Restrictive Housing is housing for incarcerated individuals whose continued presence in general population would pose a serious threat to employees/contract staff, themselves, other individuals, or to the security of a correctional facility.

**SUMMARY**

**TYPES OF RESTRICTIVE HOUSING**

**Administrative Segregation (Ad Seg)**

The purpose of Ad Seg is to temporarily remove an incarcerated individual from the general population until a timely and informed decision can be made about appropriate housing based on their behavior.

An individual may be assigned to Ad Seg when they:

- **Pose a significant risk to the safety and security employees, contract staff, volunteers and/or other individuals.**
- **Requests protection or is deemed by employees/contract staff to require protection.**
- **Are pending transfer or in transit to a more secure facility.**
- **Poses a serious escape risk.**
- **Are pending investigation for behavior that represents a significant threat.**

**Maximum (MAX) Custody**

MAX CUSTODY IS THE DEPARTMENT’S MOST RESTRICTIVE CUSTODY. INDIVIDUALS CAN BE PLACED IN MAX CUSTODY WHEN THEY POSE A SIGNIFICANT RISK TO THE SAFETY AND SECURITY OF EMPLOYEES, CONTRACT STAFF, VOLUNTEERS OR OTHER INDIVIDUALS, HAVE VALIDATED PROTECTION NEEDS, OR DESIGNATED INDIVIDUALS WITH SERIOUS MENTAL ILLNESS. WHILE ASSIGNED TO MAX CUSTODY, INDIVIDUALS ARE EXPECTED TO PARTICIPATE IN PROGRAMMING TARGETED TO POSITIVELY INFLUENCE THEIR RISK, NEEDS ASSESSMENT. AVAILABLE PROGRAMMING OUTLINED ON PAGE 2 & 3.

**Total Ad Seg Capacity: 518**

**Total MAX Custody Capacity: 423**

*Note: Data shows that during the COVID crisis and the many challenges created, the use of Restrictive Housing has not increased. As of June 30, 2020, a total of 435 males were assigned to Ad Seg, while 314 males were assigned to MAX custody.*
Intensive Transition Program
Allows individuals time to develop social skills to successfully live in general population and move to lower custody levels. Focuses on social knowledge, self-awareness and self-control to foster physical, emotional, social, and spiritual development.

Getting It Right
Rational self-counseling, trans-theoretical model of change, social learning theory, and interactive journaling. Assists participants with starting their transition towards responsible living.

Mindful Meditation
Meditation class for beginning and advanced levels. Helps to gain calm, clarity, focus, peace, and self-discipline.

Basic Skills
Provided instruction in fundamental academic and pre-occupational skills, with an emphasis on reading, math, writing, and basic computer literacy. Participants can work on GED or test prep.

Aggression Replacement Training
Focuses on skills needed for transitioning to less restrictive levels of custody/care. Incorporates social and coping skills.

Trauma Group Therapy
This course addresses understanding the traumatic experience, mindfulness techniques and teaches forgiveness of the self and others.

Positive Psychology
Teaches individuals to change negative ways of thinking to change how they feel to lead an overall satisfactory life.

Art Therapy
Encourages socialization through art. Individuals create art using various media while engaging in conversations about their likes and dislikes.

Chemical Dependency
Rehabilitation and recognizing triggers that may lead to relapse.

99 Days and a Get Up
Assists with transition to society and aids with resume writing, job searches and introduction to community resources.

Redemption
The goal of the program is to create a safer environment both in prison and the community. Redemption is a self-sustaining program which is facilitated by incarcerated individuals from general population.

Cognitive Distortion
Helps individuals gain insight to deeply rooted beliefs that are founded on false ideas/notions.

In-Cell Cognitive Behavior Change Program
This course helps individuals understand and recognize thoughts and/or feelings that have caused them to behave in ways that resulted in incarceration.

Roots of Success
Roots environmental literacy curriculum covers vital environmental topics and issues that challenges students to think critically in order to innovate community-based solutions. Facilitated by incarcerated individuals from general population it emphasizes job readiness and re-entry skills.
**Program Descriptions**

**Transition Pod**
Provides participants with the opportunity to interact with other incarcerated individuals while out of restraints.

**Seeking Safety**
Provides a setting for individuals who have suffered from trauma and/or substance abuse, helping them to establish safety models they can follow and prepare them to handle implications that are a part of the trauma/addiction.

**Wellness**
Developed to help individuals gain insight about how to take care of yourself and effectively use coping skills and other important parts of wellbeing.

**Transition Group**
This is a revolving group that assists individuals who are preparing to promote to lower custody levels.

**Anger Management**
Helps individuals identify triggers and how to deal with difficult situations. It focuses on ways to remain calm and collective.

**Creative Writing**
It allows individuals to brainstorm on topics and explore ideas rooted in positivity.

**Chess Club**
Individuals learn the strategy of chess and play chess with each other.

**Standardized Stress and Anger Management**
Designed to help individuals identify the warning signs of stress and anger, present coping strategies, and enable them to develop a personalized tool kit to effectively handle the stress and anger they will encounter in their lives.

**Adult Basic Education/GED**
Transitional studies to assist individuals in obtaining their GED.

**Programs Offered**

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<tr>
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<th>Washington Corrections Center</th>
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<tbody>
<tr>
<td>(Clallam Bay, Clallam County)</td>
<td>(Shelton, Mason County)</td>
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<td>Intensive Transition Program</td>
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<td>Getting It Right</td>
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<td>Adult Basic Education/GED</td>
<td>99 Days and a Get Up</td>
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<th>Stafford Creek Corrections Center</th>
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<td>Aggression Replacement Training</td>
<td>Standardized Stress and Anger Management</td>
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<td>Transition Pod</td>
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<th>Special Offender Unit-Monroe Corr. Complex</th>
<th>Washington State Penitentiary</th>
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<td>(Monroe, Snohomish County)</td>
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<td>Positive Psychology</td>
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<td>Seeking Safety</td>
<td>Mental Health—Trauma Group</td>
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<td>Wellness</td>
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The Restrictive Housing Steering Committee was established in February 2018, it is comprised of staff from each facility, both union represented and non-represented positions. The committee monitors restricted housing within the department and makes meaningful and well thought out recommendations concerning the reformation of our policies and procedures. We realize not all of these recommendations will be popular, however it is all of our responsibilities to manage safe and human prisons, continuing work concerning restricted housing will uphold this vi-

Mission Statement: Identify inform and implement safe and meaningful change within Restricted Housing.

Vision statement: Steering Restrictive Housing into the future.

WADOC’s Guiding Principles for Restrictive Housing Reform

The following guiding principles are goals to which the Washington Department of Corrections aspires and serve to guide the department’s work to reduce its use of restrictive housing.

1. Staff and incarcerated people should be safe and their well-being should be supported.
2. All incarcerated people should be housed in the least restrictive setting possible.
3. Restrictive housing should be used only for the most serious, violent behavior that is an actual threat to the safety of people in the facility.
4. Restrictive housing should be used only as a last resort, when all other placement and response options have been exhausted.
5. Restrictive housing should have the least restrictive conditions safely possible and should seek to address incarcerated people’s needs and challenges.
6. Restrictive housing should be used for the shortest time safely possible.
7. Proactive approaches and early, targeted interventions should be used to reduce the flow of people into restrictive housing.
8. The disciplinary process should seek to address underlying behaviors with specialized programming and treatment, and not rely solely on punitive responses.
9. Behavior should be responded to in ways that are meaningful, proportionate, and effective.
10. Incarcerated women should be afforded the same opportunities as men, and be included in restrictive housing reform efforts in a way that takes into account gender-responsiveness.
11. Vulnerable populations—including people with serious mental illness, those with developmental or intellectual disabilities, and aging populations—should be diverted away from restrictive housing, and alternative responses should be utilized.
12. Housing placement should be based on each individual’s classification, needs, and behavior, not bed space constraints or other challenges.
13. General population and restrictive housing should not be the only housing options—other separate, secure, and therapeutic housing options should be available.
14. People that need protective custody can be safely housed outside of restrictive housing; separate, non-restrictive environments should be available for this population.
15. Staff should receive appropriate and ongoing training and support.
16. All people should be treated equally and fairly and be afforded the same opportunities, regardless of their race or ethnicity, religion, nationality, sex, gender identity, sexual orientation, or disability.
17. These principles apply to all types of restrictive housing: administrative segregation, disciplinary segregation, and MAX custody.