



# PROGRAMS, SERVICES & ACTIVITIES

Maine Correctional Center. 2020

## OUR MISSION

To reduce the likelihood that juvenile and adult offenders will re-offend, by providing practices, programs and services which are evidence-based, and which hold the offenders accountable.

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## | SECTION 1 |

### Substance Use - Core Programs

#### **Cognitive Behavioral Interventions – Substance Abuse (CBI-SA)**

This program is designed for individuals that are moderate to high need in the area of substance abuse and involved in the criminal justice system. This group is only appropriate for prisoners with at least moderate criminogenic risk scores. A Cognitive Behavioral Therapy (CBT) approach is used to teach participants strategies for avoiding and coping with substance abuse. CBI-SA explores what individual triggers contribute to participants' substance abuse, and teaches ways to identify, avoid, and manage such triggers as well as the associated urges to use. The program places heavy emphasis on skill building activities to assist with cognitive, social, emotional, and coping skill development. The components of the 39-session curriculum include the following: Pretreatment (Optional), Motivational Engagement, Cognitive Restructuring, Emotional Regulation, Social Skills, Problem-Solving, and Success Planning. This is a partially closed group that allows for 8-12 participants.

#### **Living in Balance (LIB) Relapse Prevention**

LIB is a structured group treatment for individuals with substance use disorders, with a focus on relapse prevention. LIB uses a cognitive behavioral approach that includes education material, group discussion, practice and experiential exercises. Based on holistic approach to treatment, sessions cover a wide variety of topics and can be tailored to meet the needs of a particular group. The goal of LIB is to help clients achieve greater balance in all areas on their lives, ranging from physical to mental health to social relationships and work, which is often negatively impacted by their substance use.



Connecticut Community for Addiction Recovery (CCAR) Recovery Coach Academy is a 5-day intensive training academy designed to provide individuals with an understanding of both the art and science of Recovery Coaching. Delivered in retreat like environment, the CCAR Recovery Coach Academy prepares participants to guide and mentor others in recovery from an addiction to alcohol and/or other drugs. By focusing on the goals of the individuals being served, participants will learn the key fundamentals of this rewarding work, which CCAR has identified as actively listening, asking good questions, and treating people as their own best resource, all while discovering and managing our own stuff.

Participants will:

- Describe recovery coach role and functions
- Build skills to enhance relationships
- Discover attitudes about self-disclosure and sharing your story
- Describe the stages of change and their applications
- Practice newly acquired skills
- Address ethical and boundary issues
- List the components, core values and guiding principles of recovery
- Understand the stages of recovery
- Explore many dimensions of recovery and recovery coaching
- Increase their awareness of culture, power and privilege
- Experience wellness planning

### **Medication Assisted Treatment (MAT)**

Clients at the prison get referred for participation in Medication Assisted Treatment (MAT) in a number of ways. They can self-refer, be referred by a behavioral health provider or by a health care provider. Substance use disorder assessments are completed to confirm opioid use disorder for anyone requesting MAT.

Clients see a provider for an initial MAT assessment to determine that they are appropriate candidates for MAT induction. Once a client is deemed eligible by the provider and they are in the window of 6 months from their earliest release date, they are eligible to begin MAT. After induction, clients are seen at least every 30 days for provider assessment.

While being prescribed MAT, clients are offered weekly counseling groups with a Certified Alcohol and Drug Counselor. Sessions consist of group discussions focused on recovery and relapse prevention. Individuals have a chance to discuss current challenges, as well as concerns with their transition when not incarcerated. Having the groups offered in prison also prepares individuals for what to expect when they obtain MAT services outside of prison.

Transition planning is conducted for all clients who are on MAT. The topics addressed for transition include: housing, medical needs (Primary Care Provider (PCP) and mental

health), and medication assisted treatment (MAT). For each release, the aim is to have them connected and established with these services prior to release so they have a plan in place and fewer questions when they leave.

If the client is going to join Groups Recover Together, they will also receive a call from a peer recovery coach within 72 hours of their release to check in and see how their transition process is going, and to make sure they are aware of when their first group counseling session will take place.



### **Alcoholics Anonymous (Volunteer Run)**

A fellowship where individuals share their experience, strength, and hope with each other that they may solve their common problems

and help others to recover from alcoholism.

### **SMART Recovery – Self Management and Recovery (Volunteer Run)**

The SMART Recovery 4-Point Program helps people recover from all types of addiction and addictive behaviors, including: drug and alcohol addiction, prescription drug use, and addiction to behaviors such as gambling, sex and eating disorders.

## | SECTION 2 | Core Programs to Reduce Recidivism

### **Cognitive Behavioral Intervention Intimate Partner Violence (CBI – IPV)**

UCCI Pilot Program/Curriculum

The program is designed for individuals with a recent pattern of interpersonal violence. The curriculum teaches individuals how to identify and manage high risk situations related to interpersonal violence, with particular emphasis on emotion regulation

### **Stopping Abuse for Everyone (SAFE) Change Companies**

This 10-12-week program promotes positive life changes through interactive journaling. This program is offered to inmates who have history of interpersonal violence/abuse. The SAFE Journals are used in conjunction with instruction and skills practice. This program offers a bound style journal/workbook for participants to work on throughout the class. It is a tool to use to help begin the process of self-change.

## Thinking for a Change

Thinking for a Change is an evidence-based, cognitive behavioral curriculum from National Institute of Corrections (NIC) that has positively influenced the way correctional facilitators work with prisoners. When program fidelity is adhered to, it has been shown to reduce recidivism. The program teaches offenders that thinking (internal behavior) controls actions (external behavior). It is necessary to target offenders' thinking in order to change the actions that lead to criminal conduct.

The program uses several approaches, including handouts, role play, discussions and homework to make the offender aware of self and others. The heightened awareness to attitudes, beliefs, and thinking patterns is integrated with teaching interpersonal skills relevant to the offender's present and future needs.

The goal is to give offenders confidence and motivation to use pro-social skills when faced with interpersonal problems and/or anti-social or stressful situations. This program provides the offender with tools to take pro-social action and change their offending ways.

## Anger Management

Anger Management is a program designed to teach prisoners to manage their anger effectively, stop violence or the threat of violence, develop self-control over thoughts and actions and receive support from others.

They do this by learning several different techniques and ways to control their anger. They think about what triggers their anger, look at the cues to anger (physical, behavioral, emotional, and cognitive) and devise their own anger control plan that is realistic and that will work for them in the "heat of the moment".

Participants rate their daily anger on an anger meter that measures from 1-10, with 1 as the lowest setting. Their assignments are shared in the beginning of each class and if their anger is above a 3, they discuss the trigger, the physical cues and what part

## Cognitive Behavior Therapy

### What is it?

**"It is effective in various criminal justice settings, both in institutions and in the community, and addresses a host of problems associated with criminal behavior.**

**For instance, in most cognitive behavioral therapy programs, offenders improve their social skills, means-ends problem solving, critical reasoning, moral reasoning, cognitive style, self-control, impulse management and self-efficacy" (NIJ Journal No. 265, April 2010, p. 22).**

of their anger control plan they used to stop their escalation. This always generates great class dialogue and they learn from each other what works and what doesn't.

### **Criminal Addictive Thinking (CAT)**

A *New Direction* is a comprehensive, cognitive-behavioral treatment curriculum for offenders with substance use disorder. The curriculum is divided into six core modules and a Co-Occurring Disorders module, Criminal Addictive Thinking is one of the core modules. Delivers targeted treatment that helps offenders recognize and overcome criminal and addictive thinking patterns through a cognitive-behavioral approach, helping them to see how their attitudes and assumptions fuel destructive behaviors. Offenders will explore the distorted thinking patterns at the root of substance use disorder and criminal behavior. This 192-page participant workbook, written at a sixth-grade level, contains materials that reflect real-life experiences of offenders with addiction and activities that demonstrate addictive and criminal thought processes. Fifty exercises cover: Criminal and Addiction History, Becoming Aware of Your Inner Maps, Learning to Think About Your Thinking, Learning to Think about Your Behaviors.

### **Non-Violent Communication (NVC)**

Participants learn the four-step model of NVC: Reporting Observations, Expressing Feelings, Identifying Needs, & Making Requests. The group involves reading, discussing and practicing interpersonal skills related to cultivating empathy; participants receive coaching on how to lead with integrity and tools to facilitate conflict resolution.

### **Reasoning and Rehabilitation 2 (R&R2)**

The class is 1 hour to ninety minutes long. Clients engage in role plays, journaling, skills practice, assignments, curriculum-based games, problem solving, class discussion and lectures. The program components are: self-control, critical reasoning, social skills, interpersonal cognitive problem-solving skills, creative thinking, social perspective taking, values enhancement, and emotional management. The clients are taught problem recognition, information, seeking, problem identification, alternative thinking, and consequential thinking.

### **Challenge, Change Companies**



The Challenge program was designed to help clients live a life free of criminal activity. Challenge is an interactive journal-based program that participants work through in order to address criminal thinking errors, lifestyles and violence. There are nine journals that a participant will complete in a group setting through discussions around those journal topics.

## **New Freedom**

The New Freedom Program is a 100-hour Cognitive Behavior Therapy program covering three core modules: self-discovery, self-management, and anti-violence. It is an in cell or group program that has weekly assignments designed to be spread out over a 5-month period. Through this program, there is an opportunity to learn critical coping skills, designed to help address issues while incarcerated and plan for post-release relapse prevention.

## | SECTION 3 | Behavioral Health Programs

### **Acceptance Commitment Therapy (ACT)**

The use of acceptance and mindfulness strategies help participants to be fully present in the moment and to accept otherwise negative emotions. Commitment and behavior change strategies help clients to change or persist in behaviors more in line with their own values. Used together, these strategies increase patient's psychological flexibility.

### **Self-Regulation**

Group participants learn skills to manage impulsive behaviors, tolerate uncomfortable emotions, improve concentration and develop motivation. The curriculum balances practical skill-building with Acceptance & Commitment Therapy techniques such as mindfulness exercises, values-clarification and goal-setting.

### **Helping Men Recover**

Helping Men Recover is the first gender-responsive, trauma-informed treatment program for men. The materials are grounded in research, theory, and clinical practice and include a facilitator's guide and a participant's workbook. This is the men's version of the widely used, evidence-based women's curriculum, *Helping Women Recover*. This curriculum addresses what is often missing in prevailing treatment modes: a clear understanding of the impact of male socialization on the recovery process, a consideration of the relational needs of men, and a focus on the issues of abuse and trauma. The *Helping Men Recover* Facilitator's Guide for the 18-session program is a step-by-step manual containing the theory, structure, and content needed for running groups. The participant's workbook allows men to process and record the therapeutic experience. The program model is organized into four modules that emphasize the core areas of men's recovery: self, relationships, sexuality, and spirituality.



## **Start Now**

Initially designed for correctional populations, the program incorporates cognitive behavioral therapy, motivational interviewing, neurocognitive modifications, trauma-sensitive care, gender-specific guidance, focusing skills and functional analysis in a highly structured, non-judgmental approach to skills building. Two primary areas targeted – focusing skills, and functional analysis – learning the ABC model for behavior (activators, behavior, consequences)

## **Exploring Trauma**

A new intervention is designed to address some of the issues specific to men's trauma: men's silence surrounding abuse, the impact of male socialization on men's responses, the risk of victims becoming abusers, and the need to understand men's shame and fear to explore trauma. Topics include: understanding trauma and its process; trauma's impact on the inner self (thoughts, feelings, beliefs) and on the outer self (behaviors and relationships); and coping and calming strategies.



## **Grief/Loss Group**

A mental health group to help clients understand the grief process regarding many types of losses, such as through death, separation, incarceration, etc.

## **Dialectical Behavior Skills Group (DBT)**

DBT is a therapeutic methodology designed to treat persons with borderline personality disorder. DBT combines standard cognitive-behavioral techniques for emotion regulation and reality testing with concepts—largely derived from Buddhist meditative practice—of mindful awareness, distress tolerance, and acceptance. DBT is the first therapy that has been experimentally demonstrated to be effective for treating borderline personality disorder. Research indicates that DBT is also effective in treating individuals who represent varied symptoms and behaviors, including self-injury, associated with spectrum mood disorders.

## **Collaborative Safety Planning**

Brief Cognitive Behavior Therapy for Suicidality is an innovative treatment approach with strong empirical evidence. The Brief CBT manual focuses on establishing a collaborative relationship with the suicidal patient, assessing risk, and working to establish safety. Interventions are described to build emotional regulation and crisis-management skills to dismantle the patient's suicidal belief system.

The Crisis Response Plan (also referred to as Collaborative Safety Planning) is presented in Chapter 10 of the BCBT manual but also can be a stand-alone intervention. Crisis Response Plans focus on collaboratively exploring and documenting personal warning signs (triggers), self-management strategies (skills), supportive friends or family, and sources of professional help.

## **Codependent No More**

A discussion-based group using workbook curriculum from the author of *Codependent No More*. Participants explore relationship dynamics that impact their sobriety and how to manage their basic needs without engaging in maladaptive behaviors. Is someone else's problem your problem? If, like so many others, you've lost sight of your own life in the drama of tending to someone else's, you may be codependent--and you may find yourself in this book--*Codependent No More*. With instructive life stories, personal reflections, exercises, and self-tests, *Codependent No More* is a simple, straightforward, readable map of the perplexing world of codependency - charting the path to freedom and a lifetime of healing, hope, and happiness.

## | SECTION 4 |

# Traditional Educational Vocational Training Opportunities

## **Adult Basic Education Literacy (ABE)**

The goals of this program are to encourage every adult to become literate, to possess the knowledge and skills necessary to compete in a global economy and to exercise one's rights and responsibilities as workers, family members and citizens. This is a staff facilitated program. Short and long-term goals of each individual are documented during the intake process. Participants will complete an initial assessment to determine their instructional level. Individual tutoring is provided to illiterate individuals, while other students may study independently. Students often work independently at this level to

acquire the skill level necessary to earn HiSET. Individuals may elect to improve their basic skills even if they already have a credential.



### **High School Equivalency (HiSET)**

The Maine Correctional Center is an approved HiSET examination site and HiSET testing is scheduled monthly. The HiSET credential can be completed and it is awarded to the student here at MCC. An assortment of texts, media and teacher-made materials are provided for instruction and assessment. Chief Examiner

manages the HiSET testing program. Students with special needs (i.e. ESL, LD or hearing impaired) are offered comparable instruction.

### **College Preparation**

Prisoners who are planning to go to college upon release often need to brush up their skills to take the placement tests. They can do so under the guidance of staff. We administer the Accuplacer and the University of Maine system placement tests when the individual is ready and send the results to the college or university. Any student can request assistance in applying to colleges and for financial aid.

### **Second Chance Pell Grant**

"In 2016, the U.S. Department of Education created the Second Chance Pell (SCP) Experimental Sites Initiative to provide need-based Pell grants to those in state and federal prisons. This initiative examines the impact expanded access to financial aid has on incarcerated adults' participation in educational opportunities.

According to Pew Research Center, the United States currently has the highest incarceration rate in the world with approximately 2.2 million people incarcerated. A 2013 study from the Rand Corporation, funded by the Department of Justice, found that incarcerated individuals who participated in correctional education were 43 percent less likely to return to prison within three years than prisoners who did not participate in any correctional education program. Rand also estimates that for every dollar invested in correctional education programs, four to five dollars are saved on three-year re-incarceration costs."

Currently we partner with University of Maine - Augusta. Students are able to take courses in pursuit of a 2-year program to obtain an Associate of Arts Degree in Liberal Studies. We currently have 15 slots available for students per semester

## Work Ready

The Work Ready program is a 60-hour credentialed curriculum addressing many of the “soft skills” needed to be successful in the workplace and designed to help individuals who are having trouble getting or keeping a job.

The following seven standards are critical for success in the workplace and are part of the Work Ready curriculum:

- Identifying personal motivations and challenges to employment (including self-esteem, personal issues, appearance, attitudes and behaviors, time and stress management)
- Developing a plan for employment (including self-awareness, interest and skill inventories and begins initial self-exploration)
- Understanding how to communicate effectively (including verbal and non-verbal, oral and written communication)
- Demonstrating effectiveness in working with other people (including teamwork, diversity and problem solving)
- Understanding the basic principles of getting a job (includes applications, resumes, cover letters, interviews and basic employment)
- Understanding wages, benefits, taxes and employee organizations (including basic employee information needed to be successful at work)
- Interpreting and understanding work-related safety issues.



## National Center for Construction Education and Research (NCCER)

NCCER is a not-for-profit 501(c)(3) education foundation created in 1996 as The National Center for Construction Education and Research. It was developed with the support of more than 125 construction CEOs and various association and academic leaders who united to revolutionize training for the construction industry. Sharing the common goal of developing a safe and productive workforce, these companies created a standardized training and credentialing program for the industry. This progressive program has evolved into curricula for more than 70 craft areas and a complete series of more than 70 assessments offered in over 4,000 NCCER-accredited training and assessment locations across the United States.



## | SECTION 5 | RELIGIOUS ACTIVITIES

### **Religious Services**

The Chaplain oversees all recognized faith groups for the men and women: Christians, Buddhist, Hindu, Jehovah's Witness, Judaism, Muslim, Native American, Odinists, Pagans, Mormons, and Wiccans.

Departmental Policy 24.3 defines the scope of services and what each faith group and individual prisoners can possess for religious property. Prisoners have opportunities to observe Ramadan, participate in Native American Circle activities such as the Sweat Lodge and smudging ceremonies, Remembrance Services that provide an opportunity to celebrate and honor the important people in their lives who died, and other faith observances.

Volunteers representing many community faiths augment what the Chaplain provides. These include: Bible studies, clergy visits, Kairos, discussion groups about religious traditions and film and discussion opportunities.



### **Bible Study**

There are a variety of Bible studies that are available to both the men and the women. While the presenters tend to have a denominational perspective, attendees come from a diverse cross-section of Christian faith traditions which can enrich their interaction. The goal is to help participants learn about the Bible and how it can inform their living and the choices they make.

### **Clergy Visits**

Visits from community clergy are facilitated as a means of supporting prisoners in their practice of faith and reinforcing their bonds with their home community and their particular faith tradition.

### **Discussions of Religious Traditions or Celebrations**

Typically led by leaders of various faith traditions, presentations are given to help prisoners and/or staff learn about other religious practices or beliefs. These presentations provide an introduction to a tradition that may be unfamiliar to people and help foster understanding and respect. They may also invite participants to deepen and mature in their relationship to topics that may be unfamiliar. Topics have included forgiveness and Passover.

### **Eucharistic Services**

Eucharistic (communion) services are held weekly for Catholics and bi-monthly for Protestants as volunteers are available.

### **Buddhists Meditation**

Worship services and meditation groups as volunteers are available.

### **Jehovah Witness Services**

Weekly worship services as volunteers are available

### **Jewish Services**

Weekly worship services as volunteers are available.

### **Juma (Muslim) Services**

Men of the Islamic faith gather on Fridays to pray together and study the Quran.

### **Kiaros**

This is an international prison ministry program in which participants learn about the basics of Christianity in the context of a faith community. Participants are introduced to the program in a 4-day workshop that includes presentations, prayer, faith sharing, and community building. Monthly meetings renew the learnings and deepen the growth of the participants.

### **Odinist Gathering**

Worship services as volunteers are available. Participants gather for ritual and study of pagan traditions from northern European origins. They emphasize values that can inform and guide their lives.

### **Native American Circle**

Participants gather for prayer and cultural celebrations which include smudging, prayer rituals, drumming, dancing, and traditional customs as volunteers as available.

### **Native American Sweat Lodge**

A Native American Pipe Carrier and Lodge Keeper conduct a sweat lodge twice a year. This is their major ritual celebration of purification and growth in the spirit.

### **Ramadan Services**

This is the month-long fast undertaken by Muslims. All food and water are consumed after sunset and before sunrise. This is accommodated by the efforts of the Security, Food Services and Medical Department staff.

### **Wiccan Coven Services**

Worship services as volunteers are available. This is a group of men who gather to explore life-giving values such as integrity, honor, and courage from a pagan perspective. They study wisdom sources and celebrate rituals that correspond to these values of concern.

### **Remembrance Services**

Remembrance services are held for all housing units to provide inmates an opportunity to honor and celebrate the lives of those important people who have died. Many have lost loved ones during their time of incarceration, and while they may have visited the person or attended their funeral, many of the supports of bereavement are unavailable to them here. They may also bring unresolved grief in the persons of others who have died. This provides a safe forum to acknowledge their grief and can be a springboard for further grief work aimed at healing.

### **Spiritual Autobiography**

Participants are given an opportunity to reflect on and understand their lives from a faith/values perspective. Viewed through this lens, they are helped to note patterns and meanings that inform their lives.

### **Spiritual Book Clubs**

Small groups gather to discuss a chosen book that explores matters of faith, prayer, or particular values or issues of a spiritual nature. Individuals read the book beforehand, sometimes journal about points of interest, and join together to participate in an exploration of the content and its import for their lives.

## | SECTION 6 |

### Enrichment Activities

#### **Yoga**

Prisoner led class which allows students to strengthen their mind-body connection. Helps with physical and mental health.

## **Strength Training Safety Class**

Students learn the proper guidelines, principles and techniques of weight training and the development of muscular strength, endurance and power.

## **Handball**

One day tournament prior to COVID out-break, planned to organize a league spanning multiple weeks/months.

## **3-on-3 Basketball**

One day tournament held in March. We were examining a 5-on-5 league prior to COVID.

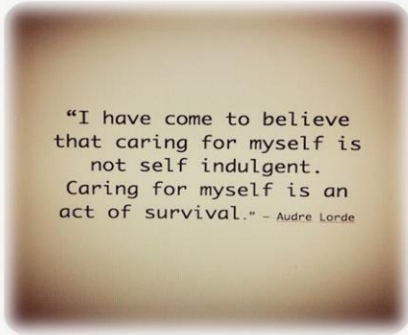
## **Billiards & Cornhole**

Tournaments held during multiple recreation periods

## **Guitar Doors (Beginner Guitar Course)**

The weekly beginner class teaches "campfire guitar". The basic chords and strumming patterns necessary to teach the students enough basic knowledge and skill to play songs and participate. The focus is on encouraging group learning and helping individuals transcend cultural barriers, in addition to building teamwork while challenging everyone at their particular level. The course content includes:

- Introduction to the guitar
- Strumming rhythm patterns
- Common cord progression
- Bass runs
- Basic finger-picking
- Introduction to bar chords



"I have come to believe  
that caring for myself is  
not self indulgent.  
Caring for myself is an  
act of survival." - Audre Lorde

## **Guitar Doors (Intermediate Guitar Course)**

This course is made up of prisoners with various degrees of guitar experience – from those coming directly from the Beginner Course to others with years of experience, but without formal music training. The course uses a teamwork approach. Those with less experience concentrate on the chords and rhythm parts, and others learn the melody and solo parts either by learning to read tablature or musical notation.



## | SECTION 7 | Other Groups & Services

### **Prisoner Advisory Council (PAC)**

A prisoner representative from each housing unit meets weekly with the Community Programs Coordinator to discuss issues that are dorm specific or effect the entire population. An agenda is prepared for the PAC meeting that is held quarterly or when the Warden deems it's necessary. Subjects are broken down into three categories – dorm specific issues, quick fixes, and agenda items. The prisoners present the items to Administration and any other staff that are invited to attend. The purpose of the group is to let the prisoners have a voice, and also to address issues in a larger forum rather than an excessive amount of request slips for the same issues. Prisoners must remain disciplinary free in order to serve on the PAC. Representatives change if some step down, are transferred to another facility or incur a disciplinary issue.

### **Peer Mentor**

The purpose of the Peer Mentor is to create a system of peer support in which an inmate takes the lead on helping to change the behavior of his peers and promote a more collaborative culture of relating to staff.

- Co-facilitate identified group with a positive attitude in collaboration with identified staff.
- Assist dorm officers in delivering Unit Orientations for new inmates.
- At staff request, work one-on-one with inmates struggling with their behaviors/adjustment in the unit to coach them towards a better way.
- Orient inmates in the Unit about proper cleaning, tool control, and other systems to maintain consistency with meeting staff expectations.
- Set up any needed one-on-one discussions with identified inmates in collaboration with dorm officer. These meetings are never to occur in a cell or other inappropriate location. The dorm officer has final discretion of location and length of these discussions.
- Help inmates through the grievance procedure as needed, and in accordance with training.
- Be a role model for your peers – including maintaining a positive/collaborative orientation towards staff, following all rules/procedures, and maintaining a well-groomed appearance in compliance with the handbook.



- Present as a mentor, not an authority while maintaining appropriate boundaries.
- Any safety/security issues that come up during peer discussions must be reported directly to the dorm officer. Only 1 on 1 peer meetings are allowed, Peer Mentors will not be involved with mediation of issues between two or more peers unless accompanied by security staff.
- Maintain appropriate conversations to focus on solution-focused and staff collaborative approaches of struggling inmates. Redirect problem-focus/complaining orientation.
- Give and accept appropriate feedback from staff and inmates. Be responsive to staff requests and on-time to any scheduled appointments/meetings.

### **Cumberland Legal Aid Clinic**

A free service contract facilitated by the University of Maine School of Law in which prisoners receive assistance and are represented by "student attorneys," third-year law students specially licensed by the state and federal courts to provide legal services to low-income clients. The student attorneys practice under the supervision of fully-licensed attorney faculty members.



### **Counsel Substitute**

Departmental Policy 20.1 states that a prisoner approved by the Chief Administrative Officer may voluntarily assist another prisoner in preparing and presenting his/her defense at a disciplinary hearing. If it is determined at any time during the disciplinary process that a prisoner is not capable of preparing/presenting his/her defense effectively on his/her own behalf, the disciplinary hearing officer shall assign a staff counsel substitute to assist the prisoner and shall continue the disciplinary hearing, if necessary, to permit the counsel substitute to effectively assist the prisoner. A prisoner may not be approved as a counsel substitute unless he/she has not been found guilty of a Class A or B disciplinary violation for six (6) months prior to approval. The prisoner must remain free of disciplinary violations, whether resulting in an informal or formal resolution. No person may act as counsel substitute unless he/she has been trained in this policy and procedures.