

Correctional Education Professional Development

Carolyn R. Eggleston

Introduction

Historically, correctional education professional development, including teacher preparation, has been implemented in a sporadic and poorly defined manner. Since there has been teaching in correctional facilities, there has been disagreement over what constitutes correctional education (CE), and what teachers in the field need to know. We have responded to most education and corrections whims, changing emphasis as waves of new cures were presented.

Few of us in modern juvenile and adult correctional facilities trained for the field—we were trained in content areas such as reading, math, or English; or as elementary, vocational, special, or adult education teachers. Some of us do not have education backgrounds at all. Our professional identity is often rooted in our particular area of training, rather than in correctional education. Frequently we consider our institutional teaching as a brief sojourn, a task done only until a "real" job comes along.

As we find ourselves in the strange and oppressive institutional environment, we recognize that our training did not prepare us for the realities of prison teaching. Learning how to make "sit-upons" for elementary school children is not a useful skill for teaching a twenty-five year old man to read the alphabet. We are supremely ill-prepared for the challenges that face us in teaching in prisons and juvenile facilities.

Most of us learned to teach in prison by relying on fellow teachers, our instincts, even inmate students. Learning to teach in this way is dangerous and frustrating. It too often leads to feelings of isolation and eventually, rejection. It may be the primary reason so many teachers in prisons and juvenile facilities leave the field as soon as they can. Even for those of us who entered the field committed to the work, frustration may become our central focus.

Correctional systems usually have some form of inservice training for employees, which can be helpful, depending upon the type of inservice. It is unfortunately too often a reflection of an administration which does not know what a classroom teacher in corrections needs to learn; an exercise of meeting a state requirement of a prescribed number of inservice hours each year. Veteran correctional educators have identified the need for staff development and teacher preparation specific to institutional teaching.

Relevant Literature

Lest we imagine we are the first to feel the frustrations of institutional teaching, we must consider historic precedents. The issue of preparing teachers was identified as early as the turn of this century with the Elmira Reformatory experiment. Zebulon Brockway, who considered the school one of the most important facets of the experiment, gathered

school experts to develop the education program. The prison teaching orientation was at first directed toward modeling fledgling public school efforts. Fairly quickly, however, the education staff realized that alternative approaches were needed. A. E. Upham, the school director in 1897, considered teaching in a prison different from teaching in public school. He called reformatory education, "[A] distinct branch of educational work" (State of New York, 1898, p. 58). Even the curriculum required adaptation, a reflection that teachers needed to learn new methods for teaching. The Board of Managers in 1892 said that the curriculum could not be like public school curriculum because, "[T]hey are men in the practical experiences of life, they must be approached intellectually as men and not by nursery tales, by kindergarten methods, or juvenile textbooks" (State of NY, p. 99). Even at the turn of the century these early correctional education programs identified that teachers required training beyond that for public school.

In 1930, Austin MacCormick wrote a book which was to make a major contribution to correctional education, *Education of Adult Prisoners* (1976/1931). His book was a synthesis of what was occurring in prison programs all over the United States, written after he visited every prison in the continental U.S. He, like Brockway before him, reported problems with lack of teacher preparation, in addition to excessive job demands. He said, "The teacher is the chaplain, an underpaid guard, a city schoolteacher who has already done a hard day's work in his own school, or an inmate who got the job because he has somewhat more education than his fellows but who had had no previous teaching experience and is now receiving no training in teaching technique" (p. 41). Although the reference to inmate teachers is somewhat dated because most institutions rely on civilian staff today, the concern remains as relevant today as it was when MacCormick identified the problem. We are ill-prepared to teach in institutions, and we are often asked to perform custodial functions.

The concerns identified by MacCormick and Brockway continue in contemporary times. In 1977, Gerald Nordé reported on a national survey on the background and training of correctional teachers in juvenile and adult correctional facilities. Although the survey appears somewhat flawed, Nordé found that only 4% of the responding teachers had taken any formal correctional teacher training (p. 14). This small percentage starkly illustrates the extent to which prison teachers have been left to "fend for themselves."

Bowen (1981) reported on an effort to prepare teachers in Illinois to work with educationally handicapped juvenile delinquents. An institute training course was developed through a grant from the Office of Special Education in the U.S. Education Department. The project was designed to assist correctional educators in learning new skills needed for teaching delinquents who exhibited "significant learning, reading, and/or communicative language disabilities" (p. 15). Such a program was considered important because correctional/special education teachers require specific skills and competencies beyond what is available in traditional programs.

The need for staff development in correctional education was also identified by Oklahoma correctional teachers (Roberts, 1982). It was considered as one of the major areas needed to improve the educational system in the Department of Corrections. A Staff Development Plan was implemented that assisted both new and veteran teachers become more effective institutional teachers. This approach focused on preservice and inservice training for currently employed personnel. In addition to staff development training, correctional teachers were encouraged to join professional organizations such as NEA and CEA (p. 20).

In 1985 Gehring, the CEA, and the U.S. Department of Education undertook a national survey to determine the skills and characteristics of successful correctional educators. This was a continuation of work started in 1979 with correctional teachers in Virginia. The national panel of experts reviewed the skills and characteristics needed for successful prison teaching. Through a consensus process the gaps, overlaps, and flaws were eliminated. The CEA adopted the list as part of the professional development core. Gehring wrote, "What successful correctional teachers do should be taught in correctional education (CE) teacher preparation programs at colleges and universities" (p. 1).

As part of the Correctional/Special Education Training Project (C/Set) initiated in 1984, Leone (1986) generated a national survey of state directors of special education and state directors of correctional education to determine the level and kind of teacher preparation correctional/special educators had received. During the C/Set Conference meeting correctional and special educators gathered in work groups to identify training needs and issues. Two areas of primary concern emerged which were identified by both correctional and special educators; instructional methods and classroom management (p. 42). The culminating activity of the C/Set Project was the development of a series of instructional modules for correctional/special education teacher preparation. Through the modules the Project staff hope to assist training programs better prepare correctional/special educators.

In *Correctional Education: Theory and Practice*, Werner (1989) addresses many of the unique issues facing correctional teachers, and provides strategies for dealing with their distinctive problems. His book is a manual for learning to cope and flourish in correctional teaching. He writes, "Prison teaching, like teaching in any specialized setting, is unique. . . . Lodged not in the inherent nature of the criminal also known as prisoner also known as student but in a combination of factors, many generated by the institution of the prison" (p. 108). This text is a practical tool for staff development and teacher preparation professionals, one that is beneficial to both veteran and recently hired correctional educators.

Wolford (1990) identified the need for training programs of what he termed specialized corrections personnel, including educators. He stated that generally staff training budgets are directed toward security and custodial staff, with remaining limited resources directed toward entry level specialized staff. The solution to this problem, said Wolford, is cooperative efforts between agencies and states. Develop-

ing such networks may be a cost effective measure for coordination of staff development. It is worth it, because, quotes Wolford, "Funds expended for staff training constitute the best investment in corrections" (Breed, 1976).

Current Efforts

Over the last few years there has been an attempt to provide staff training to correctional educators on a national basis through interactive video teleconferencing. It has been organized by the CEA in coordination with the Public Broadcast System (PBS) and the U.S. Department of Education. The two-hour broadcasts have been available to any site which has reception capabilities. In May, 1991, the next in the series will be televised, with Education of the Adult Special Needs Learner as the topic.

Another effort has been undertaken by the National Academy of Corrections. For the past few years, the Academy has been producing a DACUM Curriculum Series (which stands for Developing a Curriculum) for correctional staff. The product of each DACUM is a sequence of skills and attributes for the various correctional employee groups. In July 1991, this series will be extended to correctional teachers, with efforts made to identify skills and characteristics for exemplary correctional teachers (Carter, 1989).

As a response to issues raised at the international CEA conference in Vancouver in July, 1990, the idea of an International Centre for the Study of Correctional Education was formed. This effort, designed to establish centers around the world, would serve an information and coordination function, and promote solutions to common issues surrounding prison education. It may also assist in coordinating research efforts. One area of particular interest will be the professional development and teacher preparation issue. Through the vehicle of coordinated centers in key spots around the globe, it is hoped that the international community can develop relevant programs for preparing new and veteran correctional teachers and establish a core of best practices.

The CEA has also created a professional development committee to examine critical issues of inservice and professional development. One focus of this project has been an effort in the state of California to identify a professional development curriculum for correctional education which would also be relevant to the national community. The California effort, initiated by the Presley Institute and California State University at San Bernardino, will begin with an evaluation of earlier projects in an attempt to establish a curriculum which may be used in teacher preparation and inservice programs.

Several colleges and universities around the United States have identified the need to include correctional educators in their teacher preparation curricula. Among modern programs, there have been two distinct generations in teacher preparation for correctional education. The first generation teacher training programs were developed as a response to a particular problem or need identified by the local correctional institutions or through the interest of a professor.

These programs were conceptualized and driven by iden-

tification that a lack existed in some area of service delivery. The focus of these correctional education training programs depended on a recognized local need, and were as diverse as educational counseling, criminal justice, educational psychology, and others. Although some of these programs continue to exist, many were discontinued after a few years, generally for similar reasons, and to be discussed later.

The second generation of correctional education teacher preparation programs are most often correctional/special education and created since 1978. In these programs the curriculum is designed to train teachers who will work with educationally handicapped offenders. The focus of this second generation of teacher preparation programs has occurred chiefly because colleges and universities have been able to access Public Law 94-142, special education funding. Most of these programs are federal projects funded by the U.S. Department of Education and the Office of Special Education. There is some variation in the particular emphasis of each project, but the central theme in most is to work with the special education population within the correctional institution. The majority of the programs currently operating have correctional/special education as a central theme.

The concentration on the educationally handicapped inmate who requires specialized teaching as well as specialized training for teachers bears some scrutiny. The major reason for the explosion of correctional/special education preparation programs has been the fact that federal funds are available from the Office of Special Education, which has attempted to address underrepresented populations. Many states have a number of residential facilities for educationally handicapped students, particularly juvenile, and training programs in correctional/special education are well suited to this population. In addition, the educationally handicapped ward or inmate sometimes presents a management problem to institutions and requires specific skills and strategies, which have been best identified by the special education field. It would be incorrect, however, to say that all correctional students require special education assistance. Even many low level students require remediation of skills never learned due to sporadic school attendance, not special education. Special education should be considered one component of correctional education, useful for its strategy-based approach, but not to be replicated entirely.

Both first generation and second generation programs continue to provide correctional education, but a number of them have been discontinued. The reasons for program abandonment fall into two major categories. The first, and most common, is a problem with funding. Many programs were federally funded, and when federal money was suspended the programs were not incorporated into the regular college curriculum. In addition, the funding problem is reflected in university staffing patterns. Several teacher preparation programs were created through the interest of a particular faculty member, who was the prime "mover and shaker" of the project. Unfortunately, this person often did the correctional education work in addition to a full time faculty load. After a few years, when funding for additional

staff was not forthcoming, the faculty member focused less on the correctional education program because it was one area that could be eliminated.

The second reason correctional education teacher preparation programs have been unsuccessful is related to course requirements. Several of the correctional education programs were perceived as requiring more work than traditional educational curricula, so they were limited in their ability to attract and maintain students. For example, the correctional education degree might require a thesis as part of degree requirements, but the elementary education program allowed six credits of methods courses in lieu of a thesis. Or, the certificate for correctional or alternative education required a student to meet degree requirements in one traditional area then additionally take the CE component. The CE programs were perceived as having credits added on top of the regular education requirements, rather than substitutions.

In addition, departments of education do not provide state wide certification or licensure in the area of correctional education, so students must be certified in a recognized area of licensure. Few aspiring teachers are willing to undertake such an added burden, and it is unfair of us to expect them to do so.

A Suggestion for the Future

Another possibility for CE teacher preparation programs now exists. Through the lessons learned from the previous two generations and the work done in conceptualizing CE in Canada, a third generation of preparation programs may be considered. The third generation teacher preparation program will incorporate the specific areas addressed in earlier generations. The training should include a core of required courses for all students, and then a series of tracks for students who want to pursue different specializations. These might include correctional/special, correctional education administration, correctional counseling, correctional/vocational, correctional/adult, etc. Some tracks may be more relevant to local needs. Students would be provided a similar foundation, with a common core, as well as an area of specialization. The core courses would include CE literature and history, the institutional environment, teaching the correctional student, social change processes in correctional institutions, and other courses relevant to the CE profession. Through this vehicle, the curricula could be standardized at various colleges and universities while retaining a mechanism for addressing individual geographic needs. In addition, selected courses could be used for meeting inservice needs for those who did not want an entire degree program.

The third generation of CE teacher preparation and professional development programs will help prison and juvenile teachers to be better equipped for their institutional jobs. They will be able to make a positive difference in their educational settings and deal more effectively with them. This may also enhance the process of correctional teachers identifying as correctional educators. Through the knowledge gained in the training they will begin to understand the relevance of their unique educational setting. They will

begin to identify as correctional educators, thus empowering them to avoid isolation and burnout. This power may help prevent the pattern of teachers leaving correctional education as soon as possible. Proper skills, training and understanding make us better teachers, makes us better able to work in an institution, and helps facilitate our own personal development.

What follows is a brief synthesis of the current correctional education programs around the United States, divided by CEA region. In addition are a few comprehensive professional development or inservice training programs. Thanks go to the project coordinators who sent the following program information. If you know of additional programs not included, I apologize, and please send information about the program.

Region I

The Social Restoration Program

College of Education

111 Research Drive

Lehigh University, Bethlehem, PA 18015-4792

The Lehigh program is one of the longest running CE programs in the country, and may be considered a national model. It prepares education specialists to work with alienated youth and adults in prisons, juvenile detention homes, halfway houses and similar facilities, or in resource rooms for disruptive youth in schools.

The program works primarily with the professional staffs of educational, correctional, social welfare and community agencies to develop crisis intervention plans for the prevention of anti-social, delinquent-offender behavior and to reduce recidivism among students returning to the general school or community environment.

The program prepares the student in two general areas of competence: diagnostic and remedial teaching and crisis intervention. A working knowledge of the criminal justice system, of community dynamics, and of the role of supportive agencies is also provided. The curriculum is broad-based and university wide, and the faculty is supplemented by practitioners in the field and by specialists in crisis-intervention, juvenile delinquency, and law enforcement.

For additional information, contact Dr. Raymond Bell, at (215) 758-3249.

The Correctional/Special Education Training program

Department of Special Education

Slippery Rock University

Slippery Rock, PA 16057

The Correctional/Special Education Training Project at Slippery Rock University began in 1986 to help address the national need for certified special education teachers in correctional education. The Dept. of Education, through the Office of Special Education, provided funding to help attract qualified individuals to pursue special education certification with a correctional education emphasis.

The goals of the three year project are as follows: 1) to recruit and train undergraduate students in correctional special education and correctional education teachers who

want to add special education certification to their teaching certificates; 2) to provide empirically validated, meaningful, competency based instruction in pre-service courses and practical experiences for both the full time undergraduate, and the individual with teaching experience in a correctional facility. An important aspect of the Slippery Rock Training Project is to develop credibility for special educators in the field of corrections. For further information contact Dr. Mary Adair at (412) 794-7344.

The Pennsylvania State University

Div. of Occupational & Vocational Studies

115 Rackley Building

University Park, PA 16802

Penn State offers a graduate corrections emphasis in occupational and vocational studies. It is an interdisciplinary program aimed at linking the graduate student's past education speciality with an understanding of and concern for the educational and occupational development of men and women in rehabilitative penal institutions. Students can pursue a master's or doctoral program with a corrections emphasis.

For additional information, contact Dr. Thomas Long, (814) 863-2584.

Mansfield University

Dept. of Special Education

Mansfield, PA 16933

Mansfield University offers a social restoration program through the Special Education Department. It is addressed as an extended option in the Master of Science in Exceptional Persons for those pursuing certification in social restoration. Some of the program objectives are:

1. to prepare educational specialists for work with alienated children and youth, with students legally detained at juvenile detention centers, and with adjudicated youth placed in long-term correctional institutions.

2. to prepare educational specialists to work cooperatively with staffs of educational, correctional, social and community agencies to develop plans for preventing antisocial, delinquent and offender behavior; and to assist authorities in mainstreaming individuals into positive learning situations.

For additional information contact Dr. Thomas Stich at (717) 662-4792.

Teacher Training Program

Trenton State College

Dept. of Educ. Admin. & Secondary Education

Trenton, NJ 08650

Trenton State College is currently in the planning stages of developing a correctional education teacher training program. It will lead to a masters' degree and is designed to train teachers to work in juvenile and adult corrections and alternative schools. It is proposed to begin operation by fall, 1990.

For further information please contact Dr. Sal Messina or Dr. Richard Farber at (609) 771-2395.

Center for Juvenile Justice Training and Research

Shippensburg University
Shippensburg, PA

The Center for Juvenile Justice Training and Research is a partnership established by the Juvenile Court Judges' Commission of the State of Pennsylvania and Shippensburg University of Pennsylvania. The purpose of the partnership is to improve and develop juvenile probation services in the state of Pennsylvania through the continuing educational and professional development of juvenile probation officers and other juvenile justice professionals, and to conduct, or provide for the conduct of, research which will develop the state of the art in juvenile probation and lead to improved practice and innovative approaches. The following is relative to our study:

The Training Division of the Center offers non-credit training programs to juvenile probation officers, correctional workers, and other professionals in the field, utilizing experts both from within the system and from outside the system. This program provides training to approximately 1,200 professionals on an annual basis. This represents just a few of the programs at the Center. For more information contact: Joe Mullen, Director of Correctional Training. (717) 532-1411.

State University of New York

Buffalo State College
1300 Elmwood Ave.
Buffalo, NY 14222-1095

Under the Handicapped Alleged Offender Project (HAOP), a series of videotapes and supporting manuals are being developed which are intended to aid criminal justice personnel in recognizing, interacting with, communicating with, and managing offenders with handicapping conditions. The videotapes depict three handicaps, two of which (mild mental retardation and learning disabilities) are "hidden" and often go unrecognized.

The videotape scenarios, entitled "Effectively Communicating with Handicapped Offenders (ECHO), depict a mildly mentally retarded young man at arrest, booking, incarceration, and release. An individual with learning disabilities is highlighted at booking and incarceration. The scenarios were suggested by corrections officers and deputy sheriffs, and illustrate some of the many problems that can negatively affect interactions with a person who is mildly mentally retarded, learning disabled, or emotionally disturbed. For further information, please contact: Keith Curry, project Director, at (716) 878-5313.

Region II**Masters Degree Training Program
For Teachers of Adjudicated Handicapped Youth**

University of Maryland
Department of Special Education
College Park, MD 20742

Training in corrections and special education at the University of Maryland is designed to prepare master's level teachers to work with adjudicated handicapped youth in a

range of institutional and community settings. Supported in part through a personnel preparation grant from Special Education programs of the U.S. Department of Education, the project emphasizes the instruction and management of handicapped youth from a multidisciplinary perspective. In addition to completing a sequence of courses in special education, students enroll in elective courses in psychology, sociology, or criminal justice, and work with handicapped youth in the community and in correctional education settings.

The program is based on 32 competency statements for behaviorally disordered and emotionally disturbed youth developed for the program. These competencies are grouped into broad categories: theoretical and practical knowledge; working with parents, families, and other agencies; evaluation; and related professional competencies. In addition to these professional competencies, the program attempts to assist its students in becoming streetwise and politically savvy. For further information, contact Peter Leone, Project Director at (301) 454-8936 or (301) 454-2118.

Master of Arts & Education Specialist

The George Washington University
School of Education & Human Development
Department of Teacher Preparation & Special Education
2201 G Street, NW, Room 524
Washington, DC 20052

The corrections emphasis in the Transitional Special Education (TSE) Program addresses the documented need for preparing trained, qualified personnel who can provide effective, appropriate education for adjudicated youth who are handicapped. This 42 semester hour training sequence utilizes short and long term detention facilities as field-based training sites and is designed to train special education diagnosticians and programmers to serve the special education needs of incarcerated youth. The program focuses on interdisciplinary training in special education, criminal justice, sociology, psychology which prepares special educators to work with adjudicated youth in the areas of:

- diagnostic and prescriptive services
- educational programming for handicapped youth in juvenile correctional facilities
- liaison/coordination of facility services with community-based programs and public schools
- advocacy for vocational and special education services.

For information contact Arline Halper at (202) 994-1537.

Coppin State College

Baltimore, MD 21216

Coppin State offers a certification program in correctional education along with degree requirements for teacher preparation. For further information, please contact Dr. Sanders (301) 333-5183.

Region III**Eastern Kentucky University**

Correctional Emphasis

Department of Special Education
245 Wallace Building
Richmond, KY 40475-3133

Eastern Kentucky University offers both undergraduate and masters level degrees in special education. Students interested in pursuing careers in correctional education and related criminal justice areas are encouraged to pursue an interdisciplinary program of study selecting courses from both the Colleges of Education and Law Enforcement. The Department of Correctional Services within the College of Law Enforcement provides a full range of academic programs designed specifically for students interested in careers in the corrections profession.

To obtain additional information contact: Karen Janssen, (606) 622-4442, or Charles Reedy, Dept. of Correctional Service.

University of Kentucky

Department of Special Education
Lexington, KY 40347

The University of Kentucky (UK) offers a special education doctorate with an emphasis in corrections. This unique doctoral program is provided through a cooperative effort between the University of Kentucky College of Education and Eastern Kentucky University (EKU) College of Law Enforcement. Students enrolled in the program complete corrections and criminal justice related course work at EKU and receive their degree and complete education and other supporting course work at UK. Opportunities for correctional field placements and research activity are available. To obtain additional information regarding this program contact: C. Michael Nelson, (606) 257-4713.

Corrections and Alternative Education Program

Western Illinois University
Education Foundations Department
Macomb, IL 61455

The Corrections and Alternative Education Program is the result of a joint effort of correctional institutions, alternative schools, and university professionals to develop field-experienced, action-oriented teachers. Graduates of this criterion-referenced program possess concepts, attitudes, and skills necessary to effectively deal with socially alienated students. The program has been in operation since 1973.

The central aim of the Corrections and Alternative Education Program is to prepare teachers who will provide quality education for students alienated or intentionally removed from regular schools. Such students evidence high frequencies of learning disabilities and social problems. Many are in need of remediation in acquiring basic educational skills. This program aims to provide teachers with sufficient skills to work successfully with these troubled students. For more information contact Joe Kersting at (309) 298-1183.

Undergraduate Program

Bluflon College
Bluflon, Ohio 45817

Bluflon College has undertaken an effort to develop an

undergraduate endorsement in corrections for elementary and secondary education students. The program is directed toward students who are enrolled in the certification program. Currently efforts are being directed toward program development for validation for the teaching certificate. For additional information, contact Dr. Hostetler at (419) 358-8015 x330.

Region V

Personnel Preparation to Meet the Needs of Special Populations in Juvenile Corrections

University of North Texas
PO Box 13857
Denton, TX 76203

This is a new project funded through the U.S. Department of Education and the Office of Special Education. A new graduate level program sequence has been developed to prepare special education personnel to work with handicapped juvenile offenders. The project has attached certification to the state endorsement in severe behavioral disorders, since no correctional education certification exists in the state. The project has developed linkages with the Criminal Justice Department in the University, where program students must take at least two courses, and the Vocational/Technical Department for additional courses. For information contact Lyndall Bullock at (817) 565-3583.

Region VIII

Masters Degree in Special/Correctional Education

Lenoir-Rhyne College
Box 7209
Hickory, NC 28603

The primary focus of this 42 semester-hour program is on the preparation of teachers and counselors for correctional, institutional, and community-based alternative settings. The teacher track enables participants to obtain both Cross-Categorical Special Education Certification and Behavioral/Emotionally Handicapped Certification. Counselor coursework prepares students to take the North Carolina State Licensure Exam for Counselors, which is recognized by the National Board of Certified Counselors.

To accommodate people who are employed year round or in geographic locations throughout the region, Lenoir-Rhyne offers a variety of course schedules including evenings, summers, Friday-Saturday classes and Intensive Terms (one week on-campus). The program currently has several scholarships available for both full and part-time study. Application should be made by August 1. For further information contact Donna Dwiggins at (704) 328-7296.

Correctional/Special Education Program

Florida State University
Department of Special Education
209 MCH
Tallahassee, FL 32306

The Florida State University (FSU) Department of Special Education currently offers a master's level program designed to prepare special educators to meet the needs of

emotionally disturbed (ED) and learning disabled (LD) juvenile and youthful offenders. The C/SE component is presented during the fifth year of teacher preparation in our ongoing ED/LD program. In addition to ED/LD competencies, students acquire correctional setting knowledge and skills through coursework, summer institutes, and field experience. The FSU School of Criminology and surrounding federal, state, and local correctional settings assist with the training. For additional information contact Mark Koorland at (904) 644-4880.

Inservice Training Program

Bureau of Education for Exceptional Students
FL Department of Education
FL Education Center
Suite 614
Tallahassee, FL 32399

This project has undertaken to design and implement a replicable model for the development, implementation, evaluation, and maintenance of a statewide comprehensive training program for special education teachers in juvenile and adult corrections facilities. The project is also developing an effective model to prepare large numbers of qualified educators to serve handicapped juvenile and youthful incarcerates.

The project combines the expertise of professionals from a number of disciplines, representing a variety of roles. A comprehensive evaluation effort will ensure that the program is refined in response to carefully defined needs. Built into the project are activities designed to ensure continuation and promote replication. For additional information contact Lee Clark at (904) 488-1379.

Personnel Training Program

University of West Florida
Department of Special Education
Building 76, Room 225
1100 University Park
Pensacola, FL 32514

This project is to develop a personnel training program for correctional special educators at the Master's degree level. This program enables participants to obtain certification in Specific Learning Disabilities, Educable Mentally Handicapped or Emotionally Handicapped while developing competency in correctional special education. Degree seeking participants have an additional nine semester hours added to their training programs. These additional courses include competencies in the areas of criminology, adult and vocational education and special education. Students are recruited from juvenile and adult correctional centers as well as graduate and undergraduate special educators. Participants develop competencies in identification, assessment of both academic and vocational-career education skills, transition facilitation, academic and vocational intervention and task modification, evaluation, knowledge of juvenile and adult court systems and institutional operations as well as social and personality variables of offenders. For additional information contact John Platt at (904) 474-

2889.

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Biographical Sketch

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