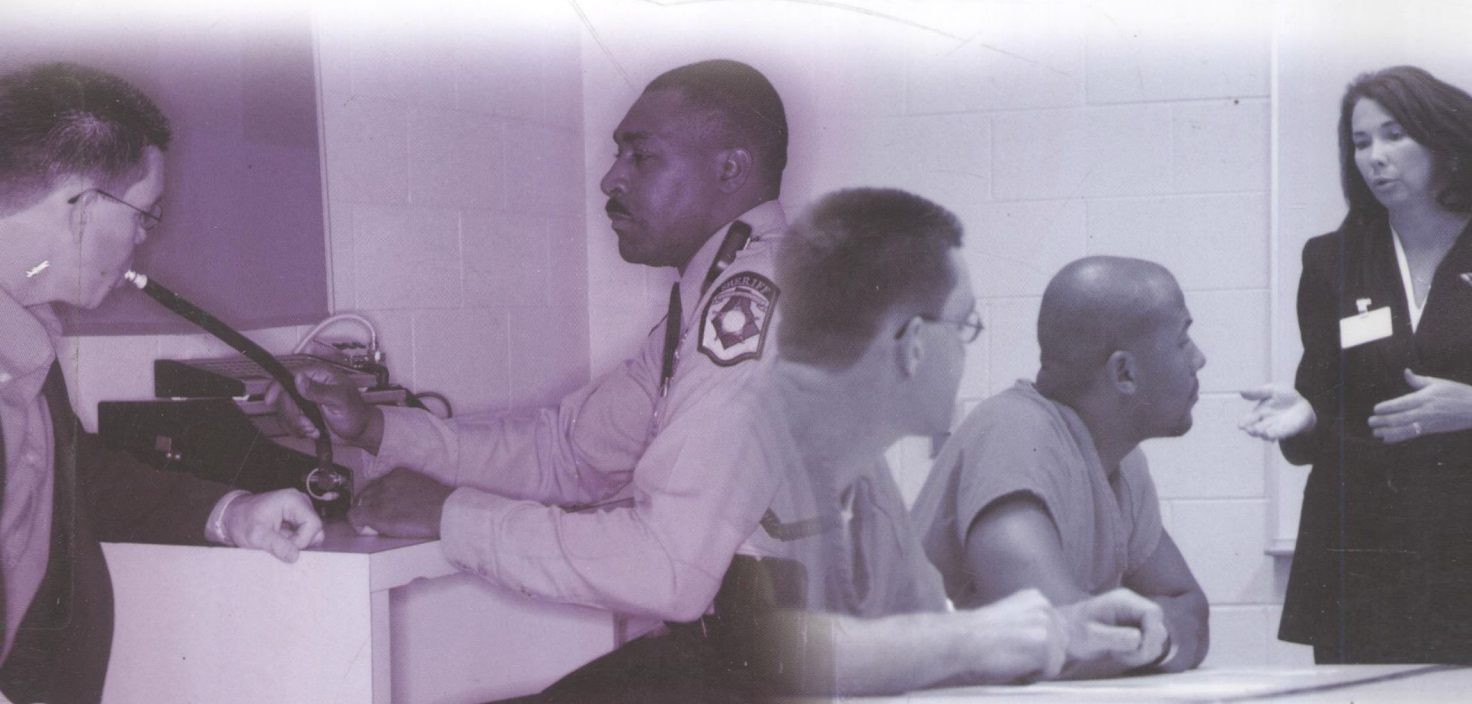




COMMUNITY-BASED CORRECTIONS

LEANNE FIFTAL ALARID • ROLANDO V. DEL CARMEN

EIGHTH EDITION



Community-Based Corrections

EIGHTH EDITION

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**Community-Based Corrections,
Eighth Edition**

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Library of Congress Control Number: 2009938856

ISBN-13: 978-0-495-81242-5

ISBN-10: 0-495-81242-0

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Belmont CA 94002
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DEDICATION

*To my mentor Crazyhorse—the absolute coolest person—to my
loving family, and to the Mojos—ride on!*

Leanne F. Alarid

To my wife, Josie, and daughter, Jocelyn.

Rolando V. del Carmen

Preface

A dramatic shift is occurring in the way that offenders are supervised and prepared for release in corrections. With over four million offenders being supervised in the community, coupled with an emphasis on public safety, there is an increase in the use of correctional technology and an efficient use of rehabilitation programs. Through the principles of effective correctional intervention, more is known about what works with certain types of offenders. There is also a broader array of choices available as alternatives to incarceration than ever before. Evidence-based practices are changing the way that many agencies operate to an acceptance of empirical research and evaluation to determine what improvements they can make.

This book operates on two assumptions. First, most people who are diverted from a conviction or who are convicted of a crime are supervised in the community. This means that most people in the corrections system are on a form of community-based corrections and not in jail or prison.

A second assumption is that while some people should be incarcerated for their crimes, the reality is that few are kept for the remainder of their natural lives. Estimates range between 95 percent and 97 percent of people in jail or prison today will be released at some point and return to the community. This book examines programs that operate to fit the needs of both types of offenders.

The goal of the eighth edition of *Community-Based Corrections* is to provide students with comprehensive, up-to-date, evidence-based practices and research for probation, release from prison, and other community-based alternatives. We have sought to present community-based correctional programs in their historical, philosophical, social, and legal context and to integrate real-life practice to the greatest extent possible.

Because we want this book to be of practical use, we have provided many examples of community-based programs, laws, and procedures from state and federal jurisdictions. In this edition, as in previous ones, we wrestled with the problem of using examples and laws from as many states as possible to make the materials relevant to a broad audience. However, the states' systems vary widely in their programs, laws, and sophistication. We decided we would not do students justice if we included laws and examples from only the large, populous states, and we could not possibly incorporate examples and laws from every jurisdiction. We therefore decided to use the federal system as our primary point of reference. We have cited state laws and programs throughout the book nonetheless.

New Updates and Organization of the Eighth Edition

The most significant changes to note with this edition are the incorporation of evidence-based practices and specialized caseloads throughout the text. One brand new feature is called "Field Notes" and consists of a series of six opinion-based essays written by practitioners addressing a topic of importance, such as a judge's perspective of drug court or how a juvenile officer feels about carrying a firearm.

Some exciting chapter-by-chapter changes from the previous edition that we wish to highlight include: Chapter 1 provides a new diagram from which students

can obtain a broad view of community corrections programs within the justice system. Annual costs of prison and community sentences are provided in a new table. The student is introduced to evidence-based practices, which remains a theme throughout the text. The “what works” debate is moved to earlier in the chapter for better flow when discussing the move from indeterminate to determinate sentencing. The public perception of community corrections section has been completely rewritten.

Chapter 2 chronicles the purpose of pretrial release and addresses why the most recent trend in the federal system has been to increase pretrial detention. This chapter provides a thorough update on mental health courts.

Federal sentencing guideline information has been updated in Chapter 3 to correspond with changes that occurred as a result of *U.S. v. Booker*. More detail is added to the text to better explain the North Carolina sentencing grid. As presentence investigation reports are streamlined, another major change in this chapter was to update the federal presentence investigation report used in previous editions with one where the defendant has been convicted of tax evasion. Case Study No. 3 has been added as an instructional guide to conducting and writing a Full Version PSI that is used in states allowing more judicial discretion. This case study includes the arrest report, criminal background check, and collateral interviews. The student can then create a client or the class can engage in a mock interview of a client in class.

Chapter 4 includes a few new sections that were moved from other chapters. The sections on “Organization of Probation Departments” and community corrections acts (previously in Chapter 5 of the seventh edition) were moved as part of chronicling how probation departments developed. Current probationer characteristics round out the concluding section of Chapter 4 (previously in Chapter 6 of the seventh edition) to show how probationers have changed over the last decade.

We thought it was important to discuss the foundation of community supervision—classification and supervision—earlier in the book, so we moved part of the seventh edition’s Chapter 6 to the new edition’s Chapter 5. We tie in classification and supervision methods to tools used in evidence-based practices. We introduce specialized caseloads here, and discuss sex offenders, gang members, and a brand new section on women offenders. We update the chapter with a different assessment instrument that links in an exercise for the student to complete an assessment interview, score a risk/needs classification, and make a supervision case plan all for the same client. This exercise can be completed individually or in groups of two to four students as a small group project.

The chapter containing topics relevant to officers, such as salaries, firearms, stress, etc. is now in Chapter 6. The section on private probation has been newly expanded and revised. The topic of interstate compacts (transfer of supervision to another state) follows the section on private probation to conclude this chapter.

Chapter 7 includes more information on in-house administrative options that are tried before a community supervision officer files a revocation, as well as supervisory strategies to reduce the occurrence of technical violations. If a revocation is filed in the federal system, a new table shows the revocation guidelines that U.S. probation officers follow. The chapter also addresses what happens to offenders who revoke while on deferred adjudication.

Chapter 8 has incorporated more supervision strategies for specialized caseloads and clients with special needs, to include clients with mental health issues and those with alcohol and drug dependency problems. The section on work release has been expanded to include both jail-based and community-based uses of work capable offenders in the community. There is also a small section that discusses community options for women arrested for prostitution.

Specialized caseloads are frequently more intensive than regular community supervision and can include electronic monitoring, substance abuse treatment, and day reporting centers which are discussed in Chapter 9 relative to the supervision of high-risk offenders. This chapter also contains a brand new case study (Case C: Jonas Knight) for specialized caseloads—an offender who is convicted of a sexual offense and who also has a learning disability.

Chapter 10 has expanded information on family group conferencing and other restorative justice programs that were gathered through a restorative justice conference held at the University of Texas-San Antonio in May 2009. There are updated sections on presentence restitution to increase restitution collection rates and a further distinction between fines and fees.

Chapter 11 contains an update of the “Parole Today” sections to include recent information on parolee characteristics and the latest information on the use of medical parole.

Chapter 12 includes various new reentry programs and an updated section of court cases for legal issues in parole board hearings. Graduated sanctions and options in lieu of arrest were added to Chapter 13 for parole violators to address what is being done as an alternative to filling county jail and prison beds.

Chapter 14 includes updated information on trends continuing in juvenile justice with respect to community-based programs. In the final chapter, there were quite a few updates with regard to civil disenfranchisement and employment-related criminal background checks. Many additions can be found in rights lost for sex offenders with respect to residency restrictions and how the Adam Walsh Act affected national registries. We clarified the distinction between expungement and sealing, not only with revised definitions, but we hope with better examples. We have updated all of our web sites at the end of each chapter. As in the previous edition, the case studies were prepared for in-class discussion or for out-of-class written exercises to initiate critical thinking.

PEDAGOGICAL FEATURES AND LEARNING TOOLS

The most notable teaching pedagogical tool available in this edition allows the student to apply kinesthetic learning and case study methods to examine an arrest report, criminal background check, and collateral interviews to create a client or engage in a mock interview of a client in class in order to complete a presentence investigation interview and report, score a risk/needs classification, and create an individualized supervision case plan for a client. All of these tools are placed in the appropriate chapters, so the student can engage in the writing process as they read.

Chapter Learning Objectives Here is a bulleted outline of key concepts and learning objectives. Key terms are boldfaced in the text, with their accompanying definitions in the margins, and are defined in the glossary.

Boxed Features Some of the chapters have boxed material. One box theme is titled: “Technology in Corrections” and illustrates how advancements in equipment and knowledge about data have impacted aspects of corrections programs. Another theme is “Corrections Up Close.” This theme investigates a particular topic in more detail as it pertains to the chapter material.

Chapter Review Each chapter is followed by a summary and discussion questions that will encourage students to think critically about the materials presented in the chapter. The discussion questions could also serve as written exercises in many cases

or as topics for essays or research papers. Each chapter has updated Internet sites for more information on topics found within that chapter. The book contains numerous case studies for in-class discussion or written assignments. Photographs, tables, and figures will help students to visualize the concepts under discussion.

Ancillaries

FOR THE INSTRUCTOR

eBank Instructor's Resource Manual with Test Bank. The electronic manual, prepared by Elmer Polk of the University of Texas at Dallas, includes learning objectives, key terms, a detailed chapter outline, a chapter summary, discussion topics, student activities and a test bank. Each chapter's test bank contains questions in multiple-choice, true false, fill-in-the-blank, and essay formats, with a full answer key. The test bank is coded to the learning objectives that appear in the main text, and includes the page numbers in the main text where the answers can be found. Finally, each question in the test bank has been carefully reviewed by experienced criminal justice instructors for quality, accuracy, and content coverage. The manual is available for download on the password-protected website and can also be obtained by e-mailing your local Cengage Learning representative.

eBank PowerPoint Slides These handy Microsoft PowerPoint slides, which outline the chapters of the main text in a classroom-ready presentation, will help you in making your lectures engaging and in reaching your visually oriented students. The presentations are available for download on the password-protected website and can also be obtained by e-mailing your local Cengage Learning representative.

Criminal Justice Media Library This engaging resource provides students with more than 300 ways to investigate current topics, career choices, and critical concepts.

FOR THE STUDENT

CL eBook CLeBook allows students to access Cengage Learning textbooks in an easy-to-use online format. Highlight, take notes, bookmark, search your text, and, in some titles, link directly into multimedia: CLeBook combines the best aspects of paper books and ebooks in one package.

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Careers in Criminal Justice Website Available bundled with this text at no additional charge. Featuring plenty of self-exploration and profiling activities, the interactive Careers in Criminal Justice Website helps students investigate and focus on the criminal justice career choices that are right for them. Includes interest assessment, video testimonials from career professionals, resume and interview tips, and links for reference.

Acknowledgments

This book could not have been written without the generous assistance of many colleagues and corrections professionals. We wish to express our appreciation to Kent and Terri Sisson for preparing many of the case studies that follow the chapters. We appreciate the professionals who wrote personal “Field Notes” essays that added more personality to the book: Judge Al Alonso, Eladio Castillo, Ralph Garza, Mark Masterson, Tess Price, and Abel Salinas. Our thanks to Richard Russell for his contribution, “A Day in the Life of a Federal Probation Officer.” Other colleagues who so kindly provided us with information and referrals to use in our text include William Barton, Indiana University; Dan Beto, now retired from the Correctional Management Institute of Texas; and Trey Williams, University of Houston-Downtown.

Special thanks to Carolyn Henderson-Meier of Wadsworth Cengage for her support throughout the process. Project development editor Tricia Louvar, and our copy editor Carol Alexander significantly improved our book through their keen eyes and attention to every detail.

We express our special appreciation to our colleagues who reviewed drafts of earlier editions of the book. Their insightful comments and suggestions proved invaluable. In particular, we appreciate the work of Joseph Apiahene, University of Texas-Pan American; Lincoln Chandler, Florida Memorial College; Dana DeWitt, Chadron State University; Teresa Hall, Sandhills Community College; Charles Hinman, Kirtland Community College; G. G. Hunt, Wharton County Junior College; David Jaso, Austin Community College; J. H. Koonce, Edgecombe Community College; Sheri Short, Navarro College; David Stumpf, Central Lakes College; and Ron Walker, Trinity Valley Community College. For the seventh edition we would like to thank Rodney Henningsen, Sam Houston State University; Patrice Morris, Rutgers University-Newark; Gaylene Armstrong, Sam Houston State University; Denny Langston, Central Missouri State University; and Thomas Allen, University of South Dakota. For the eighth edition, we acknowledge Megan Cole, Brown College, 1st Lt. Gary F. Cornelius, George Mason University, Cathryn Lavery, Iona College, Jeffrey O'Donnell, Point Park University, and George Alexander, Buffalo State University.

Finally, we would like to personally thank the following individuals for their pictorial contributions to the text: Ray Alarid, Bob Goodson, Mike “Twinkie” Hicks, Alex Holsinger, Kristi Holsinger, LaShaun Lars, Wayne Lucas, Eric Myers, Dolly Owen, Donnie Turner, “Chopper” Dave Vargo, Jennifer “Pinky” Vargo, and Jim Wuster. This text is more interesting because of you.

Leanne Fiftal Alarid
Rolando V. del Carmen

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