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ALLEN COUNTY

Western Ohio Regional Treatment and Habilitation Center (W.O.R.T.H. Center) (Male and Female Facility)

243 E Bluelick Rd.
P O Box 5305
Lima, Ohio 45802-5305

Phone: (419) 222-3339
Fax: (419)-222-4410
(419) 224-6318

www.worthcenter.org

Opened: June 1993
Female Beds: 26
Male Beds: 72
Total Beds: 98

Counties Served: Allen, Auglaize, Hancock, Hardin, Mercer, Putnam, Paulding, Shelby, and Van Wert.

Accreditation/Certification:

*American Correctional Association (ACA)

Program Description:

The W.O.R.T.H Center is a Community Based Correctional Facility (CBCF) that houses felony offenders for a period not to exceed six (6) months.

The goal of the W.O.R.T.H. Center is to provide a highly structured program offering evidence based cognitive behavioral programming. W.O.R.T.H. is a secure setting with much emphasis on public safety, while also providing residents the ability to transition back into their home community through passes, community service, and work release.

All Core Programming is Cognitive Behaviorally based. Cognitive Behavioral Therapy is how we address our resident's maladaptive thinking and negative emotions. This enables us to challenge negative thinking and emotions and gives residents the ability to find new thinking to reduce their high risk thoughts and feelings. If a resident's risky thoughts and behaviors can be lowered, the risk level is lowered thus enabling a resident to function as a productive member of society.

W.O.R.T.H. Center Treatment Overview:

Trained staff members administer assessments to determine what each resident's individual needs are. The assessments used are: Substance Abuse Subtle Screening Inventory (SASSI-3), Texas Christian University Motivational Assessment (TCU Mot), Texas Christian Criminal Thinking Scale Assessment (TCU CTS),Ohio Risk Assessment System (ORAS), Bio-Psychosocial, Test of Adult Basic Education (TABE) etc. There is collateral information that is utilized as well when assessing residents; Pre-Sentence Investigation (PSI) as well as a meeting with each resident's family or support.

These assessments are utilized to determine individualized needs and allow an individualized plan to be developed. We are able to complete diagnostic assessments on residents who present with mental health issues and utilize this information in meeting treatment needs as well. All residents are required dependent upon risk scores to attend a variety of Cognitive Behavioral Therapy Groups. It is our goal to address specific needs throughout the program to enable the resident to move through our program smoothly and work towards successful release. Residents begin to meet with outside service providers the last part of their programming stay. We offer Aftercare to seven of our nine counties; two of our counties (Allen and Hancock) have their own aftercare services in place. Our aftercare workers meet with each resident of the seven counties to begin working on the following: housing, jobs, barriers to treatment, meeting with probation officers and an evolving relapse prevention plan.

Each resident is assigned a Case Manager when they enter into the program. This Case Manager will work with the resident from entry until release. This worker will utilize completed assessments to develop an individualized treatment plan a minimum of two times while in the program. These treatment plans will identify the criminogenic needs that should be addressed and an action plan of how to address them. Should any client present with mental health issues we are also equipped to provide not only a diagnostic but also counseling services and medication in some circumstances. The W.O.R.T.H. Center also provides education services and supportive services for residents to gain employment during the latter part of their stay.

There are four phases of the program:

Orientation: The first 30 days in the program, the period all initial assessments are completed and initial treatment plan is completed. During this period the resident is not permitted outside secure parameter of building, no visitation or outside passes. This period of time is designated for orientation classes, assessments, individual sessions, and becoming acclimated to the program.

Transitional: This period of the program is designated by starting the bulk of programming classes. Residents will be able to have visitation, and begin to take small outside passes into the community.

Conditional: This period of the program is the last for the resident. The resident will take some extended passes into the community to assist with becoming acclimated to society again. Resident will be finishing up programming requirements and begin on release planning.

Aftercare:

The facilities aftercare workers will work with individual residents to adjust relapse prevention plan. The worker will also assist in being a link with or for probation. The aftercare worker will also assist in any area that appears to be a barrier for the individual while in the community. Cognitive Behavioral Interventions will continue to be a part of treatment during this period.

Services:

We offer only Cognitive Behavioral Therapy at our facility to address identified criminogenic needs. All curriculums used are evidence-based and designed to reduce risk with the individuals we are serving in our facility.

We do offer a variety of voluntary groups that are not considered a formal part of our resident's treatment rather they are alternative support groups. This is a list of the voluntary groups available: Ridge Project (focus on family values), Volunteers come to our facility and offer NA and AA to residents, Bible Study, Celebrate Recovery (alternative support group, focus on hurts, hang-ups and habits.

Medical:

Offenders from the facility are given a preliminary assessment, health appraisal, and health care planning session upon intake. The W.O.R.T.H. Center has a contracted physician and nurse. The contracted physician conducts needed medication and other checkups.

Recreation:
Indoor activities are made available that include, fitness equipment, some indoor sports, board games, and television viewing. Outdoor activities include basketball, volleyball, frisbee, corn hole, hacky sack, pull up bar etc.

ATHENS COUNTY

SEPTA Correctional Facility
(Male Facility)

7 W. Twenty-Nine Drive
Nelsonville, Ohio 45764

Phone:(740) 753-5000
Fax:(740) 753-4614

www.septacbcf.org

Opened: March 1990
Total Beds: 112

Counties Served: Athens, Fairfield, Gallia, Hocking, Jackson, Licking, Meigs, Morgan, Muskingum, Perry, Vinton and Washington (others on a case by case basis).

Accreditation/Certification:

*American Correctional Association (ACA)

Intake and Screening:
Screening eligibility and admission criteria in compliance with HB86 criteria
Referrals are adult, male, felony offenders referred by the sentencing Courts of Common Pleas

Program Tracks:
90 day low risk/low need intervention program
150 day work release program
180 day sex offense intervention program

Services:

Cognitive Behavioral Interventions:

Chemical Dependency Services - Provides services to all new residents, and individual and group sessions to those assessed as needing and/or requesting services. The goals include facilitating resident recognition of alcohol and other drug problems, their initiation of positive lifestyle changes conducive to long-term abstinence from

chemicals, and relapse prevention.

Counseling Services:
Counseling is offered to each resident through a primary counselor. In individual and group sessions, the counselor and resident coordinate treatment plans; focus on effective cognitive behavioral skills to improve attitudes, beliefs and behaviors; and facilitate referrals to community service agencies.

Sex Offender Risk Reduction Services:
A weekly group designed to address issues of offense accountability, thinking errors, relapse prevention, negative behavior cycles, and risk reduction strategies.

Thinking for a Change (T4C):
Is an integrated approach to changing offender behavior, developed by Barry Glick, Jack Bush, and Juliana Taymans in cooperation with the National Institute of Corrections (NIC) that uses a combination of approaches to increase an offender's awareness of themselves and others. It integrates cognitive restructuring, social skills, and problem solving. The program begins by teaching offenders an introspective process for examining their ways of thinking and their feelings, beliefs, and attitudes. The process is reinforced throughout the program. Social-skills training is provided as an alternative to antisocial behaviors. The program culminates by integrating the skills offenders have learned into steps for problem solving. Problem solving becomes the central approach offenders learn that enables them to work through difficult situations without engaging in criminal behavior.

Epictetus Self Mastery Program:
A cognitive behavioral group that teaches internal control and filtering of thoughts and emotions; consequences of behaviors for thoughts and emotions with an emphasis on teaching that the only control people have are the choices that they make.

<u>Additional Services:</u>

Case Management:
Provides residents the opportunity to gain identification and employment documents, deal with connected community agencies and courts, provide internal budgeting of account monies, and facilitate payment of financial obligations to victims and the courts

Education Program:
The Education Program includes instructional services in Adult Basic Education (ABE), Educational Resource Center, GED preparation, basic literacy, community resources, post-secondary education resources, library services, and transition to post-secondary education. Residents, who are high school graduates, have a GED, or college work, are trained as a volunteer peer-tutor or teacher's aide.

Education Resource Center:
A computer-aided instructional lab. Residents who need to obtain their GED are required to complete adult education lessons. Other residents may attend to academic skills, financial literacy skills, and word processing skills. Many residents type phase letters, resumes, and cover letters. .

Community Service Program:
Residents must complete a minimum of 20 hours of community service. Community service projects serve as structured work and skill-building activities for offenders, which, in turn, benefit state/local government agencies, cities, schools, charitable organizations and non-profit entities.

Work Release Program:
The Work Release Program offers residents the opportunity for employment through job readiness, job placement services and works adjustment counseling. Job Readiness covers preparation of resume and employment applications, identifying skill sets and interviewing techniques. Monies earned or saved are used to pay medical expenses, program fees, restitution, court costs, taxes, child support, or outstanding debts.

Medical Services:
Upon intake, residents are given a preliminary health assessment by intake officers. Within the first week of a resident's arrival, an in-depth medical examination is completed by medical staff. The medical staff shall ensure that all medical needs of residents are met in addition to assisting staff in medically related areas. The medical staff also serves as an integral participant in educating the resident about health-related issues.

Recreation:
Residents are encouraged to participate in recreational activities that make pro-social and productive use of their time. Residents are offered a wide range of leisure activities which include, but are not limited to: basketball, volleyball, horseshoes, board games, reading, music, television, and gardening.

BUTLER COUNTY

Correctional Center
Of Butler, Clermont and Warren
Counties (Male Facility)

5234 State Route 63
Lebanon, Ohio 45036

Phone: (513) 933-9304
Fax: (513) 933-9305

Date Opened: January 1995
Total Beds: 110

Counties Served: Primarily Butler, Clermont, and Warren but, cases may be accepted from any county in Ohio

Accreditation/Certification:

*American Correctional Association (ACA)
*Ohio Department of Mental Health and Addiction Services (OMHAS)-Outpatient Chemical Dependency Treatment Certified
*Prison Rape Elimination Act (PREA)

Intake and Screening:

Eligibility and admission criteria established by the Facility Governing Board.
Referrals are adult, male, felony offenders referred by the sentencing Courts of Common Pleas. Staff members conduct face-to-face interviews, and administer the Ohio Risk Assessment System (ORAS), if needed, along with a battery of questions to determine appropriateness and programming needs of every referral.

Orientation:
During the orientation period, the Substance Abuse Subtle Screening Inventory (SASSI) is given to each new offender to identify the probability of chemical dependency. The Diagnostic Assessment Form (DAF) is given to all new offenders who identify as high probability for Substance Abuse or have mental health needs.

Services:

Life Skills:
Corrective Thinking (CT) is the core treatment curriculum used throughout the program, focusing on thinking barriers and correctives to enhance 10 life areas: Thinking, Family, Social, Spiritual, Job/School, Financial, Legal, Leisure, Health/Grooming, and Society/Community. This cognitively based curriculum is incorporated through specialized CT groups that continue throughout an offender's stay, and in all aspects of programming include chemical dependency, education, and vocational groups.

Chemical Dependency:
Offenders participate in chemical dependency treatment that focuses on connecting criminal and substance use behavior, and provides a common method for overall behavioral change through chemical dependency processing groups and 12-step involvement. The Corrective Thinking model has been blended into the chemical dependency curriculum and reinforces the need for personal accountability and consequences of actions.

Sexual Offender Treatment:
Limited to a maximum of 16 non-violent, non-predatory sexual offenders at one time. Sex offenders assessed for their risk to reoffend, using the Static and Stable. They are assigned to a specific case manager and follow an evidence based curriculum. Their length of stay at CCC is determined by their risk level.

Mental Health:
Offenders who exhibit mental health difficulties have access to a mental health assessment by a licensed staff. If a referral or more in-depth assessment and/or treatment is warranted, CCC utilizes the appropriate community mental health provider.

Education:
Offenders with a wide range of educational needs are assisted by certified teachers in classes from basic literacy to preparing and taking the GED exam. The CASAS is administered to all new offenders to determine their education level and class placement. Offenders who possess a high school diploma or GED can become tutors by assisting other offenders with their learning. The CASAS is also given to offenders just prior to discharge to determine their level of improvement. Students who score a level 5 or 6 on the CASAS testing can earn a voucher to take an official practice test for their GED. Once they pass this, they can request a voucher and schedule to take their GED at Warren County Career Center in the Pierson View Testing Lab.

Anger Management:
All offenders with an identified need participate in anger and stress management groups through the Corrective Thinking process. In addition, new offenders who are identified through referral information as having a history of poor anger management are required to participate in a group utilizing a curriculum that specifically targets anger issues.

Domestic Violence:
Offenders with Domestic Violence as their committal offense and/or with any such charges within the last five years will be assigned to this Track. Domestic Violence charges are referred for this cognitive treatment group to increase recognition and accountability for violence in family situations.

Vocational:
Offenders who successfully complete the program must have employment secured before being released from the facility; therefore, they progress into the re-entry phase in the final weeks of the program. Employment Specialists provide work-related training to offenders. The Warren County One-Stop Employment Resource Center is utilized for additional vocational training. CCC also operates kitchen and maintenance training tracks and an on-site Copy Shop that are designed to prepare offenders to work in the community after their release.

Family Services:
This part of the program is designed to assist the offender and significant others in being part of a supportive home environment after release. Services are provided to the offender individually or the family as a group and include program orientation that takes place prior to visitation, parenting education, intervention, and referral to appropriate community agencies.

Aftercare Services:
Offenders from all counties are referred to local agencies for services in their home community. Sex offenders are referred to their probation officers for aftercare needs.

CCC conducts a random sampling of offenders 90 days after successful termination, and the information gathered is used to identify areas of concern and success for graduates as well as a drop in risk/need score.

As part of Continued Quality Improvement (CQI), CCC staff monitors graduates' job retention with the company they secured employment with while in the re-entry phase. Employers are contacted 90 days after discharge. This allows for continued improvement in securing the most appropriate employment available to the offender.

CUYAHOGA COUNTY

Judge Nancy R. McDonnell
Community Based Correctional Facility
(Male Facility)

3540 Croton Ave.
Cleveland, OH 44115-3212

Phone: (216) 698-3100
Fax: (216) 361-1915

Opened: February 2011
Total Beds: 215

County Served: Cuyahoga

Accreditation/Certification:

*American Correctional Association (ACA)
*Ohio Department of Mental Health and Addiction Services (OMHAS)-Outpatient Chemical Dependency Treatment Certified

Intake and Screening:

Screening eligibility and admission criteria established by the Facility Governing Board Referrals are adult male felony offenders referred by the sentencing Courts of Common Pleas.

Services:

Residential Chemical Dependency Treatment:
Six-week group sessions that require active participation in disease concept education, sober support planning, triggers, defenses and aftercare planning. Clients develop a relapse prevention plan.

Cognitive Skills:
A thirteen-week program that provides the tools needed to change problem-causing thinking patterns. Course teaches offenders how to solve problems responsibly and to consider all possible consequences of their actions. Offenders participate in exercises

that motivate them to think in new ways and use various media tools to further identify cognitive thinking errors in everyday life.

Adult Basic Education:
State certified teachers assess individual offender skill levels and develop an Individual Education Plan that provides Basic Literacy Instruction, GED Preparation, College Tutoring, Financial Aid Seminars, Educational Field Trips and a computer lab with educational software for all learning levels. The Education Department refers offenders to outside programming such as Literacy Tutoring, Adult Basic Literacy Education. An in-house library is accessible to all offenders to promote reading.

Family Orientation:
Orientation provided to families of offenders to encourage family support and participation in CBCF programming. Families are given information needed to become an integral part of an offender's success during and after release from the program.

Family Matters:
The Family Matters Education Program is facilitated by professional chemical dependency treatment counselors. Sessions are designed to break the cycle of chemical dependency through increased knowledge and implementation of healthy living skills.

Employment:
Employment class topics include: skills identification, phoning skills, how to complete a job application, proper appearance for job searching, job resources, interview techniques, resume writing, review of program job search rules, mock job interviews, and use of public transportation. Offenders are required to provide documentation of productive job searching and are given a reasonable amount of time to secure employment. The Employment Department works with area employers who are willing to consider CBCF offenders for employment.

Community Service:
Each client is required to complete 20 hours of community service upon entering the program. Offenders work with Court Community Services and complete various community activities such as community clean ups, community festivals, planting flowers and marching in parades.

Medical:
Offenders are given a preliminary health assessment, heath appraisal and a health care planning session upon intake. Medical staff also conducts sexually transmitted diseases prevention classes. The goal of the medical staff is to be an integral part of helping offenders develop a healthy lifestyle by providing quality medical care and advice or by referring to community clinics and dental centers that provide needed services.

Recreation:
Indoor activities include fitness equipment, indoor sports, board games and television viewing. Outdoor activities include basketball, volleyball.

Aftercare:
Aftercare is up to 2 weekly reinforcement sessions that promote sobriety skills through videos and homework assignments. Offenders are required to complete a recovery plan prior to discharge, which includes meetings, sponsorships and contracts needed for recovery.

Mental Health:
The Cuyahoga County ADAMHS Board provides two full-time mental health clinical staff. Also provided are two qualified mental health professionals that conducts mental health screenings, provides linkage services, and conducts Trauma and Medication Compliance groups for the mentally ill clients at the facility.

FRANKLIN COUNTY

Franklin County CBCF

1745 Alum Creek Drive
Columbus, Ohio, 43207

Phone: (614) 462-4600
Fax: (614) 462-4606

Opened: October 1993
Total Beds: 215

County Served: Franklin

Accreditation/Certification:

*American Correctional Association (ACA)
*Prison Rape Elimination Act (PREA)

Purpose Statement:

The purpose of the Franklin County CBCF is to provide, as a sentencing option for selected offenders, a controlled and regimented environment that is motivational, safe, affirms the dignity of self and others; promotes the value of work and self-discipline; and develops useful skills and abilities through an individualized but group oriented program.

The FCCBCF program is designed to motivate the residents, meet the individual needs of the residents and assist them in gradual and successful community reentry while providing for security and public safety throughout the CBCF sentence.

Intake and Screening:

All residents are sentenced to the FCCBCF by the Franklin County Common Pleas judges and are felony level offenders who are eligible to be sentenced to prison. The FCCBCF is a prison diversion program that provides effective education and treatment services to residents. Defendants are screened using an Ohio Risk Assessment

System tool and are provided appropriate services based upon their ORAS score and individual needs.

Services:

Responsible Adult Culture:
All residents that enter the FCCBCF are 'seeded' in to a Responsible Adult Culture (RAC) Group within the first thirty days after arriving to the facility. The RAC Program is a program that is integrated and comprised of a series of interventions; to include, base and individualized elements sequenced throughout a resident's sentence and aftercare. In addition to motivation, the program is designed to provide residents with information, skills, and concepts concerning their behaviors, beliefs, and thinking patterns. It facilitates resident processing of information, redirecting the resident toward responsible adult thinking and behavior. 'Responsible' in this context is defined as trustworthy to do the legally, morally and socially correct thing.

In the RAC Program, residents are taught Anger Management, Social Decision Making, and Social Interaction Skills during 'Equipment Meetings' that they attend three (3) times per week for seventy-five (75) minutes per session. Residents are given an opportunity to practice the skills that they are learning from the Equipment Meetings in structured 'Mutual Help Meetings.' Here, they address their individual problems and current life issues. These meetings are also held three (3) times per week for seventy-five (75) minutes per session.

Each resident is assigned to a multi-disciplinary 'Staff Team' that is responsible for the effective delivery of the RAC program and their individual progression through the program. The Staff Team utilizes an individualized treatment plan known as a "Responsible Adult Performance Plan" (RAPP). RAPP's target each resident's criminogenic needs and are modified as necessary throughout the residents stay. Each resident is seen at minimum, every thirty days by their Staff Team. Residents successfully complete the FCCBCF RAC program when they have met the requirements set forth by their Staff Team and their RAPP.

Alcohol and Drug Treatment:
FCCBCF residents with various addictions are required to attend approximately thirty (30) seventy-five (75) minute sessions of the University of Cincinnati's Cognitive Behavioral Intervention for Substance Abuse class. In this class they learn to identify and regulate their emotions, identify and manage triggers, practice thought switching, and confronting urge surfing. The stages of change and relapse prevention are

discussed. Each resident must complete a Relapse Prevention Plan in order to successfully complete the class.

GED:
FCCBCF residents who do not possess a high school diploma or GED are enrolled into a GED class and are afforded the opportunity to obtain their GED while in the program. FCCBCF has three levels of GED classes: GED I, GED II, and GED III. Approximately one hundred (100) residents earn their GED each year while in the FCCBCF program.

Family Involvement:
FCCBCF believes that residents families are extremely important in their reintegration back in to the community. As such, FCCBCF hosts monthly structured family events where approved family members may come to the facility and spend quality time with their children and other loved ones. Examples of these events are: movie nights, bingo, and holiday activities such as Easter egg decorating and holiday cookie making. In addition, residents may be approved to participate in 'Family Table Time' (weather permitting) and may bring a meal to enjoy with the resident outside on facility property. Family Table Time is restricted to approved visitors on the resident's visitation list.

Resident Employment Center:
This center is mainly maintained by the residents with the oversight of staff. Residents have access to a computer, the internet, a fax machine and a printer. The center has a resource library and resident employment center coordinators that assist other residents with creating resumes, cover letters and applications.

Sexual Health:
Each FCCBCF resident is able to be tested for sexually transmitted infections shortly after arrival at the facility. If their tests show positive results, they are able to talk to a counselor immediately and be linked with follow-up care. They also participate in a class that provides education about practicing safe sex and sexual health.

Gradual Community Reintegration:
The targeted length of stay for Franklin County residents is 134 days. For the first 0-30 days residents are not permitted to leave the facility unless cuffed and shackled and this would only be in the case of an emergency. Between 31-60 days, residents are only permitted to leave the facility with the approval of a supervisor and only if absolutely necessary. After 61 days residents are permitted to begin 12-step meetings in the community with the approval of their Staff Team. After this, per a resident's Staff Team, residents are awarded the opportunity to complete a 40-hour community service requirement, followed by the job-seeking/obtaining a job phase of the program.

Residents are also linked with appropriate community resources after approximately 90 days in the program. Such linkages could include anger management, substance abuse, domestic violence, mental/medical health, job readiness, parenting and any other individualized needs. Residents continue to attend RAC groups until as close to their release from the program as possible.

HAMILTON COUNTY

River City Correctional Center
(Male and Female Facility)

3220 Colerain Avenue
Cincinnati, Ohio 45225

Phone: (513) 946-6800
Fax: (513) 946-6833

www.hamilton-co.org

Opened: September 1998
Total Beds: 215

County Served: Hamilton County

Accreditation/Certification:

*American Correctional Association (ACA)
*Ohio Department of Rehabilitation and Correction's Certified Sex Offender Program
*Prison Rape Elimination Act (PREA)

Services:

Cognitive Behavioral Therapy:

Designed by the Criminal Justice Department, University of Cincinnati Cognitive Behavioral Therapy requires participants to attend classes in: Thinking for Change, Substance Abuse Treatment, Practicing Responsible Behavior/Recognizing Responsible Behavior, Aggression Replacement Therapy/Moral Reasoning, Parenting and Moving On (Female Pod only). The Cognitive Behavior Therapy model is staff driven and participants are informed of the requirements of each phase and are aware of the levels of discipline and corresponding consequences.

Re-Entry Treatment (1-Male Pod):

River City has one pod designated for helping residents transition back into society during the re-entry phase. Case Managers work with residents in the following areas: Housing, Mental Health, Education and Employment.

The Re-entry pod teaches classes in Thinking for a Change (Problem Solving Steps), Substance Abuse (Relapse Prevention), Advanced Role Play and Job Readiness.
In addition to completing treatment classes, making plans to transition back into society and job seeking/working, Re-entry residents (Male and Female) complete many community service projects for local organizations and charities.

Intake and Screening:
Screening eligibility and admission criteria established by the Ohio Department of Rehabilitation and Correction.
Referrals are adult male and female felony offenders referred by the sentencing Court of Common Pleas.

Adult Basic Education:
State certified teachers assess individual offender skill levels and develop an Individual Education Plan that provides basic Literacy Instruction, GED preparation, college tutoring, financial aid seminars, and a computer lab with educational software for all learning levels. The Education Department refers offenders/residents to outside programming such as Literacy Tutoring, Adult Basic Literacy Education and Cincinnati State College. There is a complete in-house library available to all offenders.

Employment:
Employment Specialists work with the offender population to evaluate job skills, work history, interviewing techniques and work ethic issues. Offenders are allowed to job seek and work during the last phase of their stay.

Culinary Arts Program (CAP):
River City Correctional Center employs a Food Service Manager who oversees the program and works with offenders wishing to enter the food service field. Culinary Arts Program offenders receive practical experience in the facility kitchen, prepare special meals for facility meetings and the group bakes and sells holiday baked goods annually. Offenders receive a Certificate of Participation when they successfully complete the program.

Maintenance Assistance Program (MAP):
Offenders may apply for the Maintenance Assistance Program while in the treatment phase. While working around the facility, the offenders perform minor repairs such as plumbing, electrical, HVAC, cleaning carpets, waxing and polishing floors, taking care of the lawn, landscaping and all other maintenance duties as required. Offenders receive a Certificate of Participation upon discharge from the facility.

Life Skills:
Offenders are asked to constantly relate past and current behavior to the problems they have had or currently have in their lives. To assist them in making the connection, topics such as HIV and AIDS, Parenting, How to be a Father, Women's Issues in Society, Sexually Transmitted Diseases, Breast Cancer Awareness, Physical and Dental Hygiene and Nutrition Classes are covered.

Community Service:
Offenders must perform thirty hours of community service while at River City Correctional Center. Offenders are supervised by the RCCC Security staff and have performed services for Crayons to Computers, Cystic Fibrosis 5k, Camp Washington Clean-Up, Run Like Hell 5K (Benefitting Cystic Fibrosis) and local churches.

Health and Well-Being:
Physical exercise is mandatory for one hour each day. Exercises include aerobics, walking on treadmills and general calisthenics.

After-Care:
Hamilton County Men and Women residents are required to complete a three to six month aftercare phase. Participants are required to attend one weekly session for one and half hours. Topics covered are designed to identify and build upon the skills developed in treatment and how they relate to the participants life outside of River City.

JEFFERSON
&
COLUMBIANA
COUNTIES

Eastern Ohio Correction Center
(Male Facility)

470 State Route 43
P.O. Box 2400
Wintersville, Ohio 43953

Phone: (740) 765-4324
Fax: (740) 765-4533

Opened: May 1990
Total Beds: 81

Eastern Ohio Correction Center
(Female Facility)

227 N. Market Street
Lisbon, Ohio 44432

Phone: (330) 420-0288
Fax: (330) 420-0041

Opened: May 2000
Total Beds: 32

Counties Served: Belmont, Carroll, Columbiana, Guernsey, Harrison, Jefferson, Monroe and Noble.

Accreditation/Certification:

*American Correctional Association (ACA)
*Prison Rape Elimination Act (PREA)

Intake and Screening:

Screening eligibility and admission criteria established by the Judicial Corrections Board Referrals are adult male and female felony offenders referred by the sentencing Courts of Common Pleas.

Services:

Orientation Group:
Provides an introduction to the facility rules and regulations, and expectations for successful completion of the Eastern Ohio Correction Center program and guidelines.

Intensive Relapse Prevention: Eighty hours of intensive programming covering warning sign identification, management, and the development of an on-going recovery plan. (Females)

Women's Intensive Substance Abuse Program (WISA):
A grant-funded program for women offenders with high risk and need for substance abuse education, relapse prevention, employment assistance, and identification of social services agencies to reduce recidivism upon release. (Females)

Thinking for a Change (T4C):
Is an integrated approach to changing offender behavior, developed by Barry Glick, Jack Bush, and Juliana Taymans in cooperation with the National Institute of Corrections (NIC) that uses a combination of approaches to increase an offender's awareness of themselves and others. It integrates cognitive restructuring, social skills, and problem solving. The program begins by teaching offenders an introspective process for examining their ways of thinking and their feelings, beliefs, and attitudes. The process is reinforced throughout the program. Social-skills training is provided as an alternative to antisocial behaviors. The program culminates by integrating the skills offenders have learned into steps for problem solving. Problem solving becomes the central approach offenders learn that enables them to work through difficult situations without engaging in criminal behavior.

Sex Offender Education Program (SOEP):
The goal of the SOEP is to enable offenders to admit their offense of record and accept some level of responsibility for their actions by the time they are released. This program is primarily based on the Ross and Loss psycho-educational curriculum for sex offenders. Material has been integrated from training provided from the foremost researchers and practitioners in the field. The approach is one of a didactic presentation in a group setting. It utilizes lectures, handouts, classroom notes and homework assignments. Objectives include increasing awareness about sexual assault, recognizing the impact of sexual assault on the victim; common motivations for sexual assault; identification and use of cognitive distortion of the offending cycle, and relapse prevention. (Males)

Adult Basic Education:
State certified teachers assess individual offender skills and develop an individualized education plan that provides basic literacy instruction and GED preparation. Educational and computer learning lab classes are conducted five days per week with morning, afternoon, and evening sessions. Volunteer tutors and peer tutoring options are also utilized.

Continuing Education:
College and technical school attendance and some in-house continuing education courses are offered through this program.

Self-Help Library:
The Eastern Ohio Correction Center maintains an extensive collection of self-help books for offenders to read to gain insight and information on a variety of subjects. Self-help selections include books on controlling anger, relapse prevention, child development, starting a business, relationships, grief, recovery, marriage, nutrition and time management.

Mental Health Services:
Offenders are referred to local community mental health agencies for emergency mental health evaluations, on-going counseling and medication management.

NA/AA:
Weekly in-house Narcotic Anonymous, Alcoholic Anonymous and 12-Step support groups meet with offenders and are facilitated by outside volunteers.

Parenting:
Teaches positive parenting skills. Participants view videos that deal with child behavior and misbehavior and the consequences of actions. Discussion groups and homework assignments deal with topics such as developing good listening skills; how to help the child become responsible and cooperative; and building strong family relationships.

Zero Tolerance:
Ten weekly sessions provide an educational framework to challenge the beliefs and behavior of men who batter women. Group members spend time each week reporting on progress they have made or any relapse in violent or aggressive behavior. The group uses discussion, role-playing, and videos that allow in-depth study of violence and non-violence in relationships, controlling violent tendencies, the consequences of emotional abuse, intimidation, accountability and male privilege.

Family Issues:
Five weeks of discussion groups that focus on dealing with family issues and dynamics. The first phase of topics deals with improving family communication, dysfunction and developing skills to increase the ability to process feelings. The second phase is intended to help offenders develop skills to use upon release and create a realistic understanding of the challenges of leaving treatment and returning home.

Victim's Impact:
Six two-hour sessions that explore the depersonalization of victims by offenders, the long term impact of victimization; and accountability for the crimes committed by offenders.

Employment and Life Skills:
Sixteen-hours of employment topics including resume preparation, completing job applications, proper appearance, interviewing skills, job acquisition and retention tips for offenders. All participants prepare for a videotaped mock interview that they can review and improve their performance before going to the actual interview.

Commitment to Change:
A cognitive behavioral program offered to high risk offenders. Residents work on identifying thinking errors and the tactics used to further criminal thinking. This interactive program allows offenders to focus on the benefits of changing their thinking to ultimately change their behavior.

Lifestyles:
This group helps residents develop an understanding of healthy, crime free values and encourages the development of more productive lifestyles.

Health and Wellness:
Residents work on learning to improve their health status.

Anger Management: This group develops techniques that offenders can utilize to deal appropriately with anger and explosive behavior. Topics include understanding anger, styles of displaying anger, forgiveness and strategies for dealing with anger, and reconciliation.

Community Service:
The Eastern Ohio Correction Center provides nearly 13,000 hours of community service activity for offenders each year through contacts with local community agencies and individuals.

Work Release:
Eligible offenders can become employed while in the program to help pay court and medical costs, fines, pay restitution and maintain levels of personal income.

LORAIN
&
MEDINA
COUNTIES

Lorain/Medina Community Based Correctional Facility

9892 Murray Ridge Rd.
Elyria, Ohio 44035

Phone: (440) 281-9708
Fax:(440) 281-9713

lmcbcf.com

Opened: October 1997
Expansion: October 2005
Total Beds: 62 male, 18 female

Counties Served: Lorain and Medina

Accreditation/Certification:

*American Correctional Association (ACA)

Intake and Screening:

Screening eligibility and admission criteria established by the Facility Governing Board. Referrals are adult male and female felony offenders referred by the sentencing Courts of Common Pleas

Services:

Intake and Orientation:
Provides residents with an introduction to the expectations of residents, and defines the treatment modality utilized by agency. It also introduces clients to the New Direction series, and defines CBT based coursework and “thinking reports”. Orientation class covers: basic assessments, hygiene video, resident handbook and rules, program procedures such as: “request to see’s”, phone cards, class expectations, schedules, employment, community service, phase progression, and Intake/Orientation workbook. One-on-one with case managers and assessments are also completed during this orientation period.

Beat the Streets:
Is a series of videos to help clients cope with daily life. Work sheets are completed as part of the series.

Education/Literacy/GED:
Education is based on individualized case planning designed for residents that may lack in skills such as reading, writing, math, etc. Individual assignments are responsive to specific needs, and based on TABE scores. The GED track is an intensive ten week curriculum that prepares the resident for the official GED test. GED testing is administered on-site by appropriately certified education staff on a regular basis.

Criminal & Addictive Thinking:
Part III of the New Directions series that explores the criminal and addiction history. The resident learns to think about their thinking and behavior. Part II increases the intensity of the resident's thinking process.

Thinking for a Change (T4C):
Is an integrated approach to changing offender behavior, developed by Barry Glick, Jack Bush, and Juliana Taymans in cooperation with the National Institute of Corrections (NIC) that uses a combination of approaches to increase an offender's awareness of themselves and others. It integrates cognitive restructuring, social skills, and problem solving. The program begins by teaching offenders an introspective process for examining their ways of thinking and their feelings, beliefs, and attitudes. The process is reinforced throughout the program. Social-skills training is provided as an alternative to antisocial behaviors. The program culminates by integrating the skills offenders have learned into steps for problem solving. Problem solving becomes the central approach offenders learn that enables them to work through difficult situations without engaging in criminal behavior.

Family Issues:
Introduction of treatment modality for families which covers boundaries, intimacy, belonging/coping, familiar feeling, relationships, anger, dealing with feelings, communication styles, and the role of the family. Social skills practiced are: expressing feelings, understanding the feelings of others, giving feedback, receiving feedback, expressing affection, dealing with fear, and negotiation.

Drug/Alcohol Treatment & Education:
Educating and treating offenders who are substance abusers, including chemical dependents. This program focuses primarily on two components of the program-criminality and substance abuse. A cognitive intervention for substance abuse offenders covers practicing the principles (applying the steps to their life); release preparation (getting out/staying out); survival skills (what does it take to make it); obtaining a sponsor and home group; 12-steps; and big book.

Domestic Violence- "Hands Down":
Provides lessons on positive communication skills, anger and stress management, thinking skills, and relationships. It is designed to help the individual understand why they act out violently and how to respond appropriately. This program is only offered to the male population.

F-TREM:
Trauma Recovery & Empowerment Model (for women) is a Psycho- educational and skills-oriented group divided into four parts: a. Empowerment; b. Trauma Recovery, c. Advanced Trauma Recovery Issues, and d. Closing Rituals. The sequence of these sections is central to the group's effectiveness. The early focus on empowerment in Part One of TREM groups accomplishes two goals. First, it addresses some of the key skills helpful to women as they begin to deal more directly with trauma-specific content. Capacities for self-protection, self-soothing, maintaining appropriate emotional and social boundaries, and self-esteem are foundational for the challenging work of trauma recovery. Second, Part One provides an opportunity for the group to develop an atmosphere of safety, trust, and mutual empowerment. As group members recognize, discuss, and learn about their shared concerns, their collaboration with each other and with the group leaders is strengthened. Subsequent emphasis on trauma, coping skills, and healing builds on the empowerment themes of this first section.

M-TREM:
Trauma Recovery & Empowerment Model (for men) is Psycho-educational and skills-oriented group divided into three parts: a. Messages, Emotions, and Relationships; b. Trauma Recovery; and c. Recovery Skills.

Part One (Messages, Emotions, and Relationships) covers male gender roles and key emotional and relationship domains for male survivors. Part Two (Trauma Recovery) focuses on emotional, physical, and sexual abuse and their relationships to psychological symptoms, substance use, and relationship patterns. Part Three (Recovery Skills) emphasizes the development and strengthening of interpersonal, problem-solving, and life planning skills.

Anger Management:
A curriculum that utilizes the cognitive behavioral approach to controlling anger. This focuses on anger management for substance abuse and mental health clients.

Relapse Prevention:
This class is an added booster to Chemical Dependency Treatment and drug/alcohol education. Residents continue to understand the relationship between substance abuse and criminal behavior. They understand the need to make long-term change commitments as well as recognize the series of events that happen before relapse. The resident also develops or fine tunes their recovery plan.

Parenting/Fit for Fathers:
Based on the "Partners in Parenting" course from Texas Christian University, as well as lessons developed from other available resources, the parenting classes are designed to provide knowledge alongside practical skills for residents with children. Lesson plans focus on specific topics (examples: communication, behavioral expectations, appropriate discipline, education issues, problem solving and sexuality) and include lecture and interactive approaches to learning the material. Role play and homework assignments serve to reinforce the day's lesson. Parenting classes are offered to both males and females using the same lesson plans and materials, however discussion and presentation are tailored to the audience (for example: "The Talk" between a father and a daughter is significantly different than that between a mother and a son).

Employment:
This class gives residents an opportunity to find a job by creating a resume and conducting mock interviews. Other topics covered include: work ethics, job retention, and the difference between a "job" and a "career". Applies social skills to employment related issues. Skills practiced are giving instructions, following instructions, helping others, standing up for their rights, making a complaint, answering a complaint, responding to failure, deciding on their abilities, concentrating on a task, and asking for help.

Drug Testing Services:
The Lorain/Medina C.B.C.F. conducts urinalysis testing on all initial intakes and then randomly based on the resident's movement outside of the facility (i.e. community service, medical/court, employment, or social leave). Breathalyzer testing is conducted at initial intake and whenever a resident returns from any type of leave.

Victimization:
A curriculum for residents provided by in-house program staff which covers community justice, accountability, victim (s) of crime, cultural barriers, property crime and theft, substance abuse, drunk driving, domestic/family violence, sexual assault, forgiveness and making amends, and re-entry. Additionally, the Genesis House Battered Women's Shelter facilitates a Victimization curriculum for the female population which specifically covers female issues.

Health Care Services:
The Lorain/Medina C.B.C.F. contracted medical personnel provide initial health assessments and addresses or evaluates specific health problems. All residents receive a health care assessment upon intake.
Emergent medical or dentals needs are addressed via community resources such as urgent care centers or private providers.

Mental Health Services:
Lorain/Medina C.B.C.F. coordinates with a local community mental health center to address mental health needs (Walter G. Nord Community Mental Health Center) on an as-needed basis.

Sex & Health Education Services:
Sex & Health Education classes are offered by Family Planning Services of Lorain County. This class covers the female/male basic reproductive anatomy and functions; sexually transmitted infections- descriptions, risk factors, and prevention; methods of birth control; determining relationship and sexual values; and examines different types of relationships.

Nutrition Education Services:
Nutrition Education is offered as a component of the Intake/Orientation class. This component consists of basic education of food budgeting, menu planning, nutrition, portion control, reading/understanding nutrition labels, food preparation, food for infants/children, and weight control.

Community Service:
Community Service is an integral component to programming services. All offenders complete a minimum of one week of Community Service. Offenders are able to work towards the completion of court-ordered community service hours as well as practice good citizenship skills by giving back to the community.

Volunteer Services:
Religious and Twelve-Step volunteers help offenders make community contacts and assist in bridging the gap between the structured residential placement and free community movement. Additionally, Twelve-Step volunteers provide on-site Alcoholics Anonymous and Narcotics Anonymous meetings several times weekly.

Restorative Justice:
The Lorain/Medina C.B.C.F. supports and participates in statewide Restorative Justice efforts. Community resources are utilized for special sessions presented to offenders to increase awareness and promote responsibility.

LUCAS COUNTY

Correctional Treatment Facility
(Male and Female Facility)

1100 Jefferson Ave.
Toledo, Ohio 43604

Phone: (419) 213-6200
Fax: (419) 255-1447

Opened: August 1994
Total Beds: 140

County Served: Lucas

Accreditation/Certification:

*American Correctional Association (ACA)
*Ohio Department of Mental Health and Addiction Services (OMHAS)-Residential &Outpatient Chemical Dependency Treatment Certified
*Prison Rape Elimination Act (PREA)

Intake and Screening:
Screening eligibility and admission criteria established by the Judicial Corrections Board. Referrals are adult male and female felony offenders referred by the sentencing Court of Common Pleas and through the Adult Parole Authority Hearing Board.

Program Description:

Orientation Phase: The Orientation Phase is a unique (unit) dorm set aside for residents to prepare them for the requirements of CTF treatment. They will learn how CTF operates and how to progress within the structured program that CTF encompasses. All intake assessments will be conducted by the Orientation Team upon the resident's entry to CTF. A full assessment battery to include the ORAS and ASI are accomplished upon residents' entrance to the program. They are assessed for Education level and enrolled into the GED preparation classes. The program provides

the resident with structure, supervision, and encouragement to get indoctrinated with the help of the Orientation Treatment Team. This is accomplished through a structured, ownership and responsibility based Behavioral Modification system allowing the resident to attain the self-respect and discipline they were lacking prior to incarceration. It is a goal-oriented program that has Cognitive based therapeutic design with Reality and Choice-based structure. Through Behavior Modification, intensive responsibility building skills and structure within the confines of a specialized unit the new resident to the CTF program can be given the structure, guidance, encouragement, and inner responsibility to meet the requirements of the "normal" curriculum of CTF. While in this orientation unit, the resident is given the building blocks for successful program completion.

Phase I: is the continuation of the Orientation Phase that introduces the Resident to Chemical Dependency groups. Cognitive Behavioral groups are based on the *Thinking for a Change* program. This Phase introduces the clients to the 12-Step process and they also begin *Relationship Building* classes. The Co-Occurring Disorders group, *Healthy Living*, works to help residents develop a healthy lifestyle, mentally, physically, emotionally, and spiritually. The Understanding Grief group is where clients have a group to help them to have a better understanding how to properly grieve for someone who has passed away whom they were particularly close to. The Ridge Project (Tyro Dads) offers programming to strengthen the family unit of the offender. The group is open to all males but it is specific to fathers as it is grant-funded through the fatherhood initiative to assist the client to strengthen their relationship with their children. This group is co-facilitated by a faith-based community service provider. Anger and Stress Management continue with *Abused Boys Wounded Men* group.

Phase II: is where the Resident is given the opportunity to participate in continued Chemical Dependency groups, Anger & Stress Management, GED/Education, Mental Health referrals, and other Cognitive-based programming. The Thinking for a Change groups address the steps for cognitive self-change. These Groups include Role-Plays and Practice of what was taught in the lessons 5-15 (Cognitive Restructuring and Social Skills). Residents are taught the 12-Step recovery process and work on "The word of the Day." Residents are challenged in passing performance based testing to demonstrate their progression and preparedness.

Phase III: is the program where residents will go through a rigorous performance based testing and screening process before attaining this level of programming. Those who achieve this phase will go into the community to attend 12-Step meetings. The residents continue the Thinking for a Change program and work on Problem Solving. They will also go through the Epictetus program that compliments the Thinking for a Change by using what they have learned and applying it to themselves.

Phase IV: is the Aftercare program that focuses on individuals' treatment as they make their transition into the community. Aftercare is approved to provide ODADAS

Outpatient Treatment Services. The program is designed to provide Chemical Dependency support groups and Day Treatment for individuals as they complete the remainder of their sentence. Upon completion of their sentence, all Aftercare clients are referred to their Lucas County Adult Probation Officer to continue community supervision. While in Aftercare they may be able to start or complete other Court mandates such as Work Release or Electronic Monitoring. Random urinalysis is conducted to continue to closely monitor a client's progress. Should a client relapse, CTF has the ability to re-admit him/her and provide further treatment prior to releasing them at the conclusion of their original sentence.

Aftercare Program is the intensive community supervision component. Clients are particularly vulnerable early after their release. The daily reporting and group meetings allow treatment staff to check for any indicators of substance abuse, or changes in dress or demeanor, as well as observe thinking errors which often precedes drug use. Clients may be drug tested seven (7) days a week.

Curfew guidelines, 10:00 p.m. Sunday -Thursday and 11:00 pm on Friday and Saturday, help to establish a routine which assists clients when they find employment and also minimizes their exposure to High Risk situations which predominantly occur later in the evening.

Rather than simply being released into the community, individuals remain under supervision. If more intensive measures are called for, Electronic Monitoring or Work Release can be implemented congruently with Aftercare. It is a structured release that assists in protecting the community and provides ongoing supervision for the client.

The RIDGE Project offers Aftercare programming to improve communication and relationship skills to the offender and the family. After completion of the Tyro Dads group, the offender is eligible for Couples Communication I & II, and a work ethics class. The RIDGE Project partners with Ohio DRC institutions where conflict resolution, anger management and relationship stability are taught.

Services:

Thinking for a Change (T4C):
Is an integrated approach to changing offender behavior, developed by Barry Glick, Jack Bush, and Juliana Taymans in cooperation with the National Institute of Corrections (NIC) that uses a combination of approaches to increase an offender's awareness of themselves and others. It integrates cognitive restructuring, social skills, and problem solving. The program begins by teaching offenders an introspective process for examining their ways of thinking and their feelings, beliefs, and attitudes. The process is reinforced throughout the program. Social-skills training is provided as an alternative to antisocial behaviors. The program culminates by integrating the skills offenders have learned into steps for problem solving. Problem solving becomes the

central approach offenders learn that enables them to work through difficult situations without engaging in criminal behavior.

The Epictetus Club:
A sixteen-session course in cognitive skills developed specifically for offenders. The course draws on the latest research on criminal thinking and addresses the issue of criminal behavior with cognitive-behavioral approach, including "practical philosophy."

Succinct and astonishingly relevant, the Greek philosopher's words show us how to live a responsible life - inside or outside of prison. "People are upset not by things themselves, but by what they tell themselves about those things."

With the help of Epictetus' ancient wisdom, residents meet the daily challenges of their lives. Learning to think outside the limits of their own literal walls as they struggle to redeem themselves, the club members learn to think beyond their own self-imposed limitations and comfort zones.

Healthy Living:
Is a group to help develop a healthy lifestyle, mentally, physically, emotionally, and spiritually. The group focuses on education of diagnoses, support, intervention and integration of chemical dependency treatment and mental health programming.

Anger Management:
Anger Management for Substance Abuse and Mental Health Clients program sponsored by the Substance Abuse and Mental Health Services Administration (SAMHSA). A Hazelden video and lecture series: *Beyond Anger; Abused Boys, Wounded Men, Rage Recidivism and Recovery.*

Domestic Violence:
Stopping Abuse for Everyone (SAFE): explores how past influences, high-risk beliefs and maladaptive thinking led to abusive behavior. Participants use this information to develop positive and prosocial skills, leaving the program with a personalized plan for stopping abusive behaviors and creating healthier relationships)

Relationships:
Living with Others (The Residential Drug Abuse Program helps individuals explore the components of healthy and unhealthy relationships. They learn proven ways to communicate effectively with others. Sections are devoted to anger management and roadblocks to positive attitudes.)

Stress Management:
A Better Way, Commitment to Change. The focus of this group is on cognitive and substance abuse methods to reduce stress.

Chemical Dependency Education:
Is a program consisting of substance abuse education, and 12-step focus material. Groups meet daily and provide offenders with a strong foundation and an understanding of different substances and the effects on the human body.

Adult Basic Education:
All offenders are academically assessed by state certified teachers using the TABE (Test of Adult Basic Education) which determines the offender's level of academic functioning for educational placement. Offenders who test between the sixth and eighth grade level are placed in Adult Basic Education. Offenders who test above the eighth grade level or who do not have a high school diploma, are placed in the General Equivalency Diploma (GED) class. Once education levels are determined, individualized education plans are developed. In addition to classroom instruction, a computer lab with educational software for all learning levels is utilized. The TABE test is given to offenders prior to discharge to determine their level of improvement. Education classes are continued in the aftercare portion of the program and remedial reading is provided to offenders who have a high school diploma but have reading skills below the literacy level of sixth grade.

Basic Literacy Skills:
Is a program for offenders who possess low literacy levels, or who are functionally illiterate. Individualized instruction focuses on math, reading, language arts and writing.

Morning Meditation:
Offenders are given the opportunity to read through inspirational meditation books and discuss the meaning of the passages.

Recreation:
Indoor activities include fitness equipment, walking, indoor sports, board games and television viewing. Gymnasium activities include basketball, volleyball, walking, etc.

MAHONING COUNTY

Community Corrections Association, Inc. (CCA) (Male Facility)

1507 Market Street
Youngstown, Ohio 44507

Phone: 330-744-5143
Fax: 330-742-8661

Opened: 1987
Total Beds: 70 Beds

County Served: Mahoning

Accreditation/Certification:

*American Correctional Association (ACA)
*Ohio Department of Mental Health and Addiction Services (OMHAS) Residential &Outpatient Chemical Dependency Treatment Certified
*Prison Rape Elimination Act (PREA)

Intake and Screening:

Screening eligibility and admission criteria established by the Ohio Administrative Rules Referrals are adult male felony offenders referred by the sentencing Court of Common Pleas.

Services:

Chemical Dependency Program:
An eight-week, 2 hour per day program which focuses on the many facets of the recovery process, inclusive of the criminal and addictive thinking process, drug and alcohol education, socialization, and introduction to external support group setting. In addition, offenders participate in weekly individual sessions.

Relapse Prevention:
An eight-week program which focuses on preventing relapse by further exploring triggers, warning signs and symptoms, and problem solving, as well as the use of

sponsorship and home groups. Offenders are required to compile a relapse prevention plan which they can utilize to better ensure continued sobriety, in addition to addressing the need for changes in dietary patterns and positive recreational relaxation activities, alone and with family/support.

Thinking for a Change (T4C):
Is an integrated approach to changing offender behavior, developed by Barry Glick, Jack Bush, and Juliana Taymans in cooperation with the National Institute of Corrections (NIC) that uses a combination of approaches to increase an offender's awareness of themselves and others. It integrates cognitive restructuring, social skills, and problem solving. The program begins by teaching offenders an introspective process for examining their ways of thinking and their feelings, beliefs, and attitudes. The process is reinforced throughout the program. Social-skills training is provided as an alternative to antisocial behaviors. The program culminates by integrating the skills offenders have learned into steps for problem solving. Problem solving becomes the central approach offenders learn that enables them to work through difficult situations without engaging in criminal behavior.

Cage your Rage (Anger Management):
A four-week group in which participants learn new, more positive ways to address anger and rage issues, allowing them to stay in control of their lives. The course explores the ABC's of anger, common thinking mistakes, primary and secondary thoughts and emotions, as well as exploring past situations and new ways to deal with them.

Domestic Violence:
An eight-week course based on the Duluth model, which addresses the offenders of domestic violence. Helps to identify and clarify what constitutes domestic violence and how appropriately deal with family situations without violence.

Parenting:
An eight-week course designed to educate participants in the areas of proper responsible parenting skills from birth through adulthood. Topics include the need for proper diet, sleep patterns during infancy through three years, and discipline versus abuse.

Sex Education:
A four-hour session exploring anatomy, sexually-transmitted diseases, safe sex, responsible sex, and developing healthy relationships.

HIV/AIDS:
Is a two-hour session exploring and identifying signs, symptoms, causes and prevention of the transmission of HIV. In addition, topics covered include behaviors which put offenders at risk for the transmission of the disease.

Employment/ Vocational Planning:

Vocational Planning – Three sessions explore "who" you are; skills, hobbies, etc.; and how they can relate to employment options. Apticom tests are administered to further identify possible areas of interest.

Job Readiness – A three-session group in which participants learn how to fill out applications, inclusive of common mistakes made while interviewing such as how to dress, appropriate interview skills and resume writing.

Job Retention – Designed to answer offender questions regarding situations with present employer. Explores possible opportunities of advancement and addresses how to maintain employment post-release.

Adult Basic Education:
State-certified teachers assess individual offender skill levels and develop an individual education plan which addresses offender needs, inclusive of basic literacy and GED preparation, as well as assistance in applying for financial aid to attend technical/trade schools and or college.

Recreation:
Indoor activities include a recreational center, which offers a variety of fitness equipment, as well as a big screen television, ping- pong and pool tables. Within the unit, pool tables, board games, literature/magazines/newspapers are available.

Community Service Program:
Each offender is required to complete a minimum of eight hours per week of community service. Vacant lots have been adopted which are maintained and beautified by CCA offenders.

Pre-Release Group:
A group composed of four sessions, to discuss issues of concern for offender/families about release required of the courts and APA.

Pre-Release Board:
Offenders are required to go before a panel which is comprised of facility program staff, in conjunction with the Adult Parole Authority, in order to assure with that mandates imposed by the sentencing court, Adult Parole Authority, and Community Correction Association have been met.

Aftercare:
The aftercare program consists of a four to eight-week period, depending on the needs of the offender, in order to make a smooth transition from residential treatment back to the community. During this time, offenders who have been released are monitored through weekly telephone and face to face sessions to ensure they are maintaining

required treatment plans (i.e. employment, mental health appointments, support group meetings, abstinence, etc.).

Graduation Ceremony:
Held quarterly to recognized offenders who successfully complete all treatment goals and recommendations of the court, Adult Parole Authority and the Community Correction Association. Each graduate wears a cap and gown, and receives a tassel. Each ceremony is celebrated with a special speaker and family.

MONTGOMERY COUNTY

MonDay Community Correctional Institution (Male and Female Facility)

1951 S. Gettysburg Ave.
Dayton, Ohio 45417-4160

Phone: (937) 496-7300
Fax: (937) 496-7325
(937) 496-7344

www.mondaycbcf.com

Opened: March 1978
Total Beds: 220

County Served: Montgomery, Greene, Preble, Darke, Fayette and Miami

Accreditation/Certification:

*American Correctional Association (ACA)

Intake and Screening:
Screening eligibility and admission criteria established by MonDay's Facility Governing Board in accordance with the Ohio Administrative Code. Referrals are male and female felony offenders referred by the sentencing Court of Common Pleas, Adult Parole Authority and by Judicial Release.

Services:

Cognitive Behavioral Therapy (CBT) Treatment:
CBT focuses on treating the residents' substance abuse, criminogenic behavior, and any coexisting mental disorder. It's designed to help the residents' practice newly acquired cognitive behavioral skills as they encounter stressors identified as high-risk situations associated with relapse.

Each resident is assigned a clinician who will provide counseling and case management services. The clinician and resident develop an individual case plan that addresses one's criminogenic needs by developing goals and a timetable for completion. The case plan is based on the Risk Needs Responsivity (RNR) principle and is revised as necessary based on the resident's progress. The assigned clinician also assists the resident with planning for re-entry to include continued care, obtaining housing, employment, and maintaining a responsible life-style. Treatment consists of cognitive

curricula and a Behavior Management System wherein the resident must demonstrate the ability to acquire and integrate prosocial skills to successfully complete it.

Behavior Management Phase System:
Focuses on dynamic factors that can changed - such as one's behaviors, values, attitudes, education and vocation by treating the underlying thoughts, attitudes and behaviors that lead to criminal behavior. To help a resident to develop positive traits, one must earn the incentives needed to progress from orientation to reentry. Advancement is based on the residents commitment to change which is measured by one's ability to complete treatment goals, follow community rules, and demonstrate, through role plays, putting into practice what one has learned.

Thinking for a Change (T4C):
Is an integrated approach to changing offender behavior, developed by Barry Glick, Jack Bush, and Juliana Taymans in cooperation with the National Institute of Corrections (NIC) that uses a combination of approaches to increase an offender's awareness of themselves and others. It integrates cognitive restructuring, social skills, and problem solving. The program begins by teaching offenders an introspective process for examining their ways of thinking and their feelings, beliefs, and attitudes. The process is reinforced throughout the program. Social-skills training is provided as an alternative to antisocial behaviors. The program culminates by integrating the skills offenders have learned into steps for problem solving. Problem solving becomes the central approach offenders learn that enables them to work through difficult situations without engaging in criminal behavior.

UCCI Cognitive Behavioral Interventions for Substance Abuse:
CBT is used to teach strategies for avoiding substance abuse. It emphasizes skill building activities to assist with cognitive, social, emotional, and coping skill development.

Federal Bureau of Prisons Residential Drug Abuse Treatment cognitive curriculum for High Risk Residents in the RSAT Program:
Integrates the bio-psycho-social perspective with the causes of substance abuse; Stages of Change Model; Rational Self-counseling; and interactive journaling.

TCU Node –Link Mapping (NLM):
Is a CBT intervention that teaches how to process one's thoughts, link them with actions and the possible outcomes or consequences. Structured exercises address relapse prevention & management; interpersonal & intrapersonal emotional management; decision making; and problem solving.

Orientation Class:
Residents must master 5 skill bases to be considered for advancement to Green Phase. The learning format is TCU Node-link mapping for motivation and CBT skills.

Anger Management for Substance Abuse and Mental Health Clients:
Addresses the cognitive, communication, and relaxation interventions skills used to manage anger. Teaches participants about the anger cycle, how thinking effects behavior, the physical symptoms and how to effectively deal with interpersonal conflicts and anger provoking situations appropriately through the use of role play.

Parenting Class: TCU Partners in Parenting:
Is a manual is designed to assist residents in building on their strengths to develop better parenting skills.

Relationships Class:
This class is for the female residents and forces on assisting them with gaining an understanding of the dynamics of what constitutes a healthy interpersonal relationship. Special emphasis is placed on developing interpersonal communication skills.

Mental Health Counseling:
Licensed Professional Clinical Counselors are on staff to provide psychological assessments and individual counseling. MonDay contracts with a psychiatrist to provide services for residents assessed to need psychotropic medication management.

Sex Offender Treatment:
MonDay contracts with a Clinical Psychologist (CP) who specializes in sex offender treatment using a cognitive based model. CP conducts assessments, individual and group counseling sessions and provides clinical consultation for staff.

Adult Basic Education:
Each resident is administered the Test of Adult Basic Education (TABE) that determines one's level of academic functioning. Those who test at a sixth grade level or above and do not have a high school diploma are placed in the General Equivalency Diploma (GED) classes. Residents who test at the fifth grade level or below are placed in the Adult Basic Education (ABE) classes. Residents who are high school graduates, but test at below the tenth grade level, are placed in classes corresponding to their needs. All educational classes are taught by state certified teachers.

Vocational Program:
Consists of three main elements to assist residents in developing their skills for employment.

Employment Readiness:
This class is designed to help residents prepare for their career by setting goals, writing resumes and focusing on areas such as punctuality, dress, appearance and role playing job interviews.

Vocational Experience:
Residents have the opportunity to participate in unpaid vocational experiences through the Education, Maintenance, or Food Service Departments. Some also earn the privilege of working at a paid position outside the facility. Both types of vocational experiences are an integral part of programming.

Community Service:
Helps residents create a sense of self-respect while learning new skills.
It also offers an opportunity for the resident to give something back to the community.

Pastoral Services:
Are available to residents who desire further spiritual growth and development.

SCIOTO COUNTY

STAR Community Justice Center
(Male and Female Facility

4578 Gallia Pike
Franklin Furnace, Ohio 45629

Phone: (740) 354-9026
Fax: (740) 354-9076

Opened: November 2001
Total Male and Female Beds: 150

Counties Served: Adams, Brown, Clinton, Highland, Lawrence, Pickaway, Pike, Ross and Scioto

Accreditation/Certification:

*American Correctional Association (ACA)

Program Overview:

STAR Community Justice Center is intended to promote public safety and reduce prison commitments. STAR utilizes cost-effective programming that aims to address the seven key areas (criminogenic needs) that place offenders at risk of recidivating. Staff works with each offender to address barriers that exist that may prohibit that individual from living a crime-free, pro-social lifestyle upon release. Offenders participate in intensive cognitive-behavioral treatment in addition to educational, vocational and restorative activities during their stay of up to 180 days. Prior to release, an aftercare plan is developed to ensure long-term success and reduce the threat to public safety.

STAR Mission:

STAR Community Justice Center's mission is to enhance Public Safety by providing:

STRUCTURE, through close management of each offender's time, energy and movement;

THERAPY, as the focus of intensive, individualized educational, vocational, chemical dependency and other pro-social programs;

ADVOCACY, for all Community Justice Stakeholders, and;

RESTORATION, as the result of our synergy.

STAR Philosophy:
Community Justice is a way of viewing, understanding and responding to crime and victimization. Irresponsible and criminal behaviors cause pain and suffering for all Community Justice Stakeholders, including victims, families, our communities and for the offenders as well. There are no victimless crimes.

Resident Philosophy:
With Structure, Therapy, Advocacy and Restoration, I can be a point of light in a world of darkness. Through Grace comes opportunity. Structure defines the responsible boundaries for my family, my community and for me. Therapy is the science of right thinking. I am responsible for maintaining my own pro-social attitudes. Advocacy is to live the Golden Rule. I will be an advocate for my family and for my community. Restoration is achieved through respect and compassion for others, my willingness to share what I value, and my commitment to repay what is due. I will live each day with Structure, Therapy, Advocacy and Restoration. With STAR, I will succeed!

Intake and Screening:
Screening eligibility and admission criteria is established by the Facility Governing Board. Referrals are adult males and females, felony offenders referred by the Courts of Common Pleas.

Services:

STAR Orientation:
Two weeks of classes, small groups, and assignment of a 'Peer Mentor' to assist new offenders with adjusting to the structured, positive environment.

Resident-Needs Assessments – Each resident is assessed using the ORAS, Bio-Psychosocial assessment and the SASSI. The administration of these tools help to guide the process of what classes and groups each resident will participate in while at STAR.

Medical Services – Offenders are given a preliminary health assessment, health appraisal and health-care planning session during the intake process. Medical staff provides one-on-one instruction that includes the prevention of sexually transmitted diseases, hepatitis and other communicable diseases, and importance of nutrition in recovery. The goal of medical staff is to be an integral part of helping offenders develop a healthy lifestyle by providing quality medical care and advice or by referring to community clinics and dental centers that provide needed services.

Cognitive Based Programming

Thinking for a Change (T4C):
Is an integrated approach to changing offender behavior, developed by Barry Glick, Jack Bush, and Juliana Taymans in cooperation with the National Institute of Corrections (NIC) that uses a combination of approaches to increase an offender's awareness of themselves and others. It integrates cognitive restructuring, social skills, and problem solving. The program begins by teaching offenders an introspective process for examining their ways of thinking and their feelings, beliefs, and attitudes. The process is reinforced throughout the program. Social-skills training is provided as an alternative to antisocial behaviors. The program culminates by integrating the skills offenders have learned into steps for problem solving. Problem solving becomes the central approach offenders learn that enables them to work through difficult situations without engaging in criminal behavior.

Moving On:
Is a gender responsive curriculum authored by Marilyn Van Dieten, Ph.D, where women explore how they have self-selected into high-risk situations, and examines the negative thinking patterns and belief systems that continue to cause problems in their lives. They learn communication skills, evaluate and change unhealthy thinking and behavior patterns, and utilize problem solving strategies in order to work toward personal goals and achieving their own vision of success.

Univ. of Cincinnati Cognitive Behavioral Interventions for Substance Abuse:
Staff led class which challenges the thinking errors and life choices associated with substance abuse.

Anger Management:
The goal of the Anger Management curriculum is to address the criminogenic needs of antisocial attitudes and antisocial personality. By using a cognitive behavioral approach, this curriculum teaches residents the skills to deal with anger and aggression issues.

Addiction Groups:

Reformers Unanimous:
A once a week, voluntary, faith-based continuing care group offered to offenders during their latter phases and after release. The RU program is a nationally recognized initiative offered at local churches. The goal is to assist those in recovery both during and after their residency at STAR.

Loved Ones Group:
Provided to give offenders and key family members an opportunity to process where the family has been, how they got there, where they want to go, and how to get there by appropriately expressing Care and Concern to achieve and maintain accountability and respect.

AA/NA:
Weekly in-house Narcotic Anonymous, Alcoholic Anonymous and 12-Step support groups meet with offenders and are facilitated by outside volunteers.

Additional Programming:

Community Service:
Offenders participate at a limited number of community service project sites in the local community. This experience works to establish pro-social contacts within the community elevate the degree of community confidence in the rehabilitation process, enhance the basic work skills and work ethic of the resident. It also allows the resident to experience the benefits of "giving back".

Spiritual Services:
A cadre of volunteer ministers offers spiritual services, on a rotating basis, two times a week. This group of religious leaders, known as STAR's Faith-Based Initiative (F-BI) assists in making pro-social contacts in each offender's home town prior to release.

Educational Services (GED):
State certified teachers assess individual skill levels to develop education plans. Educational services include computer aided job skills (Aztec), GED preparation/study, on-site GED testing as appropriate.

Vocational Classes:
Vocational classes and actual experience are offered in Building and Grounds Maintenance and Food Service. Both programs are certified through the Collins Career Center.

Reentry Services:
At STAR the path to return home begins as soon as the resident arrives. Upon arrival to STAR, every resident is assigned a reentry specialist who addresses each resident's reentry needs and begins knocking down barriers to reentry. These barriers can range from housing, employment and education issues, to substance abuse counseling, mental health counseling and relapse prevention. Upon discharge, every resident is given a continuing care plan that the county probation or parole officer can use to aid in the continued success of the STAR graduate. Furthermore, the graduates meet once a week for up to six months with their assigned reentry specialist in their home counties to continue addressing reentry needs and also cognitive behavioral therapy.

SENECA COUNTY

CROSSWAEH (Male)
Community Based Correctional Facility

3055 South State Route 100
Tiffin, OH 44883

Mailing Address
PO Box 350
Tiffin, OH 44883

Phone: (419) 447-1444
Fax (419) 447-1431

Opened: October, 1999
Total Beds: 58

CROSSWAEH (Female)
Community Based Correctional Facility

3091 S. State Route 100
Tiffin, OH 44883

Mailing Address
PO Box 350
Tiffin, OH 44883

Phone: (419) 447-1444
Fax 419-447-0517

Opened: March, 2007
Total Beds:36

Counties Served: Crawford, Richland, Ottawa, Seneca, Sandusky, Wyandot, Ashland, Erie, and Huron.

Accreditation/Certification:

*American Correctional Association (ACA)
*Ohio Department of Mental Health and Addiction Services (OMHAS)-Outpatient Chemical Dependency Treatment Certified

Intake and Screening:
Screening eligibility and admission criteria established by the Facility Governing Board.

Referrals are adult male and female felony offenders referred by the sentencing Courts of Common Pleas

Services:

Residential Chemical Dependency Treatment:
We offer a three phase program for treatment of Substance Use Disorders, which includes the following:

Phase 1: Treatment Readiness: A four hour program (two days for two hours) designed to prepare the clients for the program by acknowledging resistance and introducing them to the concepts of Cognitive Behavioral Intervention.

Phase 2: Intensive Outpatient Treatment Program: A 6 week long program, utilizing the University of Cincinnati curriculum "Cognitive Behavioral Interventions for Substance Abuse". The program covers 36 lessons presented in six modules, "Motivational Engagement, Emotion Regulation, Social Skills, Problem Solving and Relapse Prevention. Group is facilitated three days per week for three hours each day. In addition each participant is required to have a conjoint session with a supportive family member or friend, as well as individual counseling sessions with their primary clinician.

Phase 3: Aftercare Program: Weekly group sessions based on "Responding to a Roadblock" Lesson from the University of Cincinnati curriculum, and are designed to help the client's practice the skills they learned dealing with current issues. The number of sessions required is based upon the Substance Use sub-score of the ORAS tool used by ODRC. In addition to on-going individual counseling, an optional conjoint session is offered for client's to share their Relapse Prevention plan with their support people.

Orientation:
Orientation is a 4 session curriculum developed, in part, by the University of Cincinnati. The group provides offenders with initial exposure to cognitive behavioral treatment tools including the behavior chain and the decisional balance method. 2 social skills are also taught and practiced.

Thinking for a Change (T4C):
Is an integrated approach to changing offender behavior, developed by Barry Glick, Jack Bush, and Juliana Taymans in cooperation with the National Institute of Corrections (NIC) that uses a combination of approaches to increase an offender's awareness of themselves and others. It integrates cognitive restructuring, social skills, and problem solving. The program begins by teaching offenders an introspective process for examining their ways of thinking and their feelings, beliefs, and attitudes.

The process is reinforced throughout the program. Social-skills training is provided as an alternative to antisocial behaviors. The program culminates by integrating the skills offenders have learned into steps for problem solving. Problem solving becomes the central approach offenders learn that enables them to work through difficult situations without engaging in criminal behavior.

Thinking Errors:
Thinking Errors assists clients in developing the means with which to identify specific thinking patterns that leads to criminal behavior as well as strategies to restructure these patterns. Each session covers one of the primary criminal thinking styles (entitlement, justification, power orientation, cold heartedness, criminal rationalization and personal irresponsibility) utilizing lecture and cognitive restructuring exercises.

Booster (Advanced Skill Practice):
Booster Group reinforces skill sets taught in Thinking for a Change. Emphasis is placed on skill application in increasingly difficult situations as clients prepare to transition to home communities. Each session includes role play and homework assignments.

Social Skills:
A skill-building group designed to assist clients in the development and practice of 10 specific social skills in addition to those learned in Thinking for a Change. All social skills are drawn from the Aggression Replacement Therapy curriculum and are taught and practiced consistent with prescribed methods utilized in Thinking for a Change.

Motivation:
Developed by Texas Christian University, Getting Motivated to Change is a 5 session curriculum designed to explore Motivation and Change. Sessions cover motivating and de-motivating factors, the stages of change, reason for change, the role of self-talk in motivation as well as identifying personal resources and goal-setting.

Anger Management:
Developed by the Substance Abuse and Mental Health Services Administration, Anger Management for Substance Abuse and Mental Health Clients is a cognitive behavioral treatment curriculum providing skills that can be utilized to monitor and manage feelings of anger as well and minimize episodes of aggression.

Employment:
Employment class topics include: skills identification phone skills, how to complete a job application, proper appearance for job searching, jo resources, interview techniques, on-line job searching, review of program job search rules and use of public transportation. Offenders are required to provide documentation of productive job searching and are given a reasonable amount of time to secure employment. The

Employment Department works with area employers who are willing to consider CBCF offenders for employment.

Community Service:
Each client is required to complete 40 hours of community service upon entering the program. Offenders work with the park district, Salvation Army, Humane Society, Seneca County Dog Warden, Allen Eiry, Senior Center, SCAT, St. Francis Earth Literacy Center and various Seneca County offices.

Parenting:
Six week class offered through WSOS, using the Inside Out Dad curriculum. The class is designed to help fathers develop healthy and lasting relationships with their children while assisting them to develop the tools needed to provide economic stability for their families.

Medical:
Offenders are given a preliminary health assessment and medical examination upon admission. The goal of medical staff is to be an integral part of helping offenders develop a healthy lifestyle by providing high quality medical care or referring to community clinics or dental centers that provide needed services.

Recreation:
Indoor activities include fitness equipment, ping pong, board games, card tournaments, bingo night and television viewing. Outdoor activities include basketball, volleyball, corn hole and horseshoes.

Children's Night Visitation:
Child Interaction Visitation is provided in addition to regular visitation for offenders who are not adept in interacting in a positive, fostering way with their children. The visitation features structured activities that allow for parent and child bonding. Activities are designed to be light-hearted and fun and often consist of various crafts and games.

STARK COUNTY

Stark Regional Community Correction Center (Male & Female)

4433 Lesh Street
Louisville, Ohio 44641

Phone: (330) 588-2500
Fax: (330) 588-2505

www.facebook.com/StarkCBCF

Date Opened: June 1992
Total Beds: 124

Counties Served: Holmes, Stark, Tuscarawas and Wayne

Accreditation/Certification:

*American Correctional Association (ACA)
*Ohio Department of Mental Health and Addiction Services (OMHAS)-Outpatient Chemical Dependency Treatment Certified
*Prison Rape Elimination Act (PREA)

Intake and Screening:

Screening eligibility and admission criteria established by the Facility Governing Board and pursuant to Ohio Revised Code. Referrals are adult male and female felony offenders referred by the sentencing Courts of Common Pleas.

Orientation Group:
Offered to all offenders in the Orientation Phase. Group ensures an understanding of the rules, regulations and expectations of SRCCC residency; prepares offenders for maximum input into the development of their individualized treatment plan via instruction in goal setting, decision making and problem solving; reviews the sanctions and rewards available to offenders, and provides and introduction to cognitive behavioral programming.

Team Approach: Each offender is assigned to one of five teams depending on risk level and other responsivity measures. Each team consists of five (5) staff members, including the offender's designated case manager. Each offender is also assigned to a team coach who helps the offender manage their individualized treatment program.

With input from the offender, the team makes decisions on treatment issues and progression through the program.

Treatment Readiness:
Examines the stages of change and determines the mindset of each offender and their ability to benefit from the program. Offenders become prepared to be more receptive to the treatment process.

Intensive Chemical Dependency Treatment:
Offenders assessed in need of treatment attend a cognitive-behavioral based program beginning with group treatment sessions that meet four (4) times a week for six (6) weeks. Offenders may then begin continued care by attending individual counseling sessions, Advanced Skills, Relapse Prevention, Bridging the Gap – a program designed to help offenders make contact with resources in their home community that will support their sobriety and recovery – and attend support meetings in the community.

Relapse Prevention:
A cognitive-behavioral based course to assist those offenders with continued needs in an effort to reduce the risk to re-offend.

Thinking for a Change (T4C):
Is an integrated approach to changing offender behavior, developed by Barry Glick, Jack Bush, and Juliana Taymans in cooperation with the National Institute of Corrections (NIC) that uses a combination of approaches to increase an offender's awareness of themselves and others. It integrates cognitive restructuring, social skills, and problem solving. The program begins by teaching offenders an introspective process for examining their ways of thinking and their feelings, beliefs, and attitudes. The process is reinforced throughout the program. Social-skills training is provided as an alternative to antisocial behaviors. The program culminates by integrating the skills offenders have learned into steps for problem solving. Problem solving becomes the central approach offenders learn that enables them to work through difficult situations without engaging in criminal behavior.

Victim Awareness:
An interactive course that provides information to offenders to expand their awareness of the impact criminal activities has on victims. This cognitive-behavioral based course consists of thirteen (13) sessions.

Education:
A comprehensive educational program based upon Adult Learning Theory that is personalized to each offender's need and interests based on the results of standardized testing administered to each offender upon admission. Post-testing is administered prior to discharge to assess progress.

Literacy: Offenders determined to be illiterate or functionally illiterate participate in literacy education.

Adult Basic and Literacy Education (ABLE) – Offenders lacking a secondary education will be enrolled in ABLE. Offenders lacking a secondary education or GED will be encouraged to work toward and take the GED.

Post-Secondary Education – For offenders interested in and eligible for university or technical college education, normal enrollment through the selected school will be scheduled.

In-House Probation:
Probation specialists assist offenders with enforcement of probation conditions, maintenance of No Contact and Civil Protection Orders, approval of all visitors, resolving any outstanding court obligations, and act as liaison to other courts and probation departments.

Community Justice:
In addition to any court ordered community service, offenders complete community service work at the appropriate site following a restorative justice model. Offenders will complete some service in the community related to their specific offense, or in relation to criminogenic factors. Offenders who are not court ordered to complete community service work complete a minimum of 40 hours.

Health:
A gender-specific health class has been developed per ACA guidelines.

Mental Health:
Offenders with special needs are given individual counseling and may be engaged in a substance abusing mentally ill (SAMI) treatment group. Offenders are also referred to community agencies for a variety of services such as med-somatic treatment, counseling, psychiatric interventions, medications, etc.

Job Readiness Class – Offenders learn the basic tenets and soft skills necessary to improve their employability. Offenders are oriented to community vocational assistance resources such as Work Force Initiative Association, Ohio Bureau of Employment Services, Urban League, etc. Offenders may also participate in the Transitional Education Program (TEP).

Job Seeking Activities:
Offenders are given guidance, leads, and transportation to obtain employment as needed and as available.

Job Placement:
Career Resource staff assists the offender with job development, interview scheduling and assistance in registering for vocational training programs.
Budgeting and Money Management:

Offenders are assisted with establishing a budget in accordance with the offender's assets and financial requirements. Offenders pay a percentage of net earnings toward court-ordered obligations, establish a savings account in preparation for post-program living arrangements and pay on family bills.

Cognitive Skills:
A six (6) session cognitive-behavioral based course consisting of material that is provided to ease the offenders' return back into their home communities by focusing on re-integration and relapse prevention. The group is interactive and addresses any concerns offenders may have regarding release, the responsibilities of being on probation, and the offender's need to uphold the expectations and commitments to the court.

Anger Management:
Cognitive-behavioral based group sessions examine the etiology of anger and provide offenders with techniques to effectively manage their emotion.

Advanced Skills:
A review of specific techniques and skills relevant to changing thinking and behavior. These cognitive-behavioral courses are offered for Chemical Dependency and Thinking for a Change.

Families in Transition:
Families of offenders are invited to attend a session with the offender designed to give them information about what to expect when they transition from SRCCC into the community. Topics such as family support, community resources, probation compliance, and continued care are covered in the session.

SUMMIT COUNTY

Summit County Community Based Correctional Facility (Male Facility)

264 E Crosier Street
P O Box 1501
Akron, Ohio 44309

Phone: (330) 996-7296
Fax: (330) 996-2232

Opened: March 1992
Total Beds: 130

Cliff Skeen CBCF for Women

941 Sherman Street
Akron, Ohio 44309

Phone: (330) 374-9610
Fax: (330) 374-9620

Opened: February 2001
Total Beds: 45

Counties Served: Primarily Summit & contiguous counties. (Others may be considered under special circumstances).

Accreditation/Certification:

*American Correctional Association (ACA)
*Ohio Department of Mental Health and Addiction Services (OMHAS) Residential &Outpatient Chemical Dependency Treatment Certified
*Prison Rape Elimination Act (PREA)

Intake/Screening:
Screening eligibility and admission criteria established by the Judicial Corrections Board. Referrals are adult male and female felony offenders referred by the sentencing Court of Common Pleas. Misdemeanor offenders from Summit County may be accepted if they require long-term rehabilitative programming.

Services:

Substance Abuse Treatment:
Substance abuse programming includes Treatment Readiness, Primary Treatment (intensive out-patient level of care), and Aftercare. Cognitive Behavior Therapy, Contingency Management, and Recovery and Peer Support are offered throughout the three phases of our substance abuse treatment program.

Opiate Enhanced Treatment:
In response to the opiate epidemic, specific programming is offered to both male and female clients with an opiate dependence diagnosis. This opiate specific group is an IOP level of care and uses the same curriculum as the other IOP groups.

Family Programming:
Conjoint Sessions and Family Matters bring the client's family into the recovery process. Conjoint sessions are held in IOP and Aftercare; the client brings his/her positive support person or family member with him/her during this conjoint session. Family Matters is a weekly session for family members to help them understand more about addiction, how to support their loved ones and encourage a sober environment when they return home. Social skills are taught to the family members and role plays are conducted to reinforce the skill building for every session.

Cognitive Behavior Change:
Includes cognitive restructuring, social skills development, and development of problem solving skills. Through the acquisition and use of these skills, clients are taught how to change their behaviors by changing their thinking. Offenders progress through a variety of specific curricula (Thinking Errors, Thinking for a Change, Boosters) which keeps them engaged throughout their placement.

Adult Basic Education:
State-certified teachers assess individual offender skill levels and develop an Individual Education Plan that provides Basic Literacy Instruction, GED Preparation, College Tutoring, Educational Field Trips and a computer lab with educational software for all learning levels. The Education Department refers offenders to outside programming such as Literacy Tutoring, Adult Basic Literacy Education and the University of Akron. Oriana House is a Pearson Vue authorized test site, all registering and scheduling clients for GED 2014 is handled internally. An in-house library is accessible to all offenders to promote reading.

Parenting:
A four-week class that focuses on responsible parenting. Topics include good parenting vs. responsible parenting and punishment vs. logical consequences.

Family Night Visitation:
Family Interaction Visitation is provided in addition to regular visitation for offenders who are not adept in interacting in a positive, fostering way with their children and families. The visitation features structured activities that allow for rebuilding relationships and child bonding. Activities are designed to be light- hearted and fun and often consist of various crafts and games.

Family Orientation and Release Planning:
Orientation provided to families of offenders to encourage family support and participation in CBCF programming. Families are given information needed to become an integral part of an offender's success during and after release from the program.

Employment: Employment class topics include: skills identification, phoning skills, how to complete a job application, proper appearance for job searching, job resources, interview techniques, resume writing, review of program job search rules, mock job interviews, and use of public transportation. Offenders are required to provide documentation of productive job searching and are given a reasonable amount of time to secure employment. The Employment Department works with area employers who are willing to consider CBCF offenders for employment.

Community Service: Offenders are required to complete 20 hours of community service at various sites and have adopted several parks in the Akron area in a cooperative effort to Keep Akron Beautiful. Offenders assisted Summit County Children Services, Battered Women's Shelter and Safe Landing Youth Shelters by sewing and donating laundry and hygiene bags. Both facilities have on-site gardens that are maintained by offenders and is a joint effort between Let's Grow Akron and the in-house Life Skills instructor. Produce from the gardens is consumed in-house, consumed by offenders on pass or donated to local homeless shelters.

Medical: Upon intake, offenders are given a preliminary health assessment, health appraisal and a healthcare planning session. The goal of the medical staff is to be an integral part of helping offenders develop a healthy lifestyle by providing quality medical care and advice or by referring them to community clinics and dental centers that provide needed services.

Physical and Emotional Health Programming:
Classes include men and women's health, anger/stress management, meditation/relaxation, poetry, healthy Chinese exercise, and presentations on nutrition, education, and Planned Parenthood.

Recreation:
Indoor activities include fitness equipment, indoor sports, board games, arts/crafts, and television viewing. Outdoor activities include basketball, volleyball, frisbee, bike riding, etc. Community activities include sporting events, museums, metropolitan parks and other cultural events.

TRUMBULL COUNTY

North East Ohio Community Alternative Program (NEOCAP) (Male and Female Facility)

411 Pine Avenue S.E.
Warren, Ohio 44483

Phone: (330) 675-2669
Fax: (330) 675-2670

www.neocapcbcf.co.trumbull.oh.us

Opened: October 1997
Total Beds: 125

Counties Served: Ashtabula, Geauga, Lake, Portage and Trumbull

Accreditation/Certification:

*American Correctional Association (ACA)
*Ohio Department of Mental Health and Addiction Services (OMHAS)-Residential Chemical Dependency Treatment Certified

Intake and Screening:

Screening eligibility and admission criteria established by the Facility Governing Board. Referrals are adult male and female felony offenders referred by the sentencing Courts of Common Pleas.

NEOCAP intake staff, called Community Specialists, work closely with each probation department to screen all referred offenders in their communities. All adult male and female felony offenders who are eligible for a community sanction are considered.

Assessments:
During the offender's first two (2) weeks in the program, he/she completes a series of risk/needs assessments to identify his/her criminogenic treatment needs, treatment readiness, and motivation level. Assessments include: Ohio Risk Assessment System (ORAS), Substance Abuse Subtle Screening Inventory (SASSI-3), Adult Self-Assessment Questionnaire (ADSAQ), Adult Substance Use Survey-Revised (ASUS-R), Beck Depression Inventory and How I Think Questionnaire (HIT). In addition to these

instruments, the Pre-Sentence Investigation (PSI) report and other collateral information is used to determine risk/needs, treatment readiness, and motivation level.

Services:

House Model:
Upon entering the facility the resident is assigned to the Red House, Blue House, or White House. All female residents are in the Red House. The male residents are assigned to either the blue or white house. Each house has a team of program staff which consists of case managers, treatment specialists, and a program specialist. These treatment teams coordinate and corroborate their efforts to deliver all case management, group and individual treatment services to the residents assigned to their house.

The House case managers assist the residents in developing a case plan with goals and objectives that address their identified criminogenic needs. The resident immediately starts to work toward achieving his/her goals and objectives in his/her case plan. Goals that cannot be obtained in the four (4) to six (6) months of residency will become part of the resident's release plans which are forwarded to the Probation department in the resident's aftercare plan/termination summary. The probation officer will enforce, monitor and supervise compliance with the release plans.

Timeline and Activities:
There are four (4) phase levels that the residents progress through during the four (4) to six (6) month program. A resident is in Phase 1 (Orientation) for approximately the first 30 days of his/her residency. The focus during Phase 1 is on completing an accurate assessment of the resident's needs and using that assessment to build a comprehensive case plan. Additionally, the focus is on enhancing the resident's motivation for treatment and familiarizing the resident with the cognitive behavioral treatment modality. During Phase 1, the resident's movement is restricted to the facility with the only exception being a medical emergency.
Phase 2 of the program is earned through appropriate effort and overall good behavior and lasts for approximately 30 days. Phase 3 is earned through consistent good behavior and effort overall and also lasts approximately 30 days. During phases 2 and 3 of the program, the resident spends the majority of his/her time attending treatment groups and his/her movement in the community is limited to program related activities and community service projects.
Phase 4 of the program is also earned through consistent, good overall effort in the program and it is the time in which the resident works to prepare for successful reintegration back into his/her home community. Some activities during this phase include but are not limited to: obtaining employment, participating in work release,

securing housing, attending community support group meetings (AA/NA) and spending time with family on approved leave passes that must be earned through good behavior.

Group Counseling:
Groups are developed to be comprehensive in nature and address the total range of the offender's criminogenic needs. Each of the groups addresses major criminogenic areas and uses a curriculum that is evidence-based and proven to reduce criminal behavior in the adult offender population. Cognitive-behavioral methods are applied in all group activities and group size is kept small (10-12) to ensure that there is ample time for all residents to participate, practice the skills and receive feedback.

Cognitive-Behavioral Interventions Criminogenic Needs: Orientation Group:
This entry-level pre-treatment group meets five (5) times per week for a minimum of two (2) weeks and focuses on orientating the incoming resident to the rules, regulations, and behavioral expectations of the program. Additionally, group time is spent on motivating the resident for treatment; introducing the new resident to the cognitive-behavioral treatment modality concepts and principles; and gives him/her the foundation of this treatment approach. The resident completes the first five (5) lessons of the Thinking for a Change program – Basic Social Skills – during this Orientation group with the goal being that he/she will be prepared to effectively participate in all cognitive-behavioral criminogenic treatment curriculum.

Thinking for a Change (T4C) (Lessons 6-25):
Is an integrated approach to changing offender behavior, developed by Barry Glick, Jack Bush, and Juliana Taymans in cooperation with the National Institute of Corrections (NIC) that uses a combination of approaches to increase an offender's awareness of themselves and others. It integrates cognitive restructuring, social skills, and problem solving. The program begins by teaching offenders an introspective process for examining their ways of thinking and their feelings, beliefs, and attitudes. The process is reinforced throughout the program. Social-skills training is provided as an alternative to antisocial behaviors. The program culminates by integrating the skills offenders have learned into steps for problem solving. Problem solving becomes the central approach offenders learn that enables them to work through difficult situations without engaging in criminal behavior.

Moving On:
Is a gender responsive curriculum authored by Marilyn Van Dieten, Ph.D, where women explore how they have self-selected into high-risk situations, and examines the negative thinking patterns and belief systems that continue to cause problems in their lives. They learn communication skills, evaluate and change unhealthy thinking and behavior patterns, and utilize problem solving strategies in order to work toward personal goals and achieving their own vision of success. Additionally, various community resources

and personal success strategies are explored and developed throughout the group so each woman leaves with a portfolio filled with information.

Criminal Thinking:
The resident who has been identified through risk/needs assessments as having criminogenic thinking, attitudes, values, and beliefs that have repeatedly lead him/her into problematic behavior participates in this group that targets his/her "criminal thinking" pattern. The group meets two (2) times per week for a minimum of six (6) weeks. Through role-play and other cognitive skill-building exercises, the resident explores and corrects the criminal thinking patterns that he/she utilizes to justify, deflect blame, and continue criminal anti-social behavior. The curriculum for this group was developed from Hazelden's Criminal Addictive Thinking cognitive-behavioral curriculum, with some additional materials from Samenow's Commitment to Change cognitive curriculum and Hazelden's Criminality and Substance Abuse cognitive intervention curriculum.

Substance Abuse Treatment:
The resident with substance abuse and criminal attitudes and behavioral patterns as criminogenic risk factors participates in this group, which meets four (4) times per week for a minimum of 10 weeks and covers the following topics: Enhancing motivation to change drug use patterns, evaluating risky behavior patterns, identifying risky situations, learning and practicing cognitive restructuring, emotional regulation skills, social skills, problem solving skills and finally taking all of the information learned and preparing a comprehensive relapse and recidivism prevention plan. The curriculum for this group is the University of Cincinnati's Cognitive-Behavioral Interventions for Substance Abuse.

AA/NA Support Meetings:
The substance-abusing resident with a lack of a positive support system and positive leisure time activities is provided with the opportunity to attend in-house Alcoholics Anonymous and Narcotics Anonymous support group meetings designed to promote sobriety and recovery. The resident in Level 4 of the program attends these support group meetings in his/her community.

Aggression Replacement Training:
The resident with anger, aggression, or violent behavior as a criminogenic risk/needs factor participates in this intensive group that meets three (3) times per week for a minimum of 10 weeks. The group requires the resident to explore antisocial beliefs he/she possess that lead to harmful behaviors. Additionally, he/she learns social skills that assist him/her in coping with frustration, disappointment, anger, guilt and depression in a pro-social manner. The resident practices, through group role-plays, how to handle stressful situations and conflicts in a way that does not cause harm to

others. The curriculum for this group was developed by Goldstein & Glick's Aggression Replacement Training cognitive-behavioral curriculum.

Anger Management:
The resident with poor tension/frustration control and lack of assertiveness skills as risk factors participate in this group that meets once weekly for a minimum of eight (8) weeks. The resident learns assertiveness skills, anger control techniques, and skills to challenge his/her irrational beliefs, dispute those beliefs and practice, through group role-plays, managing high-risk situations without engaging in criminal and hurtful behavior. The curriculum for this group was developed by the Substance Abuse and Mental Health Services Administration Division of the U.S. Department of Health and Human Services Anger Management for Substance Abuse and Mental Health Clients cognitive- behavioral curriculum.

Employability Skills Training:
Residents with a poor work history and who have been identified to have this area as a criminogenic risk/needs factor will participate in the group that meets once weekly for a minimum of four (4) weeks. The group focuses on developing the skills needed to obtain and maintain employment in addition to identifying skills and abilities. An emphasis is placed on skill-building activities by using role-play and other cognitive-behavioral techniques to enhance the resident's ability to interview and handle various stressors on the job that have led to problematic behavior in the past.

Work Release:
Residents who need employment in order to facilitate their successful reintegration back into society can achieve such during Level 4 in his/her residency. Employment can range from temporary, permanent, part-time or full-time based on the needs of the resident.

Restorative Justice/Community Service Program (CSP):
Residents engage in unpaid CSP activities during their residency as part of their treatment program. Activities can range from litter pick up to grass cutting for non-profit agencies. All activities are performed within the NEOCAP five (5) county region.

Education:

NEOCAP works collaboratively with the Trumbull County Career and Technical Center to provide an Adult Basic and Literacy Education (ABLE) program to the residents. Each resident entering the facility without a high school diploma or General Equivalency Diploma (GED) will be administered the Test of Adult Basic Education (TABE) to determine his/her educational level of functioning. Based on this assessment, the residents are provided with an individualized program plan depicting his/her specific educational goals. Each resident's program is then tailored toward his/her level of functioning and educational goals. Residents are given the opportunity to test for the GED once they reach the required education level and successful passing of the practice GED administered in the classroom. If they are not able to test for the GED while in residency, they are given contact information for the ABLE program in their respective county to continue working toward their educational goals upon release.

UNION
&
CLARK
COUNTIES

West Central Community Correctional Facility (Male and Female Facility)

18200 St. Rt. 4 N.
Marysville, OH 43040

Phone: 937-644-2838
Fax: 937-644-3698

Opened: October 1999
Total Beds: 144

Counties Served: Champaign, Clark, Delaware, Logan, Madison, Marion, Morrow, and Union.

Accreditation/Certification:
*American Correctional Association (ACA)

Intake and Screening:

Eligibility and admission criteria established by Facilities Governing Board
Referrals made by the sentencing Court of Common Pleas and follows ODRC Administrative Rules

Program Overview:

Residents are assessed using the Ohio Risk Assessment System to identify criminogenic needs to be targeted via an individualized treatment plan. The facility utilizes cognitive behavioral interventions to address these needs. The program incorporates CBT groups, individual sessions following the EPICS model, structured activities, educational/employment opportunities, and vocational training. The facility uses a behavioral management system where staff identifies and effectively reinforces positive behaviors. The staff also identifies and effectively disapproves of inappropriate behaviors. The program features three phases (orientation, primary treatment, and reentry) with program requirements established to complete each phase and the program. Some of the interventions within the program include the following:

Services:

Thinking for a Change (T4C):
Is an integrated approach to changing offender behavior, developed by Barry Glick, Jack Bush, and Juliana Taymans in cooperation with the National Institute of Corrections (NIC) that uses a combination of approaches to increase an offender's awareness of themselves and others. It integrates cognitive restructuring, social skills, and problem solving. The program begins by teaching offenders an introspective process for examining their ways of thinking and their feelings, beliefs, and attitudes. The process is reinforced throughout the program. Social-skills training is provided as an alternative to antisocial behaviors. The program culminates by integrating the skills offenders have learned into steps for problem solving. Problem solving becomes the central approach offenders learn that enables them to work through difficult situations without engaging in criminal behavior.

Substance Abuse:
The agency utilizes a cognitive behavioral substance abuse curriculum created by University of Cincinnati. This group focuses on developing cognitive restructuring, emotional regulation, social skills, problem solving skills, and developing a relapse prevention plan. Volunteers are regularly scheduled at the facility to facilitate AA meetings, and NA meetings each week. There are also resident driven meetings. Social Skills- High risk residents also attend 16 additional Social Skill lessons. These lessons introduce new skills, the new skills are modeled, residents practice and receive feedback, and then are given opportunities to practice using the skill.

Booster Group:
This group allows for additional practice in problem solving and will introduce new social skills for use. These groups will be offered twice per week and frequency and duration of attendance depend upon risk level. As residents progress through the program these become advanced practice sessions.

Healthy Relations:
This group focuses on three main skill areas: listening, communication, and relationship building skills. Group meets twice per week for 1.5 hours each time over the course of four weeks for a total of twelve hours. Developmental Assets activities from the SEARCH Institute are used to develop the skills. Group also utilizes information from the Duluth Model Batterer's Intervention Program.

Anger Control Group:
Is a ten session Anger Control Training Program utilized by the agency. This is a module from the Aggression Replacement Training Curriculum. Skill building and practice are incorporated within this curriculum. Residents may be placed in the group based upon an anger assessment, violent or anger related criminal history, or behavior patterns demonstrated within the program.

Abuse Survivors Group:
Many of our residents have been impacted by traumatic abusive events within their lifetime. West Central contracts with a psychologist who facilitates this group to help residents recognize the impact of these events and to provide tools in the process of moving forward.

Job Readiness Group:
The Job Readiness Group meets three times per week for a period of four weeks. Each session is 1.5 hours in length. This group helps residents identify transferable skills, understand workplace expectations, help them learn to explain their felony convictions, and practice interviewing. Residents also practice completing applications and develop their own resume. The group introduces social skills to be used in the process of seeking and maintaining employment.

Education-:
Residents participate in education lesson plans to increase their academic skills. Residents can prepare for the GED exam and take it while a resident of the facility. If a resident is eligible to earn high school credit the education department will work with the schools in order to make that happen.

Vocational Training:
Residents have an opportunity to participate as a member of various crews where they can practice skills learned within the program and also demonstrate vocational skills. Vocational training is available as an Assistant Cook and as a Maintenance Tech. These positions offer residents the ability to learn new job skills. Residents are also given an opportunity to apply skills while performing community service with local agencies or by participating in work release program while still residing at the facility.

Family Programming:
Family staff members may meet individually with residents to identify family needs, communication skills, and mediation skills. Staff members also conduct sessions with residents and family members for mediation. Utilization of healthy communication skills and healthy emotional skills are presented to residents and their families. All family members also participate in a visitor orientation prior to their first visitation with the residents. Weekly visitation is available.

WOOD COUNTY

North West Community Corrections Center (Male Facility)

1740 E. Gypsy Lane Road
Bowling Green, Ohio 43402

Phone: (419) 354-7444
Fax: (419) 354-7445

https://sites.google.com/site/nwcccsearch/

Opened: November 1999
Total Beds: 64

Counties Served: Defiance, Fulton, Henry, Williams, and Wood Counties

Accreditation/Certification:

*American Correctional Association (ACA)

Intake and Screening:

Screening eligibility and admission criteria are established by the Ohio Revised Code and the Facility Governing Board.

NWCCC accepts dually diagnosed offenders as long as they are not a threat to themselves or others and are compliant in treatment, including medication management.

Referrals are adult felony offenders referred by the sentencing Courts of Common Pleas

Phase Movement:
There are four phases of the SEARCH program. Each phase represents a prescribed point of expected change. The first three phases carry certain expectations which must be met before movement to the next phase can occur.

- **Phase I:** All residents who enter the program will initially enter Phase I. The primary therapeutic goals are resident engagement in treatment and identification of need areas
- **Phase II:** All residents who meet the objectives in Phase I will enter Phase II. The primary therapeutic goal is teaching the resident pro-social attitudes and skills.

- **Phase III:** All residents who meet the objectives of the Phase II will enter the Phase III. The primary therapeutic goal is building resident self-efficacy so the resident is confident in his ability to lead a crime-free life.
- **Phase IV:** All residents who meet the objectives of Phase III will enter into Phase IV. The goal of this Phase is final preparation for community reintegration.

Services:

Core Curriculum:

Intro to Cognitive Behavioral Therapy:
Sessions are designed to introduce residents to basic program tools. Sessions include introductions to CBT, CBT interventions and tools, and overviews of the Resident Handbook.

Thinking for a Change:
Is an integrated approach to changing offender behavior, developed by Barry Glick, Jack Bush, and Juliana Taymans in cooperation with the National Institute of Corrections (NIC) that uses a combination of approaches to increase an offender's awareness of themselves and others. It integrates cognitive restructuring, social skills, and problem solving. The program begins by teaching offenders an introspective process for examining their ways of thinking and their feelings, beliefs, and attitudes. The process is reinforced throughout the program. Social-skills training is provided as an alternative to antisocial behaviors. The program culminates by integrating the skills offenders have learned into steps for problem solving. Problem solving becomes the central approach offenders learn that enables them to work through difficult situations without engaging in criminal behavior.

Social Skills:
Social Skills curriculum is used to identify and practice techniques to better get along with others, both individually and in small groups. Techniques are taught to develop effective social skills. Effective social skills maximize the chances we get what we want and minimize negative effects on/responses from other people.

Advanced Practice:
Advanced Practice group is designed to provide additional practice opportunities for residents who have either received, or are receiving core CBT programming. These sessions are designed to be largely practice-based, wherein residents that learn a skill in a core group have additional opportunity to practice use of that skill again, in a way that is as close to "real-life" as possible. The purpose of the group is 1) to provide additional practice of skills, which is needed so that use of pro-social social skills becomes habit; and 2) to make the practice scenarios increasingly difficult to closely resemble how the skills might be used in the community.

Relapse Prevention/Success Planning:
Relapse prevention/Success Planning is a group where residents will develop a personalized relapse prevention/success plan. In this group residents examine the risky situations and lifestyle factors that contribute to their offending patterns. Residents then identify what thinking and behavioral skills they have learned in the program that they might employ when contending with their own common high risk situations. To successfully complete the SEARCH program, every resident must have completed a relapse prevention/success plan. Residents are expected to present their plan to the group, and the plan must be approved by their group facilitator.

Caseload Group:
Caseload groups are opportunities for residents to continue practicing skills and techniques. These groups focus on more individualized and realistic skill application. A variety of intervention tools and techniques are used, including Carey Guides, Decisional Balance worksheets, Thinking Reports, Behavior Chains, and Problem Solving applications

Anger Management:
Anger Management for Substance Abuse and Mental Health Clients, developed by the U.S. Dept. of Health and Human Services, is a curriculum designed to teach anger management techniques in a group setting through a 12-session cognitive behavioral intervention. The manual describes the anger cycle, conflict resolution, assertiveness skills, and anger control plans.

Cognitive Behavioral Interventions for Substance Abuse:
Cognitive Behavioral Interventions for Substance Abuse is a 39 session curriculum designed for individuals that are moderate to high need in the area of substance abuse. It refers frequently to the legal effects of substance abuse, and is well-suited for a criminal justice population. The curriculum relies on a cognitive-behavioral approach to teach participants strategies for avoiding substance abuse. The program places heavy emphasis on skill-building activities to assist with cognitive, social, emotional, and coping skill development.

Domestic Violence:
The Emerge curriculum, introduced and recommended by Ohio Domestic Violence Network (ODVN), is being used with our domestic violence offenders. The curriculum is specific to intimate partner violence. The female and male facilitators have been trained by ODVN.

Vocational Education:
Vocational Education classes primarily focus on learning the skills and techniques necessary to obtain and maintain employment. Resumes and interview skills are addressed. The “Putting the Bars behind You” series and the “99 Days and a Get Up” series are utilized in this educational/training component.

Fatherhood Connections:
Fatherhood Connections is a program that uses the Inside Out Dad curriculum for incarcerated fathers regardless of economic status. It is designed to help fathers develop healthy and lasting relationships with their children. It will provide case management and workshops to develop the tools needed to provide economic and emotional stability for their families.

Adult Basic Education:
Offenders' levels of academic skills are assessed. Offenders are provided with GED or Remedial classes and computer lab exercises using AZTEC Software.

Medical Services:
A full time nurse and part time doctor with regular clinic hours tend to the medical needs of offenders at NWCCC. Twenty-four hour emergency care is provided when necessary.

Transitional Work:
Offenders are given the opportunity to develop work skills and work ethic through a partnership with Career Staffing. Offenders may work at a local factory when available outside of their programming schedule.

Community Service:
All offenders are required to participate in at least 15 hours of community service while in the program.

Restitution:
A percentage of wages earned while in the program are directed toward financial payments to the victim.

Recreation:
Offenders are given the opportunity to participate in recreational activities, including volleyball, basketball, card games, board games, corn-hole, and physical exercises. This allows them to gain experience participating in prosocial activities and increases their use of appropriate social skills.

Peer Support Groups:
Offenders have the opportunity to participate in peer support groups, such as AA, NA, CA, and Bible Study/Church Services.