functioning level and who are not yet ready for Self-Reliance.

### **Structure**

The Daily Living Skills Program is an intensive program in that it involves the inmate in program activities nine hours per week. To accommodate individual differences in current functioning levels and learning rates, scheduling is open-ended and new participants may start at any time. Group size is limited to six inmates.

The inmate can be enrolled in Daily Living Skills as his first assignment in the institution or as preparation for participation in other treatment programs.

At the discretion of the program staff, inmates may be allowed to enroll in only part of the Daily Living Skills program due to current functioning levels.

## **CONTENT**

### **Treatment Activity Group (TAG) (3 hours per week)**

This group is designed to provide participants with opportunities for success through the use of creative games and activities. A variety of therapeutic crafts and activities are utilized to promote a more positive self-image.

**Special Forces Group (SFG) (2 hours per week)**

This is a therapeutic work group consisting of basic, meaningful jobs within this institution designed to develop and promote positive, safe work habits. Participants will concentrate on proper attitude, punctuality, attendance, following directions, staying on task, finishing a job, teamwork, and communication skills.

**Communication (2 hours per week)**

Participants will be taught how to incorporate basic communication skills into their daily lives. Skills such as listening, body language, starting and maintaining a conversation, apologizing, manners, dealing with emotions, handling complaints, and assertiveness are covered.

**For more information:** Contact Daily Living Skills Program Coordinator Dan Smithback at 920-426-4310 ext. 4178 or by email at [smithdk@dhfs.state.wi.us](mailto:smithdk@dhfs.state.wi.us).

## **MENTAL HEALTH EDUCATION PROGRAM**

Because inmates who are transferred to DOC institutions or released to the community often have minimal mental health resources available to them, they often relapse quickly and return to WRC or re-offend. Their lack of self-sufficiency causes them to fall victim to their mental illness and ultimately prevents WRC from serving other inmates in the system with mental health treatment needs.

The Mental Health Education Program provides inmates having a history of mental/emotional instability an opportunity to develop insight into and learn to self-manage their illness. This program has been designed to help create an understanding of mental health issues, maintain stability and proactively recognize symptoms to avoid relapse. By educating individuals about their mental illness, we are providing them an opportunity to take greater control of their lives through understanding, support and improved self-esteem.

### **Referrals**

Inmates referred to the Mental Health Education Program include those who:

- Have a history of mental/emotional instability.
- Are being treated by clinical/psychiatric staff.
- Have an AXIS I diagnosis.
- Have been returned several times to WRC for treatment.
- Have mental health symptoms that cycle.

Appropriate referrals would include both inmates serving longer sentences and those preparing for release back to the community.

### **Structure**

The Mental Health Education Program is twenty weeks in length, divided into two 8-week terms. The program groups meet 17 hours per week in the first term and 16 hours per week in the second term for a total of 264 hours. Group size is limited to 8-12 participants.

### **CONTENT – First 10-week term**

#### **Exercise (3 hours per week)**

The Fitness Group is designed to provide its clients with the skills and knowledge necessary to help alleviate the signs and symptoms of mental illness. Participants will learn to identify the benefits of exercise and incorporate it into their daily routine.

#### **Follow Your Dreams (3 hours per week)**

Alive with creativity, this component sets out on a quest of self-discovery. Utilizing a variety of channels (e.g. films, books, discussions) the inner-self will be explored.

The class will focus on four major areas:

- Self-esteem (i.e. improving self-esteem, believing in oneself, finding supportive others)
- Recognizing one's own unique talents and abilities
- Creating goals and overcoming obstacles
- Finding purpose (i.e. finding your inner guide, saying yes to life, feeling connected to all human beings, developing a belief you can live by)

### **Mental Health Therapeutic Recreation (2 hours per week)**

The purpose of Therapeutic Recreation group is to provide opportunities to practice some of the concepts (self-acceptance, leisure enjoyment, support systems, humor, identification of warning signs, development of goals, etc.) that are addressed in the other parts of the Mental Health Program. The activities are designed to promote socialization, fun and a sense of belonging in a relaxed and friendly environment. The discussions that occur during and following the activities help the participants identify their thoughts and feelings relating to their mental illness, warning signs, and intervention strategies and recovering from relapses.

### **Relapse Prevention (3 hours per week)**

This group will discuss mental illness cycles, warning signs, support systems, making a relapse prevention plan, and how to get help. Inmates will learn to structure their thoughts, better understand their mental illness, and develop and utilize meaningful interventions to reduce the likelihood of any future relapse.

### **Understanding Mental Illness and Medication (2 hours per week)**

The Understanding Mental Illness and Medications Group will discuss the various types of mental illnesses, their symptoms, the medications used to treat each type of mental illness, and medication side effects.

The three support groups described below are open-ended and are intended to serve inmates with those particular needs, regardless of whether they are enrolled in the Mental Health Education program.

### **Anxiety (2 hours per week)**

Everyone knows what it feels like to be anxious. But an anxiety disorder is more than just a case of the nerves. It is a serious mood disorder that can disrupt your life. This group takes a look at the different types of anxiety disorder. Then, besides education on treatment, the group provides coping strategies through participation in activities and support through group discussion.

### **Depression Group (2 hours per week)**

This group will focus on the different types of depression, how to identify depression, and steps you can take for dealing with depression. In addition to providing information on the subject of depression, ongoing support for those patients experiencing depression will be offered.

### **Schizophrenia Group (2 hours per week)**

Inmates with an Axis I diagnosis of Schizophrenia, Schizoaffective Disorder, or Delusion Disorder will be participants in this group. The focus will be on how to recognize and cope with the symptoms of schizophrenia in order to lead healthier and more productive lives.

## **CONTENT – Second 10-week term**

### **Exercise (5 hours per week)**

Participants will become knowledgeable in all areas of fitness. Through self-assessment and evaluation will devise and implement their own personal fitness plan to compliment a healthy lifestyle.

**Health Education (2 hours per week)**

Participants will develop an awareness of their current health status through assessment and evaluation. Through education participants are provided the knowledge and skills to make the necessary changes to adapt a healthy lifestyle.

**Humor (2 hours per week)**

Participants will become aware of the positive benefits of using humor to cope with mental illness, incarceration, and life in general. Through the use of discussion and audio-visual materials participants will be taught how to recognize and use humor appropriately and effectively to make their lives more enjoyable.

**Mental Health Therapeutic Recreation (2 hours per week)**

The purpose of this Therapeutic Recreation Program in Part II, is to continue to build on the basics from Part I, but there is also an emphasis on Leisure Awareness and Leisure Education. Individuals are expected to take an active role in planning and leading the latter sessions. This provides opportunities for decision-making, compromising, and enhancing leadership skills. During and following each activity, participants are encouraged to discuss how their involvement and emotions that occur during group affect their mood, stress, anxiety and other problems.

**Relapse Prevention (3 hours per week)**

Participants in Relapse Prevention learn to identify, monitor and create plans to intervene in the problems associated with their mental illness. Significant attention is given to daily monitoring of symptoms that are related to the participants' mental illness. Group discussions result and symptom management plans are created. Participants also learn about the process of relapse, relapse prevention, mental illness, warning signs, life history and developing systems while incarcerated.

**Stress Management (2 hours per week)**

Participants will develop an awareness of the general nature of stress and the effect it has on their health. Participants will then explore and practice methods and techniques of coping with stress.

**For more information:** Contact Mental Health Education Program Coordinator Neil Gleason at 920-426-4310 ext 4468 or by email at [gleasne@dhfs.state.wi.us](mailto:gleasne@dhfs.state.wi.us).

## **SELF-RELIANCE PROGRAM**

Many inmates referred to the Wisconsin Resource Center appear socially withdrawn. They rarely interact with peers and staff on the unit. During scheduled activities they participate passively and become involved only through the facilitator's patient encouragement. These individuals seem dependent upon staff, rarely voice their needs or desires and allow others to make decisions regarding their lives.

To effect change on inmates exhibiting these behaviors, the Wisconsin Resource Center has established the Self-Reliance Program, which is designed to be a comprehensive program. The primary goal of the Self-Reliance Program is to accomplish the following objectives:

- To improve the participants' self-image and bolster their confidence
- To develop emotional awareness and control
- To learn and utilize effective communication skills
- To develop more assertive behavior patterns
- To develop effective decision making techniques
- To manage stress in a more effective manner

### **Referrals**

Inmates to be referred for the Self-Reliance Program include those with one or more of the following characteristics:

- Immature behavior
- Lacking social skills
- Limited intellectual ability
- Emotionally withdrawn and dependent
- Passive and unmotivated

More than likely, most referrals will originate from the Basic Skills or Psychiatric units. Completion of the Personal Development Program normally is a pre-requisite to enrollment in the Self-Reliance Program.

### **Structure**

The Self-Reliance Program is a 20 week program, consisting of two 8-week terms. The program groups meet 11 hours per week for a total of 176 hours. Group size is limited to 8-12 participants.

### **CONTENT - First 10-week Term**

#### **Communication Skills (3 hours per week)**

The participants develop an awareness of nonverbal communication and frames of references. Listening skills, including effective feedback techniques, are developed. The participants learn to formulate ideas and develop messages to make their communication more effective.

#### **Emotional Awareness (2 hours per week)**

The participants learn to identify the various emotions which they experience and the attitudes and events related to these emotions. The relationship between emotions and behavior is discussed. Participants are introduced to techniques for using the various emotions they experience to avoid inappropriate behavior.

### **Experiential Education (2 hours per week)**

The participants will be involved in a number of different activities and games. The activities used focus on the content of the other courses the participants are enrolled in (Self-Concept, Emotional Awareness, and Communication Skills). The participants are encouraged to further explore these topics and apply course material to the situations presented.

### **Self-Concept (3 hours per week)**

The participants examine the different forces which influence the individual's self-image and evaluate whether the influences have been positive or negative. A self examination is done by each participant of his own strengths and weaknesses with the goal of enhancing his self-concept and developing a more realistic view of his abilities.

### **Self-Reliance Lab (1 hour per week)**

Once a week the participants will meet with the instructors to discuss the information that had been presented in the individual components during the week. Participants will have the opportunity to relate this knowledge to daily situations encountered on the unit.

## **CONTENT - Second 10-week Term**

### **Assertiveness Training (2 hours per week)**

This training deals with explaining three styles of communication: passive, assertive and aggressive. By acting assertively an individual maintains self-respect and respect for others. Participants are encouraged to apply assertiveness techniques in situations where they previously had been passive or aggressive.

### **Experiential Education (2 hours per week)**

This class is designed similar to Experiential Education I, but focuses on the concepts of the second term courses (Personal Success, Assertiveness, and Stress Management).

### **Personal Success (3 hours per week)**

The participants are taught methods of gathering and evaluating information, weighing alternatives, and making decisions. Activities are structured to give the participants experience setting priorities, making value judgments, and establishing personal goals.

### **Stress Management (2 hours per week)**

The participants are taught the general nature of stress, what causes stress, and what can be done to cope with the stress. Self-monitoring techniques are discussed and participants are introduced to relaxation training.

### **Self-Reliance Lab (1 hour per week)**

This group continues from the first term.

**For more information:** Contact Self-Reliance Program Coordinator Rick Irwin at 920-426-4310 ext. 4366 or by email at [irwinrj@dhfs.state.wi.us](mailto:irwinrj@dhfs.state.wi.us).

## **COGNITIVE INTERVENTIONS PROGRAM**

The inmates at WRC have experienced many difficulties in their lives because of their beliefs, attitudes, and thinking patterns. They are likely to continue to have problems until they are able to identify and understand their thinking distortions.

“How people think determines how they act” is the premise that the Wisconsin Department of Corrections used when developing the self-change Cognitive Interventions Program. WRC staff supplement this program with the ABLE MINDS and Experiential Education components to assist inmates in recognizing their thinking distortions.

In the Cognitive Interventions Program inmates are taught a set of well-defined and specific skills that include:

- Identifying their habits of thinking that directly connect with criminal behaviors
- Seeing and appreciating the scope and sequence of their present thinking
- Seeing that they can in fact change
- Realizing that the choice to change or not change is up to them

### **Referrals**

Inmates referred for the Cognitive Interventions Program include those who:

- Are repeat offenders
- Are violent offenders
- Have poor institutional adjustment
- Appear unmotivated to participate in treatment programs and/or failed to benefit from treatment in the past
- Continue to deny or minimize their offenses
- Display criminal thinking or anti-social thinking patterns
- Are impulsive, non-reflective, action orientated and have poor problem solving and social interaction skills

Some inmates will be recommended to complete the Personal Development or Coping Skills programs before entering Cognitive Interventions. Low functioning inmates who may need more time to develop group skills and understand the concepts are to be referred for enrollment in Personal Development first.

### **Structure**

At WRC the Cognitive Interventions covers Phase I and Phase II of the DOC program. Each phase is 10 weeks in length. The program groups meet 14 hours per week or a total of 224 hours. Group size is limited to 8-12 participants.

## **CONTENT**

### **Cognitive Interventions Program (CGIP) Phase One (8 hours per week)**

Phase One asks the inmates to identify their particular cycle of thinking and explore how their thinking supports criminal behavior. The program does not demand that offenders conform their thinking to any specified norm. Instead, they are taught how to listen to their thoughts, to write them down and notice which ones support their criminal behavior.

### **Cognitive Interventions Program Phase Two (8 hours per week)**

Phase Two of the program teaches inmates a five-step problem solving process that assists them in:

1. Defining problems, characteristics of problems and understanding that problems can be solved
2. Recognizing problems by how the offenders think and feel, stopping and thinking before acting
3. Learning to state a problem clearly and specifically and differentiating between facts and opinions
4. Gathering more information about their own and others' perspectives and considering alternatives before acting
5. Making choices and evaluating consequences.

Two additional components of phase two are anger control training and interpersonal social skills training

### **Experiential Education One and Two (2 hours per week each)**

Through a variety of goal-directed, therapeutic activities, participants are provided an opportunity to create awareness and develop an understanding of the "Awareness Cycle" and utilize the skills and techniques learned in the Cognitive Interventions and ABLE MINDS groups in an attempt to promote change. The discussion that follows the activity is the key element in all therapeutic activities. Participants are encouraged to think about the experience and focus on their thoughts, feelings and behaviors. Practical applications for everyday use are also addressed.

**For more information:** Contact Cognitive Intervention Program Coordinator Michelle Cooper at 920-426-4310 ext. 4296 or by email at [coopema@dhfs.state.wi.us](mailto:coopema@dhfs.state.wi.us).

## **MANAGING ANGER PROGRAM**

Many inmates are in the correctional system because failure to adequately control their anger and aggressive impulses has resulted in violent behavior. Some of these inmates, as well as others who may be convicted of other crimes, have ongoing problems with anger and impulse control that lead to repeated conflicts with others and placements in segregation. Such inmates may engage in verbal aggression, destruction of property, or other disruptive behaviors. Lack of maturity, problem solving skills, or communication skills may contribute to conflicts in their daily lives. While anger is a normal part of life that cannot be eliminated, it is possible to reduce the frequency, intensity, and duration of anger, as well to learn new behavioral responses to take the place of aggression.

The Managing Anger program is appropriate for inmates who have a history of aggression or other problematic behaviors arising from deficits in anger management skills. It is designed for inmates who exhibit impulsive aggression related to poor self-control and is not appropriate for inmates who use aggression in a deliberate way as a means to an end. WRC is able to offer more intensive anger management programming than is available in other DOC facilities and thus is able to work with inmates who have mental health issues or learning disabilities that would interfere with participation in traditional programs. However, inmates whose aggressive behavior was triggered by acute psychotic symptoms who otherwise do not have problems managing their anger may not be appropriate for this program. Inmates with an unmet Domestic Violence need are not recommended for this program.

It is part of the mission of WRC to provide treatment for individuals with these kinds of emotional and behavioral problems with two goals in mind:

1. To reduce the likelihood of the inmate engaging in violent behavior, thereby, reducing the chances of repeat offending and enhancing the safety of family and community.
2. To prepare the inmate to appropriately function within correctional facilities or the community, thereby, enabling him to make more productive use of his time and enhancing the safety of the institutions and the community.

The Managing Anger curriculum is based on a program called Controlling Anger and Learning to Manage It (CALM) developed by William Winogron, Ph.D., Marilyn Van Dieten, Ph.D. and Laurence Gauzas, Ph.D. This program was specifically developed for adolescent and adult males in correctional settings who are at moderate to high risk for inappropriate, violent behavior, adjustment problems within the institution, or criminal recidivism. The effectiveness of the program has been established by outcome research. The CALM program teaches participants to monitor and understand their emotions and change distorted thinking patterns in order to lessen the likelihood of aggression. Individuals who behave aggressively may lack self-control and act impulsively without considering the consequences; they may have attitudes supportive of aggression; or they may have a tendency to misinterpret the intentions and actions of others, leading to resentment and a higher probability of responding with hostility. CALM is based on a cognitive-behavioral approach that addresses all these issues, focusing on the role of thoughts, emotions, and behaviors in understanding and altering the experience of anger. Cognitive-behavioral approaches assume that emotions and behaviors are strongly affected by a person's thoughts, perceptions, and beliefs.

## **Referrals**

Inmates to be referred for the Managing Anger program include those who have:

- A pattern of aggression or other inappropriate behavior related to anger
- Violent offenses linked to the inability to control angry impulses
- Institutional adjustment problems related to problems with authority figures or difficulty handling frustration
- Impulsive, immature behavior and inadequate social skills

## **Structure**

The Managing Anger program is 16 weeks in length, divided into two 8-week terms. Phase I includes one class that meets for seven hours per week. Phase II includes three classes that meet for a total of 13 hours per week. Group size is limited to 12 participants. Separate basic and social skills sections are offered whenever possible, depending on the number of referrals.

## **CONTENT**

### **Phase I**

#### **CALM (7 hours per week)**

The program covers the following topics:

- Understanding the causes of anger and aggression
- Understanding the costs and benefits of aggressive behavior
- Learning techniques for reducing emotional arousal to decrease anger intensity
- Learning to recognize and challenge thinking patterns that contribute to escalating anger
- Improving problem solving skills
- Improving communication skills and assertiveness
- Gaining insight into one's own behavior

### **Phase II**

#### **CALMER (7 hours per week)**

The second phase of the CALM curriculum is called Controlling Anger and Learning to Manage It – Effective Relapse Prevention (CALMER). Topics covered include:

- Understanding other negative emotions and how they contribute to anger
- Developing a personal relapse prevention plan including strategies for avoiding or responding more effectively to high risk situations
- Gaining additional practice in applying skills learned in the CALM curriculum

### **People Skills (2 hours per week)**

Individuals with anger management problems often lack effective communication and social skills. The People Skills component of the Managing Anger program is designed to help the participant learn how to communicate angry feelings early and in a way that doesn't alienate others. Individuals are taught to keep the end goal in sight, which is usually that they want some need to be met. Discussion and some role-play situations give the participants opportunities to practice these skills.

### **De-Escalation (4 hours per week)**

To decrease their impulsiveness and enhance their ability to reflect, participants are introduced to an intervention sequence designed to help them control their anger impulses. The participants learn the following:

- Triggers - the external events and internal appraisals that serve as provocations to anger arousal
- Cues - the physiological and kinesthetic sensations that signal to the individual the level of anger arousal
- Reminders - the self-instructional statements that may function to reduce anger arousal
- Reducers - techniques that in combination with reminders may reduce anger arousal (e.g., deep breathing, backward counting, peaceful imagery, and consideration of long-term consequences)
- Self-evaluation - the opportunity to self-reinforce and/or self-correct depending on how well or poorly the previous steps have been implemented.

Active participation in relaxation and de-escalation techniques is practiced frequently throughout the course of the program.

**For more information:** Contact the Managing Anger Program Coordinator Althea Noukki at 920-426-4310 ext. 4333 [noukkal@dhfs.state.wi.us](mailto:noukkal@dhfs.state.wi.us)

## **PRE-RELEASE PROGRAM**

The Pre-Release Program has been established to improve the inmate's chances of making a successful transition to the community. The program provides information and skills to aid the inmate in seeking and maintaining employment, managing his finances, using community agencies, developing an appropriate and productive relationship with his parole agent, developing positive family relationships, maintaining a healthy lifestyle and using leisure time productively.

The Pre-Release Program is intended to complement the program existing on the various living units and the individual work done with the inmate by his Social Worker. The groups which comprise the program, are designed to provide general information and skills which can be used to facilitate the transition back to the community and maintain adequate adjustment. More detailed and individualized plans are to be worked on with the Social Worker.

### **Referrals**

Inmates to be referred for the Pre-Release Program should be within six months of their release date.

The referrals should also have needs in one or more of these areas:

- The seeking and maintaining of employment
- Managing personal finances
- Consumer skills
- Obtaining services from community agencies
- Fulfilling parole responsibilities
- Using leisure time productively
- Development of a healthy lifestyle
- Improving relationships with others

Many of the inmates referred for the Pre-Release Program will also be enrolled in other available Multi-Disciplinary Programming based on their individual needs. In addition, Financial Literacy class is available as a supplemental component.

### **Structure**

The Pre-Release Program is eight weeks in length. The groups which comprise the program meet 19 hours per week for a total of 152 hours. WRC offers Pre-Release five times per year.

Group size is limited to 12 participants. Participants are often separated by cognitive ability and social functioning. For example: lower functioning individuals may be placed in a group identified as "Pre-Release Basic." Higher functioning individuals would be placed in a group identified as "Pre-Release Social."

## **CONTENT**

### **Community Supervision (2 hours per week)**

This group focuses on impending release from confinement. The participants determine the point at which they are at in the parole process. They are made aware of the reality of field supervision in the community including the rules of supervision, the reporting system and maintaining a constructive relationship with the parole agent. The participants learn how to use the parole agent as a resource to obtain community services.

### **Parenting and Families (4 hours per week)**

Participants will explore the role of the father in a child's development from conception to teens. Through the use of discussion, videos, and worksheets, participants will learn to incorporate appropriate parenting skills into their current and future parental roles. Participants will discuss and share their experiences with family life and their fears of returning to the family setting when released. Techniques of fair fighting and employing communication methods, which convey respect, will be discussed.

### **Health Education (2 hours per week)**

The Health Education group is designed to provide information from a wide variety of topics which will have an impact on the health and wellness of the participants. Emphasis is placed on presenting issues the participants will encounter upon release to the community.

### **Job Skills (3 hours per week)**

The participants are taught methods of exploring employment opportunities and obtaining job training. They are asked to examine their interests and abilities, as well as information relating to various occupations in order to make more informed career choices. The participants are taught how to complete job applications, write resumes, and conduct themselves in an employment interview. The problems they may encounter on a new job are discussed along with positive job habits which will help in maintaining their employment.

### **Life Skills (4 hours per week)**

The Life Skills group is designed to provide the participants with the opportunity to examine their beliefs and values, social interactions, ability to set goals, problem-solving, management of time, leisure skill repertoire and knowledge of available community resources. Additionally, participants will learn skills, which will help them to live more independently and successfully function in the community. A variety of activities will be utilized to assist participants in gaining experience in the above areas from WRC.

### **Release Group (2 hours per week)**

The Release Group focuses on the tumultuous thoughts, feelings and behaviors that arise the last months of confinement and continue through the months following release.

Returning to the community, including everyday responsibilities and relationships is a demanding and difficult task. Plans for the future while incarcerated, are often built on blind hope or lack of substance due to self destructive feelings of bitterness and hopelessness.

Therefore, members are engaged in readings and discussions that help support them as they learn about the mental and social stages others have experienced during incarceration. These stages will assist members with problem solving, coping with hardship and obtaining personal growth.

### **Relationships (4 hours per week)**

Participants will learn what it takes to create successful relationships in all areas of their life. Gender roles are explored to gain a better understanding of the differences between men and women, including some of the reasons conflict is created. Conflict resolution and various communication styles are taught and practiced. The group also studies domestic violence and the factors leading up to it, along with ways to stop and prevent it from happening. Participants are encouraged to share and discuss their personal experiences and to identify their relationship role models and core relationship values.

### **Evaluation**

The staff involved in facilitating the classes and groups which comprise the Pre-Release Program, may meet periodically during the course of the program and at the end, to evaluate each individual participant's progress. The participants will be evaluated on their attendance, participation, and acquisition of knowledge and skills. Participants are expected to be attentive, actively involved and acquire the knowledge of the material presented, to the best of their ability.

Written evaluations will be completed and forwarded to all participants. Copies of completed evaluation forms will be placed in the participant's Social Service and Education files.

Certificates will be awarded to participants who successfully complete all components of the program.

**For more information:** Contact Pre-Release Program Coordinator Darrel Prue at 920-426-4310 ext. 4170 or by email at [pruedv@dhfs.state.wi.us](mailto:pruedv@dhfs.state.wi.us).

## **SUCCESSFUL TREATMENT AND RECOVERY (STAR) WRC DUAL DIAGNOSIS AODA PROGRAM**

The WRC Dual Diagnosis AODA Program is an open ended program designed to incorporate the principles of Motivational Interviewing, Recovery, and the Stages of Change. WRC staff recognize that the journey of recovery is different for each individual and that movement through the stages of change is not linear. Each inmate will progress through the program at his own pace with encouragement from peers and staff. The program is interdisciplinary in nature and utilizes the services of psychology staff, social workers, teachers, psychiatric care supervisors, and institutional unit supervisors. The program is managed by a Clinical Supervisor in Training with the Core Group facilitated by Substance Abuse Counselors and Substance Abuse Counselors in Training. The Clinical Director of WRC provides clinical supervision for the program. The Social Services Supervisor is the Program Director.

### **Program Structure**

Participation in the program begins with an assessment during which the offender's level of motivation and specific treatment needs are identified. As the inmate progresses in treatment, needs and motivation are continually assessed with changes in the individualized treatment plan being made, as needed. Programming begins with placement in the "Core Group," a therapy group which is a mechanism to increase motivation for change through education, group process work, and ongoing feedback. He will be expected to continue his participation in the Core Group throughout his involvement in AODA. As the inmate's readiness to engage in treatment increases, he will be assigned to modules which have been identified specifically for him. The inmate is an active participant in designing his own treatment plan; his input is sought and respected throughout his participation in the program. The program requires participation in the Core Group, which meets three times each week, and the Relapse Prevention / WRAP module, which meets twice per week. Other modules are selected according to the inmate's needs and interests.

The modules include:

- Communication Skills / Assertiveness
- Coping Skills
- Parenting
- Pre-Release
- Anger Management
- AA/SMART
- CGIP
- Problem Solving, / Decision Making
- Emotional Awareness and Management
- Mental Health (specific to the inmate's Axis I Disorder, e.g. Schizophrenia, Depression, etc.)
- Leisure-Time Activities

It is expected that the program will require 9 to 12 months to complete. It is an open ended program with inmates being placed into the program as other inmates complete. More experienced inmates will be expected to model appropriate treatment behavior and to assist those, who are new to the treatment process. Progress will be determined clinically, and whenever possible, disruptive behavior will be managed through clinical, rather than disciplinary, interventions.

Inmates in the program will be expected to reside on an open unit for three months prior to completing the program.

### **Due Process**

The philosophy of the WRC AODA Program is to support and assist every inmate to be successful. Staff recognizes, however, that there are inmates, who are not yet ready to invest themselves in a treatment process.

Inmates, who are seen as not making progress during the first six weeks of their participation in the program, will be placed on a six week probationary period in which they will be expected to accomplish tasks specifically developed to address their difficulty with treatment. If they fail to complete the assigned tasks, they will be removed from the program. Each inmate will be given an assignment to complete prior to requesting re-enrollment in the program. No more than two probationary periods per year will be allowed.

**Attendance:** Missing six treatment groups will result in the inmate being removed from the program and placed at the bottom of the waiting list.

**Threats:** Continued participation of an inmate making a threat to harm another inmate or a staff member will be reviewed on a case by case basis. If a risk assessment indicates that others may be put in danger by an inmate, he will immediately be removed from the program. Whenever possible, threats will become one of the treatment issues.

**Segregation Placement:** If the inmate is placed in segregation with the expectation that he will not be released back to GP at WRC, he will be terminated from the program.

**Disruptive Behavior:** An inmate, who disrupts any or all of the AODA treatment groups, will have the behavior addressed as part of the treatment process. If efforts to improve behavior are not effective, he will be given a verbal warning. If disruption continues after the verbal warning, a written warning will be given. Termination from the program will occur if there is a second incident of disruption after being given a verbal warning. Immediate termination will occur if staff believes that the inmate poses a risk of harm to other inmates or to staff.

### **Target Population**

Inmates are expected to be at least **one year** from release and meet the following criteria:

Have a Substance Abuse Disorder, and

1. Has been diagnosed with an Axis I Disorder, which is of sufficient severity to impede his daily functioning, OR
2. Is developmentally disabled, OR
3. Suffers from other serious cognitive impairment.

NOTE: Maximum security inmates will be given priority over medium security inmates; medium security inmates can be considered for Mental Illness Chemical Abuse (MICA).

## **Referral Process**

Contact Jeff Heise at WRC at least 15 months prior to the inmate's anticipated release date.

## **ATRS**

**ATRs** will be considered only if they meet the criteria under "Target Population" and have previously completed Substance Abuse Treatment. ATRs will be immediately assigned to the Core Group and the Relapse Prevention/ WRAP component. Other modules will be considered based on availability and the inmate's identified treatment needs. ATRs will be expected to spend three months in the program.

## **PRC Status**

If an inmate is accepted into AODA, he must be in permanent status or staffed to permanent status by the referring treatment team.

## **Program Evaluation**

The Addiction Severity Index (ASI) will be given as a pre and post test, and the University of Rhode Island Change Assessment (URICA) will be given periodically during program participation. In addition, social worker students will contact inmates after their release as a long term follow up measure.

**For more information:** Contact STAR Coordinator Sarah Donovan at 920-426-4310 ext. 4346 or by email at [donovsb@dhfs.state.wi.us](mailto:donovsb@dhfs.state.wi.us).

## VOCATIONAL WORKSHOP

The Vocational Workshop was founded on the belief that work provides meaning and purpose to life, and when combined with other treatment programs, provides opportunities for personal growth and development resulting in greater independence for people with special needs. Based on this belief, WRC has formed a partnership with Goodwill industries that led to the creation of the Vocational Workshop

Goodwill Industries of North Central Wisconsin, Inc. is a nonprofit organization that is dedicated to developing programs and services to enable people of all ages with special needs to live, learn, work and play in the mainstream of community life.

Inmates enrolled in the Vocational Workshop are involved in work provided by Goodwill Industries or projects that benefit the institution or other agencies.

The Vocational Workshop program provides an additional means to assess the individual's ability to appropriately function in a group setting and assist in preparing and motivating the individual for other rehabilitative programming, leading to increased self-awareness, cooperation, empathy, and new, positive attitudes.

### **Program Goal**

To provide within the confines of the Wisconsin Resource Center, meaningful work experience and positive reinforcement for individuals receiving treatment and preparing for community reintegration.

### **Referrals**

The following criteria must be met for persons entering the Vocational Workshop:

- Diagnosis of a mental illness or developmental disability
- Part of Basic Skills or Psychiatric Skills Services Area
- Lack of vocational skills that would provide for gainful employment in the community, or other adult institutions
- General Population

### **Structure**

The Vocational Workshop is an open-ended program. Our present hours of operation are:

Daily work hours: 7:45 a.m. -11:30 a.m. and 1:00 p.m. - 4:45 p.m.

Short rest periods are provided.

Every eight weeks the inmate's progress is reviewed and the progress is communicated to the units.

### **CONTENT**

At any time the inmates may be working on a variety of projects which includes:

- Books – sorting and pricing
- Shrink wrapping
- Shredding
- Cleaning
- Special Projects

### **Follow-up in Community**

Many of the inmates receiving treatment at the WRC will at some point in time be released back to their respective communities. With the wide array of program and service offerings available through the Goodwill Industries network, additional community based treatment for released inmates may be made available in collaboration with local community and state referral agencies on a contractual basis, including further work activities.

**For more information:** Contact the Vocational Workshop Program Coordinator Sara Corcoran at 920-426-4310 ext. 4291 or by email at [corcosm@dhfs.state.wi.us](mailto:corcosm@dhfs.state.wi.us).

## CHALLENGE COURSE

The WRC Challenge Course provides a unique teaching environment where participants can experience varying amounts of physical, mental, and/or emotional risks.

The program concentrates on individual and group skill development, by attempting a series of activities which involve physical and emotional risk within a supportive group atmosphere. Participants develop a strong sense of self-worth and accomplishment while increasing skills in problem-solving, leadership, communication, decision-making, trust, and teamwork.

### Goals

- To provide WRC inmates, patients, and staff with a therapeutic medium which is safe, challenging, and effective.
- To identify treatment issues through metaphors, in a physically challenging and emotionally demanding activity.
- To provide an alternative experience that enhances the group process.
- To provide inmates, patients, and staff a service which is unique, exciting, and educational.

### Target Population

- Any Wisconsin Resource Center inmate or patient
- Any Wisconsin Resource Center department group or staff member
- Anyone with interest and motivation

**For more information:** Contact James Blaskowski at 920-426-4310 ext. 4294 or by email at [blaskjj@dhfs.state.wi.us](mailto:blaskjj@dhfs.state.wi.us).

# **Special Projects**

## CHILDREN'S BOOK PROJECT

In order to provide incarcerated adults with a means of communicating with their children, the Wisconsin Resource Center developed the Children's Book Project. The prison-centered program attempts to break the intergenerational chain of illiteracy by encouraging inmates to read to young family members by means of tape-recorded stories. Donated books and tapes have reduced the cost of participating in the program by allowing the inmates to be charged only for the necessary postage.

Inmates select books appropriate for the age of family members. They are then given the opportunity to read the books into tape recorders and send home the book(s) and the tape(s), which may include a short personal message.

The program provides not only a means of personal communication with children, but a way for the inmates to serve as role-models by encouraging reading in young children while promoting the importance of literacy.

### **Referrals**

Inmates eligible for this program must have relatives ten years of age or younger and approval for contact with the child must be confirmed by the social worker. In order to receive the books, inmates must agree to tape the stories or have someone volunteer to tape the stories for them.

Inmates are given the opportunity to tape three times a year for each son, daughter, stepchild, or a total of five times per year for all extended family members. Inmates will be able to recognize important occasions such as birthdays or holidays by sending home a special gift of a book and a tape.

### **Structure**

One tape will be provided for each inmate. The inmate is responsible for getting a permission slip from the housing unit and getting the social worker's approval for the name(s) of the children who are to receive the tape and book. The slip must be signed by the social worker and the inmate.

### **Restrictions**

Inmates with a history of crimes against or involving minors will be denied participation. The inmate can get envelope(s) from the project coordinator at the time when books are chosen. All envelopes should be addressed and ready when the inmate comes to the library to tape the book. Inmates are responsible for postage and must sign a money transmittal. Inmates must arrange a taping time with the library assistant. Inmates may give a personal message before and/or after the taping. It is recommended that the messages be kept to one minute or less in length. Inmates may include an additional letter or card in the envelope.

All letters and tapes will be reviewed by staff prior to mailing. Immediately after taping all materials must be given to education staff who will take them to the mailroom. During the holiday rush, staff will try to get as many gifts mailed before Christmas as possible. The program will continue until everyone has been given an opportunity to tape.

**For more information:** Contact Children's Book Project Program Coordinator Tim Mahoney at 920-426-4310 ext. 4365 or by email at [mahonts@dhfs.state.wi.us](mailto:mahonts@dhfs.state.wi.us).

## CREATIVITY CONTEST

Each spring inmates at WRC have the opportunity to participate in the Creativity Contest sponsored by the Correctional Education Association of Wisconsin. The contest began as a writing and art contest for all those incarcerated in adult institutions in the State of Wisconsin. It has since expanded to include juvenile institutions, as well as county jails.

The contest's goal is to encourage those incarcerated to develop their writing skills and to recognize their creative efforts.

Contest rules have been established by a committee of staff from several institutions who are also responsible for selecting the entries to appear in the Creativity Contest's annual publication. Committee members represent Oshkosh Correctional Institution, Oakhill Correctional Institution, Racine Correctional Institution, Lincoln Hills School, the Wisconsin Resource Center, Kettle Moraine Correctional Institution, Red Granite Correctional Institution, Southern Oaks Girls School, Columbia Correctional Institution, John C. Burke Correctional Center, and Jackson Correctional Institution.

The contest is in its seventh year, with more entries being submitted each year. In 2006, the committee had approximately 200 submissions to choose from. The resulting book "These Places and Regrets," with 50 selected entries, was distributed to winners in December. Extra copies of the books were sent to the libraries of institutions across the state.

### **Referrals**

All inmates are eligible to submit writing or art entries for the Creativity Contest. Inmates who are enrolled in Adult Basic Education and HSED preparation classes are especially encouraged to participate.

### **Structure**

Each inmate may submit one piece for each category, writing and art. The submissions are due by mid-July, and the committee spends a day judging and selecting the submissions to be entered in the book. Each offender that has a submission chosen to be published in the book receives two copies of the book.

**For more information:** Contact the Creativity Contest Co-chair Libby Kraft at 920-426-4310 ext. 4410 or by email at [kraftea@dhfs.state.wi.us](mailto:kraftea@dhfs.state.wi.us) or Mary Stierna at 920-426-4310 ext. 4165 or by email at [stiermb@dhfs.state.wi.us](mailto:stiermb@dhfs.state.wi.us).

## CROCHET PROJECT

An intricate part of the treatment process is involvement in productive activities, which link the individual to the greater community. The Crochet Project at the Wisconsin Resource Center enables the participants to engage in an activity which benefits others, while developing a positive leisure skill, building feelings of self-worth and adding meaning to the participant's life.

Participants enroll in Crochet groups to learn basic crocheting skills. Once they have shown sufficient mastery of the basic skills, they are given the opportunity to create items which are donated to community agencies for the use by needy individuals or to be used in fund-raising events.

The goals of the Crochet Project include:

- Increasing inmate participation in pro-social activities
- Enhancing feelings of self-worth
- Adding meaning to one's daily life
- Developing feelings of competency
- Developing a positive and constructive leisure skills
- Establishing a link to the community

Typical items produced include: winter hats, mittens and scarves, afghans, shawls, comfort caps, baby blankets and baby booties.

Community agencies receiving the donated items include: mental health drop in-centers, at-risk youth service agencies, family violence centers, cancer clinics and retirement homes.

### **Referrals**

All inmates housed on a unit, which allows crocheting yarn and hooks, are eligible to participate.

### **Structure**

Inmates are enrolled in Crochet groups to learn the basic crocheting skills. After 1-2 sessions, practice yarn and hook is sent to the unit for the participant to practice with. Once adequate skills are demonstrated, the participant is issued a bin containing yarn, a hook, and a pattern. Upon completion of each item, the participant signs a form granting permission to donate the item to a community agency. The participant is then given materials for another project.

**For more information:** Contact Therapist Supervisor Kellyn K. Simonson-Zaremba at 920-426-4310 ext. 4290 or by email at [simonkk@dhfs.state.wi.us](mailto:simonkk@dhfs.state.wi.us).

## FATHER'S SUPPORT GROUP

Maintaining meaningful relationships with their children while incarcerated is difficult. The Father's Support provides an opportunity for inmates who are fathers to meet, learn new parenting skills, and share ideas with the goals of improving communication with their children.

The objectives of the group are to:

- Educate participants about subjects relating to good parenting and child development.
- Help participants reconnect or connect more effectively with their children.
- Support participants to be more caring parents.

Activities include:

Parenting From a Distance Textbook

Active Parenting Now materials

Children's Book Project

Videos

Discussions about parenting

Letter writing techniques

### **Referrals**

The Father's Support Group is for any inmate who is a father. Participants must be legally permitted to have contact with their children and a strong desire to do so.

**For more information** Contact the Father's Support Group Coordinator Mary Knox at 920-426-4310 ext. 4467 or by email at [knoxmk@dhfs.state.wi.us](mailto:knoxmk@dhfs.state.wi.us).

## MULTI-CULTURAL PROJECT

The Multi-Cultural Project has as its premise the importance of being sensitive to and affirming cultural differences. Many inmates are, for the first time, living among persons of different cultural or ethnic backgrounds. Participation in the program is not reserved for members of a particular ethnic group. Instead, the Multi-Cultural Program emphasizes inclusion, connection and cross-cultural understanding, while teaching about cultural differences and similarities. Enhanced communication and understanding among the various ethnic groups can result. These benefit the participants both in prison and when they return to society.

### **Referrals**

All of the WRC population able to attend is encouraged to participate. Inmates who will especially benefit from the project are those who:

1. Lack exposure to people from different cultural backgrounds.
2. Lack awareness of the world and their place in it.
3. Need to develop cultural roots and pride.
4. Have limited sensitivity to the concerns of others.

### **Structure**

Four weekly Multi-cultural groups provide a variety of culturally relevant activities. Sessions lasting as long as two hours include guest speakers, art activities, videos, discussions, games, and appropriate food sampling. The result of being an enrichment activity, participants are not formally evaluated, but are expected to be cooperative within the intended class process.

WRC offers relevant books, audiocassettes, maps, posters, pamphlets, and videos in the Multi-cultural area of our library. The collection is updated to include timely material, which are available using the normal library checkout system.

**For more information:** Contact Multi-Cultural Project Coordinator Rich Norenberg at 920-426-4310 ext. 4269 or by email at [norenra@dhfs.state.wi.us](mailto:norenra@dhfs.state.wi.us).

## **WISCONSIN INSTITUTION LITERACY COUNCIL TUTORING PROGRAM**

Wisconsin Institutions Literacy Council (WILC) is an accredited Pro-literacy Worldwide (PLW) affiliate comprised of 17 institutions, including the Wisconsin Resource Center. The foundation for the WILC Tutoring Program consists of intensive 18-hour training sessions for prospective tutors. Instruction by both video and audio tapes is used, plus actual demonstrations and practice of techniques. The Basic Reading Workshop includes instruction in language experience, sight words, context clues, phonics, patterned words, and their application and a math component. Trainees learn how to assess students' needs and goals, plan lessons and provide motivation. Library Services grant monies were originally used to fund the WILC project. The fund provided the project with materials, staff training and expenses. Regular education staff assumed the supervisory duties necessary to maintain the project when grant funding expired.

WRC staff has worked with the DOC Office of Education to expand the program into 13 Wisconsin institutions. Over time, many of the tutors have been transferred to other institutions or released; but because the PLW certification is recognized nationwide, they remain eligible to continue to provide tutor assistance. The objectives of the WILC Tutoring Program are:

- To provide skilled tutors capable of assisting students in the development of literacy skills.
- To assess strengths and weaknesses of students which will become the basis of instruction.
- To provide individualized instruction in a non-threatening classroom environment.
- To increase the involvement of illiterate inmates/patients in educational programs.
- To realize gains in reading ability among students involved in the project.
- To increase the use of library services by students involved in the project.

### **Referrals**

Inmates to be referred to become WILC tutors include those with:

- An adequate reading level: High school diploma or HSED and high school reading ability.
- Security clearance.
- Treatment Team approval.
- The ability to establish rapport with client.
- An appreciation for the program's academic and social value.
- An adequate institutional employment history.

### **Structure**

Prior to being assigned as a WILC tutor, the inmate must participate in and complete 18-hours of WILC training and pass the WILC test.

Tutors will be assigned to Adult Basic Education classes to provide special individual instruction for certain students with special needs under the direction of the teacher.

**For more information:** Contact WILC Program Coordinator Mary Stierna at 920-426-4310 ext. 4165 or by email at [stiermb@dhfs.state.wi.us](mailto:stiermb@dhfs.state.wi.us).

## INMATE ART SHOW

The Inmate Art Show came about from staff involvement with Victims' Rights Awareness Week. Many painting and drawing students were encouraged to participate in a drawing contest. WRC staff selected the pieces to be included in the Victims' Rights Awareness Week calendar. The calendar was sold to the public and the money was donated to the Christine Ann Center in Oshkosh. The process and participation had a positive impact on students.

The Inmate Art Show is a partnership with WRC and The Flying Pig Gallery & Greenspace in Algoma, WI. Inmate artwork is displayed in an exhibit at the gallery. Pieces are sold in a silent auction to raise funds for the Kewaunee County Violence Intervention Project. The opening reception for the fourth annual Art Inmate Show was held October 20, 2007. To date, more than \$6,000 has been raised by the event. Through this fundraising event, inmates are engaged in an act of restitution for their crimes, enhancing feelings of self-worth that may have deteriorated.

### **Referrals**

All inmates are eligible to submit art work. Inmates who are in painting and drawing classes are especially encouraged to participate.

**For more information:** Contact Ken VanMieghem at 920-426-4310 ext. 4459 or by email at [vandmikd@dhfs.state.wi.us](mailto:vandmikd@dhfs.state.wi.us).

## **GIFT GIVING PROGRAM**

This program is a service project for inmates and employees of WRC at Christmas time.

In November, The Gift Giving Committee uses contacts in the Oshkosh community to identify families who need help at Christmas time. The committee then chooses 4-5 families for the program. The chairperson contacts the families to get ideas for their wish lists.

WRC employees are notified of the upcoming program in email announcements and flyers put up around the building.

The Gift Giving Committee contacts local businesses for monetary donations to help with the purchasing of gifts. A Christmas tree is decorated in the gatehouse with gift tags made by the Inmates. Each tag has a gift suggestion on it and the age of the person receiving the gift. Employees select a tag and purchase the gift, wrap the gift and return it to WRC.

Inmates are given the opportunity to donate from their accounts for this project. The committee uses any money collected to purchase gifts or gift cards.

The Gift Giving Committee consists of a Chairperson and 3-4 members. A family is assigned to each committee member and that person is responsible for collecting the returned gifts for their families. When all the gifts are returned, the committee person makes one trip to the family to deliver the gifts.

The committee members keep the names of the families confidential.

For information about this program, contact the Chairperson of the Christmas Gift Giving Committee Mary K. Knox at 920-426-4310 ext. 4467 or by email at [knoxmk@dhfs.state.wi.us](mailto:knoxmk@dhfs.state.wi.us).