

ADULT INTERNAL MANAGEMENT SYSTEM (AIMS):  
IMPLEMENTATION MANUAL

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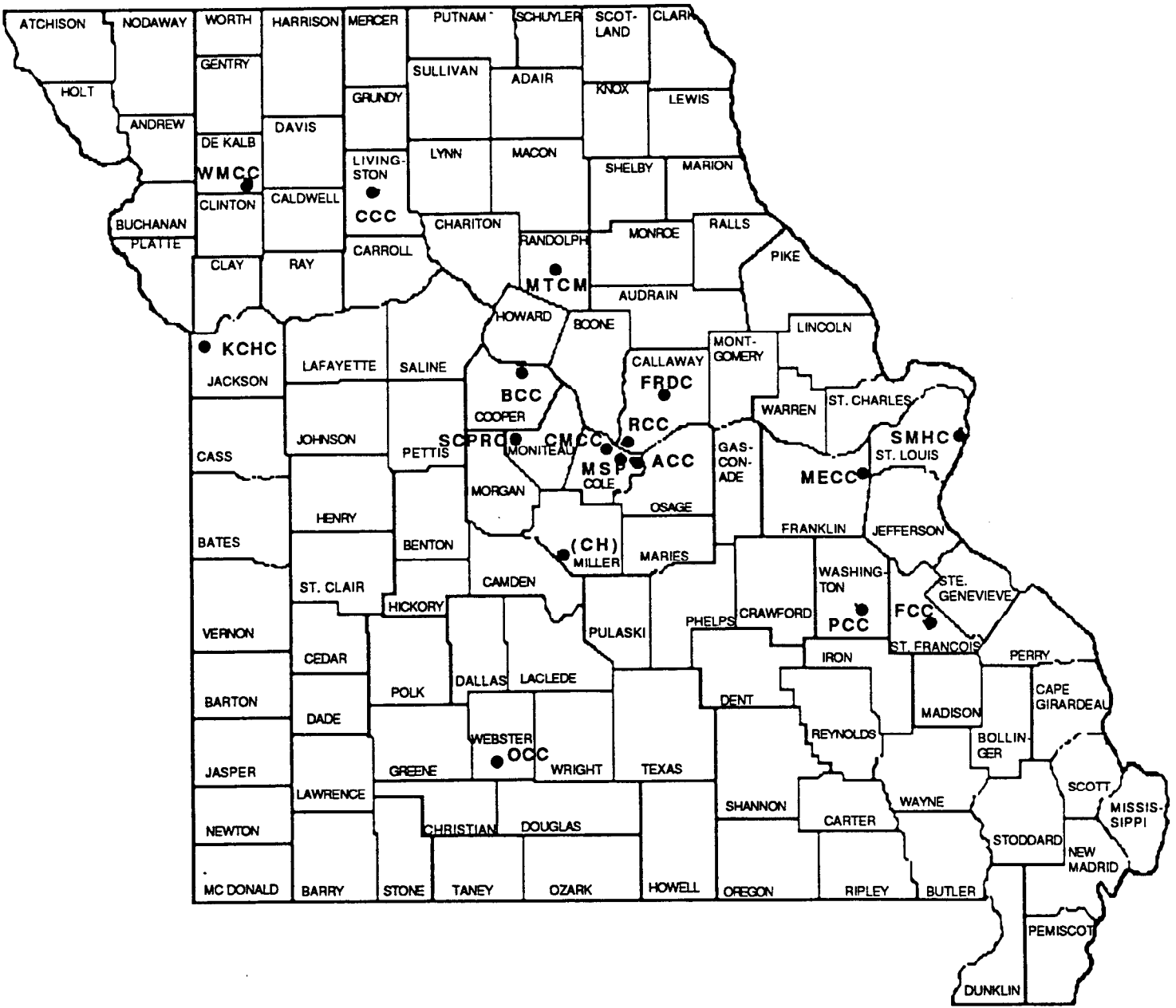
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## DEPARTMENTAL FACILITIES

- ACC ALGOA CORRECTIONAL CENTER, JEFFERSON CITY, MO
- BCC BOONVILLE CORRECTIONAL CENTER, BOONVILLE, MO
- CCC CHILLICOTHE CORRECTIONAL CENTER, CHILLICOTHE, MO
- CMCC CENTRAL MISSOURI CORRECTIONAL CENTER, JEFFERSON CITY, MO
- FCC FARMINGTON CORRECTIONAL CENTER, FARMINGTON, MO
- FRDC FULTON RECEPTION AND DIAGNOSTIC CENTER, FULTON, MO
- KCHC KANSAS CITY HONOR CENTER, KANSAS CITY, MO
- MECC MISSOURI EASTERN CORRECTIONAL CENTER, PACIFIC, MO
- MSP MISSOURI STATE PENITENTIARY, JEFFERSON CITY, MO
- MTCM MISSOURI TRAINING CENTER FOR MEN, MOBERLY, MO
- OCC OZARK CORRECTIONAL CENTER, FORDLAND, MO
- CH CAMP HAWTHORNE KAISER, MO
- PCC POTOSI CORRECTIONAL CENTER, POTOSI, MO
- RCC RENZ CORRECTIONAL CENTER, CEDAR CITY, MO
- SCPRC STATE CORRECTIONAL PRE RELEASE CENTER, TIPTON, MO
- SMHC SAINT MARY'S HONOR CENTER, ST. LOUIS, MO
- WMCC WESTERN MISSOURI CORRECTIONAL CENTER, CAMERON, MO



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## INTRODUCTION

The Adult Internal Management System (AIMS) systematically classifies inmates by observed behavior and personal background. The purpose of AIMS is to reduce inmate violence, victimization and other misconduct. The system's ultimate goal is improved correctional management.

Staff use AIMS as an internal classification method which separates inmates within institutions; it should not be confused with external classification systems which separate inmates between institutions by security levels.

Under AIMS, also known as the "Quay" classification system, inmates with like personalities, background, and behavior patterns are separated by housing unit and sometimes in programmatic (e.g., recreation) areas as well. Inmates separated by this system will cause fewer management problems and will coexist with greater harmony than in mixed settings.

This manual contains practical information about AIMS: its history, purpose, methods of staff training, implementation, and monitoring. Our goal is to provide a practical and useful guide to classifying inmates using the AIMS system for correctional managers, professional personnel, custody staff, and others interested in inmate classification. While this manual can be read and understood alone, we intend it to be a supplement to Herbert Quay's Adult Internal Management Systems (1984).

## INTERNAL CLASSIFICATION SYSTEMS

### A. General Discussion

Systems for classifying inmates within correctional institutions have been used for about 25 years. Many of these approaches identified inmates' treatment needs and grouped them by the prescribed types of treatment programs; e.g., drug treatment. Some systems sorted prisoners by their work assignments. While others separated problematic inmates from the well-behaved; e.g., honor dorms.

In the mid to late 1960s, Herbert Quay, Ph.D., developed a forerunner of AIMS for use with juvenile offenders. Behavior and personality were the basis of this system which sought to separate youths of different behavior types in order to reduce management problems. . The present Adult Internal Management System (Quay, 1985) evolved out of the original work with juveniles and subsequent efforts with youthful offenders.

Apart from the present AIMS system, two other internal classification methods are well known. The Minnesota Multiphasic Personality Inventory (MMPI)-based criminal classification system devised by E. I. Megargee (Megargee, 1979). This method uses the MMPI to generate ten inmate categories which are intended to predict institutional adjustment and potential for violence.

The Interpersonal Maturity Level Classification System (I-Level), developed by M. Q. Warren (Warren, 1979), is the most complex of the offender internal classification systems.

Originally, I-Level employed a lengthy clinical interview of each prisoner by specially trained professional mental health personnel, and took approximately four hours per inmate. Subsequently, Carl Jesness devised a test to partition the classification assignments into one of nine sub-categories. I-Level is most commonly used with juveniles.

The methods of Quay, Megargee and Warren/Jesness all have their roots in the treatment of juvenile or young adult (18-21) offenders. However, the latter two systems require mental health professionals and a relatively large amount of time per case. By contrast, AIMS can be accurately scored and interpreted by ordinary correctional caseworkers and correctional officers, in far less time than the I-score and MMPI systems; for these reasons, actual use of the Megargee and Warren/Jesness methods has been limited.

During the late 1970s and early 1980s, a number of individual federal and state facilities began adopting a modified Quay system for men. Herbert Quay described this adaptation in Managing Adult Inmates, published by the American Correctional Association in 1984. As part of a response to a successful inmate lawsuit, the South Carolina Department of Corrections became the first whole jurisdiction to begin implementation of AIMS. Starting in 1985, AIMS for all men above the lowest security level (halfway houses, work release honor centers, etc.) was in place by 1988. Utah (1986) and Missouri (1987) have since joined South Carolina, with additional states presently considering system wide adoption. Though AIMS is designed only for men, the South Carolina settlement mandates internal classification of all inmates above the most

minimum security level; consequently, South Carolina is presently experimenting with a modified AIMS system for women. Herbert Quay himself is directing the project with assistance from Robert Levinson Ph.D., and Craig Love Ph.D. The research is scheduled for completion in July 1989. Missouri, which will have all men AIMed by that date, plans to look at the new system for possible adoption for Missouri's women inmates.

We cannot improve on the description of the mechanics of the Quay system found in Managing Adult Inmates. However, the following short summary may assist one who has not yet had the opportunities to study Quay's manual. Two checklist instruments combine to form the basis of an AIMS classification: a life history assessment and a correctional adjustment evaluation. Caseworkers score the former with information drawn from interviews and case files, while correctional officers (COs) fill out the latter by monitoring an inmate's behavior for 2-4 weeks. Combination of the instruments to determine final scores and AIMS classification is normally assigned to a caseworker.

The items on the checklists are the results of years of research on which descriptions of behavior do or do not predict inmate behavior.

Sections 7 and 8 of Quay's Managing Adult Inmates provides the reader with a detailed summary of the technical and statistical background for developing the final items. The life history instrument, or "Checklist for the Analysis of Life History Records of Adult Offenders (CALH)," has 27 items; the correctional adjustment or "Correctional Adjustment Checklist (CACL)," contains

41 items. Though there are occasions where use of the formal titles on the acronyms CALH and CACL is appropriate, we strongly recommend use of "life history" and "correctional adjustment" as the normal labels in staff training and implementation.

Not only are the items simple and - compared with typical psychological assessment instruments - small in number, there is very little reliance upon self-reporting. Only a few items on the Life History scale can be garnered through interviews, and even these items may usually be verified through examining files. Consequently, the two checklists have items with demonstrated predictive validity that are simple, short, and do not rely on inmate self-reporting.

The combined checklist scores yield five categories: "Heavies (high)," "Heavies (low)," "Moderates," "Lights (low)," "Lights (high)". Ideally, all five should be separated in housing and in major institutional programs. One of Missouri's institutions - Boonville Correctional Center (population 850) has had complete fivefold housing and programmatic separation since 1987. However, a threefold separation of Heavies (both categories), Moderates, and Lights (both categories) will still produce most of the benefits from using AIMS, and the basic Quay system requires only housing separation.

As noted, the purpose of the separation has reduced inmate victimization, and improved overall correctional management. Side benefits may include fewer violations that do not involve victimization, a reduction or even elimination of protective

custody, and reduction in the use of administrative and disciplinary segregations.

Most inmate victimization is carried on by the aggressive hostile Heavies against the Lights who generally are passive and withdrawn. Housing segregation is the most fundamental and essential separation since living quarters are the most common area for such victimization. Lesser areas of victimization which may also be separated are recreation, food service, and education; most facilities feed by housing unit and the second of these is often automatic. Our experience in Missouri is that some transference of victimization to other areas occurs after housing separation; the most common area for the transference to take place is recreation - including "the yard". If institutions are considering advancing AIMS beyond housing units, we strongly recommend recreation as the next area for implementation.

One positive feature of AIMS is one many would not expect: not only does the absence of Light inmates substantially reduce the temptation for Heavies to victimize others, experience with AIMS has shown that Heavies "respect" one another and consequently the Heavy dorms have reduced violations and a more "peaceful" atmosphere than prior to AIMS implementation.

More will be said about AIMS categories and their characteristics in the sections on gaining support and on implementation.

## B. The Essential Role of Functional Unit Management

During the early 1970's, the Federal Bureau of Prisons developed a system for establishing semiautonomous units in what were formerly large centralized institutions (Levinson and Gerard, 1973). Under this method, a functional unit manager (FUM) directs a staff of caseworkers (CWs), casework assistants, and correctional officers (COs). Traditionally, the line COs were part of a hierarchy that differed from that of the caseworker. Functional unit management integrates COs and CWs into teams stationed in particular housing units. Better inmate management and more positive relations between custody and non-custody staff are the goals. Judging from the number of jurisdictions using functional unit management and data reported in the literature (Levinson and Gerard, 1986), this method appears to be of great value.

The introduction of AIMS allows functional unit staff to focus its management and program efforts upon a single inmate behavioral type. Unit staff may be "matched" to work with inmates in one AIMS category, and increasing further the effectiveness of the functional unit's efforts.

Therefore, functional unit management forms an essential building block for AIMS operation, and institutions wanting to adopt AIMS should either have it already, or be willing to adopt it.

## TRAINING

### A. Gaining Support for AIMS

Correctional administrators must be knowledgeable and supportive of AIMS to insure its successful implementation. In this section, common initial objections to AIMS will be addressed.

Some claim that a "con artist" inmate can disguise his real behavioral characteristics during the classification process. Experience in Missouri, South Carolina, Utah and elsewhere shows that this almost never happens. If the AIMS program has been properly explained to inmates, there is no incentive for an inmate to try faking another behavior type. When Heavies are properly described as "assertive" persons with the Heavy personality do not want to be known as "relying on staff" (Light), or as "family oriented with little prior criminal history" (Moderate). On the other hand, most of the introverted Lights are incapable of mimicing aggressive inmate behavior apart from the fact that they have nothing to gain by doing so. The Moderate, who in the 1950s would have been known as a "Square John," has no reason to want designation as either an aggressive career criminal or as a passive dependent introvert.

\*i.e., the early intake phase of imprisonment which goes by various names in different jurisdictions (e.g., Reception and Diagnosis, Orientation and Assessment, etc.)



In addition, inmates are observed on a 24-hour basis for at least two weeks by veteran correctional officers. Their daily interactions with other inmates are carefully monitored. Experienced COs report that they can spot the leaders and followers very soon after a group of inmates arrives in the R & O Unit. The "con artists" may believe they are successful at disguising their behavior in front of the CO, but, their behavior among other inmates is even more revealing.

A second initial worry about AIMS is that new hierarchies and new victimizers will emerge within each AIMS group following separation. There is evidence that new hierarchies & form, as would be expected in any group. However, these new hierarchies are much different from those existing before AIMS. Within the "heavies," while leaders again rise to the top, victimizing within that group becomes more difficult because the traditional prey have been removed. Attempting to victimize another "heavy" often leads to retaliation - delayed or immediate - and most "heavies" do not have the courage to challenge openly another "heavy" if the first place.

The AIMS Moderates are not excessively aggressive or dependent and, therefore, little victimization occurs within this group. The Lights tend to form hierarchies within their group after AIMS implementation much like the Heavies; however, because this group is generally passive and self-absorbed, the hierarchy takes longer to solidify, and the few attempts at victimization which do occur are usually minor. On rare occasions Lights may display violence, since some member of this group are characterized by explosive behavior

under pressure. But the occasions are rare and the physical violence is usually not serious.

A third argument **sometimes** made during the initiation of AIMS is that basic personality can change either through an individual's own effort or by other means; consequently, the AIMS assumptions about human beings are anti-rehabilitative and deterministic. This objection is rooted in confusing basic personality (e.g., "extrovert") with good or bad behavior. Most contemporary social and behavioral science holds that basic personality rarely changes. Introverts do not become extroverts or visa versa, but introverts or extroverts may engage in good or bad behavior and this behavior can change. The experience with AIMS throughout the country supports the permanent character of fundamental personality types.

A fourth initial objection to AIMS is that rearranging an inmate population,\* especially by behavior type, will break up "marriages" and other inmate social structures. Administrators often fear that upsetting these social structures may lead to unrest and even to riot. Experience with AIMS proves such staff fears to be unfounded. In Missouri's high security institutions (where "marriages" were of long durations and the social structure was well established) no significant degree of unrest occurred during or after AIMS implementation.

A fifth initial problem concerning AIMS focuses on the resistance of administrators to programmatic separation. It is argued that separating AIMS groups in programs requires additional resources - both in personnel and space - which the facility does not have. A related complaint is that program separation will make

scheduling too difficult. In response, some programmatic separation among AIMS groups is nearly automatic. Since prisoners usually are fed by housing unit, when inmates are housed separately in AIMS groups they will eat separately. Time in the recreation/gymnasium area can be allotted to the individual AIMS groups proportionally to their numbers. Separate general education classes can usually be arranged without a great shift in resources. If space and personnel shortages are real issues, time scheduling of the same facilities and the same staff for different groups will often suffice.

The beneficial effects of programmatic separation outweigh any real problems encountered in implementing it. We are referring to the time shortly after implementing AIMS in housing areas. If programmatic separation has not yet occurred, victimizers who lost their prey in the housing units may begin to find other opportunities to victimize during daytime hours in school, recreation, and work places. For this reason, it is important to consider programmatic separation strategies before housing separation takes place.

To enhance the acceptance of AIMS at all management levels of the institution, it is important to include representatives from a variety of these levels in the planning and implementation processes. In this way, the participants feel a greater responsibility for the program and its success.

## B. Who Should Be Trained?

The answer to this question is simple - "everyone". From institution head to inmate, the implementation proceeds more smoothly if everyone is trained. Of course, different degrees of training are desirable.

The institution head must be fully knowledgeable so that he/she can make informed decisions regarding AIMS implementation. Caseworkers (CWs) and custody staff must possess a working knowledge of the system because they are responsible for the accuracy of inmate classifications. Specially trained staff such as psychologists, physicians and teachers must be familiar with AIMS so that appropriate decisions may be made with regard to individual inmate treatment program assignments. Other staff such as maintenance and food service crews will need some knowledge of AIMS as they participate in the logistics of relocating inmates among housing units and planning the moving day(s). Finally, the inmates should be given an overview of AIMS to resolve common fears of something new and to foster cooperation.

Next we will look at some effective approaches to AIMS training and the content of the training material.

## C. Training Content and Training Methods

Herbert Quay's Managing Adult Inmates is the basic text for AIMS training. Institution heads who are planning to implement AIMS should read this manual and subsequently select a few staff who

would be suitable as an implementation committee. They, too, should read Dr. Quay's work. These key staff - the implementation team - should be a cross-section of all staff who report to the institution head.

Training can take many forms. A proven effective method is for the implementation team to first read the Quay manual. If possible they should visit an already "AIMed" institution to obtain additional training information. They should tour the facility, observe the differences among "AIMed" inmates, and gather ideas as to housing and programmatic separation was achieved. Experience indicates that AIMS skeptics are usually more positive following such a visit, and after conversations with experienced classification staffs.

After the implementation team is fully knowledgeable about AIMS, they should develop an implementation schedule which specifies the dates and planned steps up to and including total AIMS implementation. Implementation plan samples are included in Appendix I and II.

It is a good idea to classify one or two dozen inmates at this time to make sure that the staff have a complete understanding of the process. After such a "pilot" classification, the implementation team can train their co-workers; this training is important for already existing institutions, since all unit management teams will participate in the classification of the existing inmate population. Later, when receiving new inmates, only the CWs and COs assigned to the Reception and Orientation Unit (R & O) will have responsibility for the AIMS classification of

prisoners. Experience shows that training is more readily accepted if a peer is selected as trainer; therefore custody staff should train other COs and caseworker staff should train caseworkers.

Apart from the material found in Managing Adult Inmates, the following points may be helpful:

1. Descriptions of the AIMS groups should be made in positive or at least neutral language, especially when describing the system to inmates. The first step is to replace "Heavies," "Moderates" and "Lights" with more neutral sounding categories; the names used in Managing Adult Inmates are fine for initial training, but they may be misinterpreted by inmates and by line staff not involved in the early stages of training. Numbers, such as Group 1, Group 2, etc., are sufficiently neutral, but correctional systems use enough numbers already, and the result is likely to be confusion. The three jurisdictions with AIMS system wide use letters, Greek or English, as follows:

<u>Quay Manual</u>	<u>Missouri</u>	<u>South Carolina</u>	<u>Utah</u>
High Heavies	High Alphas	High Alphas	High Ks
Low Heavies	Low Alphas	Low Alphas	Low Ks
Moderates	Kappas	Gammas	Os
Low Lights	Low Sigmas	Low Betas	Low Ss
High Lights	High Sigmas	High Betas	High Ss

Greek letters have worked so well in South Carolina and Missouri that we highly recommend use of them for the AIMS basic groups. Greek letters either have a purely neutral sound to inmates or they convey status or prestige. The adjectives "high" and "low" lose their potential negative connotations when coupled with Greek letters.

As we discuss further the AIMS groups, we will use Missouri's taxonomy. Alphas should be described as "assertive" inmates with "leadership" abilities who are "energetic," "outgoing" and "like sports". Kappas are "reliable," "studious" and "independent". Sigmas are "reflective" or "introspective," "prefer non-physical activities," and "are more likely to interact with staff on a regular basis" than the other groups. Some positive terms still sound positive when negated such as "not extroverted" (Sigmas), "not joiners" (both Kappas and Sigmas), etc.

Realistically, the inmates will realize that the common career criminal is usually an Alpha, a Kappa is a generally "square," and a Sigma often is mentally or physically weak. But the consistent use of positive and neutral terminologies by staff will reduce stigmatizing and help persuade all groups that in terms of rights, privileges and programs, there is not - and there really should not be - any difference.

2. Staff should review each item of the checklists to enhance consistency in the understanding and application of the checklists. The wording of some items are similar but should carry distinct and separate meanings. Appendices VIII and X contain standardized "cues" for each checklist item to promote proper interpretation.

3. Training should also include a discussion of any forms or procedures unique to the institution that will be necessary in implementing AIMS. Examples of these are rosters used to track inmate moves, reclassification procedures in the rare case of an AIMS misclassification, and a description of the institution's implementation plan and schedule. Appendix XI is a procedure for routing AIMS classification reviews.

4. A "hands-on" component of training may take the form of actually "AIMing" a small percentage of the inmate population. This serves not only as a test to insure all staff involved have a complete understanding of their responsibilities in the classification process, but it can also can reveal those few employees who may not be able to accomplish the observation objectively due to prejudice or to a need for additional training.

5. Inmate education usually consists of an AIMS information memorandum to inmates from either the institution head or an assistant superintendent. An opportunity for discussion or questions is subsequently provided through contacts in the functional unit with the inmates' caseworkers. A sample educational memorandum for inmates is provided in Appendix IV.

6. Not to be overlooked is ongoing training for all new employees and inmates. Such employees should be trained regarding their AIMS responsibilities as part of their initial overall job orientation. This is an aspect easily overlooked in an institution that has a standing employee orientation/training program. New inmates should also be provided AIMS information during orientation.

Appendix III is an example of AIMS information appropriate for



new employees as excerpted from an employee handbook. Part IV in this manual discusses the AIMS implementation process.

## IMPLEMENTATION

### A. Classification of Existing Population

Institutions that implement AIMS with an already existing inmate population should proceed in a different fashion from new facilities AIMing only R & O inmates.

The differences are:

1. Clearly, staff from every housing unit must participate in "AIMing" an existing population; in a new institution only R & O unit staff classify inmates as they are received.

2. Departments of Corrections may have a centralized intake center that receives, diagnoses, and assigns inmates to institutions through an external classification system. This facility may also assume responsibility for the life history checklist part of the internal classification system. In Missouri, the Fulton Reception and Diagnostic Center (FRDC) is responsible for external classification of inmates to one of 15 institutions in the Missouri correctional system; FRDC staff also prepare the Life History component (Appendix VII) of AIMS. However, even in correctional systems with a central intake facility doing the Life Histories, initially there will be inmates already assigned to institutions who will not have Life History scores. Therefore, when "AIMing" an existing population, the institution must take responsibility for both AIMS checklists.

IF COs work for extended periods of time (minimum three months) on the same shift in the same living unit, they will not normally

need a two-week observation period to complete the Correctional Adjustment Checklist (Appendix IX) for a population already in regular housing units. Exceptions to this are: the cases where COs are new to a dorm or housing unit and do not yet know the inmates, or COs who have new inmates with whom they are not yet familiar, or institutions in which COs may work a different post every day they are on duty. COs in all housing units may complete the checklists at the same time so that this process is not nearly as immense as it may seem for a large institution.

Institutions may find some benefits in COs of different shifts completing the adjustment checklist on the same inmate and then averaging the results. Some feel this is a fairer method than the observations of one CO. Usually the multi-shift method includes the day and evening shifts. It is appropriate to encourage the different shift officers to discuss the classifications, even if only a single officer is actually completing the adjustment checklist.

COs should follow standard definitions in completing the adjustment checklist. The success of AIMS depends on the accuracy and consistency of the scores. A CO must maintain objectivity and not let the checklist be affected by factors not relevant to the adjustment scales.

At the same time that COs are completing the adjustment checklists, caseworkers may complete the Life History forms from case file information and their knowledge of the inmates. Particular attention to details in reviewing file information is of utmost importance. The caseworker must be thorough to find school

information, work history, evidence of juvenile delinquency, and family information. Caseworkers who have proven best suited for this analysis are the detail-oriented individuals who do not mind paperwork. If inmates are not well known to the caseworkers, or if the file is sketchy, individual interviews should be conducted. If caseworkers do not really know or interview an inmate, it would be difficult to respond accurately to such checklist items as "expresses need for self-improvement" and "expresses lack of concern for others."

COs give completed adjustment checklists to the caseworkers. The caseworkers complete both Raw Score Forms, Appendices XI and XII, and the Classification Profile for Adult Offenders, Appendix XIII. To complete the final scoring on the Classification Profile, caseworkers will need to convert raw scores to normalized T-scores through use of the conversion charts provided as Appendices XIV and xv.

Some institutions have avoided misclassifications by taking the scoring process one step further. They have passed the forms on to an additional caseworker who does a clerical checking of all numbers, computations, and scores. The third individual in this process can perform another useful function and that is to maintain a list of all inmates AIMed by housing unit, register number, race, and AIMS classification. This information will facilitate decisions on housing and bed assignments after the entire population is "AIMed."

While "AIMing" is underway in the existing housing unit, administrators should organize an R & O unit if one did not

previously exist. This unit should "AIM" new arrivals before assigning them to housing units. During the period while the unit staff is "AIMing" the existing population, the R & O unit may need to assign their "AIMed" new inmates to any available bed space or in accordance with the classification system being replaced with AIMS. Most importantly, however, all AIMS paperwork should be completed in R & O for new inmates and placed in the case file in anticipation of reorganization under AIMS thereby eliminating the need for other unit managers to AIM new inmates.

The implementation team coordinator should track the progress of the "AIMing" by unit, and develop a master list of inmates by AIMS category. A personal computer can be a major asset to this tracking and coordinating function. The individual(s) responsible for final clerical checking of the forms can route the desired computer input to the computer operator for entry. Accumulation of data in one central location as it is generated by the individual units can greatly accelerate the decision-making process.

As the implementation team coordinator accumulates "AIMed" inmate data, he/she may begin to formulate ideas on separating the AIMS groups by housing units. Using the 10% pilot test data, the percentages of AIMed inmates in each category for the entire population should be known. If a truly random sample was used, the total number of inmates in each AIMS group can be projected well before AIMing is completed. The coordinator can begin to plan how these groups will fit into the total bed space.

The proximity of the housing units to other buildings on the institution's grounds should be considered in these decisions.

Experience points to several considerations. Groups IV and V are most often worriers and fear for their safety. It is best to house these individuals as far as possible from Groups I and II and as far as possible from Groups I and II. Groups I and II should be housed in the most secure housing. The "moderates," Group III, may be housed between the aforementioned or may be housed successfully with any other group. Knowing the characteristics of the groups as a whole can help in making decisions regarding the separation of AIMS groups in housing.

#### B. Relevant AIMS Group Traits

To provide the reader with further insight into the characteristics of each AIMS group, the following is a summary of an analysis of nearly 6000 inmates conducted by the Missouri Department of Corrections and Human Resources. The analysis compared the traits of the three basic AIMS groups: Groups I and II which are termed Alpha (including High Alpha and Low Alpha), Group III, Kappa; and Groups IV and V, Sigma (including both Low Sigma and High Sigma.)

The number of Alpha inmates in our representative sample of AIMed inmates is over six times greater than the Kappas and four times greater than the Sigmas. Alphas are more likely to be sentenced from the major Missouri metropolitan areas and a higher percentage are likely to be black. Although Kappas and Sigmas are also primarily sentenced in Standard Metropolitan Area (SMA) counties, they have much higher proportion from rural county sentences than is true for Alphas.

Kappas are better educated and they exceed the other AIMS Groups in skill level and work readiness; however, their rate of mental disorder is somewhat high. The Sigmas, conversely, are poorly prepared academically and have high medical and also high mental health needs. The Alphas are the healthiest, both medically and mentally.

Kappas are an average of three years older than both of the other groups and have a higher average commitment age. They are larger physically with a slight height advantage - they average five lbs. heavier than the Alphas, and eight lbs. heavier than the Sigmas. The majority of Kappas have been married or are presently married. The majority of Alphas and Sigmas have never been married. As expected, the Kappas also have the highest percentage with a need to be close their family.

There are only minor differences in religious preferences. However, Kappas seem slightly more likely to have a preference for an organized religion than either Alphas or Sigmas.

Both the Alphas and Kappas are serving sentences for more violent than nonviolent crimes. The Alphas are serving slightly longer sentences. A list of six crimes is shared as the most frequent occurring offense for all groups but in different orders of frequency - burglary, robbery, larceny, sex assault, assault, and homicide. Burglary is the most frequent for Alphas and Sigmas. However, sex assault is most often committed by the Kappas. Sex assault ranks second for Sigmas and is only fourth for Alphas.

Kappas, most probably due to their high incidence of sex assaults coupled with other violent crimes pose a higher public and

institutional risks and consequently are often incarcerated at a higher security institution - 4 on a 1-5 range. There is a greater percentage of Alpha inmates at security level 3. Sigmas are commonly found at security levels 2, 3, and 4. Although Sigmas do have the highest percentage of nonviolent crimes, which would suggest lower security needs, their violent crimes include high counts of sex assaults which would tend to raise the security level they require.

Experience may reveal different characteristics among AIMS Groups from other jurisdictions. The preceding provides a basic profile of one statewide system's AIMS groups and may serve as a model for other correctional jurisdictions until their research personnel establish the nature of their own AIMS groups.

Correctional administrators must decide not only where to house each AIMS group but also how many groups they want to deal with. In very small institutions, with only two housing units for example, a two-way split may be practical: housing the "heavies" in one unit (because they are traditionally the largest group) and housing the "moderates" and "lights" in the other unit. Note that the checklists and other classification forms and scores are completed as if there were to be five groups; however, assignment to housing would be on a combined basis for Groups I and II, and Groups III, IV and V. If conduct or behavior incentives are to be offered in the form of honors or privileges within the housing areas, policies must be formulated or modified. Appendix XVI and XVII contain examples of such a policy.



### C. Relocation of the Inmate Population

Whether to move all inmates in one day or a few at a time is the next decision administrators should make. This decision sometimes hinges on the magnitude of the situation. In Missouri, most institutions were near capacity at the time of implementation and a large percentage of the inmate population had to move among the housing units. In this situation an inmate cannot move in until another moves out, having a ripple effect among the housing units. For this reason, inmate relocations are often completed in one day.

The institutional regimen should be examined to determine the best time of the month, week, and day to conduct the relocations. For example, if inmate banking transactions occur only on certain days of the month or week and are linked to inmates by housing unit, then care must be taken to insure a suitable schedule for relocation that causes the least interference. If laundry is collected and returned by housing unit, staff must plan the proper timing so that laundry deliveries do not get confused.

We will examine a few other considerations when selecting relocation dates.

If the inmate population's visitors are admitted every day, advance notice should be given to prisoners so they can inform potential visitors of the suspension of visiting at moving time. If visiting is allowed only a few days a week, maybe an off-day would be a better choice for the inmate relocation.

Work releasees should be considered. They may be allowed to pack before other inmates and place their belongings in secure

storage for moving to their new location after return from work. The same plan could apply to inmates who work within the institution, for example, in food service workers would be needed even on moving day.

Education staff should be consulted to see what moving time would be the least disruptive to their programs.

If applicable, the prison industry(ies) should be consulted concerning production down time during the moves.

Extra custody officers and maintenance workers may be needed for assistance in the relocation so availability of these staff should be considered.

Food Service schedules should be reviewed to determine what time of the day to begin the AIMS moving. Food service staff need to formulate a plan to feed inmates in an orderly manner while the move is in progress, if necessary. One plan that has worked well is for food service to prepare sack meals and deliver these to the housing units.

Normal inmate count times should be considered. A common practice is to suspend the early morning count and then conduct a full count immediately after completing the relocations.

The physical logistics of the moves require careful planning. Staff may need to purchase boxes or collect used boxes for packing. Packing cannot be done too far in advance for security and fire safety reasons. Large items such as televisions, stereos, and fans may be moved in laundry carts. Moving among the housing units can be accomplished with flat bed trucks if inmates have more belongings than they can carry.

Typically, inmates are notified a short time (a day or two) in advance of their new housing unit and bed assignment. Staff are notified of their assignments for the day. Please see sample memos in Appendix XVIII and XIX.

On moving day, staff in each housing unit have prepared or have been supplied a number of rosters by inmate name, register number, housing unit and bed assignment. The lists usually include one for inmates currently assigned to their unit, another of inmates to be moved out, another of inmates to move in, and finally, one that shows inmates to be assigned to the housing unit at the completion of the relocation effort. Inmate names can be checked off the appropriate lists as inmates depart or arrive in the unit. The roster showing the unit after relocation is used for the final head count. This method allows staff to account for inmates in their area at all times. A computer system can greatly enhance the creation and manipulation of these dorm rosters, tracking the inmate moves.

An effective procedure for moving the inmates is to concentrate on one dorm or housing unit at a time; move the Alphas first. The procedure begins after breakfast, work releasees leaving for work, mandatory work assignees reporting for work, and a lockdown of all other inmates in their housing locations.

Starting at one dorm or unit, inmates who are moving carry their belongings out of the unit after being released individually. Inmates not scheduled for moves have been successfully occupied with institution-wide showing of movies. Once moving inmates are released to the yard outside their unit, they are sorted by new

housing assignments; They are allowed to move to an assembly area outside the receiving housing unit, one unit at a time. This procedure continues by housing unit. The first housing unit accepts new arrivals as they assemble outside the unit only after all departing inmates have left the yard. This process continues until all moves have been accomplished. A full headcount follows to ensure all inmates are accounted for in the right location.

Another example of an effective procedure in a small institution is characterized by all moves taking place at once between housing units. Inmates are released individually and depart through designated exits while incoming inmates are received and checked in through an entrance on the opposite side of the building.

Extra maintenance workers assist the inmates by driving the moving trucks and with delivery/return of moving carts.

The extra custody staff primarily are there to enhance security, discourage inmate behavior problems, terminate inmate fights, and carry out orders to move inmates to segregation in the case of refusals. Typically, a few inmates at every institution will verbalize their strong disagreement about moving. Most of them can be talked into moving but usually one at each institution will not be persuaded and have had to be assigned temporarily to segregation for refusing to follow a direct order.

During and after the moves, there are typically a number of inmates who are dissatisfied with their new roommate and may request a change. A policy regarding this should be set in advance. A policy in use in some Missouri institutions allows one room transfer during the two weeks following AIMS implementation and none

thereafter. Other Missouri institutions allow no immediate changes but will consider requests on an individual basis after the initial restriction period. In any case, the policy should be formulated beforehand and told to both inmates and staff.

The relocating of inmates usually creates a severe slump in productivity in the inmate mail sorting operation. For this reason, some institutions find it beneficial to assign a few extra staff to this operation for a period of approximately a week until regular staff have memorized the new locations of inmates and have resumed nearly normal productivity. It is felt that this is good for the morale of the mail workers as well as the inmates. Mail workers will not have to face hours of sorting the daily mail alone and inmates will get their mail on time as usual.

As with all of the preceding tips on relocating inmates into the homogenous AIMS groups, the goal is to cause as little disruption as possible of the institution's normal operation.

As mentioned earlier in Part IV, if the institution did not previously have an R & O unit, one should be organized. Staff who are most successful in this area are those who are observant, detail-oriented, and objective. The system will fail if AIMS classifications are assigned capriciously. Effective and efficient staff in R & O is a required component for AIMS success.

Administrators may be able to reduce the staff assigned to some AIMS groups and may need to increase staff for others. Groups I and II, because of their aggressive nature, may require heavier CO staffing. Groups IV and V, because of their dependent tendencies, may require more caseworker attention. Because the moderates in

Group III are mostly independent and usually are not management problems, they require fewer staff than the other groups.

Personnel may develop preferences for working with certain AIMS groups. These staff preferences should be considered, however certain types of staff/matches have proven successful in the past. (See Quay)

The unit management concept combined with AIMS means that an inmate will be assigned to one staff unit for his entire stay at the institution. This also fosters effective relationships between staff and inmates. Staff are not as easily conned when they really know an inmate, and the inmate responds better to the stable environment that this combination provides.

#### D. Programmatic Separation

Programmatic separation serves to further reduce the possibility of inmates transferring victimization to other areas (e.g., recreation yard, work, dining room) after AIMS has been implemented in housing. It also aids in assuring equal program access to all inmates through proportional time scheduling of programs for each AIMS group. It is important to stress that "equal" refers to access not amount of time.

The probability for victimization if programmatic separations are not made appears to be highest in the following areas:

- 1) RECREATION/GYMNASIUM - Hours may be established which provide access to the groups on a proportional use basis. For example,

if an institution has 800 Groups I and IIs, 100 Group IV and Vs and 50 Groups IIIs, one should take into account proportionality and usage rate in determining access time. Obviously, it would be improper to assign the same number of hours in the gymnasium to the 150 Groups III, IV and Vs in contrast to the 800 Group I and IIs. Not only are Groups I and II usually the most numerous, experience shows that their usage rate of a gymnasium is greater than that of other AIMS groups.

- 2) EDUCATION - There is some evidence that classroom attention and performance radically increases following AIMS separation in education. Additionally, type of instruction should be varied to best suit AIMS classification (see Quay's manual).
- 3) MEAL SCHEDULING - Since inmates are normally fed by housing unit, this programmatic separation can be accomplished rather easily. On alternate days feed the Is and IIs first and the IVs and Vs last.

In the areas of vocational training and job assignments, to the degree that AIMS separation is accomplished, there will be a reduction in victimization as well. Missouri's experience reveals that certain AIMS groups perform more satisfactorily in some institutional jobs than others. For example, Group IIIs have proven far superior than other inmates in the performance of clerk responsibilities. Group IIs have a good record in food service

work. Inmates of certain AIMS groups are likely to be more productive in certain industry jobs than others. As institutions accumulate additional information about the success of the AIMS groups in relationship to jobs, other areas may surface that would benefit from separation. The same is true of vocational training programs. Institutions may find that the success rates of inmates of certain AIMS classifications are very low. They may elect to separate AIMS groups in training to increase the likelihood of success for inmates of all AIMS classifications.

The separation of treatment programs by AIMS groups allows staff to tailor the approach to the style of the inmate groups, resulting in more effective treatment. The individualized approach, incorporating short-term goals and non-repetitive work, is most effective for Groups I and II. Group III responds well in a group setting or alone and may not need as much supervision as the other groups. Both the individualized and team approach is effective with Groups IV and V also, but unlike Group III, they need more repetition and attention to personal problems.

The reader is referred to further practical information on AIMS contained in the Appendices.



Additional Reading

Quay, Herbert C. Ph.D. (1984) Managing Adult Inmates. College Park, MD: American Correctional Association.

Levinson, Robert B. (1988). "Developments in the Classification Process: Quay's AIMS Approach." Criminal Justice and Behavior, 15, 24-38.

Levinson, R. B. and Gerard, R. E. (1973, December). "Functional Units: A Different Correctional Approach." Federal Probation.

## APPENDICES

Appendix I  
Sample  
AIMS Implementation Schedule

Initial Training of the AIMS Implementation Team	By May 20th
Classification Staff Training	By May 27th
Corrections Officer Training	June 6 thru June 10
Inform Inmate Population	Send letter June 13th Ongoing Discussion
Prepare Random Sample List	June 13th
Samples Completed	July 1st
AIM The Population	July 15th-August 19th
Begin Program in Research & Orientation for New Inmates	July 15th
Computation of Data - Housing Assignments	August 26th
Develop Dorm Roster	September 9th & 12th
Relocate Population	September 13th

Adapted from the schedule used by the Boonville Correctional Center.

## Appendix II

### AIMS - Implementation Plan Checklist

- \_\_\_\_\_ 1. EXPRESSION OF COMMITMENT FROM TOP MANAGEMENT STAFF
  - a. At a Department level staff meeting, Superintendent announces intent to use AIMS and expresses his/her strong support.
  
- \_\_\_\_\_ 2. CREATE AIMS IMPLEMENTATION TASK FORCE
  - a. 3-5 member group
  - b. Interdisciplinary
  - c. Veteran staff members who have creditability
  
- \_\_\_\_\_ 3. SET AIMS START-UP DATE
  - a. Superintendent announces date (approx. three months ahead)
  - b. Avoid "not ready" syndrome
  - c. Stick to it!
  
- \_\_\_\_\_ 4. AIMS ORIENTATION FOR ALL STAFF
  - a. AIMS Task Force plans one (or more) training meeting(s) on general orientation to AIMS
  - b. Superintendent of Assistant Superintendent is opening speaker
  - c. Other speakers from AIMS Task Force
  - d. 30 minute explanation plus 15 minute Q & A
  - e. Focus of each session is on:
    - (1) Institution is going into AIMS (date)
    - (2) What is AIMS and what it's not
    - (3) Advantages of AIMS
      - (a) reduce violence and inmate problems
      - (b) improve service delivery
    - (4) How it will affect current procedures
  
- \_\_\_\_\_ 5. CREATE (IF NOT ALREADY IN EXISTENCE) AN R&O {Reception & Orientation inmate living area (or unit) - size depends on average weekly intake}.
  - a. Length of stay 4 weeks, preferable (minimum, 2 wks)
  - b. Purpose: Orient all new admissions, Collect data for program assignments, and Perform AIMS classification
  
- \_\_\_\_\_ 6. SELECT R&O CORRECTIONAL OFFICERS (COs)
  - a. Veteran, knowledgeable staff, especially on Day and Evening shifts.
  - b. Slow down rotation
  
- \_\_\_\_\_ 7. SELECT R&O UNIT MANAGER
  - a. Veteran, knowledgeable staff member

8. TRAIN R&O AND UNIT STAFFS

- a. AIMS Task Force plans one intensive training session for all personnel directly involved in AIMS implementation
- b. Superintendent or Assistant Superintendent is opening speaker
- c. Other speakers from AIMS Task Force
- d. 60-90 minute hands-on session plus 15-30 minute Q&A
- e. Focus of session is on:
  - (1) History of AIMS (use "Developments in the Classification Process: Quay's AIMS Approach" from Criminal Justice and Behavior, Levinson, R.B.; Vol. 15, No. 1, March 1988; pp. 24-38 and/or Managing Adult Inmates, Quay, H.C.; ACA; 1984.)
  - (2) Training exercise: two-person "teams" all do same hypothetical AIMS classification
  - (3) AIMS-classify one additional "live" case
  - (4) How AIMS affects current Unit procedures

9. PILOT TEST (10% RANDOM SAMPLE)

- a. Purpose:
  - (1) Determine % of inmates in each AIMS category
  - (2) Provide data to select living areas for AIMS groups
  - (3) "Dry run" to check for procedural problems before full implementation begins
- b. Procedure:
  - (1) Randomly select 10% of "on-board" prisoners using last digit in inmate ID #)
  - (2) After 10 days 2 wks, 4 wks (longer is better) AIMS-trained correctional officers rate the randomly selected inmates using AIMS Correctional Adjustment Checklist
  - (3) Completed forms given to R & O Caseworker
  - (4) Based on review of records and an individual interview, caseworkers complete Life History Checklist on randomly selected inmates
  - (5) Caseworkers score own and CO's checklists and arrive at AIMS classification for every randomly selected inmate
  - (6) Completed AIMS Classification Profile forms sent to Chair of AIMS Task Force
  - (7) AIMS Task Force calculates % of inmates in each of AIMS categories
  - (8) Based on Pilot Test data, AIMS Task Force recommends specific living areas for each AIMS group

10. VISIT INSTITUTION USING AIMS

- \_\_\_\_\_ 11. TASK FORCE DEVELOPS OWN AIMS IMPLEMENTATION PLAN
  - a. Designate COs and Caseworkers who will complete respective checklists on entire institution population
  - b. Establish deadline for completion of all forms
  - c. Establish deadline for Casemanagers to tally final AIMS scores
  - d. Determine how inmate moves will occur (e.g., over a weekend, or by attrition)
  - e. Set date for start and end of inmate move period
  - f. Establish how, when both on-board and new inmates will be oriented to AIMS
  - g. Decide how, when on-board inmates will be notified about their move to AIMS unit
    - (1) Emphasize regardless of AIMS category no loss of any programming or promotion opportunities
    - (2) Plan to MOVE HEAVIES FIRST!
  - h. Coordinate all planning with operations officers
- \_\_\_\_\_ 12. ACTIVATE AIMS IMPLEMENTATION PLAN
- \_\_\_\_\_ 13. MAINTENANCE OF AIMS
  - a. Admissions and transfers
    - (1) All new admissions placed in R&O and AIMS-classified
    - (2) Transfers to institution without AIMS classification placed in R&O and AIMS-classified
    - (3) Transfers to facility with AIMS classification placed in appropriate AIMS unit
  - b. Internal Moves
    - Inmate Requests to move internally are approved only when change is within the same AIMS classification
- \_\_\_\_\_ 14. EVALUATION
  - In cooperation with the Central Office (or "Headquarters") Research Unit, Task Force plans assessment of AIMS:
    - a. Collect base-line data (pre AIMS implementation) regarding number and type of disciplinary problems and number of program enrollments and completions
    - b. Collect same information after AIMS has been in operation one year
    - c. Task Force and Research Unit staffs analyze findings relative to amount of change as a consequence of implementation of AIMS

Source: Robert L. Levinson, Ph.D.

### Appendix III:

#### Boonville Correctional Center Employee Handbook AIMS - ADULT INTERNAL MANAGEMENT SYSTEM

Every correctional center must be concerned about classifying its prisoners. However, the term "classification" is used to describe a variety of different methods. During their stay at the Fulton Diagnostic Center each prisoner is classified according to the institutional security required. The end result of Fulton's classification procedure determines which particular institution each newly arrived offender will be assigned. The AIMS classification process used here at Boonville determines which particular housing unit they will be assigned upon completion of their initial stay in Reception and Orientation (R & O). AIMS is a system designed to reduce conflicts between inmates and minimize management difficulties between prisoners and personnel. Below are the methods employed to accomplish this.

The AIMS program classifies offenders by dividing them into five categories determined by various behavioral patterns. This permits individuals with similar management requirements to be housed together. The basic principle behind reducing conflicts between offenders is to separate the assertive offenders from the more passive offenders within these five categories. The five categories employed by the AIMS program to accomplish this separation are: 1) High Alpha, 2) Low Alpha, 3) Kappa, 4) Low Sigma and 5) High Sigma. These five categories are not intended to separate the "good" offender from the "bad" offender, but rather to house offenders according to basic behavior types. The five personality types defined by the A.I.M.S. system are:

Group #I - The High Alphas. This group consists of offenders who have a history of displaying hostile, aggressive and sometimes violent behavior. High Alphas are the thrill-seekers, easily bored, and apt to display little concern for others.

Group #II - The Low Alphas. This group also generally displays a lack of concern for others, but does not act as aggressively as the High Alphas. Low Alphas are more manipulative in their dealings with those around them. Low Alphas are the "con-artists" and tend to be agitators who attempt to operate behind the scene.

Group #III - The Kappas. This group is not outwardly aggressive, but will not allow others to take advantage of them. Usually Kappas do not have extensive criminal histories nor do they really perceive themselves to be criminals. Kappas primarily try to do their time as quietly as possible to ensure their prompt return to society.

Group #IV - The Low Sigmas. This group consists of individuals who are often socially withdrawn, passive, and dependent. Low Sigmas tend to be inattentive and self-absorbed, making them easy targets, for more aggressive offenders. Low Sigmas can be moody and brooding, finding little pleasure in anything they do.

Group #V - The High Sigmas. They tend to be high strung and short-fused. High Sigmas are often worried or anxious and can be easily upset. High Sigmas do not generally feel relaxed in an institutional setting and are often perceived as being unhappy.

The method employed by the AIMS program to classify an offender into one of these five categories is a double check list. One of the check lists is prepared by the staff having the most direct contact with the offender, usually the dormitory officers, while the other checklist is prepared by a caseworker using information contained in the classification file. These two check lists are then combined to form a behavioral profile with the final result used to determine the offenders AIMS category. Upon completion of the AIMS scoring process the offender is assigned to a housing unit designated for offenders with similar scores.





Missouri

John Ashcroft Governor

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**DEPARTMENT OF CORRECTIONS  
AND HUMAN RESOURCES**

Dick D. Moore, Director

P.O. Box 236  
Jefferson City Missouri, 65102  
314.751.2389

April 7, 1988

TO: All Inmates

FROM: Superintendent

SUBJECT: AIMS Classification

On February 8, 1988, you were informed that the Alcoa Correctional Center would be implementing the Adult Internal Management System (AIMS) in the coming months. The following is provided as a refresher on the program and update as to the status of implementation.

There will be three main groups in the system. To avoid using group names that would poorly describe the groups, meaningless names are used: Alphas, Kappas, and Sigmas.

Each category has distinct personalities with certain characteristics which are described below:

ALPHA - Aggressive, leadership abilities, quick decision makers, energetic

KAPPA - Independent, studious, little contact with staff, "moderate" personality

SIGMA - Introspective, rely on staff, more sensitive to needs of others

If you look at the basic qualities of each category, you will see there are both positive and negative terms for each one. Each person has all of these qualities but classification is based on the strongest personality shown. These characteristics are not bad or good. In other words "Alpha" does not label a person as bad.

This system has been in use in several states and in the Federal Bureau of Prisons for several years. Many inmates here may be familiar with it already. Whether their experience was positive or negative is dependent on how well they behave, not what group they belong to. The inmates in each group will be able to live around people with similar behaviors. It is most important that the groups are not seen as good guys or bad guys. Both types are found in each group.

\* \* AN EQUAL OPPORTUNITY EMPLOYER \* \*  
*Services provided on a Non-discriminatory basis*

All Inmates  
April 7, 1988  
Page 2

The transfer process (external classification system) is not affected by AIMS; neither is parole, custody level, or participation in other programs in the institution. The only thing AIMS will affect at the Alcoa Correctional Center is the individual inmate housing unit assignment. The system will result in numerous inmates moving to different housing units, based on behavioral patterns. Below is the breakdown of dormitory assignments:

Unit #1

Dorm #5 - Alpha  
Dorm W7 - Alpha

Unit #2

Dorm #1 - Alpha  
Dorm #3 - Alpha

Unit #3

Dorm #2 - Sigma  
Dorm #4 - Sigma & Kappa

Unit #4

Dorm #10A - R&O  
Dorm #10B - (PC) Alpha, Kappa, Sigma

Unit #5

Dorm #8 - Kappa & Alpha  
Dorm #9 - Alpha

If you currently live in a dormitory which is contrary to your classification, you will be required to move. You will be assigned to a room or bay area in a dormitory of your corresponding AIMS category. After the initial move, inmates involved in the move will be allowed to request one convenience move within the dorm within two weeks.

The physical move of inmates and AIMS implementation will occur on Monday, April 11, 1988. All inmates will be laid-in to their dormitories on Monday morning after breakfast. Early morning food service and dining room workers will report back to their dormitories after the breakfast meal is completed. All inmates will report to their job assignments after the noon meal except for designated food service and dining room workers who will report to work at 10:30 a.m. after they move.

The visiting room will be open but if you expect a visit on Monday, you may want to advise your visitors that your visit may be delayed until your move is finalized.

All Inmates  
April 7, 1989  
Page 3

Unit staff will have lists available on Friday to advise who will be moving and the dormitory to which you will be assigned. Copies of the lists will be posted in the dormitories on Friday. On Monday morning, when instructed, you will present your I.D. card and room key to the C.C.A. or Caseworker in the Recreation Hall of your dormitory. You will then proceed to your new dormitory and present your I.D. card to the dormitory officer, C.C.A. or Caseworker who will advise you of your room assignment and issue your room key.

Unit staff will have sacks available on Friday for inmates to use for packing their personal property. All inmates who will be moving are to have their personal property packed and ready to move after 7:30 a.m. line count on Monday.

CW/mh

cc: Assistant Superintendents  
Section Heads  
Unit Staff  
All Dormitory Bulletin Boards  
Control Center  
Visiting Room  
Front Gate

Adapted from letter sent to inmates at the Alcoa Correctional Center.



Missouri

John Asncroft: Governor

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**DEPARTMENT OF CORRECTIONS  
AND HUMAN RESOURCES**

Dick D. Moore, Director

P.O. Box 236  
Jefferson City, Missouri 65102  
314-751-2389

Date: September 26, 1988  
To: Inmates and Staff  
From: Superintendent  
Subject: Inmate Housing Unit Reassignment on September 27, 1988

The following information will serve as guidance for staff and inmates concerning the reassignment of inmates on September 27, 1988:

- 1) Due to this reassignment, inmates will not report to their assignments except food service, work release, and highway crew.
- 2) The move will start at 7:00 a.m. for all inmates in both dormitories. No moving will be permitted prior to this time, however, inmates may pack some property prior to this time if they choose. Plastic bags will be available if needed.
- 3) The 8:00 a.m. count will not be held due to reassignment.
- 4) No furniture, including mattresses, lockers, and tables, will be moved unless instructed to do so by the Housing Unit Managers.
- 5) Inmates moving out of Housing Unit I must move out through the door at the outside exit door at the end of their wing. Inmates moving into Housing Unit I must report to the officer posted at the front entrance to instruct the inmates on what to do at this point.
- 6) Vehicles will be available at the end doors of Housing Unit I and at the entrance of Housing Unit II to transport inmates and property. Inmates must stay with their property during transportation and until property is secured in their newly assigned bay.
- 7) The noon meal will be served at the regular time. Inmates that are in the process of moving at this time may continue to move to the point of being able to secure their property. Once this is accomplished these inmates will then be allowed to eat lunch.
- 8) Inmates moving from Housing Unit II must turn in their room keys after 10:30 p.m. count on September 26, 1988.

Inmates and Staff  
September 26, 1988  
Page 2

- 9) Inmates must have their ID cards on their person during the entire day of September 27, 1988.
- 10) All staff participating in this inmate reassignment will be provided with rosters of both Housing Units so that they can provide directions to inmates as needed.

Adapted from notice used by the Ozark Correctional Center.



Missouri

John Ashcroft Governor

**DEPARTMENT OF CORRECTIONS  
AND HUMAN RESOURCES**

Dick D. Moore, Director

P.O. Box 236  
Jefferson City, Missouri 65102  
314-751-2389

Date: September 26, 1988  
To: All Custody Staff  
From: Custody Supervisor  
Subject: Post Assignments for Tuesday, September 27, 1988

The following is the staff assignments on the AIMS Movement.

HOUSING UNIT I - Virgil Lansdown, Unit Manager

A Wing	Al Quick	
B Wing	Steve Adams	
C Wing	Gloria Gorley	
D Wing	Jerry Smith	
Floating	Sgt. Cargill	**Work will begin at 7:00 a.m.
Inside Rotunda	Officer Salley	and continue until completed.
By Front Door	T. Hoogendoorn	
A Wing Back Door	H. Gault	
B Wing Back Door	Alan DuBrul	
C Wing Back Door	Slocum	
D Wing Back Door	Rogge	

HOUSING UNIT II - Bob Blair, Unit Manager

A Wing	Jamie Ayers
B Wing	Bill Welker
C Wing	Bill Mincks
D Wing	G. Juergens
Dayroom	Howard Wilkens
Dayroom	S. Willis
Rotunda	Mary Countryman
Rotunda (Keys)	Bobby Smith
Front Door	K. Keith

SPECIAL MOVEMENT TEAM: Responds to trouble areas only. Will work the street from H.U. I entrance to H.U. II entrance:

Sgt. Uchtman, Sgt. Moore, Sgt. Laughlin, Sgt. Hagard, Off. Spencer

CUSTODY & ROVING PATROL: Can be utilized at any location.

Maj. Young, Capt. Owens, Off. Hoffman, Off. Lewis, Off. Neagles

Adapted from notice used by the Ozark Correctional Center.

\* \* AN EQUAL OPPORTUNITY EMPLOYER \* \*  
*Services provided on a Non-discriminatory basis*

Appendix VII

Checklist for the Analysis of Life History Records of Adult Offenders (CALH)

Name and number of inmate \_\_\_\_\_

Name of Person completing this checklist \_\_\_\_\_

Your Position \_\_\_\_\_ Date completed \_\_\_\_\_

Instructions: Place a checkmark before each behavior trait that describes this inmate's life history.

- \_\_\_ 1. Has few, if any, friends.
- \_\_\_ 2. Thrill-seeking
- \_\_\_ 3. Preoccupied; "dreamy"
- \_\_\_ 4. Uncontrollable as a child
- \_\_\_ 5. Has expressed guilt over offense
- \_\_\_ 6. Expresses need for self-improvement
- \_\_\_ 7. Socially withdrawn
- \_\_\_ 8. Weak, indecisive, easily led
- \_\_\_ 9. Previous local, state, or federal incarceration
- \_\_\_ 10. Tough, defiant
- \_\_\_ 11. Irregular work history (if not a student)
- \_\_\_ 12. Noted not to be responsive to counseling
- \_\_\_ 13. Gives impression of ineptness, incompetence in managing everyday problems in living
- \_\_\_ 14. Supported wife and children
- \_\_\_ 15. Claims offense was motivated by family problems
- \_\_\_ 16. Close ties with criminal elements
- \_\_\_ 17. Depressed, morose
- \_\_\_ 18. Physically aggressive (strong arm, assault, reckless homicide, attempted murder, mugging, etc.)
- \_\_\_ 19. Apprehension likely due to "stupid" behavior on the part of the offender
- \_\_\_ 20. Single marriage
- \_\_\_ 21. Expresses feelings of inadequacy, worthlessness
- \_\_\_ 22. Difficulties in the public schools
- \_\_\_ 23. Suffered financial reverses prior to commission of offense for which incarcerated
- \_\_\_ 24. Passive, submissive
- \_\_\_ 25. Bravado, braggart
- \_\_\_ 26. Guiltless; blames others
- \_\_\_ 27. Expresses lack of concern for others

From Herbert Quay's Managing Adult Inmates (1984)

Appendix VIII:

Cues for Completing The Life History Checklist

1. Has few, if any friends.  
Record - was crime committed alone or with others?  
Ask - are you a loner or do you "hang around" with lots of people?
2. Thrill seeking.  
May be indicated by evidence of excessive substance abuse, excessive disciplinary record, even tattoos.  
Crime statement may provide an indication.
3. Preoccupied; "dreamy."  
Observe - Does he stare into space? Does he have a minimal attention span?
4. Uncontrollable as a child.  
Record - juvenile incarcerations. Did he ever run away from home?  
During assessment interview you already ask, "why did you drop out of school?" If he had difficulty or got into trouble this is a good indicator. If he completed high school, chances are he was not uncontrollable as a child.
5. Has expressed guilt over offense.  
Record - read crime statement.  
Observe their attitude - ask them to tell you a little about what happened (concerning the crime). Do not simply ask: "do you feel guilty?" They'll either just say "yes" or say they didn't commit the crime at all.
6. Expresses need for self-improvement.  
Record - has he participated in any programs or is he currently interested in program participation?
7. Socially withdrawn.  
Avoids eye contact, minimal conversation.
8. Weak, indecisive, easily led.  
Record - crime statement; was he involved in a crime with others? Does he appear to have been a ring leader?  
Ask about crime - does he claim he was in with the wrong crowd?
9. Previous local, state or federal incarceration.  
Record - has the inmate been incarcerated for any other charge (including misdemeanor charges at local jails) prior to this incarceration?



10. Tough, defiant.  
Record - disciplinaries, a juvenile record, crimes such as resisting arrest are good indicators.  
Observe - the inmate's attitude (it is not appropriate to ask directly "are you tough and defiant?") Is he arrogant?
11. Irregular work history (if not a student).  
This is asked during the assessment interview. Verify by checking the record.
12. Noted not responsive to counseling.  
Record - has the inmate participated in any needed counseling?  
Example - he had a substance abuse problem and participated in counseling and is being written up for contraband, etc., or counseling was recommended but he did not attend sessions.
13. Gives impression of ineptness, incompetence in managing every day problems in living.  
Appearance - is he disheveled, messy, "not very together," does he lack basic social skills?
14. Supported wife and children  
Record - was he regularly employed and did he have a family to support.
15. Claims offense was motivated by family problems.  
Is there evidence of recent or longstanding discord/turbulence in family relationships.
16. Close ties with criminal elements.  
Did he have accomplices? Were they career criminals? Does he associate with known "hoods" in the prison?
17. Depressed, morose  
Have there been recent suicide attempts or gestures? Is his general attitude depressed?
18. Physically aggressive (strong arm, assault, reckless homicide, attempted murder, mugging, etc.).  
Record - has the inmate ever been convicted of a physically aggressive crime. Note the "etc." it could be sexual assault, resisting arrest, "etc."
19. Apprehension likely due to "stupid" behavior on the part of the offender.  
Record - does it specify drug/alcohol influence? Read crime statement - was arrest due to "stupid behavior"?

20. Single marriage.  
The inmate is currently married and has never been divorced or widowed. (In those jurisdictions which recognize common law marriages, common law does apply.)
21. Expresses feelings of inadequacy, worthlessness.  
Suicide gestures, general attitude.
22. Difficulties in public schools.  
Did the inmate drop out of school? Does he have below-average test scores? This item is concerned mainly with behavioral difficulties.
23. Suffered financial reverses prior to commission of offense for which incarcerated.  
Did the inmate lose his job just prior to committing his current offense?
24. Passive, submissive.  
Is the inmate quiet, hard to converse with? Does the inmate let others "push him around?"
25. Bravado, braggart.  
Does the inmate talk about how great he is (I was making big money on the streets, etc.).
26. Guiltless, blames others.  
Record - crime statement.  
Denial of evident substance abuse problems.
27. Expresses lack of concern for others.  
Thinks only of himself. No concern for family, friends, or victim (if applicable).

Appendix IX

Correctional Adjustment Checklist (CACL)

Name and number of inmate \_\_\_\_\_  
Name of person completing this checklist \_\_\_\_\_  
Your Position \_\_\_\_\_ Date Completed \_\_\_\_\_

Instructions: Please indicate which of the following behaviors this inmate exhibits. If the behavior describes the inmate, circle the "1." If it does not, circle the "0." Please complete every item.

- |   |   |  |
|---|---|--|
| 0 | 1 | 1. Worried, anxious                                      |
| 0 | 1 | 2. Tries, but cannot seem to follow directions           |
| 0 | 1 | 3. Tense, unable to relax                                |
| 0 | 1 | 4. Socially withdrawn                                    |
| 0 | 1 | 5. Continually asks for help from staff                  |
| 0 | 1 | 6. Gets along with the hoods                             |
| 0 | 1 | 7. Seems to take no pleasure in anything                 |
| 0 | 1 | 8. Jittery, jumpy; seems afraid                          |
| 0 | 1 | 9. Uses leisure time to cause trouble                    |
| 0 | 1 | 10. Continually uses profane language; curses and swears |
| 0 | 1 | 11. Easily upset   |
| 0 | 1 | 12. Sluggish and drowsy                                  |
| 0 | 1 | 13. Cannot be trusted at all                             |
| 0 | 1 | 14. Moody, brooding                                      |
| 0 | 1 | 15. Needs constant supervision                           |
| 0 | 1 | 16. Victimizes weaker inmates                            |
| 0 | 1 | 17. Seems dull and unintelligent                         |
| 0 | 1 | 18. Is an agitator about race                            |
| 0 | 1 | 19. Continually tries to con staff                       |
| 0 | 1 | 20. Impulsive; unpredictable                             |
| 0 | 1 | 21. Afraid of other inmates                              |
| 0 | 1 | 22. Seems to seek excitement                             |
| 0 | 1 | 23. Never seems happy                                    |
| 0 | 1 | 24. Doesn't trust staff                                  |
| 0 | 1 | 25. Passive; easily led                                  |
| 0 | 1 | 26. Talks aggressively to other inmates                  |
| 0 | 1 | 27. Accepts no blame for any of his troubles             |
| 0 | 1 | 28. Continually complains; accuses staff of unfairness   |
| 0 | 1 | 29. Daydreams; seems to be mentally off in space         |
| 0 | 1 | 30. Talks aggressively to staff                          |
| 0 | 1 | 31. Has a quick temper                                   |
| 0 | 1 | 32. Obviously holds grudges; seeks to "get even"         |
| 0 | 1 | 33. Inattentive; seems preoccupied                       |
| 0 | 1 | 34. Attempts to play staff against one another           |
| 0 | 1 | 35. Passively resistant; has to be forced to participate |
| 0 | 1 | 36. Tries to form a clique                               |
| 0 | 1 | 37. Openly defies regulations and rules                  |
| 0 | 1 | 38. Often sad and depressed                              |
| 0 | 1 | 39. Stirs up trouble among inmates                       |
| 0 | 1 | 40. Aids or abets others in breaking the rules           |
| 0 | 1 | 41. Considers himself unjustly confined                  |

From Herbert Quay's Managing Adult Inmates (1984)

## Appendix X:

### Cues for Completing Correctional Adjustment Checklist

1. Worried, anxious  
NOTE: Nervous, uneasy, lack of eye contact, hyper-alert, continually asking to see counselor
2. Tries, but cannot seem to follow directions  
NOTE: Frequent "spot" (minor) reports, appears absent-minded, doesn't seem to "get" (understand) instructions
3. Tense, unable to relax  
NOTE: Can't sleep, paces, sweats a lot, sits on edge of chair
4. Socially withdrawn  
NOTE: Sits alone, doesn't participate, one- or two-word conversations
5. Continually asks for help from staff  
NOTE: Submits numerous request chits, asks unnecessary questions (ones for which he knows answers), almost always stops any staff member to ask about something
6. Gets along with the hoods  
NOTE: Associates with trouble-makers ("heavy" inmates)
7. Seems to take no pleasure in anything  
NOTE: Always complaining, "whiner," seems depressed, almost never smiles
8. Jittery, jumpy, seems afraid  
NOTE: Hyper startle reactions, nervous, hangs around staff, wants to sign up for every program, seemingly "everyday" has a whole new set of problems, frequently on sick-call
9. Uses leisure time to cause trouble  
NOTE: A "practical joker," doesn't get involved in organized activities, almost always seems to be in **some** place other than where he should be
10. Continually uses profane language, curses, and swears  
NOTE: Excessive use of profane language
11. Easily upset  
NOTE: Almost any change in routine causes him to erupt,

12. Sluggish and drowsy  
NOTE: "Spot" reports for sleeping, droopy, slow moving, often asleep in middle of day
13. Cannot be trusted at all  
NOTE: Frequent disciplinary reports, lies, steals, will not follow directions, often found in places "out of bounds" for inmates
14. Moody, brooding  
NOTE: Rapid changes in attitude (seemingly, without reason), over-reacts to normal situations, depressed
15. Needs constant supervision  
NOTE: Never finishes a task, job always done poorly, asks unnecessary questions, challenges rules and regulations (wants to know "why" about almost everything)
16. Victimizes weaker inmates  
NOTE: Physically/mentally intimidating, loud voice, has "followers," frequent expression of dislike for certain type offenders/individuals
17. Seems dull and unintelligent  
NOTE: Loner, not involved in program activities, uses limited vocabulary, doesn't seem to understand instructions, without continual supervision job gets all messed-up, passive, seems "lost in space," doesn't read, may need help writing
18. Is an agitator about race  
NOTE: Uses racial slurs/comments, stereotypes others, uses race as a "crutch"
19. Continually tries to con staff  
NOTE: "Buddies-up to staff, frequently compliments staff members, seems to consider self more like staff than an inmate, volunteers for undesirable tasks, joins many programs but doesn't really get involved, talks to staff member "A" about staff member "B"
20. Impulsive, unpredictable  
NOTE: Quick changes in attitude, does "dumb" things, frequently asks for changes (e.g., job, bed assignment, etc.), "flies off the handle"
21. Afraid of other inmates  
NOTE: Hangs around staff, doesn't participate, avoids contact (physical/verbal) with other inmates, mentions to staff vague threats "inmates" make towards him (but, frequently, won't name names), scared look about him, tries to "fade into the woodwork"

22. Seems to seek excitement  
NOTE: "Daredevil," tells staff and inmates stories about "daring" deeds, always into things (where the "action" is), frequently comes up with "wild" ideas, challenges other inmates to compete in physical activities
23. Never seems happy  
NOTE: Depressed, frown on face, never has a good word to say, sad, loner, seeks sympathy, doesn't associate with other inmates, frequently has complaints about a variety of things
24. Doesn't trust staff  
NOTE: Quiet, minimal interaction with staff, asks different staff members the same question, overly concerned about differences in ways staff function, wants to know "where does it say that in the rules:"
25. Passive, easily led  
NOTE: Follower, hangs with the "heavy" inmates, reads a lot, quiet, does just what is asked of him without any self-initiated additional effort, "fall guy"
26. Talks aggressively to other inmates  
NOTE: Uses loud voice, verbally intimidates others, overly profane, makes veiled (or not so veiled) threats
27. Accepts no blame for any of his troubles  
NOTE: Always has an excuse, "society made me do it," the police "set him up," never his fault
28. Continually complains; accuses staff of unfairness  
NOTE: Frequently files grievances, jail-house lawyer, will "button-hole" anyone to tell them about unfair treatment he is receiving, wants to know "Where in the rule-book does it say that"
29. Daydreams; seems mentally off in space  
NOTE: Sits alone, doesn't participate, inattentive, stares off into space, has "poor" hearing
30. Talks aggressively to staff  
NOTE: Uses loud voice, surly, verbally intimidating, excessive profanity, challenges staff's authority to give him orders
31. Has a quick temper  
NOTE: Gets numerous disciplinary reports, challenges staff, blows-up over minor things, can't take "no" as an answer, ready to fight "at the drop of a hat"

32. Obviously holds grudges; seeks to get even  
NOTE: Stirs up trouble, has angry looks on face, preoccupied, very observing, turns in many reports about staff behavior, seems always to be quietly talking to other inmates
33. Inattentive; seems preoccupied  
NOTE: Fails to follow instructions, doesn't pass orientation exam, little eye contact, doesn't seem to be listening, "off in space"
34. Attempts to play staff against one another  
NOTE: Asks several staff members same question, talks to one staff member about another staff member
35. Passively resistant; has to be forced to participate  
NOTE: Slow to follow instructions, requires a direct order to get action, complainer, quietly challenges staff's authority, wants to know "Where does it say that in the rules," loner, just sits, whatever it is he'd rather not do it
36. Tries to form a clique  
NOTE: "Helps out" other inmates, acts as a "leader" or spokesman for other inmates, attracts a group of followers
37. Openly defies rules and regulations  
NOTE: Numerous disciplinary reports, loudly challenges staff's authority (frequently in front of other inmates), wants to know "Where does it say that in the rule-book"
38. Often sad and depressed  
NOTE: Cries, withdrawn, isolated, doesn't talk much, does not participate in activities, moves slowly, family reports no contacts with him
39. Stirs up trouble among inmates  
NOTE: Talks to different group of inmates than usually talks to, loudmouth, sets self up to be center of attention, wants to know about other inmates' charges, snitcher, tells inmate "X" what inmate "Y" said about him, sets-up inmates/groups against one another
40. Aiding or abetting in breaking the rules  
NOTE: Behind-the-scenes type, set-up other inmates (dares them to do things), is leader of a group of "heavy" inmates, tells "war stories" about how to break the rules and get away with it

41. Considers himself unjustly confined

NOTE: Claims to be innocent, complains about unfair sentence, displays no remorse over wrong-doings, maintains "They got the wrong guy," challenges authority has the right to make the decision to confine him



Appendix XI

System for Handling Possible Misclassifications

Department of Corrections and Human Resources  
INTER-OFFICE COMMUNICATION

To: Mrs. Ginger Wenger, Acting Superintendent  
From: Mr. Glenn Langston, Corrections Caseworker  
Date: February 9, 1988  
Subject: Routing System

Routing System to Review Possible AIMS Misclassifications

1. Correctional Officer: Caseworker Assistant: Caseworker

A consensus is felt that an inmate is possibly misclassified.

2. Team Hearing/Interview

3. Correctional Officer: Caseworker Assistant:

Two new officer checklists are prepared.

4. Functional Unit Manager

Reviews case and refers to classifier with newly completed officers checklists.

5. Classifier

Checks for mistakes and tabulates new checklist.

6. Classification Committee

Reviews and reassigns to new classification level.

Adapted from memorandum sent at the Boonville Correctional Center.



Missouri

John Ashcroft, Governor

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**DEPARTMENT OF CORRECTIONS  
AND HUMAN RESOURCES**

Dick D. Moore, Director

P.O. Box 236  
Jefferson City, Missouri 65102  
314.751.2385

September 21, 1988

TO: ALL CONCERNED

FROM: James D. Purkett, Superintendent

SUBJECT: Ozark Correctional Center Honor Wing Policy  
Housing Units I and II/Honor Wing

In conjunction with the reassignment of inmates to housing units under the AIMS system, both housing units will have one wing designated as "Honor Wing." Those rooms or bays in this wing will house 4 inmates as opposed to 6 inmates per room or bay in the remaining wings. Inmates already living in a particular housing unit and who will remain in that unit after AIMS implementation will be given first consideration for assignment to the Honor Wing. The remaining bed spaces, if any, will be filled by inmates being reassigned to the unit. Candidates will be selected according to the following criteria:

1. Stable institutional job adjustment
2. No drug or alcohol related conduct violations for past six (6) months.
3. Recommendation of Classification Team based on inmate's institutional adjustment, number and type of conduct violations and work and training reports.
4. No Reception and Orientation (R & O) inmates will be assigned directly to the Honor Wing. R & O inmates must be at OCC for 90 days and spend at least 30 days in a general population wing before being considered.

Assignment to the Honor Wing will be considered a privilege and those inmates living there will be expected to demonstrate good adjustment and compliance with institutional rules and regulations. Removal from the Honor Wing may occur for the following reasons, at the recommendation of the Classification Team:

1. Any drug or alcohol violation.
2. Unsatisfactory termination from job assignment.
3. Failure to comply with Housing Unit rules.

Please note that this list is not all inclusive and that removal from the Honor Wing may be effected for reasons other than those specifically listed above.

Adapted from notice used at the Ozark Correctional Center.

\* \* AN EQUAL OPPORTUNITY EMPLOYER \* \*  
*Services provided on a Non-discriminatory basis*



Missouri

John Ashcroft, Governor

**DEPARTMENT OF CORRECTIONS  
AND HUMAN RESOURCES**

Dick D. Moore, Director

P.O. Box 236  
Jefferson City, Missouri 65102  
314.751.2389

October 20, 1988

Dear Co-Worker:

The attached survey questionnaire is designed to elicit your opinions about the Adult Internal Management System (AIMS). Your honest responses can help us to monitor AIMS implementation and evaluate results.

We guarantee confidentiality of the individual responses, but the general survey results may be shared and used as a basis for recommendations.

Please complete the questionnaire and return it within five (5) working days.

Any questions that you may have about the survey should be directed to Tim Pierson or Diane Spieker at (314) 751-2389.

Thank you for your cooperation.

Sincerely,

Dick D. Moore  
Director

DDM:DJS/mrb

Attachment

Appendix XIV

AIMS SURVEY OF STAFF

The purpose of implementing the Adult Internal Management System (AIMS) in Missouri's correctional institutions is to improve the level of safety for both staff and inmates. To measure our progress toward this primary goal and other peripheral goals, we are monitoring the implementation of AIMS as well as evaluating the experiences of institutions already "on line" with AIMS.

This survey is designed to assess our progress toward objectives as perceived by experienced institutional staff. As you are the staff who accomplish the processes and procedures to effect internal classification, your professional opinions and attitudes are of considerable value.

Please answer the following questions to the best of your knowledge:

1. Please rate staff reaction to the AIMS system by using the 7 point scale listed below (check ONE item):

A. All Staff

1	2	3	4	5	6	7
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strong Dis-satisfaction	Moderate Dis-satisfaction	Minor Dis-satisfaction	Neutral	Minor Satisfaction	Moderate Satisfaction	Strong Satisfaction

B. Custody Staff (Check ONE Item)

1	2	3	4	5	6	7
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C. Non-Custody Staff (Check ONE Item)

1	2	3	4	5	6	7
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D. Yourself (Check ONE Item)

1	2	3	4	5	6	7
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please provide any additional impressions about staff satisfaction/ dissatisfaction you may have:

2. In your opinion, what has been the impact of AIMS upon the following (Check ONE):

- |   |   |
|---|---|
| A. Major Violations   | <input type="checkbox"/> Great reduction    |
|   | <input type="checkbox"/> Moderate reduction |
|   | <input type="checkbox"/> Minor reduction    |
|   | <input type="checkbox"/> No impact          |
|   | <input type="checkbox"/> Increase           |
|   |   |
| B. Minor Violations   | <input type="checkbox"/> Great reduction    |
|   | <input type="checkbox"/> Moderate reduction |
|   | <input type="checkbox"/> Minor reduction    |
|   | <input type="checkbox"/> No impact          |
|   | <input type="checkbox"/> Increase           |
|   |   |
| C. Requests for Protective custody                            | <input type="checkbox"/> Great reduction    |
|   | <input type="checkbox"/> Moderate reduction |
|   | <input type="checkbox"/> Minor reduction    |
|   | <input type="checkbox"/> No impact          |
|   | <input type="checkbox"/> Increase           |
|   |   |
| D. Need for Disciplinary Detention/Administrative Segregation | <input type="checkbox"/> Great reduction    |
|   | <input type="checkbox"/> Moderate reduction |
|   | <input type="checkbox"/> Minor reduction    |
|   | <input type="checkbox"/> No impact          |
|   | <input type="checkbox"/> Increase           |

3. To what extent do you think AIMS has affected inmate on inmate victimization? (Check ONE)

- AIMS has greatly reduced victimization.
- AIMS has produced a moderate reduction in victimization.
- AIMS has had a minor impact on reducing victimization.
- AIMS has had no visible impact on victimization.
- AIMS has increased victimization.

4. To what extent do you think AIMS has affected inmate on staff violence? (Check ONE)

- AIMS has greatly reduced inmate on staff violence.
- AIMS has produced a moderate reduction in inmate on staff violence.
- AIMS has had a minor impact on reducing inmate on staff violence.
- AIMS has had no visible impact on inmate on staff violence.
- AIMS has increased inmate on staff violence.

5. To what extent do you think separating programs and activities (education, recreation, meal times, library usage, etc.) in addition to housing is important to the effectiveness of AIMS? (Check ONE)

- Very important
- Somewhat important
- Of minor importance
- Not at all important
- Do not know

6. Sometimes it is predicted that after a population is AIMed, new hierarchies will emerge with a corresponding victimization pattern that is as bad as pre-AIMS institutions. Have you seen evidence of this? (Check ONE)

- A great deal of evidence
- A moderate degree of evidence
- A small amount of evidence
- No evidence

Please offer any additional comments you may have on inmate victimization within the AIMS categories.

7. As far as you can tell, what is the reaction of inmates to the AIMS system? Use the 7 point scale described below:

A. Inmates Overall (Check ONE)

- |                                     |                                       |                                    |                          |                            |                               |                             |
|-------------------------------------|---------------------------------------|------------------------------------|--------------------------|----------------------------|-------------------------------|-----------------------------|
| 1                                   | 2                                     | 3                                  | 4                        | 5                          | 6                             | 7                           |
| <input type="checkbox"/>            | <input type="checkbox"/>              | <input type="checkbox"/>           | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/>      | <input type="checkbox"/>    |
| Strong<br>Dis-<br>satis-<br>faction | Moderate<br>Dis-<br>satis-<br>faction | Minor<br>Dis-<br>satis-<br>faction | Neutral                  | Minor<br>Satis-<br>faction | Moderate<br>Satis-<br>faction | Strong<br>Satis-<br>faction |

B. Sigmas (Both High and Low) (Check ONE)

- |                          |                          |                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1                        | 2                        | 3                        | 4                        | 5                        | 6                        | 7                        |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

C. Kappas (Check ONE)

- |                          |                          |                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1                        | 2                        | 3                        | 4                        | 5                        | 6                        | 7                        |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

D. Alphas (Both High and Low) (Check ONE)

- |                          |                          |                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1                        | 2                        | 3                        | 4                        | 5                        | 6                        | 7                        |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Please provide any additional comments about inmate satisfaction or dissatisfaction you may have:

8. How effective was the AIMS information you received in preparing you to understand AIMS? (Check ONE)

- Very effective
- Mostly effective
- Somewhat effective
- Neutral/No response
- Somewhat ineffective
- Mostly ineffective
- Not at all effective

9. How knowledgeable are you now about AIMS? (Check ONE)

- Very knowledgeable
- Mostly knowledgeable
- Somewhat knowledgeable
- Neutral/No opinion
- Somewhat unformed
- Largely unformed
- Very unformed

10. Please make any other comments about the effects of AIMS not already covered elsewhere in this survey.



11. Please provide any further comments you may have.

We thank you for your time and honesty in completing the survey.

Please return your completed survey within five (5) working days to:

Diane Spieker  
Planning, Research & Evaluation  
Office of the Director  
Department of Corrections & Human Resources  
(by interagency mail)

