

PERCEPTION TOWARDS REHABILITATION AND PUNISHMENT
IN CORRECTIONAL FACILITIES DURING THE ERA
OF HOMELAND SECURITY

by

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ABSTRACT

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The purpose of this study is to measure knowledge and perception in the era of homeland security with the aim of determining if rehabilitation is a concept no longer prioritized given the apparent need to fight terrorism. This study reports results from the distribution of approximately 130 surveys to three undergraduate criminology and criminal justice classes. This study asks questions that pertain specifically to adult and juvenile correctional facilities in order to determine if there is a difference in perception and knowledge between the two different facilities. The results were entered into a statistical database called SPSS, Statistical Package for the Social Services, and then interpreted for the reader. Findings suggest that there is little difference in the opinions between males and females regarding rehabilitation and punishment; however, this is significant due to other various factors.

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CHAPTER I

INTRODUCTION

The debate of nature versus nurture and rehabilitation versus punishment was further elaborated by the works of scholars Cesare Beccaria (1738–1794) of the classical school of thought and Cesare Lombroso (1835–1909) of the positive school of thought. The classical school is based on the philosophy of free will, meaning that people choose those actions that give pleasure, and because of that, the punishment must fit the crime. The classical school also advocates that punishment is a deterrent (i.e., punishment that is prompt, appropriate, and inevitable helps to prevent those individuals from re-perpetrating). This differs from the positive school, which places more emphasis on treatment.

The positive school of crime holds that the scientific treatment of the criminal, meaning that the punishment should fit the criminal and not the crime (del Carmen, 2002). A place that could achieve this was created in the mid-1700s by John Howard and was the earliest known jail-like facility that offered the offender the option of reform or rehabilitation. This penitentiary was created with the intent of “isolating offenders from society and from each other so that they can reflect, repent, and undergo reformation” (del Carmen, 2002). Reformation is defined as “the act of being changed, improved or made better” (Webster, 2006).

In this study, the author will measure knowledge and perceptions of these two ideologies during a time when the population is primarily preoccupied with Homeland

Security and will try to determine if rehabilitation is no longer of high priority given the apparent need to fight terrorism. The study will address general awareness of correctional facilities relating to the body of knowledge on this subject because the War on Terror may or may not have impacted individuals' perceptions and knowledge of punishment. Participants could be more willing to disregard the notion of rehabilitation and lean more towards the idea of "lock them up and throw away the key" after September 11, 2001. Some might say this is because the American people desire revenge after the terrorist attacks, and the way to obtain this goal is through punishment. September 11, 2001 had a variety of impacts, from an emotional standpoint to an economic standpoint, as well as social and political ramifications.

According to the socialists' world online site (2007), September 11, 2001 had many economic impacts:

The most immediate impact of the attacks was on the airlines, which face devastating losses and even bankruptcy. Before 11 September, US airlines were being forecast to make a combined loss of up to \$3.5 billion this year. Now the losses are expected to be at least \$7-10 billion. . . . Major insurance companies will suffer huge losses as a result of the destruction on 11 September. Currently, total claims are expected to be \$5 billion, but this will probably rise. . . . After the attacks, the benchmark price of crude oil rose by more than \$3.50 per barrel (13%). (Socialist World.net)

It could be argued that the strategic attack of 9/11 (a term that will be used to describe the terrorist attacks of September 11, 2001) caused a renowned paradigm shift in the world. One could argue that it affected the debate over rehabilitation versus punishment. Herbert Packer's philosophy of due process versus crime control goes hand and hand with the idea of rehabilitation versus punishment. Due process theory is defined as "a theory based on the concept that parole is an important phase in the process of rehabilitation" (del Carmen, 2002), meaning that there are steps that must be taken in the judicial system in order to

ensure that due process is carried out. These steps include arraignments, hearings, the right to counsel and the right for the accused ones to defend themselves against their accusers.

On the other hand, the crime control portion of Herbert Packer's theory includes the notion of "just desserts," and is defined as "a principle based on the concept that an individual who commits a crime deserves to suffer for it" (del Carmen, 2002). In this model, the pendulum swings back and forth between crime control and due process depending on the events that may affect the current pendulum. For instance, when 9/11 took place there was a dramatic shift towards crime control, and some could argue fewer concerns about due process. Sometimes the population was concerned more about the punishment of the terrorists responsible more than upholding their basic civil rights.

The aftermath of 9/11 also produced social and political ramifications. The United States Congress passed and President Bush signed the Homeland Security Act of 2002, creating the Department of Homeland Security, representing the largest restructuring of the U.S. government in contemporary history. Congress passed the USA PATRIOT Act, stating that it would help detect and prosecute terrorism and other crimes. Civil liberties groups have criticized the PATRIOT Act, saying that it allows law enforcement to invade the privacy of citizens and eliminates judicial oversight of law-enforcement and domestic intelligence gathering. The Bush Administration also invoked 9/11 as the reason to initiate a secret National Security Agency operation. Following the attacks, 80,000 Arab and Muslim immigrants were fingerprinted and registered under the Alien Registration Act of 1940. Eight thousand Arab and Muslim men were interviewed, and 5,000 foreign nationals were detained under Joint Congressional Resolution 107-40 authorizing the use of military force" (http://en.wikipedia.org/wiki/September_11,_2001_attacks#Domestic_response).

The author will measure the public's knowledge and perception of correctional facilities in the era of homeland security with the aim of determining if rehabilitation is regarded as a concept no longer prioritized given the apparent need to fight terrorism. The author will compare the crime control aspect of the population being surveyed versus the opposite side of the spectrum, due process, which is inevitably more along the lines of the rehabilitation aspect of the criminal justice apparatus. As previously stated, perception will be measured and is defined as "a direct or intuitive cognition," and this differs from knowledge which is defined as, "the fact or condition of knowing something with familiarity gained through experience or association, the range of one's information or understanding" (Webster, 2006).

It is important to separate knowledge and perception from each other because the author is seeking to identify which participants actually know the answers based on their own academics and scholarly research, and which students are merely using the information that has been presented to them from the media and various other sources, true or slanted as it may be. The impact that the War on Terror has on an individual's knowledge and perceptions of rehabilitation versus punitive approaches will be measured by the distribution of a survey to Criminology and Criminal Justice majors and graduate students. It is expected that the findings will demonstrate the perceived preference of people towards both rehabilitation and punishment in the era of homeland security.

In chapter 2 the author will provide a discussion of the existing literature for the rehabilitative programs that are in place as well as the types of punishment that are ongoing. A more in-depth look programs institutions currently have in practice will be examined according to the different correctional facilities. The literature will provide the reader with a

greater breadth on punishment and rehabilitation. Correctional facilities will be examined first, and then punishment and rehabilitation will be studied in juvenile correctional facilities. A description of where the system is headed will also be incorporated in chapter 2. To ensure that the author used the appropriate statistical instrument for collecting the data, a more in-depth description of how the survey instrument will be implemented will be outlined in chapter 3. In chapter 4 the author will discuss the findings from the survey implementation that will be accompanied and further illustrated by tables and a graph. Conclusions from the research will be discussed in chapter 5; how this study has added to the body of knowledge will also be included.

CHAPTER II

LITERATURE REVIEW

The author will discuss what others have done pertaining to the topics of rehabilitation, punishment, and the War on Terror. The aim of the author is to determine if rehabilitation is a concept no longer a main concern, given the apparent need to fight terrorism. The following sections will include literature on 9/11, including the Patriot Act, the history of prisons and punishment, perceptions on punishment, and information on rehabilitation, as well as three examples of current rehabilitative programs and perceptions of rehabilitation.

Aftermath of 9/11

The atmosphere in the United States in the aftermath following the terrorist attacks on 9/11 was tumultuous at best. The government responded with the creation of the Patriot Act as well as the creation of a cabinet-level department of Homeland Security. Doyle (2002) states:

The Patriot Act gives federal officials greater authority to track and intercept communications, both for law enforcement and foreign intelligence gathering purposes. [The Patriot Act] vests the Secretary of the Treasury with regulatory powers to combat corruption of U.S financial institutions for foreign money laundering purposes. It seeks to further close our borders to foreign terrorists and to detain and remove those within our borders. It creates new crimes, new penalties, and new procedural efficiencies for use against domestic and international terrorists. Although it is not without safeguards, critics contend some of its provisions go too far. Although it grants many of the enhancements sought by the Department of Justice, others are concerned that it does not go far enough. (p. 1)

There are new provisions that have been designed “to prevent alien terrorists from entering the United States, particularly from Canada; to enable authorities to detain and deport alien terrorists and those who support them; and to provide humanitarian immigration relief for foreign victims of the attacks on September 11” (Doyle, 2002, p. 2). The Patriot Act also created new crimes, new penalties and procedures in the aftermath of 9/11.

According to Doyle:

The act creates new federal crimes for terrorist attacks on mass transportation facilities, for biological weapons offenses, for harboring terrorists, for affording terrorists material support, for misconduct associated with money laundering already mentioned, for conducting the affairs of an enterprise which affects interstate or foreign commerce through the patterned commission of terrorist offenses, and for fraudulent charitable solicitation...it establishes an alternative maximum penalty for acts of terrorism, raises the penalties for conspiracy to commit certain terrorist offenses, envisions sentencing some terrorist to life-long parole, and increases the penalties for counterfeiting, cybercrime, and charity fraud (p. 4).

Aviation Security

Aviation security changed after the attacks of 9/11:

Congress passes the Aviation and Transportation Security Act which created the Transportation Security Administration (TSA) and mandated that federal employees be in charge of airport security screening. The TSA has implemented more thorough screening procedures for passengers and their baggage, whereby passengers go through metal detectors, carry-on bags are x-rayed, and checked baggage passes through an explosive detection system...the TSA prescreens passengers, fortified cockpit doors, armed pilots on some flights, and an expansion of the Federal Air Marshals program, which places armed undercover officers on passenger flights. (www.cfr.org/publication/11397/targets_for_terrorists.html)

These changes were a direct effect of the emotional response from the American people. Other security issues were heightened, including chemical security. President and CEO of the American Chemistry Council (ACC) Jack N. Gerard stated:

The terrorist attacks of 9/11 led to a paradigm shift in the way our nation views security. Since that fateful day, ACC members have taken aggressive steps toward further securing their communities, facilities, and products against terrorist attacks...our members didn't wait for an act of Congress. They immediately took up the task of identifying new vulnerabilities and implementing security plans to address them under our Responsible Care Security Code, mandatory for all members. (p. 20)

Security was altered in many ways. Included in the many changes was the creation of emergency plans for buildings:

One of the latest developments, released with little fanfare, is the City of New York's Rule 6-02 requiring that Occupancy Group E buildings, meeting specific requirements, develop and submit an Emergency Action Plan (EAP) before the end of the year. This requirement will primarily affect commercial buildings greater than six stories high. This is a proactive effort by the city and Fire Department of New York to promote building occupant safety. (Stone, 2006, p. 62)

September 9, 2001 was the catalyst for the American people's need for retribution and action.

The question remains whether punishment or rehabilitation is the answer that the American people are more in favor of when it comes to criminals—particularly terrorists.

Punishment and Rehabilitation

It can be argued that when contemplating the fate of a criminal, both punishment and rehabilitation have their merits. However, which method of sentencing is more appropriate for the individual remains a gray area, especially when it regards adult versus a juvenile offender.

Current treatment for juvenile offenders involves various interventions focused on individual and environmental influences of offenders. Juvenile offenders are processed through screenings and assessments ranging from psychological evaluations to substance abuse screens. Programs have been developed to enhance cognitive skills, build moral development, enhance motivation for change, and have an impact on environmental influences. Regardless of demonstrated reductions in recidivism, these programs focus solely on offenders' problems and deficits. (Ryals, 2004, p. 18).

On the other hand there are proponents such as for punishment if not solely because it is the law. Greenwalt, (1983) avers:

Parts of the civil law authorize punitive consequences, but in advanced legal systems, legal punishment is linked to the criminal law. That law consists of prohibitions of antisocial behavior backed by serious sanctions. The meaning and possible justifications of legal punishment are, therefore, very closely related to the meaning and possible justifications of the criminal law. (p. 346)

Punishment and rehabilitation will both be discussed so that the merits of each are overviewed in depth. In the next section, a history will be given on prison development and the creation and implementation of punishment.

History of Prisons and Punishment

Sutton (2005) wrote:

Criminologists have long debated whether prisons are criminogenic or rehabilitative. Proponents of both positions have considered three influences on inmate behavior: criminal propensity, inmate culture in prison, and the actual prison regime, with the latter two being regarded as environmental influences. Criminal propensity is reflected in the inmate's criminal history and includes the individual inmate's characteristics. Prison inmate culture is predominately developed by the inmates and referred to as the informal structure of the prison. The formal organization of the prison is the prison regime and includes policies and types of inmate programs offered. (p.48)

The inmate's behavior and attitudes toward life and other inmates is a measuring tool used by authority figures to determine the progress of the inmate's treatment. That is one of the reasons why inmates are rewarded for good behavior, because the directors feel that a change in attitude is a reward from successful punishment or treatment programs. Juveniles are not evaluated much differently; they too are required to be on good behavior and are rewarded when they make an honest effort to change their ways. Assur (2004) stated that "the

three strikes legislation and the treatment of juveniles as adults in some states represents the opposite of the enlightened criminal punishment of the American penitentiary movement that Alexis de Tocqueville observed in *Democracy in America* in the 1840s” (p. 72).

In previous centuries (1700s–1900s), prisons were primarily based on the crime control model, which is a more putative approach, versus the due process side, which is more rehabilitative in nature. Blackman and McLaughlin (2003) note:

Throughout recorded history, governments have executed their own citizens. In many instances, a group of citizens has been executed at the same time for the same offense. People have been executed because they have a specific trait and/or political beliefs that were believed to threaten the state. Mass executions by governments were quite frequent in the 20th century. Germany and Spain under the Nazis and the Fascists, Russia and China under the Communists, and many of the countries in Africa, Asia, and Latin America have executed people in groups. (pp. 235-6)

Punishment was the key to incarcerating an individual in almost every nation and under most criminal justice apparatuses. More specifically in the United States:

Of the nearly 15,000 American executions about which information has been published, about 80% of executions during the past four centuries have been for murder or a crime with the potential for homicide. Until the end of the Civil War, slave revolts and Indian uprisings-whether causing loss of life or not but certainly feared at least partly because of that possibility- accounted for 35% of the incidents of mass legal execution and more than half of those executed. (Blackman & McLaughlin, 2003, pp. 239-40)

Murder, however, was not the only reason for executions throughout history. Other causes of what authoritative individuals felt as rebellion also received severe punishment. Blackman and McLaughlin (2003) pointed out that there were mass slayings by many governments in the past, and throughout history punishment was the automatic resolution to alternative behavior. Washburn (1957) gave the example of Bacon’s punishment of Indians

during his 1676 rebellion “eventually suppressed with mass legal executions” (p. 240). Before the Civil War slave revolts, Indian uprisings, and treason were the foundation for state-sanctioned mass legal executions. Today it is generally believed that rehabilitation, with counseling groups, treatment centers and probationary sanctions, has taken precedence over punishment (Blackman & McLaughlin, 2003).

More recent history pertains to the reforms that have taken place in the United States.

Barker (2006) documented:

Over the last 30 years, many American states have passed a series of radical criminal justice reforms, reforms that include, among others, mandatory minimum sentencing, determinate sentencing, truth-in-sentencing, “three strikes and you’re out” laws, sex offender registries, victim impact statements, the reinstatement of chain gangs and capital punishment, and a wide range of penal sanctions that favored custodial over non-custodial sanctions. Oregon’s Measure 11, the sentencing reform under discussion, emerged out of this context when many states turned increasingly toward retributive and punitive penal sanctions, an anti-modern mode of punishment and crime control. Measure 11 mandated lengthy prison terms for a broad array of violent crimes and sex crimes regardless of offenders’ prior criminal histories. (p. 37)

Reforms such as this one is more geared toward the crime control model than rehabilitative programs that aim to reform an individual and not to merely punish them.

Women have also been the target of discussion when it pertains to punishment over rehabilitation.

For over 200 years, a whole range of institutions have existed for women, institutions that were neither “formal” in the sense of prison, nor “informal” in the sense of the home and family, but which nonetheless utilized a hybrid of the regulatory methods and disciplinary techniques employed in both the custodial and domestic arenas. Their primary purpose being containment, supervision, control, and most importantly, the normalization of “deviant” women (both “criminal” and “non-criminal”) back to acceptable standards of feminine behavior. (Barton, 2004, p. 149)

When punishing females in a 19th century semi-penal institution there three defining characteristics: (1) they existed largely outside state control and were usually set up by private organizations or charitable agencies and administrated and governed by self-elected management committees; (2) these institutions were not penal in the formal sense nor were they sponsored by the community either, and contact with the outside was limited, if not prohibited completely; and (3) as semi-penal, they did not deal solely with women who had committed criminal offenses (Barton, 2004). “Fitting in securely with 18th and 19th century notions of unacceptable female behavior, the reformers targeted a whole range of women who had failed to adhere to, or achieve, required standards of femininity” (Barton, 2004, p. 152). Punishment as an entity is something that is justified to many scholars for a number of reasons, regardless of gender. Although in the past researchers have shown that males are punished more harshly than females and many authors argue that the same holds true today.

In an article featuring Stanley Kubrick’s (1971) film, *A Clockwork Orange*, the researchers discuss the justification for punishment as being described in two stages.

First, the “General Justifying Aim” explains why the criminal law and punishment exists; simply to have fewer social harms caused by criminals and crime. The utilitarian aim is to be attained by deterrence. In the classical tradition, criminals are rational actors and, as such, can regulate their behavior. By setting the pain of punishment slightly higher than the pleasure obtained from the criminal offense, deterrence can be affected. The second stage involves who is punished and how much punishment should be meted out. Only the guilty are to be punished and only in proportion to the severity of their acts. Proportionality is a measure open to dispute, as the varying means of determining proportionality are difficult to defend, but argued that it is better for the crime to be punished rather than the offender. (Lichtenberg, Lune, & McManimon, 2004, p. 432)

The consequences of the criminal act should outweigh the cost, so that it is not enticing for the offender to re-offend.

Not every researcher is a proponent of rehabilitation. and some believe that it is ineffective at lowering recidivism or changing the offender. Lipton, Martinson, and Wilkes (1975) found that “few correctional rehabilitation programs demonstrated any significant success in reducing future criminality” (p. 432). Likewise, Fogel (1975) also agreed, stating that “rehabilitation was unlikely because, within the prison system, rehabilitation was an artificial means to obtain release and was imposed on the offender, not a means for the offender to alter his criminal conduct” (p. 432). However, the programs that were in place in 1975 were not anything like the rehabilitative programs in place today. As a parallel example, the animal-assisted therapy programs that are in place in hospitals, churches, nursing homes and correctional facilities are unlike any other. According to Savelsberg (2004):

Responsibility for one’s deeds must not be denied. Yet, punishment must be understood in a broader frame toward the positive development of the person. . .individual responsibility. . .is embedded in the effects of the social environment, beginning with the first significant other all the way to general societal conditions. (p. 386)

Individual responsibility for one’s own actions has been the foundation for punishment in the past. How severe the punishment should be has also been a debate, especially capital punishment. However, many countries vary upon what is a fitting punishment for a specific crime. Some countries are more severe in their approach to dissuade criminal conduct, and others are not as harsh as the United States Criminal Justice Model. Adams (2005) said, “One must accept as true that the arguments based on the universal and fundamental human right to life have little resonance in America’s political, legal, and social systems when it comes to the stalwart institution that is the death penalty”

(p. 382). Execution is the most severe of all punishments that has been in place throughout history and it is still being debated even today, along with, which approach is more successful for the offender; punishment or rehabilitation?

The idea of punishment, and a sense of the need for it, has existed for a very long time. Throughout the ages a fundamental importance has been that the purpose of punishment is penance. There are two thoughts on this—on the one hand, the offender must atone for his or her crime with suffering and on the other, once the punishment has been inflicted, there is implicit in expiation the idea of a squaring of accounts. In other words, the crime has been paid for and the slate is clean again (Gardiner, 1958). Gardiner also said that the essence of retribution is “the desire to make the offender suffer, not because it is good for him (as when guilt is purged by suffering), not because suffering might deter him from further crime, but simply because it is felt that he *deserves* to suffer” (p. 119) The desire to hurt the thing that hurt you is as old as the beginning of time; it has existed throughout history, and it also applies to animals and inanimate objects (e.g., kicking the table leg we run into).

Gardiner (1958) goes on to state another purpose of punishment is that it acts as a deterrent. He states, “The purpose of punishment as a deterrent is twofold—individual and general. The object is to teach the offender a lesson so that he will be deterred from repeating his offense; but it is also to demonstrate to the potential offender the consequences if he violates the law [again]” (Gardiner, 1958, p. 121).

Greenawalt (1983) writes about the idea of Utilitarian Justification and he explains this by saying, “According to Jeremy Bentham’s classical utilitarianism, whether an act or social practice is morally desirable depends upon whether it promotes human happiness

better than possible alternatives. Since punishment involves pain, it can be justified only if it accomplishes enough good consequences to outweigh this harm” (p. 351). Greenawalt lists beneficial consequences of this theory:

1. General Deterrence—knowing that punishment will follow crime helps keep people on a lawful path.

2. Norm reinforcement—young children sometimes have trouble understanding the difference between right and wrong behavior, but seeing others punished can still contribute to their sense that some actions are wrong.

3. Individual Deterrence—the actual fear of punishment for a repeat act, is a caution.

4. Incapacitation—imprisonment puts convicted criminals out of general circulation.

5. Reform—punishment may help a prisoner see that he might become a happier and more useful person if he accepts change.

6. Vengeance—victims or their families and friends, and some members of the public could, however, feel anger and frustration if no such responses occur.

One could say that at the heart of punishment is *lex talionis*, “An eye for an eye, and a tooth for a tooth, and a life, yes, but only for a life” (Gardiner, 1958, p. 118). Considering that one may say an individual’s perception is their reality, the author will discuss perception on punishment.

Perceptions on Punishment

Long before 9/11 Bloomer (1968) conducted a perception study on punishment that used electric shock as punishment. The subjects were fifty-four graduate student volunteers who were told they could receive a mild electric shock. The results of the study indicated that direct threat produced perceptual vigilance.

The tendency to perceive the threatening stimulus was related to the force of the shock stimulus as perceived by the student, and not to the subject's awareness of the connection between stimulus and shock. A strong threat in a reading situation, therefore, is likely to cause a tendency to perceive the threatening stimulus (i.e., the teacher), and to avoid seeing the context of the threatening stimulus or the stress situation (i.e., the book). (Bloomer, 1968, p. 105).

One limitation to Bloomer's study is that the researcher did not have a non-perceived threat group, both of his groups received a threat; one mild and one strong. Therefore, he concluded that there was no difference in the amount of perceived threats between mild and strong, and by not having a non-perceived threat group it might have impacted the way the participants' responded.

A post 9/11 exploratory correctional study was conducted to "examine the perceptions of those individuals most directly impacted by such innovative jail policies. This study used interview data from 232 jail inmates under the correctional supervision of the fourth largest county jail system in the U.S. and examined inmates' perceptions of punishment (given this facilities get tough on crime policy). This study explored two broad research questions:

1. How do inmates perceive their conditions of confinement?
2. How do inmates make sense of their punishment experience in relation to the intended goals of these unusual conditions of confinement?

Griffen (2006) found, "The policies that adversely affected inmates the most were those that applied to all inmates. Almost 58% of the inmates interviewed found the lack of recreation to be a problem" (p. 23). An inmate complained, "It's bullshit. No nothing. Give us a break. We sit all day; we need competition for morale, something to look forward to instead of chasing cigs all day." Inmates commented that recreation reduced tension,

released energy and helped pass the time. More significant was finding that inmates who received a lot of attention and were highly symbolic in nature, were viewed as non-problematic. “In their role as intentional shaming strategies, policies such as chain gangs, stripped uniforms and pink underwear appeared largely ineffective and limited their ability to add additional punishment” (Griffin, 2006, p. 24). Griffen asks the question, “Why should we be concerned as to how inmates perceive conditions of confinement that are used as an additional mechanism for punishment?” (p. 25). Van Voorhis et al. (1997) answers, “Offender perceptions may affect not only whether the sentence has its desired impact, but whether it has desired consequences” (p. 136). On the other hand, rehabilitation has long been another subject of discussion pertaining to criminal activity.

History and Overview of Rehabilitative Programs

Rehabilitative programs have been, in the past, a simple quest to fix the individual on the surface without really looking into the problem. For example, one program that states that it has rehabilitative aspects is what directors call boot camp. The boot camp program was modeled after military basic training, but also included an emphasis on rehabilitation. Surveys of the aftercare programs indicated that programs differed depending on which of the 23 districts supervised the offenders. Most of the programs had a strong focus on rehabilitation and services, were accredited, provided individual treatment plans, served as half-way houses, and used diagnostic testing instruments Mackenzie (2006). Researchers believe that therapy should “take a more psychological perspective emphasizing the importance of individual differences and individual level programs that will bring about changes in the individual” (Mackenzie, 2006, p. 361). Governors and political leaders agree that judges should seek treatment as alternatives to incarceration for nonviolent drug

offenders. Religious leaders and the clergy advocate substance abuse treatment programs; Corrections Secretary Michael Moore has also endorsed the numerous faith programs to rehabilitate offenders (Mackenzie, 2006).

The faith-based programs are deemed effective by certain criteria. Hall (2003) agreed with Edward Latessa when he said, “The most effective programs begin by assessing the factors that contribute to each offender’s probability of continued criminal activity, and then targeting these needs with appropriate programming” (p. 110). Some examples of risk factors include antisocial attitudes, associates, personality characteristics, values and beliefs, and a history of substance abuse and general problems at home, school or work. Some promising targets for change emphasis on changing antisocial attitudes, managing antisocial feelings, and reducing antisocial peer associations. Also important is to enable the client to recognize risky situations and to have a concrete plan for dealing with those situations.

There are other various rehabilitative programs available. Marlowe (2006) provides the example of Project Greenlight whose counseling platform was derived from the Reasoning and Rehabilitation (R&R) Program (Ross & Fabiano, 1985). Conceived in Canada, this cognitive-behavioral curriculum presumes that criminal activity is often mediated by impulsive, rigid, and egocentric thinking. The goal, therefore, is to assist offenders to forestall impulsive action in favor of productive thought. Offenders are taught to anticipate the consequences of their actions, consider alternative courses of action, and contemplate the impact of their conduct on other people (i.e., develop empathy and perspective-taking). Rehabilitative programs like this are in place and seem to be working on some level (Ross & Fabiano).

Rehabilitative programs that are in place are based on many different foundations. Thies (1994) claims, “In its broadest sense, treatment requires creating an environment in which offenders accept responsibility for their behavior and learn control” (p. 432). To be successful, offender treatment programs must recognize that all correctional staff plays vital roles in rehabilitation. This includes treatment staff, custody officers, parole officers, caseworkers, educators, and those who provide support services. “For an effective rehabilitative climate to exist, all personnel must hold a set of shared beliefs about the pathology of the offender, how this pathology develops, how change can occur and what is expected of the offender” (Thies, 1994, p. 432). Researchers agree that rehabilitation helps to promote sentencing based on the needs of the offender (e.g., therapy, substance abuse treatment, and basic life-skills counseling). In other areas of the world, prison and probation have not proved to be all that effective. Hofer (2003) says, “There is ample evidence indicating that traditional Swedish crime policy measures—imprisonment and probation—have not produced the desired effects of protecting ordinary citizens and reforming criminals” (p. 176). Punishment versus rehabilitation has been a debate for decades.

A program is evaluated on different specific aspects as well as the recidivism rate. According to Mackenzie (2000), recidivism continues to be a crucial measure by which most correctional programs and policies are assessed, supported, and sometimes, eliminated. From assessments of public or private prison policies, to therapeutic jurisprudence, prison or probation release mechanisms, domestic violence programs, and rehabilitative techniques, recidivism is the criterion by which the cost effectiveness of correctional policies is gauged (Mackenzie, 2000; Wilson et al., 2000). The debate about its value, however, continues. “If rehabilitation programs work, we expect recidivism to be low. In other words, the programs

will have developed in inmates the necessary coping strategies to ameliorate the economic, social, and cultural stresses of post-release life” (Maxwell, 2005, p. 519). If the participants in the program actually gained insight into what they did wrong and how not to continue on with that way of life, therefore not re-offending, then the therapy/rehabilitation is deemed a success. The author will discuss three different types of rehabilitation. The first example of a program that has been successful in many instances is the idea of animal-assisted therapy and the author will go into greater depth to explain how each of these rehabilitation programs has earned attention.

Rehabilitation Programs

One of the more recent developments in rehabilitation is animal assisted therapy. This is a program that focuses on the human-animal bond. Therapy goals include improving strength, range of motion, balance, memory, and speech. The animal becomes the focus of a patient’s exercise:

A hemiplegic patient can brush an animal or throw a ball to be retrieved to strengthen upper body and improve movement or balance. A patient with expressive aphasia can work on naming body parts, pronouncing words about the animal, and exercising facial muscles by blowing on the animal’s hair. (Stanley-Hermanns & Miller, 2002, p. 75)

In the child healthcare field, animal-assisted therapy programs are used in a variety of settings, to aid the doctor in many different paths to treatment. In an article about pervasive developmental disorders it states, “Animals may be the one way to increase attachment between children with pervasive developmental disorder and their social environments. Animals are believed to act as transitional objects, allowing children to first establish bonds with them and then extend these bonds to humans” (Martin & Farnum, 2002, p. 657). Other

researchers have found that animal assisted therapy may be able to serve an important role in several different settings (e.g., hospitals, residential care facilities, rehabilitation facilities, and hospices) (Conner & Miller, 2000).

This type of therapy is important in healthcare fields because it has a greater breadth than a larger number of programs. Animal companionship may be associated with lowered heart rates and blood pressure, reduced anxiety, alleviation of depression, and greater self-esteem (Walsh & Dawson, 1994). Martin and Farnum (2002) also note that animals may have the ability to enhance both physiological and psychological well-being.

There have been positive physiological benefits in many various instances. Stanley-Hermanns and Miller (2002) state:

Most studies that support animal-assisted therapy indicate an increase in relaxation, as evidenced by reductions in blood pressure and heart rate. In a 1992 study of 5,741 patients at a free clinic in Melbourne, Australia, participants in a cardiovascular screening program were questioned about pet ownership. Results showed pet owners to have significantly lower systolic blood pressure and triglyceride levels than non-pet owners. A 2001 study of 30 men and 30 women found a correlation between dog ownership and control of borderline hypertension. The study compared two groups: those who adopted a dog from a shelter and those involved in a program of transcendental meditation. Psychological stress tests were administered and blood pressure and heart rate were measured initially and after three months. The dog owners showed significant reductions in resting blood pressure and ambulatory blood pressure while at work. (p.71)

Animals are not only beneficial for emotional and physical disabilities but for physiological ones as well, as the previous authors demonstrated.

Animals are also suggested to be especially adept at treating children due to the fact that animals are “crucial in children’s social and cognitive development and [their] interaction with animals may alleviate stress. Animals may help with a reduction of symptoms in children with severe attention deficit/hyperactivity disorder and conduct

disorders and increased positive behavior of children with Down's syndrome. The dogs that were used varied in size and color, and were approved for temperament. The results supported that animals do in fact aid in treatment of specific disorders. Martin and Farnum (2002) found:

Children laughed more and gave treats more often in the dog condition, implying a happier, more playful mood and an increase in energy. This increase in energy seems to have been appropriately channeled as evidenced by the fact that children's attention was primarily centered on the dog and not on distracters unrelated to protocol. For instance, children were more likely to keep their gaze focused on the dog than on the ball or the stuffed dog and they appeared to be less easily distracted in the dog condition, looking around the room less in this condition. Children were also more likely to talk to the dog, initiating numerous conversations and exchanges. They were more likely to engage the therapist in discussions regarding the dog than discussions regarding the ball. (p. 667)

Animals are used in various settings across the healthcare field, including visitation. In animal visitation therapy, the goal is to foster rapport and communication (Sobo, Eng, & Kassity-Krich, 2006). Visitation therapy aims to increase patient responsiveness by providing the patient some pleasure. The animal initiates contact, and the patient's particular situation-specific needs to guide the intensity and duration of the visit (Jorgenson, 1997). At the University of California, Los Angeles Medical Center and Mount Sinai Hospital in New York City, visits from dogs have been incorporated into treatment and rehabilitation programs for adult heart transplant and brain and spinal cord injury patients.

In Texas dogs visit pediatric burn patients and calm Alzheimer's ward residents (Roosevelt, 2001). The researchers conducted a study that consisted of a pre- and post-test intervention process. The participants were interviewed and eight themes were identified: a dog: (1) can provide distraction from pain/situation, (2) can bring pleasure/happiness (passive sense), (3) is fun/entertaining (active sense), (4) can remind the child of home, (5) can

provide company, (6) can be calming, and (7) can ease pain (Sobo et al., 2006). Parents also reported that dogs were a good distraction for them as well. “By the use of canine visitation therapy, the human-animal bond is activated, and for some patients this will include linking thoughts to pleasant, past experiences and will mobilize the pleasant emotions to help deal with the current pain experience” (Robbins, 2006, p. 59).

The emotional benefits, as previously mentioned, are numerous as well when it comes to pet therapy. Stanley-Hermanns and Miller (2002) said:

Barak and colleagues conducted a one-year controlled trial involving geriatric patients with schizophrenia, 10 of whom interacted with a dog or cat in weekly four-hour sessions over a 12-month period. This group was compared with the control group of 10 patients who read and discussed current news. The animal-therapy group showed significant improvements in social functioning, impulse control, and daily activities. Animal-assisted therapy resulted in a twofold reduction in anxiety over therapeutic recreational activities in patients who had a range of psychiatric disorders. (p. 73)

The emotional benefits are documented throughout the scholarly literature and it shows that animals can actually help with the different diseases that are associated with the mind and stress levels.

Pet therapy is labeled as an alternative therapy practice that has gained the interest of numerous doctors. Hyson (1983) identified that:

any visit to a health care provider is stressful to a child, whether it be a routine visit or an illness-related visit. Nagengast (1997) documented that the mere presence of a dog during a health care examination decreases a child’s stress level. Ascione (1992) reported enhanced empathy for human beings among children exposed to a school-based humane education program. Positive interaction with animals, even if it is just one’s physical presence with them or an empathetic feeling toward them, seems to benefit children. (p. 133)

Gasalberti (2006) stated:

In 1996, the Kessler Institute for Rehabilitation, New Jersey's largest rehabilitation hospital, introduced their pet therapy program in corporation with Ramapo Valley Animal Shelter at their Saddlebrook location. A unique part of the program is the availability of animal adoption if the patient is interested. Animals or pets clearly impact human beings in many positive ways. (p. 134)

Stanley-Hermanns and Miller (2002) said:

Animals have been used in various cultures for therapeutic purposes for thousands of years and their uses appear to be gaining acceptance in hospitals, nursing homes, and psychiatric institutions. Many physiologic and psychological benefits have been noted in patients during interactions with animals: specifically, decreases in blood pressure, heart rate, and stress levels. Also, improvements in emotional well-being and social interaction have been linked to the therapy. (p. 71)

Through the use of animals, young adults and children learn how to become better human beings.

Animal-Inmate Interaction Programs

When teaching an individual something that has impact, it must go beyond the surface. For true transformation, the lesson needs to be deeper. Zollman(1993) put it best when he said, "Education that remains merely on the surface of human life, that fails to go to the heart of the being, will inevitably fail in being correctional or, in other words, formative, reformatory, and transformative" (p. 93).

Therapy should take the same approach and be even more below the surface. In an article titled, *Humanizing Prisons with Animals*, Deaton (2005) made an excellent point when she said:

An alternative approach that provides opportunities to meet basic human needs such as love, acceptance, respect, trust, self-worth and usefulness involves incarcerated individuals caring for other living things, especially animals. Utilizing animals in institutional programs opens important dimensions; where human caregivers and

teachers step on treacherous ground, we are likely to encounter less opposition to the idea of using animals to promote healing and change. (p. 47)

Animal-inmate interaction programs have been popular in many different correctional facilities. Strimple (2003) said:

Generally, the public is motivated by one concept in dealing with prisoners: punishment. The public gives little thought to rehabilitation until confronted with the escalating cost of incarcerating these individuals. We must consider novel approaches to rehabilitating felons, including using dogs, horses, and other animals to teach inmates life-enhancing skills. The benefits include lower recidivism rates and concomitant lower costs to the state. (p. 70)

In Sanger B. Powers Correctional facility, Superintendent Robert Kent said, “Since our dog training program started in 1997, we’ve had 68 inmates released who were involved in the program and not one has reoffended and returned to prison” (p. 70).

Animals have been an intricate part of history when discussing war time. For example, “During World War II, animals brought guards, POWs, and the local town inhabitants together. Despite opposition from those who believe prisons should only punish, people with vision have operated animal programs for the Department of Correction in at least 15 different states and in one Federal Penitentiary” (Strimple, 2003, p. 72). The first successful facility was in Ohio at the Oakwood Forensic Center:

David Lee, a psychiatric social worker, initiated a therapy program in January 1975 after noting improvement in some men who had cared for an injured bird. A patient had found a hurt sparrow in the prison yard. Although no animals were allowed in the wards at the time, the inmate smuggled the bird into the building and hid it in a broom closet. This ward housed the institution’s most depressed and noncommunicative patients. The patients adopted the birds and caught insects to feed it. For the first time the inmates started acting like a group and related well to the staff. When the staff realized that animals could be effective therapy, the hospital proposed a study to evaluate the benefits and wrote guidelines to protect the animals. The hospital conducted a year-long comparison study between two identical wards, except one had pets and the other did not.

The ward with the pets required half the amount of medication, had reduced violence, and there were no suicide attempts. The other ward had eight suicides attempted during that period. (Strimple, 2003, p. 72)

Animal-inmate therapy programs have been implemented in female correctional facilities and the benefits have been numerous, in fact, they were threefold. “The women experienced increased self-esteem, developed a marketable skill, and earned college credits. The community gained as well. Dogs that would have otherwise been killed were trained to help people with special needs” (Strimple, 2003, p. 72). The women become dog-trainers and upon their release now have a vocation that they can utilize. They can also be trained as veterinary assistants and can attend further training when they are released to help enhance the foundational groundwork that was taught to them in prison.

This is a very positive benefit for the offenders because according to an article by Timothy Mann (1999):

In state and federal prisons across America, more than 75,000 inmates are involved in formal work programs known as correctional industries. Each year, thousands of these inmates complete their sentences and return to home and resume lives in the free community. As offenders and convicted felons, they often are not welcome in the community or workplace and they experience difficulties in finding and keeping jobs. The training and work experience they achieve while participating in correctional industries during incarceration may not be enough to carry them through the difficult transition from prison to employment. (p. 110)

This is not true for individuals that go through the animal-inmate interaction programs. The Prison Pet Partnership Program that is established in Washington, D.C has said:

The Prison Pet Partnership Program gives inmate trainers the opportunity to learn valuable pet industry-related vocational skills to use in finding employment when they resume their lives outside of prison. They are able to work towards Pet Care Technician certification, levels one and two, through the American Boarding Kennels Association. They are also able to work to obtain Companion Animal Hygienist certification under the

auspices of the World Wide Pet Supply Association. At this time, 100 percent of the inmates who have been released have found employment. Additionally, over the past three years the recidivism rate has been zero. (p. 2)

This is phenomenal for job placement.

There is a documented instance where a dog program has been implemented in a Juvenile Correctional Facility. According to Striple (2003):

Project Pooch [in Woodburn, Oregon] was one of the first programs to bring incarcerated juveniles together with abandoned and abused dogs. Joan Dalton started this program in 1993 at McLaren Correctional Facility, where she was the principal of the school. Students learned real-life skills. Not only did they learn dog-grooming and training but they studied the health needs of animals. The inmates learned by running a boarding kennel where the dogs received training and were bathed on discharge. (Strimple, 2003, p. 75)

The results were promising and the program relays a very positive message:

The results indicate that there is zero recidivism of POOCH participants, that the program assists to meet judicial orders and educational expectations with high percentages. Based on survey responses from the adults there appears to be marked behavior improvement in areas of respect for authority, social interaction, and leadership. The youth provided descriptors of change and growth in areas of honesty, empathy, nurturing, social growth, understanding, confidence level, and pride of accomplishment. (Merriam- Arduini, 2000)

Animal-inmate interaction programs have many benefits, not only for the juveniles but for other members of the community as well. “Not only do prisoners train dogs to be good citizens but also to help people with special needs. Dogs are trained to assist people with visual deficits; mobility problems; and hearing, neurological, and emotional problems” (Ohio Department of Rehabilitation & Corrections [ORDC], 2000).

Strimple (2003) concludes by saying:

At the time when prisons are becoming more expensive to operate and there is little change in the high rate of recidivism, new thought should be given to alternative prison programs. Animals are part of the American culture and by working with animals in prisons; inmates are receiving vocational training and psychological rehabilitation. Not only do they save unwanted dogs and horses from sure destruction, these animals are trained for people with various physical needs. There is evidence from firsthand experience that animals and animal training programs can change the atmosphere of prisons and provide meaningful work and training for inmates. Animal programs appear to be an effective cost-saving way of training inmates and keeping them from returning to prison. (p. 77)

There are numerous opportunities for this type of animal-assisted therapy to be placed in juvenile delinquency center. For example, in Nevada, rehabilitation is to be the focus of a new juvenile correctional unit. The article states:

The Southern Nevada unit would house about 600 nonviolent offenders between the ages of 15 and 22. The prison would emphasize education, vocational training, drug treatment and mental health. An increase in the ratio of staff to inmates would be needed to provide the intensified treatment and services necessary to rehabilitate the young offenders and reduce the likelihood that they would commit new crimes after completing their sentences. (p. 4)

If the success rate has been high in the other facilities where this program has been in place then placing it in additional units would aid the researcher in generalizing his or her findings, and information that is collected can also be added to the already existing body of knowledge that is presented on rehabilitation programs, and more specifically on animal-assisted therapy.

On September 11, 2001 the World suffered a tremendous loss and recovery missions were immediately set into action. Not only were firefighters, policemen and women at ground zero but there were rescue dogs there as well. In an article about animal-assisted

therapy it discusses the effects of animals when people are going through tragedy or are lost and feeling hopeless. Much of these same feelings are felt by the juveniles that stay in delinquent centers. At ground zero:

Robert Wank, an investigator with the Orange County Sheriff's department in California, and his partner, Aris, a 10-year-old purebred black German shepherd joined the teams that were already searching for survivors. Wank noticed that while he and Aris searched their assigned quadrants, the workers seemed genuinely happy to see Aris, often smiling at him and offering their water. At meal breaks the dogs were especially popular. . .the [dogs] provided a pleasant distraction from devastation. (Stanley-Hermanns & Miller, 2002, p. 70)

The second example of a rehabilitation program that is currently in practice is cognitive restructuring.

Cognitive Restructuring

Another example of a rehabilitation program is entitled Cognitive Restructuring.

Withrow (1994) explains this by saying:

Many offenders do not understand the concept of victimization- except as it applies to themselves. At the Michigan Reformatory in Ionia, paroled inmates releases with good attitudes and a desire to succeed were committing new crimes and returning to the system. They often made excuses that sounded as if they had been victims and that their crimes were the result of someone else's decision or action. Their crimes have become all too familiar: Someone casts aspersions on their character or their gang affiliation; the offender decides to retaliate; the culprit is shot and injured or killed. (p. 112)

Withrow (1994) then goes on to explain the theory, she states:

The theory is simple: People's thoughts control their behavior. Our challenge was getting inmates to objectively examine their own thinking...Reformatory staff call this program STP- Strategies for Thinking Productively. STP is a three-part program. Phase I is a 16-session introduction to the terms and tools that will be used throughout the program. Groups of 10 inmates meet twice a week for scripted lessons delivered by two staff facilitators. As often as possible, the facilitators include a corrections officer and a case manager or counselor. Custody and treatment staff are teamed together to work with the

group and provide models of desired behavior. During Phase I, offenders are introduced to the concept of criminal thinking errors and the inappropriate behavior that stems from these errors. (p. 112)

The following five characteristics are used in STP and are from Yokelson and Samenow's

(1976) *The Criminal Personality*:

1. Anger—anger is the basic part of the offender's way of life. He responds angrily to anything he interprets as opposing what he wants for himself. For offenders, anger is a way of controlling people in situations.
2. Lying—for most offenders, lying is a way of life. Lying is incorporated into their basic makeup and feeds other criminal patterns. Habitual lying is more common than premeditated lying, and it becomes automatic. The criminal uses lies to define reality and maintain control.
3. The Victim Stance—when an offender is held accountable for his actions, he blames others and portrays himself as a victim of a world that does not give him what he thinks he is entitled to.
4. Ownership—when an offender wants something that belongs to some one else, he believes it is as good as his. He redefines ownership in his mind, and feels perfectly justified in stealing. The offender considers himself a decent person with the right to do whatever he wants. He views people as pawns who can be manipulated. This thinking is habitual and without malice.
5. Lack of Interest in Responsible Performance—offenders are not interested in responsible tasks that do not offer immediate gratification. They find responsibility boring. When an offender does become interested in a responsible project, his interest is short-lived, unless he feels the excitement of being a conspicuous success. (p. 113)

Withrow (1994) continues to explain STP:

The program helps inmates understand why they are always in trouble and how they can avoid further criminal acts. It affords staff an opportunity to provide useful options to young men who often destroy their lives and others through violence. The program has an affect on all participants. Even staff have reported that it has helped them deal with problems in their own personal lives. It also provides variety during the workday for those in positions most susceptible to stress and burnout. Once they have completed Phase I, inmates serving time for violent crimes and those who have been involved in violent incidents while in prison may apply for Phase II. This is a residential phase; staff

on the inmate's unit are trained in cognitive restructuring. While in the program, inmates continue to attend school or work. (p. 113)

She goes on to explain Phase II by saying:

Phase II lasts six to 24 months and involves three eight-man group meetings per week with two staff facilitators, as well as weekly meetings with a journal partner. Unlike traditional group counseling, filled with posturing about former crimes and complaints about prison staff and rules, the STP sessions are well-structured. During each 1-1/2 hour group session, one inmate presents a 'thinking report.' This report describes a situation involving an inmate and the thoughts and feelings he experienced in relation to it. Other inmates and facilitators then ask questions that require him to expand and clarify his thoughts. When the staff and inmate fully understand the attitudes, beliefs and thinking patterns that have been responsible for past violent and criminal conduct, the inmate develops a relapse prevention plan. This specifies the interventions he will use to avoid the thinking that led to prior criminal acts. The inmate practices these interventions and completes journal work and thinking reports that monitor the success of the interventions in dealing with potentially violent situations in the institution. This also helps the inmate determine whether the attitudes and beliefs he has adopted are now part of his thinking patterns. (Withrow, 1994, p. 115)

In the final phase, Phase III, of cognitive restructuring:

The offender has a chance to practice his thinking in the community. For offenders with lengthy sentences, that community may be prison. The Michigan Department of corrections has not yet developed Phase III group support in the outside community. However, Phase II participants already have asked that we ensure there will be weekly group meeting they can attend while on parole. (Withrow, 1994, p. 115)

The next example is another type of rehabilitative program in practice in correctional facilities.

Restorative Justice

The third and last example of a rehabilitation program is Restorative Justice. Ryals (2004) states:

Restorative justice in the United States began with the pioneering works of Howard Zehr (Marshall, 1998). Through his efforts and the efforts of his colleagues, restorative justice

is gaining ground through both grassroots and policy-making entities. An example of grassroots efforts is the organization of individuals and agencies interested in the philosophy of restorative justice in Louisiana. Through monthly meetings, restorative justice has grown from regional to statewide efforts that encompass a diverse representation of juvenile justice professionals. The impact of the grassroots organizations is evidenced by the fact that 27 states have adopted restorative justice principles as part of their juvenile justice legislation. (p. 19)

Ryals (2004) went on to explain the underlying principles and concepts of restorative justice:

1. Nature of the crime: crime is considered to be a violation of social relationship rather than an act of violating laws, crime causes damage to the community and community members as well as to victims.
2. Goal of justice: the goal of justice is to repair the harm done by crime, that is, the aim of justice is to repair the harm caused and to bring relationships as close as possible to the precrime state.
3. Role of victims: victims must have an opportunity to be part of the justice process. Harm is expressed by social isolation, anger, fear, insecurity, and anxiety. Restorative justice allows victims to resolve these issues and gain a renewed sense of security.
4. Role of offenders: offenders must feel accountable for the harm caused by their actions.” (p. 18)

Ryals (2004) continues his explanation by saying, “Restorative justice provides opportunities to hold offenders responsible for their crime by allowing reparation to the victim and the whole community. Offenders have input into sanctions and grow from the experience rather than suffering a consequence.

5. Role of local community: community resources are focused on providing victims and offenders with opportunities to regain balance. Resources are also allocated for prevention of delinquent activities
6. Role of the formal juvenile justice system: the juvenile justice system must continue to hold offenders accountable for violated laws; however, it should focus on promoting justice in the community by using community resources rather than incarceration. These six principles establish basic philosophical guidelines for restorative justice. Through these principles, a variety of practices have developed, each with numerous applications. (p. 18)

Ryals (2004) continued with how restorative justice can be expressed:

The utility of restorative justice practices can be expressed in both qualitative and quantitative terms. Qualitatively, restorative justice practices are more effective at restoring community balance. Both the philosophical and practical bases of restorative justice support involvement by the three key components of those most affected by delinquent activity-the victim, the offender, and the community. In quantitative terms, studies have demonstrated the efficacy of restorative justice. Regarding the satisfaction of victims with the process, 75% of the victims who engaged in restorative justice methods expressed satisfaction with the process (Marshall, 1998). Offenders are more likely to complete reparation agreements than traditionally ordered sanctions (Marshall, 1998). Restorative justice methods have also shown mostly positive results in reducing recidivism. (Umbreit, 1994, p.19)

The author provided these examples as a basis for evaluating people's perception on rehabilitation programs. An individual's breadth and depth of understanding form their perception of current rehabilitation programs.

Perceptions on Rehabilitation

Sussman's (1972) perception of rehabilitation is embodied in three perspectives.

Sussman (1972) says:

The history of medical care and rehabilitation in the United States had its roots in a number of ideological perspectives. The first can be characterized as humanitarian impulses. The impulses found expression in belief systems which maintained that while men were unequal in their station in life they nevertheless were brothers and should be given the opportunity for self-expression and fulfillment within society. It then became important for the society to provide the means by which inequalities could be reduced or even eradicated. (p. 157)

Sussman (1972) went on to say:

A second perspective focused on protecting the welfare of the society from exploitation by potentially ruthless elements. A third posture which explains programs of medical care and rehabilitation beginning in the 19th century combined elements of the previous two. People have rights for rehabilitation, protective services, and other forms of care in a democratic society; that in providing such services the society would protect itself from potentially dangerous deviants; but, perhaps more important, if individuals were given

these opportunities to be rehabilitated then they could 'pull their own weight' in a society. (p. 157)

Styve et al. (2000) stated:

to make a positive impact on inmate adjustment and reduce criminal activity, correctional environments at a minimum must provide an environment that is perceived as safe to allow inmates to focus on the treatment programs. Though boot camps may provide some basic components such as safety, structure, and activity, these program aspects may not be sufficient for rehabilitation to occur (Lutze, 1998). Effective rehabilitation that reduces future criminal activity and improves positive adjustment requires more (Andrews et al., 1990; Gendreau & Ross, 1987; Gendreau, Little & Goggin, 1997). Such an atmosphere would be perceived as caring and just, and would include therapeutic programming, focus on reintegration, and provide individualized programming. (p. 298)

Both punishment and rehabilitation have merits and drawbacks. The public's perceptions on both vary as well. In the chapter 3 a description will be given on how the principal investigator created the survey and implemented it into circulation so that data could be collected and reviewed.

CHAPTER III

METHODOLOGY

In this chapter the author will describe the survey implementation and return as well as the process that was used in examining the data. In this survey the author prepared to ask the sample population a series of questions that would aid in the author's ability to determine the populations' knowledge and perceptions regarding the Texas correctional facilities. Approximately 130 surveys were distributed; each consisting of 28 questions. Classes were selected randomly from the 2007 Criminology/Criminal Justice spring schedule. Three undergraduate classes, out of the 37 classes offered—*Introduction to Criminal Justice, Police Management and Administration, Ethic and Gender Issues in Criminal Justice*—were randomly selected for the surveys to be administered.

When conducting a study that utilizes human participants, the author must go through the Internal Review Board, or IRB. There are different steps that the author must take in order to meet IRB compliance. This survey was considered exempt due to the fact that the author did not choose to study a protected population. Protected populations would be considered children, inmates, and various other people that meet certain requirements. The author sent a sample of the survey to be distributed, as well as compliance paperwork, to the IRB office and then once approved, was able to conduct the research. The surveys were placed in an envelope with a letter asking the professor of a particular class to participate in the distribution of the survey. Instructions were given at the top of the survey for the

participants' to read before starting the survey, informing the participant that the survey is anonymous and completing voluntary. Instructions were also given to the professor on where to return the surveys, to please leave the rooms while the participants' were filling it out, and to return the surveys within 10 class days. There was 100% compliance.

The participants were asked to answer each question based on a 5-point Likert scale, with number 1=agree strongly, 2=Agree, 3=Neutral, 4=Disagree, and 5=disagree strongly. This type of scale works well with SPSS and is easily understood. The questions that the survey covered were created based on the lack of previous literature in these specific areas that have not been properly addressed. The first five questions ask the participant specifically about adult correctional facilities, such as if rehabilitation reduces recidivism. The following five ask the same type of questions except this deal directly with juvenile facilities. The author decided that separating these two facilities was important based on the assumption that the population might feel differently when discussing adults from juveniles.

The following seven questions pertain to both adult and juvenile correctional facilities, and they ask factual questions, such as questions about faith-based initiatives and animal-inmate interaction programs. These questions were aimed at discovering the participants' depth of knowledge on correctional facilities. The last 10 questions deal with demographic questions, such as age and gender. The author is controlling for gender in this study so the demographic questions were necessary. This survey was created while considering the limitations of the literature. For instance, questions about specific types of programs such as animal-assisted therapy were discussed, as well as questions regarding the War on Terror. These questions were important to gauge the participant's knowledge on current practices that take place in correctional facilities.

This study is called a cross-sectional, one-shot case study, which is “a technique for studying developmental variables in which subjects differing on a developmental variable such as age are studied at a single time” (Keppel et al., 1992, p. 600). It is called a one-shot study because the survey will be given one time only. The author is also utilizing the minimal criteria for Cohen’s (1988) sample size.

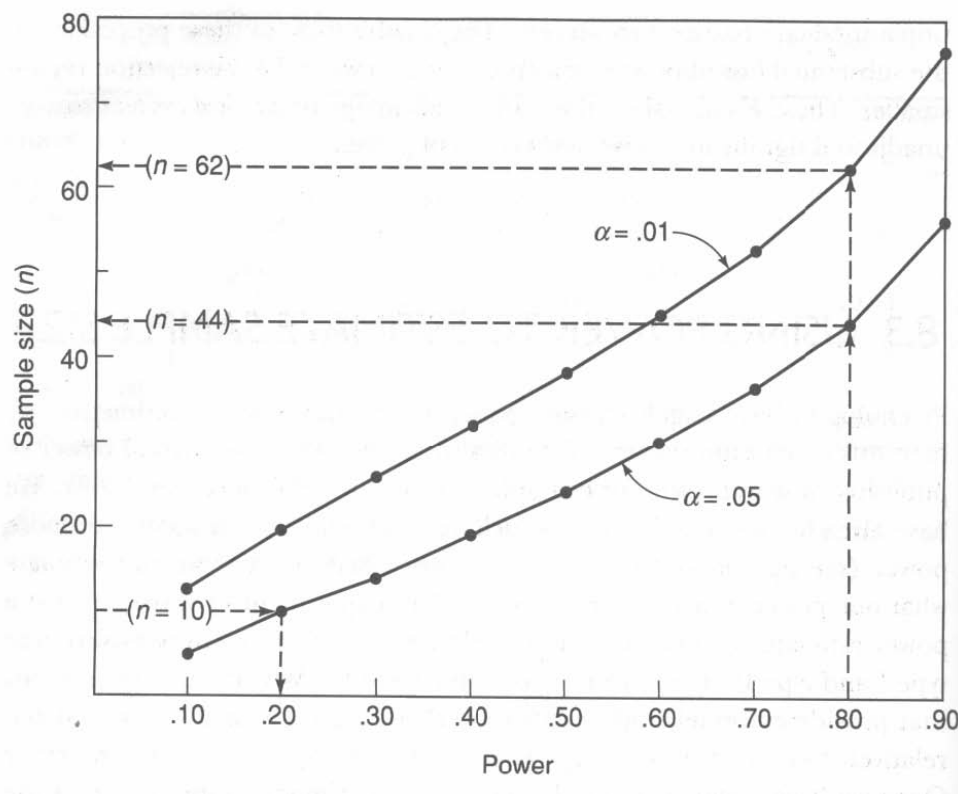


Figure 1. Cohen’s power sampling.

Figure 3 shows that according to Cohen (1988) the minimum criteria for an adequate sample is 44. Using this method it is reasonable to assume that the sample size in this study, 130, is more than adequate when gauging the perceptions and knowledge of the population. However, according to Cohen the sample size must be at least 44 because according to the

table a sample size of only 10 yields the results of approximately 20% of the population, whereas a sample size 44 and more yields the results of approximately 80% of the population.

The author coded the surveys to be entered into a database called; SPSS which is a statistical program that analyzes the data that can then be translated into various tables and tests. The author chose to translate the data into what is called a “t-test.” This test is appropriate for this study because it measures the statistical difference between two means, which in this case is gender (male and female responses).

In the following chapter, the author will discuss the findings relevant to the present study. The author will analyze and interpret the findings introduced in this study.

CHAPTER IV

FINDINGS

In this chapter the author will discuss the results of the survey that was collected. The author will use tables to display the means of each question as it relates to gender. A brief description will be given following each table. Table 1 represents the demographics of the population surveyed.

Table 1. Demographics

Gender	%
Male	43.8
Female	51.1
Missing	5.1

Ethnicity	%
Caucasian	48.9
African American	18.2
Hispanic	11.7
Oriental	1.5
Other	8.8
Missing	10.9

Age	%
17-24	78.1
25-35	15.3
36-45	2.2
Missing	4.4

Academic Status	%
Freshman	8.8
Sophomore	17.5
Junior	41.6
Senior	27.7
Missing	4.4

Table 1—*Continued.*

Relationship Status	%
Single	81.0
Married	10.9
Divorced	2.2
Missing	5.8
Income Level	%
0-16,999	58.4
17-29,999	20.4
30-59,999	6.6
60-99,999	4.4
100,000 and up	2.9
Missing	7.3
Sentenced to a Correctional Facility	%
Yes	0.7
No	94.9
Missing	4.4
Parent Sentenced to Correctional Facility	%
Yes	4.4
No	91.2
Missing	4.4
Ever attended Treatment Program like AA or NA	%
Yes	2.2
No	93.4
Missing	4.4
Political Affiliation	%
Republican	27.7
Democrat	39.4
Independent	10.2
Other	12.4
Missing	10.2
Religious Affiliation	%
Christian	73.7
Islamic	0.7
Non-religious	10.2
Other	8.0
Missing	7.3

The population that was surveyed consisted of more females than males. The missing percentage represents the surveys where this question was left unanswered. The race of the participants also varied. Caucasian was the race that most of the population checked with African American second, followed by Hispanic; the next race category checked was “other,” meaning that the individual did not fall into any of the categories listed. Most of the participants were between the ages of 17 and 24. Only about 15% were in the second age bracket, 25-35. A majority of the population surveyed were juniors, followed by seniors. Most participants were single with a small percentage being married; the next highest category is the missing category. People opted out of answering that question.

The income level of the population most frequently fell in the category \$0-16,999 and \$17-29,999. The author surveyed mainly juniors and seniors, which would leave almost no room for professionals with a sizable income. Over 94% of the participants surveyed had never been sentenced to a correctional facility; over 91% of the population had not been the child of a parent sentenced to a correctional facility. Approximately 93% of the participants had not attended a treatment program or group. Most of the individuals answering the survey were Democrats with the Republican Party following closely. The next category circled most often was “other,” meaning that the participants did not consider themselves a Democrat, Republican, or Independent. Christianity was overwhelmingly the religion of choice, with non-religious following next.

The author asked the participants’ perception and knowledge of the Adult and Juvenile Correctional Facilities. The questions were divided into three groups. The first five questions were in group 1, which asked about adult correctional facilities (see table 2),

Table 2. Comparison of Means Regarding the Adult Correctional Facilities

Questions	Male (Means)	Female (Means)	P-Values
Rehabilitation of inmates is the primary goal of the Texas Correctional System	3.15	3.33	0.218
The current practice of the Texas correctional system includes harsh punishment on inmates.	3.17	3.16	0.935
Rehabilitation in the Correctional Facilities is efficient in that it reduces recidivism.	3.41	3.59	0.127
Given the War on Terror, rehabilitation of inmates should no longer be in practice in correctional facilities	3.83	3.99	0.163
Given the War on Terror, should funding be allocated to fight terror instead of support of rehabilitation programs in correctional facilities.	3.32	3.70	0.003**

* Significant at the 0.05 level

** Significant at the 0.01 level

group 2 included questions regarding juvenile correctional facilities (see table 3), and the final questions pertained to adult and juvenile correctional facilities combined (see table 4). Table 2 shows that the question, “Rehabilitation of inmates is the primary goal of the Texas Correctional System,” is not statistically significant between the two genders. The next question, “The current practice of the Texas correctional system includes harsh punishment on inmates,” resulted as not statistically significant between the two genders as well. “Rehabilitation in the Correctional Facilities is efficient in that it reduces recidivism” is also not statistically significant; along with the question, “Given the War on Terror, rehabilitation of inmates should no longer be in practice in correctional facilities,” which is also not

Table 3. Comparison of Means Regarding the Juvenile Correctional Facilities

Questions	Male (Means)	Female (Means)	P-Values
Rehabilitation of inmates is the primary goal of the Texas Correctional System	2.25	2.39	0.309
The current practice of the Texas correctional system includes harsh punishment on inmates.	3.28	3.36	0.518
Rehabilitation in the Correctional Facilities is efficient in that it reduces recidivism.	3.07	3.13	0.606
Given the War on Terror, rehabilitation of inmates should no longer be in practice in correctional facilities	3.85	4.11	0.012*
Given the War on Terror, should funding be allocated to fight terror instead of support of rehabilitation programs in correctional facilities.	3.49	3.83	0.005**

* Significant at the 0.05 level

** Significant at the 0.01 level

statistically significant between the two genders. This does not mean that both males and females answered these questions the same way; it just means that they did not answer them differently enough to be statistically significant. However, with the last question, “Given the War on Terror, should funding be allocated to fight terror instead of support of rehabilitation programs in correctional facilities,” the difference of opinion between males and females was statistically significant at the 0.01 level. This means it was significant using a statistical tool.

The answers in the juvenile section of the survey vary from the answers in the adult section. However, like the adult section the first question, “Rehabilitation of inmates is the primary goal of the Texas Correctional System,” is not statistically significant. The next

question, “The current practice of the Texas correctional system includes harsh punishment on inmates,” is not statistically significant between the two genders. The question, “Rehabilitation in the Correctional Facilities is efficient in that it reduces recidivism,” also was not answered in a way that the differences in opinion between males and females were significant using a statistical tool. The next question, “Given the War on Terror, rehabilitation of inmates should no longer be

Table 4. Comparison of Means Regarding All Correctional Facilities

Questions	Male (Means)	Female (Means)	P-Values
I am aware that there are Faith-bases initiatives in place in Texas correctional facilities.	2.63	2.61	0.856
I believe that a rehabilitation program that includes religion would be effective	2.50	2.63	0.334
I am aware that there are animal-inmate interaction programs in place in Texas correctional facilities.	3.12	2.93	0.180
It is less expensive to execute someone then it is to keep them in prison for life.	2.80	2.99	0.306
Most convicted felons that receive a sentence in prison will serve a majority (80%) of that sentence.	2.97	3.07	0.457
I am aware that there is prison overcrowding	1.35	1.49	0.166
Prison overcrowding compromises the rehabilitation of inmates	1.60	2.03	0.002**

* Significant at the 0.05 level

** Significant at the 0.01 level

in practice in correctional facilities,” was statistically significant at the 0.05 level, and the last question, “Given the War on Terror, should funding be allocated to fight terror instead of Rehabilitation programs in correctional facilities,” was also significant and the 0.01 level.

The first question, “I am aware that there are Faith-based initiatives in place in Texas correctional facilities,” was not statistically significant. The next question, “I believe that a rehabilitation program that includes religion would be effective,” was also not statistically significant between the two genders. The question that asked, “I am aware that there are animal-inmate interaction programs in place in Texas correctional facilities,” revealed the same findings as the previous two, which is that there were not statistically significant findings. “It is less expensive to execute someone then it is to keep them in prison for life” is also not statistically significant, which is the same result as the next question, “Most convicted felons that receive a sentence in prison will serve a majority (80%) of that sentence.” The last question that was not statistically significant was, “I am aware that there is prison overcrowding.” The only one that was statistically significant was the last question which asked, “Prison overcrowding compromises the rehabilitation of inmates”; this was statistically significant at the 0.01 level.

Implications of what the statistical findings mean will be discussed in chapter 5. The policy implications will be reviewed, as well as what this means for education and additional research.

CHAPTER V

CONCLUSION

In this chapter, the author will provide meaning relevant to the findings on the individual's perception and knowledge of correctional facilities. The author will outline the policy implications, as well as the findings related to education. Also, a discussion on the benefits of additional research in this area will be reviewed. As it will be discussed later in this chapter, only one variable related to the War on Terror, was found to yield statistically significant results at both the 0.01 level and the 0.05 level. Except for the War on Terror there was no statistical difference in opinion between males and females.

This is interesting because traditionally, the general perception is that the socialization of males and females is drastically different. Males tend to be socialized to be more violent, show less fear or emotion, and handle situations in a more aggressive manor. Females, on the other hand, are socialized to be gentler, play with dolls, and talk things out. With that as a "given," it is rather interesting that there was no significant difference, in spite of socialization. One would think that the female portion of the population would be more likely to advocate rehabilitation over punishment but instead both genders responded the same way, regardless if it was an adult facility or a juvenile facility.

In the context of social policy, this study is important for many reasons. People's perception of things, such as prisons and punishment, is ultimately their reality. The policy makers tend to target the genders separately based on the assumption that males and females

have completely different perceptions, or in this case, different realities. However, as this study reveals, both genders tend to respond the same way, so policy makers don't need to be concerned with the differences in female and male voters. Policy makers can introduce laws that minimize rehabilitation and maximize punishment without the fear of a difference in opinion among genders. Policy makers can place more pressure on rehabilitation over punishment and expect the same type of response. For example, on March 2, 2007, Governor Rick Perry appointed acting Executive Director Ed Owens to be responsible for developing a comprehensive Rehabilitation Plan. Owens will do this after Jay Kimbrough, appointed as Special Master of the Texas Youth Commission, conducts a "sweeping review of the TYC and presents his findings to the governor." However, given the findings of this study it can be expected that males and females will not really differ in the way they vote for this plan. In light of this, if a policy maker's challenge is to change the public's view about punishment, then recognizing the point that their opinions are the same can create an even bigger challenge. Policy makers must be proactive in shaping the opinions of their voters if they would like them to lean more towards one side over the other.

As the literature showed, rehabilitation does work when performed properly. Policy makers should recognize the programs that do have benefits, such as animal-assisted therapy. Perhaps policy makers will make recommendations for animal-inmate interaction programs in both adult and juvenile correctional facilities and educate the public when it comes to these new types of programs. As shown by the survey results, the participants' perception and knowledge on animal-assisted therapy are not significant; however, if the participants were more knowledgeable about this type of rehabilitation then they might become more in favor of rehabilitation altogether. Just as the participants' opinions did not vary between

punishment and rehabilitation, males and females differ when it comes to opinions regarding the War on Terror.

There was one question that yielded different results and this question pertained to juvenile offenders. The author asked if rehabilitation should not be longer in practice because of the War on Terror, meaning that there should be more punishment-based sanctions in place. There was a significant difference in responses between males and females. There was no significant difference in opinion when the same question was asked about adults. This means that when it comes to younger offenders males and females have a different reality. It is important for policy makers to become aware of people's perception and knowledge with regard to the War on Terror so that an understanding can be reached between the lawmakers and the public. Assuming that individuals feel the same about punishment and rehabilitation with regard to terrorism is the result of a lack of research in this area. This is another reason this study is relevant and the need for additional research is apparent.

This study presented findings relevant to education since there was little variance in response when asked about punishment and rehabilitation. Educators need to focus on the types of programs that are being pushed and place more emphasis on the War on Terror and subjects that pertain to this topic. For example, educating the students about the creation of terrorism and its connection to the United States of America would help create an understanding of this type of attack. A more in-depth look at past terrorist attacks between other countries as well would also be beneficial. Classes pertaining to how the government reacts and why, such as an in-depth study of the Patriot Act and how it was voted into practice, might influence the way the public votes for certain other policies and plans. Classes that educate on the topics of punishment and rehabilitation would also aid in the

understanding of what goes on in prisons today. There may be more of an emphasis placed on rehabilitation. For example, a deeper look at cognitive restructuring and restorative justice would be beneficial in the sense that students are learning more recent developments in the world of therapy. Educators need to focus on the new reality of the public and offer their students current and relevant topics to study.

Additional research should be conducted in this area to narrow specific problems and questions. There were limitations to this study, such as the sample size that means limited generalization. Academically, this study should be continued while narrowing in on specific rehabilitation programs, such as animal-assisted therapy. This is a new type of program that has been met with great success. More research into the possibility of placing this program into facilities nationwide would be beneficial. The cost of implementing a program of this magnitude should be researched and, if feasible, placed strategically throughout adult and juvenile facilities. There are many more types of rehabilitation programs that need specific attention to aid in the success of correctional facilities.

Additional research is also needed in regard to punishment. What types of sanctions work better than others, and the cost of performing these, is a topic that requires more attention. A deeper look into the public's perception and knowledge of the aftermath of 9/11 would also help to educate policy makers on the status of the public's opinions regarding terrorist attacks. This study only briefly touched the surface on research that can be conducted in this area. Additional studies and research is needed to fully understand the depth and breadth of the population's perception and knowledge in correctional facilities pertaining to the War on Terror.

APPENDIX A
SURVEY

Rehabilitation versus Punitive Approaches in Correctional Facilities pertaining to the War on Terror

Your participation is completely voluntary and confidential. Based on your knowledge and perceptions of Correctional Facilities please answer each question to the best of your ability.

Agree Strongly	Agree	Neutral	Disagree	Disagree
Strongly				
1	2	3	4	5

The following questions pertain to the **ADULT** correctional facilities.

1. Rehabilitation of inmates is the primary goal of the Texas Correctional System.

1 2 3 4 5

2. The current practice of the Texas correctional system includes harsh punishment on inmates.

1 2 3 4 5

3. Rehabilitation in the Correctional Facilities is efficient in that it reduces recidivism.

1 2 3 4 5

4. Given the War on Terror, rehabilitation of inmates should no longer be in practice in correctional facilities.

1 2 3 4 5

5. Given the War on Terror, should funding be allocated to fight terror instead of support of rehabilitation programs in correctional facilities.

1 2 3 4 5

The following questions pertain to the **JUVENILE** correctional facilities.

6. Rehabilitation of inmates is the primary goal of the Texas Correctional System.

1 2 3 4 5

7. The current practice of the Texas correctional system includes harsh punishment on inmates.

1 2 3 4 5

8. Rehabilitation in the Correctional Facilities is efficient in that it reduces recidivism.

1 2 3 4 5

9. Given the War on Terror, rehabilitation of inmates should no longer be in practice in correctional facilities.

1 2 3 4 5

10. Given the War on Terror, should funding be allocated to fight terror instead of Rehabilitation programs in correctional facilities.

1 2 3 4 5

Based on your knowledge and perceptions of Correctional Facilities please answer each question to the best of your ability.

Agree Strongly	Agree	Neutral	Disagree	Disagree
Strongly				
1	2	3	4	5

11. I am aware that there are Faith-bases initiatives in place in Texas correctional facilities.

1 2 3 4 5

12. I believe that a rehabilitation program that includes religion would be effective.

1 2 3 4 5

13. I am aware that there are animal-inmate interaction programs in place in Texas correctional facilities.

1 2 3 4 5

14. It is less expensive to execute someone then it is to keep them in prison for life.

1 2 3 4 5

15. Most convicted felons that receive a sentence in prison will serve a majority (80%) of that sentence.

1 2 3 4 5

16. I am aware that there is prison overcrowding.

1 2 3 4 5

17. Prison overcrowding compromises the rehabilitation of inmates.

1 2 3 4 5

Please indicate your answer by circling the correct response.

18. What is your Gender?

Male Female

19. What is your race?

Caucasian African American Hispanic Oriental Native American
Native Island Pacific Other

20. Age

17-24 25-35 36-45 46-55 56 and older

21. What is your academic status?

Freshman Sophomore Junior Senior Graduate Student

22. Relationship Status

Single Married Widowed Divorced Separated

23. Income level

0- 16,999 17,000- 29,999 30,000-59,999 60,000-99,999 100,000 and up

24. Have you been sentenced to a Correctional Facility?

Yes

No

25. Have you had a parent sentenced to a Correctional Facility?

Yes

No

26. Have you ever been sentenced to a rehabilitative program for any type of behavior, for example Alcoholics Anonymous (AA) or Narcotics Anonymous (NA)?

Yes

No

27. What is your political affiliation?

Republican

Democrat

Independent

Other

28. What is your religious affiliation?

Christian

Jewish

Islamic

Buddhist

Non-Religious

Other

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BIOGRAPHICAL INFORMATION

Jacquelyn Lee graduated from Texas A&M University in 3½ years in order to participate in an internship with the Women's Center of Houston. During this internship, Jacquelyn worked with abused and molested children. She would often accompany them to court in order to face their perpetrators. Although Jacquelyn earned her undergraduate degree in Communications, it was during this period that Jacquelyn decided to further her education by obtaining a Masters degree in Criminology and Criminal Justice from The University of Texas at Arlington. Jacquelyn Graduated in May of 2007.