Juvenile JusticeResearch Anthology

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Regional Graduate Architecture Studio

Southern Illinois University Carbondale

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P r o f e s s o r   C h a d   S c h w a r t z

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Critical Writings

Upon initially reading this article, I recalled a story from my youth about a wealthy family who invested in security for their home. As the years went by and the threats grew, the family added more and more security resulting in a large wall enveloped in barbed wire separating the family from the dangers of the outside world. The family's son would often play outside as the family had a rather large yard. One day the boy was playing in the yard with his ball. While playing, the boy's ball bounced into a drainage tunnel

No one can object, on m social grounds, to walls bu such purpose [as protection threats from the outside].[A point] They served basic hum needs, and their social role positive.

permeating this impenetrable wall. The parents suddenly hear screaming and come running to find their son bloody and mangled in the barbed wire surrounding their wall. After a while the realization becomes evident to the parents that their young boy is going to die because of the very defenses that were suppose to protect them.

Such a story and many others like it heed and warn us about the dangers of putting up walls, whether they are emotional or physical or psychological. But one may argue that it is in our nature to build walls for protection. The article Walls of Fear and Walls of Support, establishes that "No one can object, on moral or social grounds, to walls built for such purposes[as protection against threats from the outside].[At one point] They served basic human needs, and their social role was positive." In taking my hunter's safety course in order to obtain my f.o.i.d. card, I recall 4 out of the 5 basic needs for the survival of most animals/species; food, water, reproduction, and shelter. Many animals build walls or utilize similar structures as a means for survival and as shelter. The question then becomes, should we know better. As many top-of-the-food-chain animals do not seem to need as much shelter or protection. Is it not often considered that we as humans are ,arguably, top of the food chain. Could we live, survive in a society that was wall-less?

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With the idea of a juvenile detention center, my mind goes immediately to the release. I see this facility not as a permanent solution for removing kids, that go against our established social norms, from society so the rest of us can breathe better at night. But as a sort of school to refocus and retain these individuals to perform to our desired standards.

Currently it seems the way this is done is by confining these adolescents inside of cold white walls in hopes that the ex-military armored guards can scare them into behaving. But do these smaller
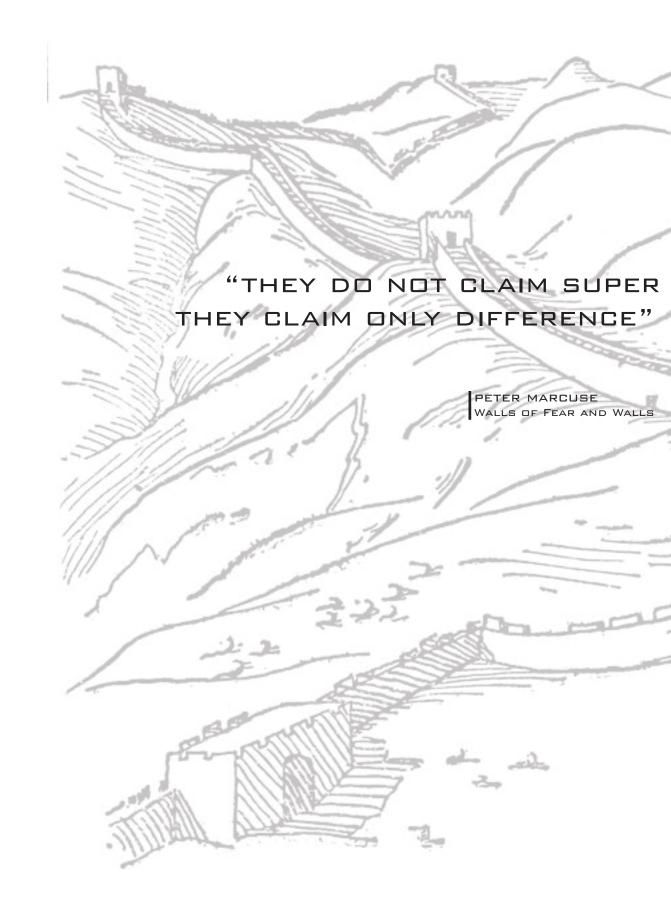
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boundaries really lead to reform? Or do these confined spaces provide an opportunity to become better practiced at establishing their own rules on a territory? Because where have these kids come from? Is living behind walls totally foreign to them, assuming most of them have emerged from the ghettos of our towns. Will enclosing a child, whose grown up in captivity, really be changed. Then by comparison how do you address adjustment back into a relatively more open society?

There are boarders to every city. They were originally there as walls acting as a literal form of protection. But now our imaginary lines define taxes and access to water and cable TV. What interests me is the so called waste land between cities. A space we consider wild and uninhabited. Last summer I inhabited this space.

Chasing a dream I broke free from traditional boundaries and began walking through the corridor of wooded spaces between city boundaries. Walking along the Appalachian trail the only boundary I felt was the horizon. Then after five months of this reentering town I felt suffocated under the smog and destination less travel that defines being home. The invisible line that encompassed the city stifles my freedom but the ever present horizon beckons to be reached. If only the boundaries can be conquered.

"THEY DO NOT CLAIM SUPER
THEY CLAIM ONLY DIFFERENCE"

PETER MARCUSE
Walls of Fear and Walls

of Support, 1997

Do walls give a sense of security or a sense of imprisonment? To loosely define a wall as a boundary, it has both. In relationship to this project, I feel that there are many layers of boundaries. One can work from the outside-in. A perimeter wall, which is the main security fence, represents, as it should, the boundary to the outside world, protecting those on the outside from those within. It should be a reminder to those within of the consequences of their previous actions.

As this article summarizes, boundaries and "their meaning shifts with the social circumstances of their use" (Marcuse 1997, 102). Throughout history, walls defined social interactions, defense of city-states, for the protection of property, to a finally a more fluid perpetually moving boundary which "do not claim superiority; they claim only difference" (Marcuse 1997, 113).

With the project at hand, the boundaries within, need to give both a sense of security and inclusion. We need to develop a sense of community in which the juvenile can find support and growth amongst their peers, but also the security, to feel safe from harm, to be able to reflect on their situation and better themselves and finally to be back in the society at large.

Investigating the dynamic duality of people's desire to be protected but not to be encaged expressed in the previous article, this article explores the crave for protection. This protection comes in the form of gated communities. The article I chose was "Divided We Fall: Gated and Walled Communities in the United States" by Edward J. Blakely and Mary Gail Snyder. Based on the social stratification, gated communities serve various functions from protecting wealth, to protecting property values. Gated communities provide an interesting look to the variety of people they enclose. It is quite interesting to see that both convicts and the rich alike normally reside behind locked gates and bars. The wealthy welcome such a notion because they are to ones who put the walls there for protection. In a similar fashion some of those incarcerated view the notion of locked gates and bars as means to provide themselves with security, a bed, and food. Almost as though living incarcerated was equal if not better than living on the streets. So do such gated places solve proper rehabilitation needs if the environment provided was one equal or better to the environment the accused would return to? There is another side to this coin, that is the notion that while for some this situation my exist, for most others it is a serious downgrade from their former lives and freedoms. Looking back to the gated community, it is about keeping those unwanted outside instead of inside. To some of those living there, the outside may appear to be a prison. I would be intrigued and plan to further research the socio-economic status of the average inmate that attends a correctional facility.

In comparison to the former article, this article draws similar conclusions as to the socio-political implications that become apparent in separating people physically, socially, economically, etc. Both articles view such a division as a means of

control and means of segregation. As mentioned before there is an interesting dynamic that the two essays convey and that is that the stratification differences are closer than may be apparent at first. The ultra-rich place themselves behind bars, while the "misfits" are placed behind bars. The difference lying in which side one would rather be on. The article i chose to read mentioned three types of gated communities, the lifestyle community, the elite community, and the security zone. The first two communities are the more common views of gated communities where the upper-middle and upper classes reside, but the last one deals with a much more opposite end condition. This is the security-zone community. This part of the essay closely relates to the

BOTH CONVICTS AND THE RICH ALIKE NORMALLY RESIDE BEHIND LOCKED GATES AND BARS

first essay in the idea of enclosed communities can be ones not so sought after.   While the second article i chose to read focused primarily on gated communities rather than gated institutions, we can get a sense of what separating people from the rest of the world can do and can lead to. We put up walls to protect ourselves. Whether it is from each other, the harms of the world, or our future, it seems to be in our nature to put up walls.   Reading these articles has opened up my eyes to a seemingly hidden-in-plain-sight means of social and economic isolation, and perhaps it is this that needs to change rather than building more walls. We need to get rid of the ones we already have.
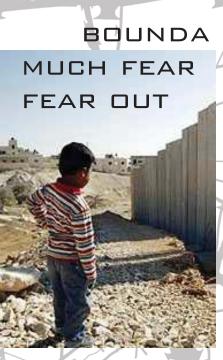
Fear is a powerful thing. It can be use as a catalyst and a deterrent. While fear is something that is perceived on an individual, as designers we have the potential to play on these emotions. The subject of fear is one that is very heavily researched. Particularly in dealing with how adults perceive fear and the differences between men and women. This research carries with it catchy phrases, "broken window theory" and "social disorganization theory"i, to describe debated points of view as to how and why fear occurs in individuals particularly within finite boundaries. But there is little research into how a child perceives fear.

Exposure to antisocial behavior, particularly at a young age, begins to change how children perceive safe and unsafe placesi. In the case of a juvenile detention facility are the people who are coming into the facility disproportionally from one type neighborhood verses another? I believe the facility has a huge potential to do more harm than good. With fear being learned and conditioned a facility of this nature seems to be more an antisocial/criminal behavior boot camp. How will one of these kids act when they are thrown back into a tough home situation?

A scenario would be child goes back after serving their allotment of time. Then one night the police come banging on the door answering a domestic call. How will this individual react to being woken up in the middle of the night by police officers? Does this individual comply submissively because that's how the correctional facilities taught them, or do they see these officers as rent-a-cops compared to their wardens and feel they can run right over them and gain control of the situation? Can we condition these individuals to fear authority in a positive manor, and if so what other kind of conditions can be intuitively inquired through design interaction?

Walls of Fear and Walls of Support by P. Marcuse discussed boundaries, but in a way that painted them more as physical walls, so as to greater understand some

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of the forces at play. In that article it does give fear as a reason for the construction of boundaries. But more evident from Bromley/Stacey is that boundaries keep as much fear in as keeping fear out.

When they were asking kids what they were most afraid of there were three common answers one of these was darkness. Then in their open ended question the children suggested "that improved lighting would make unsafe places feel safer to them."[1] This has the potential to be a very powerful design tool. Could a correlation between safe and unsafe spaces be made simply with lighting standards, and could this further be implemented to define acceptable and unacceptable behavior. Then if such standards were achieved at detention facility level could they further be implemented throughout the community in places where ASB and crime more prevalent. Thus slowly erasing social and economic boundaries.

But from my own experiences I find this to already to somewhat implemented. As is the case with most new upper middle class family subdivision I see being build they have no street lights. But the thought just occurred that while the children did fear darkness the number one fear was groups of young people[1]. In these same subdivisions that have no street lamps, often they have no sidewalk either. So could the boundaries of a sidewalk be enough to encourage group formations?
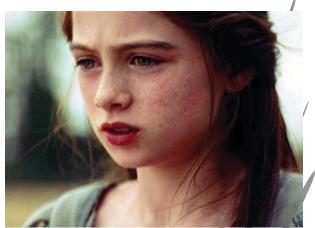
While these observations into simple neighborhood boundaries may be exaggerated they don't lose focus from how I see a detention center. And that is as temporary. Is it our intention to permanently lock these kids up, or are we to rehabilitate them? Then if we are trying to rehabilitate them where these kids are coming from and where they will be returning to has a greater ability to influence them that any sort term detention session ever could.

How can the spatiality of the space be relaxed yet at the same time keep order? Even through a design, "spatial configuration generates social functions beyond those that are explicitly programmed"(Peatross 2001, 530). There must be a balance between too restrictive of environments and those which allow for disruptive behaviors to get out of hand. How is the small space of one's room applied to the reality of the larger communal spaces with multiple interactions?

This article involves the case studies of three Alzheimer's and three junivile detention centers. It was written by Frieda Peatross at Embry-Riddle Aeronautical University, Daytona, FL in 2000 and published in the peer reviewed Journal of Environment and Planning B: Planning and Design 2001. The arthur reports, (as of 2001, I do not know if this is true today), that all detention centers in the US have to meet requirement of the American Correctional Association's Standards for Juvenile Detention Facilities (1998). The detention centers comprised of D1-radial and cluster plan, D2-irregular pavilion plan and D3-compact gridded mass with separate housing pods (Peatross 2001,533).

The research identified two outliers as well as a midway point in the roles of space, all dealing in relationship with the communal central space. One was restrictive and the other structured yet peaceful, with the middle ground being an ebb and flow of disruption and general oversight. The author goes on to use, as defined by (Benedikt, 1979; Benedikt and Burnham, 1984) "Isovist Field –the set of all points visible from a given vantage point in space and with

THE FUNCTIONTIAILITY OF THE SPACE...
BOUNDARIES BECOME BLURRED

respect to an environment", to gather conclusions of the surveillance spaces.   The author goes on to compare the spatial feature of layout and lookouts to determine the functiontiaility of the space.

This article relates to 'Walls of Fear....." article in so much as applying the boundaries made within the central communal space. There are the spaces that the juveniles feel and experience from their small sleeping quarters to the large open communal core that needs to be shared with people from various backgrounds and states of incarceration. Not only are the guard's interactions and surveillance overshadowing the interactions, but the specific sight lines, as stated by the isovist method, allow for small interplays that may or may not happen in the view of the guards.
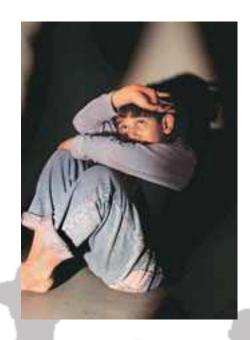
 The boundaries become blurred in the communal spaces since there are interactions seen and unseen. The surveillance room tries to hide in the background to allow for relaxed and productive happenings, yet there may be a sense of "someone watching over me" that inhibits the bad behaviors. This then helps in the rehabilitation of the juvenile's there and, hopefully, the inner restraint we released back into society.

While this article covers a multitude of issues in the daily functions of the juvenile system, the primary focus appeared to be on the mistreatment of the "captives" that spend their time in this flawed system. This article was intriguing as it exposes a rare side of the juvenile justice systems, flooded with not so much justice but rather injustice. The common notion of those who are condemned to such systems lies in the stereotyped, often one-sided world of imprisonment similar to that of the adult justice system. If this article articulates one thing, it is that this juvenile justice system must be approached through a different methodology, one which differs from its adult counterpart. Many of these kids that are put through the system are in many ways being set up for failure due to the flaws in the system. These flaws are present

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 primarily in the running of the facilities. These facilities do not appear to cater to the actual needs of the "captives" they hold. They do not help with social and life skills that the kids will need to live a successful life free of future imprisonment. But rather, focuses on isolating and alienating the children from each other and from their authorities. However distancing themselves so far from the authorities creates such a tension between the two, that the problem of successfully rehabilitating the kids becomes lost and in fact seems to do more harm than good. The guards of these facilities are trained inappropriately, to handle every child as though they are the worst child on earth, rather than stepping back analyzing what is wrong with the child and approaching each child differently. There seems to be a one solution fits all system in place for what is a completely complex and individualized problem. So the first thing to do is to analyze each institution and each child on a case by case basis as opposed to a one-size-fits-all solution. In this way each child can truly receive the help and the treatment he or she needs. I found it interesting while reading that the narrator themselves came to become almost chastised and bullied into following the normality of the juvenile system similarly to how some of the children are bullied and chastised by their authorities. I would also possibly recommend a change to the way the guards are trained and selected. It would seem as though if guards were hired who were once in the system and shared similar issues and conflicts, a better understanding could arise between the children and the guards. As of right now the guards are taught that the child are manipulative, while they themselves manipulate the "captives," depriving of almost everything of the kids except basic needs. How is this really helping the children? My answer is that it is not.

As a designer how do you ha
your passions and theories to th
buildings users?

Human behavior over the course of time seems to show an innate desire for us to measure ourselves to other individuals. We are not happy unless we are one rung higher than an individual. The easiest way to accomplish this is by dehumanizing an individual or group, usually through name calling. This technique has been used worldwide to dominate the Jews, Africans, Haitians, and most every other kind of demographic. And through this time there has been all different types of architecture practiced, but have any of them eliminated the hate? Today's style of peace and prosperity will be tomorrow's remembrance of time of persecution and strife.

Can architecture, or more so can design solve the social problem and inequalities or is it all for nothing. I can design with the greatest intentions in the world, with great research and purpose. With a full understanding of all the forces that play into the matter at hand, but then the ball is passed. As we said today in our discussion the "user" controls how the building will be run and staffed. Providing spaces for A to flourish will only make it more difficult to do B, but it will not stop B from happening.

As a designer how do you hand off your passions and theories to the buildings users? We must learn to sit back and watch in silence as the designs we birthed are used and abused for a purpose never intended. Some would say that a building being repurposed is a sort of compliment showing the all encompassing ability of your design to adapt to the times. But even if your design does not meet the needs of the current purpose will not the user molest it tell their needs and desires of their program are met?

With this article, one may take away the sense that not only are we designing a facility for the juvenile's but also the people who work there as well. The idea that all kids are bad, are, in the case of this article, not only set by the training methods of its guards, but by the design of the space. Could the cells not be as small as to not foster disruptive behavior when they are sent to their cells or "give you hours"? Does the space also affect the guards and in turn effect and reinforce the negative attitudes towards the kids? "Everything about the institution--from physical structure of the buildings to the way guards are trained, to the rules and punishments they are expected to enforce, to the culture of guards--pressures guards to adopt punitive approaches to working with the detained children, an approach that ultimately confirms how guards think about the youth" (Bickel 2010, 47).

As with any space, the psychology of the inhabitants needs to be addressed as well. The physical interactions and interchanges from one room to the next. If these connections allow for better communication and social interaction, rather than the feeling of a stockyard moving cattle form one shoot to the next, will that improve relations between detainee and guard? "...the confinement of thousands of children [is] heartbreaking, not only for those condemned to captivity, but also for those detention guards, who must ultimately come to terms with the fact that their jobs do little to help children they deal with an a daily basis" (Bickel 2010, 48). We have to remember that the people working there feel, wrong or otherwise, "in captivity" just as much as the detainees for the shift.

DOES THE SPACE ALSO AFFECT THE
GUARDS AND IN TURN EFFECT AND
REINFORCE THE NEGATIVE ATTITUDES
TOWARDS THE KIDS?

I chose to look at an article entitled "The Health Status of Youth in Juvenile Detention Facilities. This document focuses on the implications of health issues and how the lack of attention to the health issues of juvenile facilities is detrimental to those in such facilities, both incarcerated and workers. In most cases it was determined that there was inadequate medical and health support systems for the facilities examined and this led to worse conditions in those places. Most of those in juvenile system have some form of medical need and those needs are not being met in most cases. Of the detained adolescents surveyed, only 6.4% of males were considered to be categorized in the good or excellent profiles. Medical issues involved include but are not limited to; mental health, substance abuse, sexual health, pregnancy, and general health. In regards to mental health, women were found to be of higher psychological vulnerability in the areas of alcohol/drug abuse, anger/irritability, depression, and suicidal tendencies. With this project potentially involving primarily women focused, this article indicates that there will quite possibly need to be a greater need for medical and psychological support and mediation. With so many youths needing either continuing or new medical treatments and aid, it is quite apparent that this subject is just as much a primary necessity as food and water.

It does seem that many of youths need more of a rehab of methodology as opposed to mentality

This notion could be quickly rebutted with the question being who then would have to pay for this upgrade in juvenile justice medical necessities. If the answer is the tax payers, then this subject would then lay in the hands of the people, and my guess is that most would not be so willing to support medical support for what they may consider misfits or delinquents, regardless of the actual case.

This ties directly into the previous readings in that it address the treatment and justice one has in the juvenile justice system. Should everyone in the system have access to medical and psychological aid? If so where does this money come from. And if not, is it because of what the community defines as proper justice and injustice. If implementing such institutions reduces the likelihood of recidivism then I can see the justification for implementing such an institution. The numbers do in fact back this up as well. In the article, studies were conducted that indicate that with the implication of medical support the chances of youths returning to the juvenile facilities decreased. While there is not too terribly many of these kinds of studies, the ones conducted proved a positive outlook on the idea that by better treating and supporting and really attempting to help each youth in the system, facilities around the world can reduce recidivism and truly help these youths achieve their full potential. It does seem that many of these youths need more of a rehab manner of methodology as opposed to a penal mentality, for violence only breads more violence. I believe that there is no left or right answer to this particular issue, the answer is more of a blending of the two as well as taken on a case by case basis. Therefore it will be my goal to focus on how to implement, as best as I can, a design intent that deals with these questions of medical implications, and the duality of strict yet free environments.
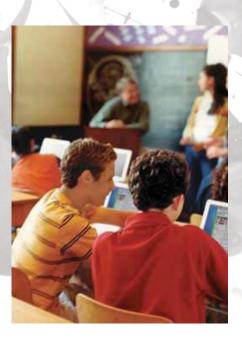
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The thought processes of individuals are far too complicated for me to understand. But in doing my research I need to try and explore different theories pertaining to thoughts that lead to people's actions and interactions. I found an article that presents two established theories on the thought process and how habits play a role in these thoughts.
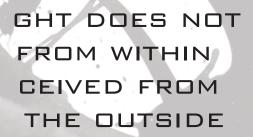
From a design perspective a juvenile detention facility has a great responsibility to invoke deep and reflective thought as well as to modify old habits and impart new ones. The journal did not go into the kind of spaces needed for thought, but suggested the deep inner thought were reached when perpetual motion of daily activities was stalled or slowed allowing us to perceive clearly the outcomes of our decisions1. Are the current cells and/or isolation chambers capable of slowing down the captives daily brain function enough to spark the destination of thought?

The other theory was that thought is not reached though self exploration but rather through encountering your thoughts on a sort of journey where the thought does not manifest from within but is received from the outside1. How can a journey of thought be stimulated within the confines of the detention facility? Could a 360 media room flashing imagery relating to different topics have to potential to bring back thought and emotions experienced during the event of the crime? Different installments of this type of bombardment would have the potential to challenge the brain to the extent that the quick consistency of the cell could prove more restful.

The journal also brought to attention the fact that achieving thought was a great work and would require rest afterwards. And that continual exposure to new thought could lead to exhaustion, were it not for the creation of habits. While habits can be a good way cope with new situations how do we change existing habits?

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The child psyche is considered delicate and so the mentality of break them down to build them up may not be the most beneficial. Then pertaining to establishing new habits how does an institution get these to stick outside the controlled environment where razor wire no longer defines boundaries?

This really related to today's reading because the guards seemed to want to break the kids down, and then maybe perform some sort of building up. One story even showed how a guard reacted when a child an independent thought that conflicted with his own[2]. But also I wondered why the guards are responsible for mentoring them. That seems like the equivalent of sending out the police in full riot to perform peaceful negotiations with nonviolent protestors.

With regards to thought it would be possible to view this facility not as one sided, serving only the needs of the youth, but also addressing the emotional needs of the guards and staff. And how would they be different? Beyond the age difference do people receive thought differently in confinement verses out of confinement? Looking at it this way it has the curious feeling of who is watching who, like going to the zoo are the monkeys the exhibit or are you the exhibit for the monkeys? I don't believe the guards would appreciate this, because the article makes it sound like they have worked hard to mentally degrade the kids in order to do their job. But that was one way thought was achieved, through slowing the daily activities of life[1]. If we turned the tables on them it would look like they are the ones being punished for following society's expectations.

Playing a mental game with these juveniles could end up being a more challenging endeavor and potentially more harmful. It could be useful to research the criteria by which military boot camps run their training. These actions are all supposed to be done for the juveniles benefit. Are the current actions for the benefit of us or of the child?

The article deals with the spatial density of a classroom and its affect on children's learning. Notwithstanding the numbers of students, but the actual square footage each student has with that classroom. "Prior research in school settings has primarily examined density in the context of school size and class size" (Maxwell 2003, 567). Will the affect of density also reach across to the juvenile setting? How can group sessions be better utilized in their area rather than in how many are in one group?

Small class size can help in better students, yet coupling that with a general rule for square footage may increase performance even more. "decreasing the amount of space per child from 25 to 15 square feet was accompanied by increase aggressive behavior, more parallel play in large groups, and less group play" (Maxwell 2003, 568).

This study, since most female juvenile detention centers are hand-me-downs from the male juvenile detention centers, can relate to how the old space is renovated and refurbished to the meet the needs of the new female detainees.

Scores on reading de for girls as classroom sq footage per child decreas

Even though this study was dealing with elementary school students, I feel the data collected can apply to this demographic since some attitudes and basic discipline issues are somewhat the same. The boys and girls of the sample group were given reading test before and after. "Scores on reading decreased for girls as classroom square footage per child decreased. There was a main effect for gender...Boys outperformed girls on this measure in all density conditions." (Maxwell 2003, 572)

However when it came to behavioral problems, boys had an increase as space decreased. These findings can be passed on to male juvenile centers as they get more crowded and more problems arise. The density of space is as much an issue as the density in numbers.

In relating this to Reading #3, this can show how the guards apply discipline to the detainees can have the negative impact. As they confine the kids into smaller and smaller spaces, from an outdoor recreation area, to a communal indoor area, from a group session to the isolation cell, the juveniles show more aggression or acting out as the spaces get smaller. "In the present study, girls and boys essentially performed the same in lower spatially dense classrooms, but as less space became available only girls' performance suffered. It is important to note that boys' ratings of behavioral disturbance increased in the higher density conditions" (Maxwell 2003, 574).
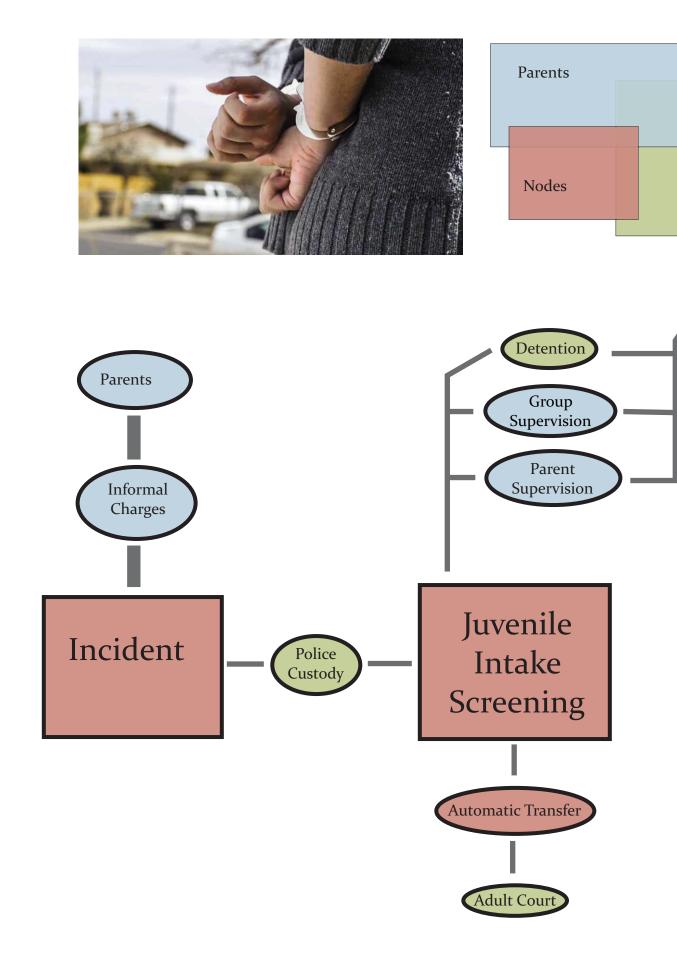
Does it have something to do with the actual physical proximity to be able to damage property? Or just that they feel like caged animals and are being treated as such? I am sure the guards have a tough job, being on high alert at all times. They too feel the pressure as the spaces get denser, numerically, and smaller, spatially.

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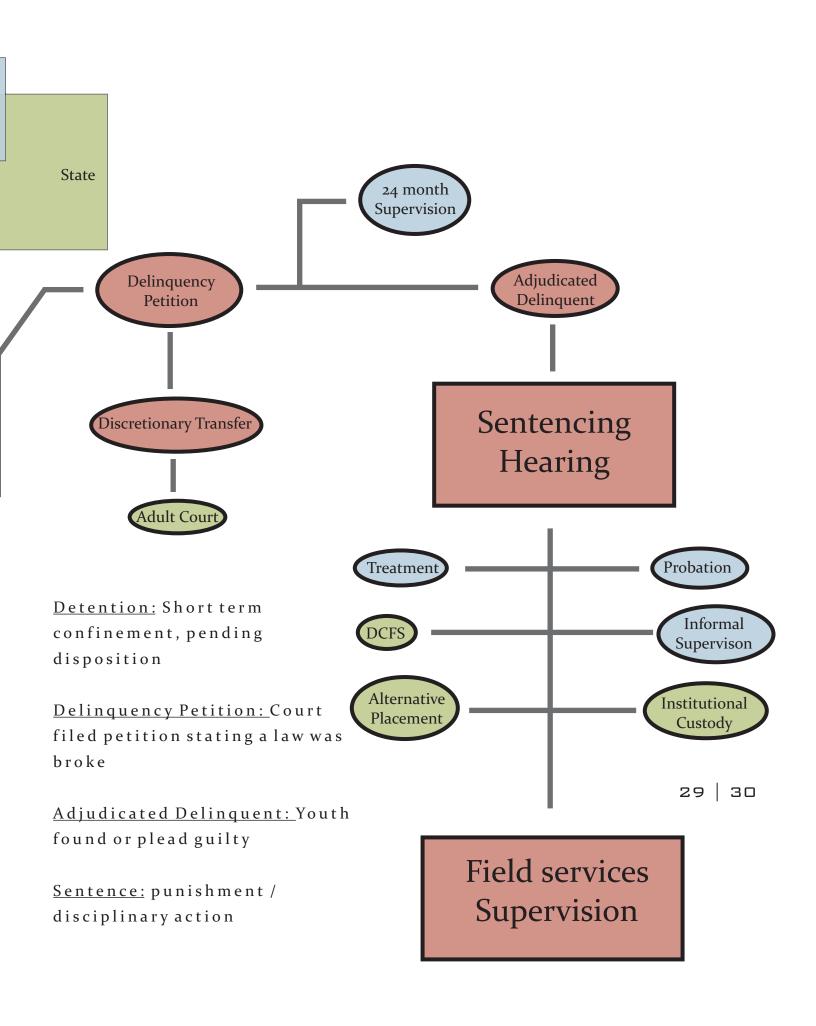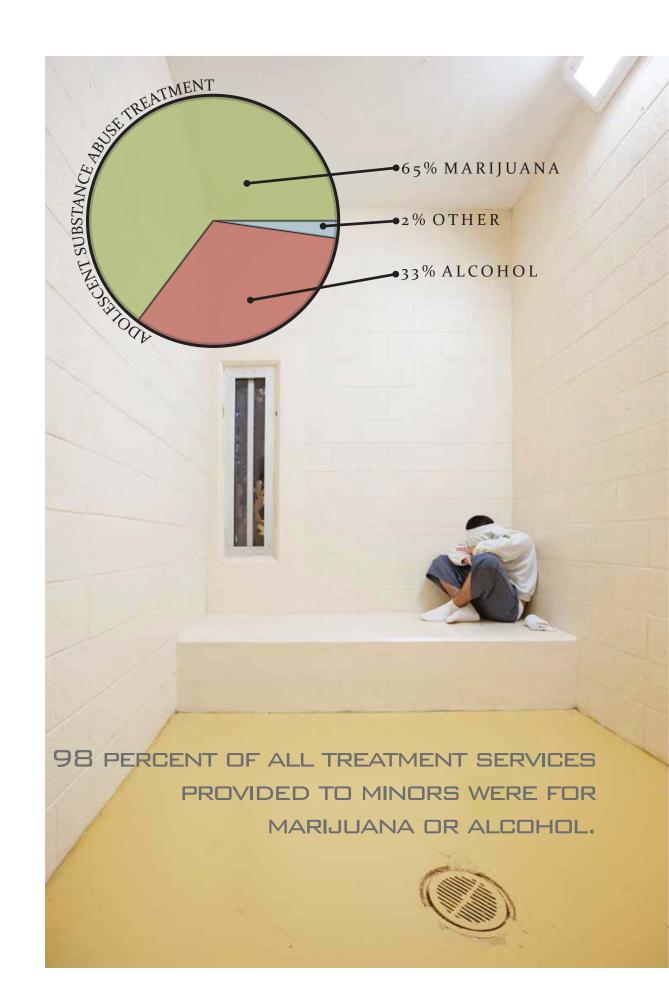# Southern Illinois Juvenile Justice Analysis

JUVENILE JUSTICE FLOW DIAGRAM

Parents

Nodes

Parents

Informal
Charges

Detention

Group
Supervision

Parent
Supervision

Incident

Police
Custody

Juvenile
Intake
Screening

Automatic Transfer

Adult Court

State

24 month
Supervision

Delinquency
Petition

Adjudicated
Delinquent

Discretionary Transfer

Adult Court

Sentencing
Hearing

Treatment

Probation

DCFS

Informal
Supervison

Alternative
Placement

Institutional
Custody

Detention: Short term
confinement, pending
disposition

Delinquency Petition: Court
filed petition stating a law was
broke

Adjudicated Delinquent: Youth
found or plead guilty

Sentence: punishment /
disciplinary action

Field services
Supervision

ADOLESCENT SUBSTANCE ABUSE TREATMENT

65% MARIJUANA

2% OTHER

33% ALCOHOL

98 PERCENT OF ALL TREATMENT SERVICES PROVIDED TO MINORS WERE FOR MARIJUANA OR ALCOHOL.

Southern Illinois more commonly addresses juvenile delinquency through informal strategies. The reason for doing this could be the lack of a juvenile detention center in 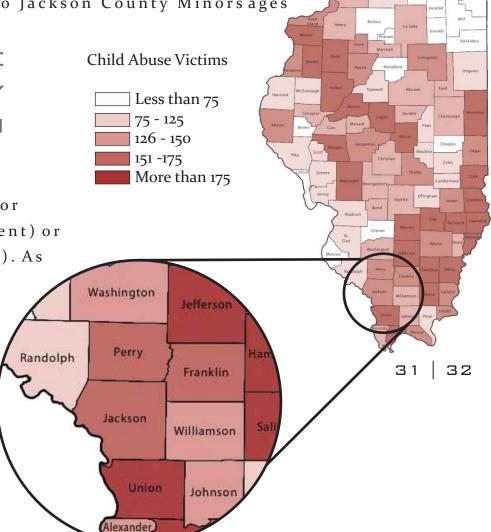county. Employing these, informal techniques, the data for Jackson County shows the crime rates for both juveniles and adults combined. These combined results show Jackson Counties biggest problems are drugs and abuse/neglect.

Approximately 98 percent of all treatment services provided to Jackson County Minors ages

CHILD ABUSE SIGNIFICANTLY HIGHER THAN STATE WIDE

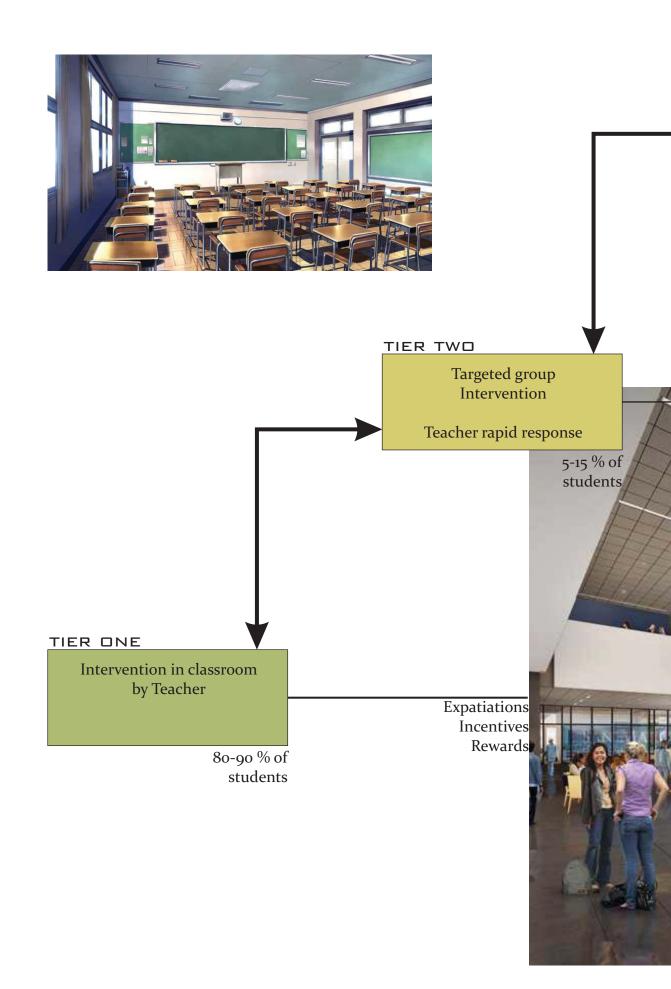10 to 16 years were for marijuana (65 percent) or alcohol (33 percent). As well, the Southern Illinois region has significantly higher rates of child abuse and neglect than the rest of the state.

Child Abuse Victims

Less than 75
75 - 125
126 - 150
151 -175
More than 175

TIER TWO

Targeted group
Intervention

Teacher rapid response

5-15 % of
students

TIER ONE

Intervention in classroom
by Teacher

80-90 % of
students

Expatiations
Incentives
Rewards

Intensive Individual
Intervention

Specific individual targets

1-5 % of
students

Individual counseling
Intervention Plan
Behavioral Assessment
Child Study Teams
Check In/Check Out

Group Counseling
Peer Mediation
Mentor
Check In/Check Out

LEADING NOW. TOMORROW.

CLASSIFICATION #2

Subject to immediate suspension and/or expulsion

Disciplinary action less severe than Class. #1

1-14 items

CLASSIFICATION #3

Subject to disciplinary actions ranging from verbal reprimand to expulsion

Continued infractions have a cumulative effect per term

1-40 items

CLASSIFICATION #1

Subject to immediate suspension and/or expulsion

Most severe disciplinary action

May be reported to Carbondale Police

1-8 items

PAWSE:
Positive Alternative with Social Education
opportunity to receive social and behavioral instruction
group or individual canceling

SUSPENSION:
students can give the side of the story
if implemented, parent/guardian may request review report
letter sent home outlining reasons and length of time as well as the rights of student

3 RD OFFENSE

Removed from classroom for remainder of year and receives an F
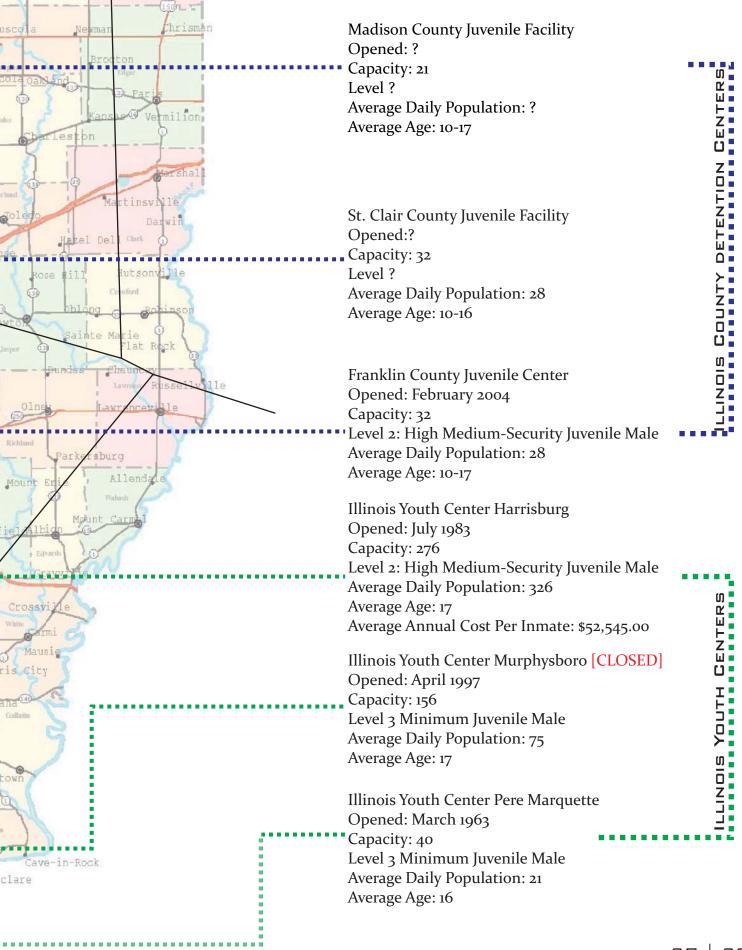May be suspended

2 ND OFFENSE

Removed from classroom attend PAWSE for 3 days for that period
Parent/Teacher conference

1 ST OFFENSE

Removed from classroom and remaining period in PAWSE

40

21

32

32

156

276

000 = Location & # Beds

Madison County Juvenile Facility
Opened: ?
Capacity: 21
Level ?
Average Daily Population: ?
Average Age: 10-17

St. Clair County Juvenile Facility
Opened:?
Capacity: 32
Level ?
Average Daily Population: 28
Average Age: 10-16

Franklin County Juvenile Center
Opened: February 2004
Capacity: 32
Level 2: High Medium-Security Juvenile Male
Average Daily Population: 28
Average Age: 10-17

Illinois Youth Center Harrisburg
Opened: July 1983
Capacity: 276
Level 2: High Medium-Security Juvenile Male
Average Daily Population: 326
Average Age: 17
Average Annual Cost Per Inmate: $52,545.00

Illinois Youth Center Murphysboro [CLOSED]
Opened: April 1997
Capacity: 156
Level 3 Minimum Juvenile Male
Average Daily Population: 75
Average Age: 17

Illinois Youth Center Pere Marquette
Opened: March 1963
Capacity: 40
Level 3 Minimum Juvenile Male
Average Daily Population: 21
Average Age: 16

HARRISBURG IYC

700FT
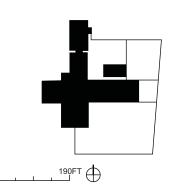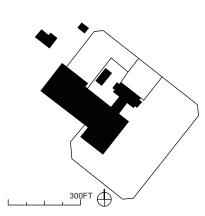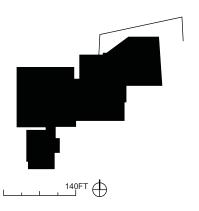
MADISON COUNTY
EDWARDSVILLE

190FT

MURPHYSBORO IYC

300FT
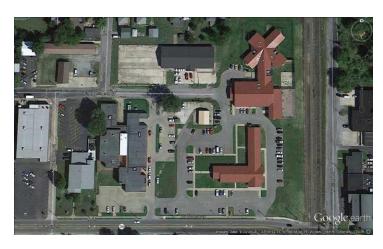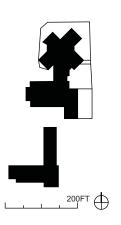
St. Clair County
E. St. Louis

140FT

Franklin County
Benton

200FT

39 | 40

250FT

Pere Marquette IYC

Program Analysis

ADMIN

DAY PROGRAM

LOBBY

CENTRAL SUPPORT

FITNESS

DELINQUENT

VISITING

CENTRAL SUPPORT

CORE

PODS

PODS

LOBBY

ADMIN.

DAY PROGRAM

EDUCATION

TREATMENT

FITNESS

PROGRAM: SENSORY

LOBBY

MENS

WOMENS

VESTIBULE

JANITOR

FAMILY/
DAY CARE
WAITING

GENERAL
WAITING

CONFERENCE

SENIOR
CASE

DIRECTOR

VISITING
WAITING

DEPUTY
DIRECTOR

WORKSTATIONS

BREAKROOM

FILE
STORAGE

JANITOR

STAFF
RESTROOM

ADMINISTRATION

100 SQFT

→ OUTSIDE VIEWS

⇢ DAYLIGHT

↔ INSIDE VIEWS

← WIND (FRESH AIR)

⋯ SOUND (BARRIER)

PROGRAM: SENSORY

STORAGE
SHED

TRASH
AREA

CUSTODIAL
OFFICE

JANITOR

RECEIVING
DOCK

LAUNDRY

CENTRAL SUPPORT

DINING HALL

SECURE STAFF
ENTRY

STAFF
LUNCHROOM/BREAKROOM

MAINTANCE SUITE

COMMODITY
STORAGE

FACILITY KITCHEN

100 SQFT

OUTSIDE VIEWS

DAYLIGHT

INSIDE VIEWS

WIND (FRESH AIR)

SOUND (BARRIER)

PROGRAM: SENSORY

EDUCATION CENTER

LIBRARY

YOUTH RESTROOM

STAFF RESTROOM

STAFF WORK ALCOVE

CLASSROOM COMMONS

INTERVIEW/ TESTING ROOM

WORKROOM

WORKSTATIONS

STORAGE

JANITOR

STAFF RESTROOM

CLASSROOM #1

CLASSROOM #2

100 SQFT

OUTSIDE VIEWS

DAYLIGHT

INSIDE VIEWS

WIND (FRESH AIR)

SOUND (BARRIER)

PROGRAM: COLLABORATIVE

Core

Visiting

Residential

Treatment

Educational

JoshuaFowler
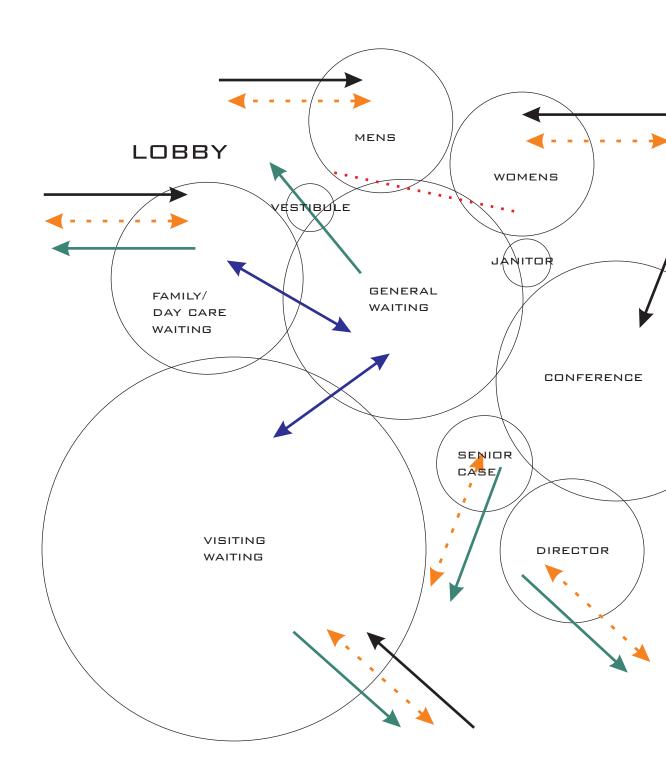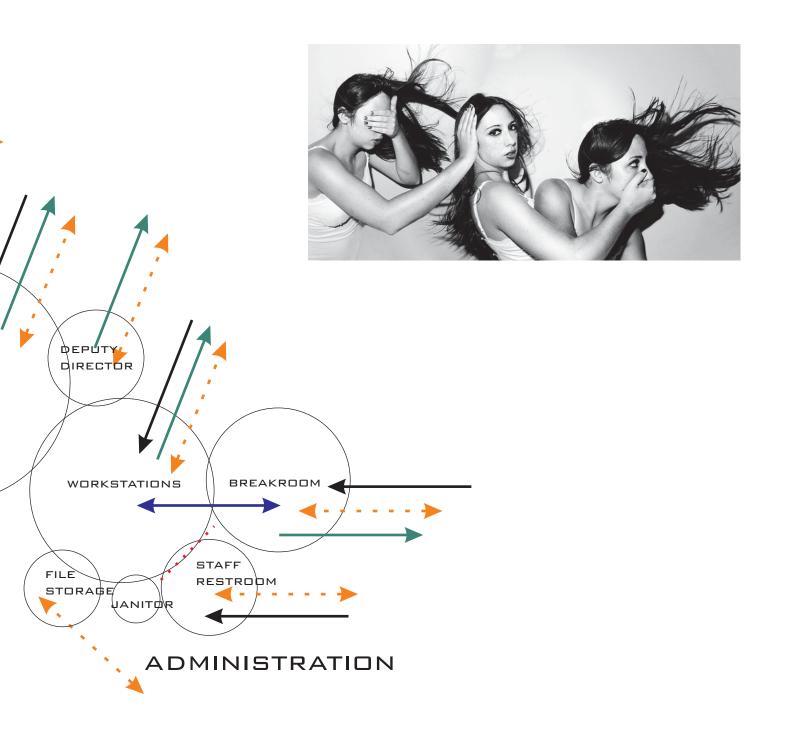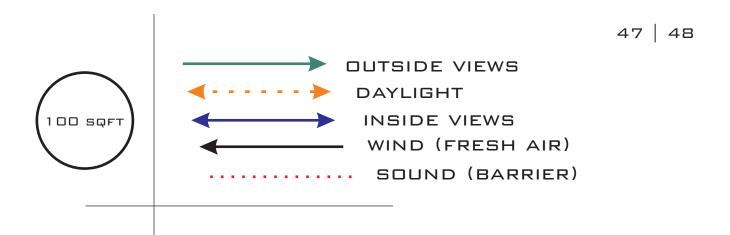
Southern Illinois Female Youth Education Center Program

My goal for this facility focuses primarily on making the youths responsible for their own education. Ideally treating this facility as a "mini-college" where those staying there are required to, at the very least, obtain a G.E.D. But this facility would go beyond that offering specialty programs that could better prepare the youths for real life and a job, by giving them similar responsibilities. Some of these specialty programs could go so far to offer certifications in particular areas of education and practice to not only the youths but also potentially to the community. Such programs could include basic G.E.D., cooking certification, surveying or geological programs/certifications, Physical education certification, forestry programs/certifications, Business, Photography, Art, etc. The implementation of such a system would better focus the youths on what their interests are and allowing them to follow those interests in an academic and positive environment. Putting these girls in charge of their own education also empowers them from a psychological standpoint as well as allows for the concentration on their studies and away from negative or harmful ideals.
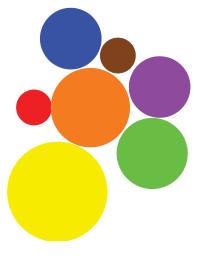
With such a program, there would need to be substantial support and communication between Southern Illinois University and the facility. This is good though as it creates a dialogue between the facility, the university, and the community, involving all of them in the rehabilitation process. There is the possibility of also setting up a specific scholarship that is awarded to the top youth in the program for either a partial or full paid ride to Southern Illinois University to further their education and go on to get a degree.

With the concept of responsibility through education, the facility would need to be addressed as so. The residential pods would be treated more as a secure dormitory style set up, where the residents would be required to wash their own clothes and would be responsible for their own food, just like in college. Always keeping in mind however that there is still the need for security measures. Another area this would affect would be the Educational areas of this facility as they would have to be expanded to accommodate a wide variety of educational programs.

Southern Illinois Secure Care and Family Resource Center Program

1   Lobby

Entry Vestibule	50
General Waiting Room / Lobby	250
Reception Desk	
Vending	
Visiting/Secure Care Waiting Room	400
Reception Desk	
Lockers	
Visiting Sallyport	
Family Resource and Day Program Waiting Room	200
Men's Restroom	150
Women's Restroom	150
Janitor's Closet	50
Total Lobby NSF	1250

The lobby area will be intended as a primarily public entry and exit point from which visitors, students, and general public can access. They then can be directed to where they need to be whether it is the educational facility or the visiting. With such direct access to by the public it would possibly be a good idea to locate the education center fairly close to the lobby for easy access for the public, yet secure from both sides so that one has to confront the reception desk in order to go anywhere which would aid in the overall security of the total facility. The lobby program feels sufficient enough at this point to service the rest of the facility without any major changes. I may however decide to add a sallyport from the waiting room to the educational facility to further and in security.
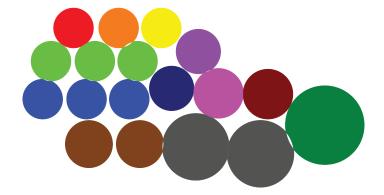
2   Family Resource and Day Program Center

Workstations		
Assessment Specialist	64	
Case Manager	64	
Truancy Case Manager	64	
Day Program Manager - (3) at 64 sf	192	
Open Positions - (3) at 64 sf	192	
Supervisor	80	
Small Interview/Class Room - (2) at 90 sf	180	
Medium Interview/Class Room - (2) at 180 sf	360	
Large Interview/Class Room	250	
Workroom	80	
Visitor Restroom	100	
Staff Restroom	100	
	Courtyard	
Total Family Resource and Day Program Center NSF	1726	100%

The Family Resource and Day Program Center will serve multiple roles both from the administration side as well as the education. Because of the potential for a wide variety of educational programs I felt it necessary to add 2 additional offices to aid in managing the larger educational staff. Primarily for administration, the interview room can be used as classrooms when unoccupied. This center should be located fairly closely to the education facility as well as it not only has classrooms that are utilized, but all of the offices for the educational programs are also located here as well. This area should also be located rather closely to the lobby also because of its potential use by some of the public as well.

3   Administration
        Workstations
            Secretary - (2) at 64 sf   128
            Records Manager   64
        Senior Case Manager   100
        File Storage   80
        Director's Office   150
        Deputy Director's Office   100
        Conference Room   250
        Staff Restroom   100
        Breakroom   150
        Janitor's Closet   50
        Courtyard
        _____
        Total Administration NSF   1172

The Administration area is intended for the overall running of the
facility and storage of files and records for the facility. This area will
do well to be located near the family resource and day center as it
would tie in with the overall running of the facility and any need to
communicate directly would not be inhibited or inhibit the functions
of the rest of the facility. This area will most likely not be as open to
the public or the youths as this area contains important files and
documents as well as key stakeholders in the running of the facility.
The administration area is unaltered from the original program as it
suits the function for the rest of the facility.

4   Secure Care Center - Core

Core Common Space	400
Officer Workstation	
Time Out Room	40
Secure Juvenile Entrance	100
Case Manager Office	100
Staff Work Alcove	200
Health Clinic	
Exam Room	140
Medication Storage	80
Group Room	320
Food Staging and Service	100
Storage	50
Private Visiting and Interview	100
Janitor's Closet	50
Courtyard	
Total Secure Care Center Core NSF	**1680**
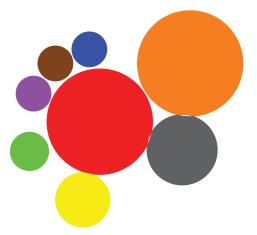
The Core in this facility will act as the security nerve-center for the entire facility. This area will contain a great deal of foot traffic for mainly the youths being held. As far as its location, as the name implies, it will have the greatest amount of entry/exit points and will have to be one of the most secure areas. Views to most every other area of this facility should be clear and relatively unobstructed. This area also has a great potential, due to its centrality, to allow a great deal of direct and ambient lighting through as well as ventilation. The area will have to be made soft looking and less intimidating while still remaining secure. As of right now this area also works well with the rest of the major areas and does not need any alteration, however adjacencies will be considered for food and health flanking simlar spaces in other areas.

5   Secure Care Center - Visiting

Youth Visiting Room	450
Officer Workstation	
Display Room	450
Private Visiting Room	120
Storage	60
Youth Restroom	50
Visitor Restroom	50
Janitor's Closet	50
Courtyard	
Total Secure Care Center Visiting NSF	1230

The secure core visiting center is intended to allow for visitation of the youth during their stay at the facility. This area should be located close to the family resource and day facility as well as the sallyport visiting waiting room off of the lobby. The only addition I would add would be a display room where the youths can display their work and show visitors what they have accomplished. The display room should have access to daylighting and would probably be directly adjacent to the courtyard for full exposure to natural light, ideally from the north for optimum consistent lighting.
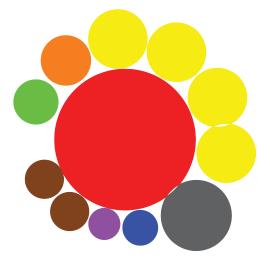
6	Secure Care Center - Residential Pod - (2) Pods	
	Dayroom	800
	Reading room	100
	Staff Workstation	
	Double Occupancy Room - (4) at 140 sf	560
	Single Occupancy Room	80
	Storage	50
	Janitor's Closet	40
	Shower Room - (2) at 30 sf	60
	Courtyard	
	Total Residential Pod NSF	1690
	Times (2) Pods	3380

It is my intention to treat these pods as much like dorms as possible, going so far as to potentially creating a suite-style arrangement. This program works well with my concept. I would however like to add a reading room for the continued focus of the study and academic spirit I plan for this facility. The reading room will be well lit, as well as the rest of the space, for ideal reading, writing, etc. With these two pods however I would like to establish a normal security pod and a low security pod which would consist of youths who are especially well behaved and will thusly have more freedoms. This will hopefully encourage the girls to try hard and behave well in order to move up to the lower security tier.
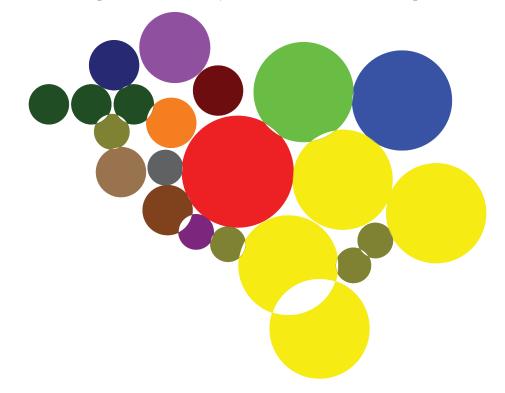
7   Treatment Center

Multi-Purpose Program Room	350
Therapy Room - (2) at 150 sf	300
Treatment Staff Room	150
Work Alcove	80
Visitor/Staff Restroom	50
Total Treatment Center NSF	930

The treatment center will function as a means to psychologically treat the youths in the facility. This area will be particularly important due to the higher rate of mental illness in female juvenile youths. The treatment center will be located near the other supportive areas such as the educational and the fitness as well as the primary support for the entire facility.
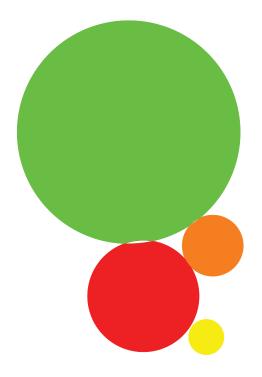
8	Educational Center	
	Classroom Commons	500
	Officer Workstation	
	Sink Area	
	Staff Work Alcove	100
	Classroom - (4) at 400	1200
	Classroom Lab	400
	Classroom Kitchen	400
	Library	200
	Youth Restroom	100
	Staff Restroom	50
	Educational Staff Suite	
	Interview/Testing Room	100
	Workstations - (3) at 64 sf	192
	Workroom	100
	Storage-(4) at 50 (for Class & Staff Use)	200
	Janitor's Closet	50
	Staff Restrooms	100
	Total Educational Center NSF	3692

This area will be the most utilized by the youth other than their pods, this area will also function to potentially serve the community with any needs. These classrooms will need quite a bit of storage as they will vary in their function from hour to hour. The addition of a lab classroom as well as a kitchen classroom will allow for more specialized training and education that normal juvenile facilities. To accommodate the expansion in class room sq ft, the commons area has also been increased to better handle the circulation of people. This area will also need to allow for ideal daylight conditions for classrooms. The classrooms also should have a clear line of sight to a monitoring station. Security will be higher here than normal due to the shared space between the juveniles and the rest of the public.

9   Physical Fitness Center

Physical Fitness Room	500
Storage	150
Janitor's Closet	50
Outdoor Recreation Courtyard (approx. 2000 sf)	
Total Physical Fitness Center NSF	700

The Physical Fitness Center will facilitate the exercise need for the youths. This area should be located close to the education, Treatment, and Support areas of the facility. The physical fitness room will be used when outdoor weather does not permit activity outside. This program suits the needs of the facility in regards to physical fitness.

10	Central Support	
	Commodity Storage	400
	Maintenance Suite	
	Shop	300
	Workstations - (3) at 64 sf	196
	Storage	100
	Secure Staff Entry	
	Vestibule	50
	Locker Room	120
	Staff Restroom/Showers	200
	Staff Lunchroom/Breakroom	300
	Facility Kitchen	500
	Laundry	
	Soiled Room	100
	Staging Area	200
	Clean Storage	200
	Custodial Office	100
	Receiving Dock	250
	Trash Area	200
	Storage Shed (Exterior Access)	150
	Janitor's Closet	50
	Total Central Support Diagram NSF	3416

This area will be the most utilized by the staff and will provide all of the behind the scenes function of the facility. The main programmatic idea here is that the laundry and the kitchen should be located near the residential pods such that the youths can access the washers and dryers as they will be responsible for making sure their clothes are washed and that they take responsibility for when they eat and how much. Just like college and the real world. This area will also potentially allow for a work release program to take place where suitable youths may take jobs working and earning money as well as receiving job experience.

TOTALS

	Original	Updated
Total Project Net Square Feet =	16898	19176
Grossing Factor = 1.45		
Total Gross Square Feet =	24502	27805

11   Site Components
>   Parking - 50 spaces required + 4 ADA spaces
>   Public dropoff zone required

12   Notes
>   1 Need to calculate restroom needs using 2003 IBC
>   2 The entire facility must be ADA compliant

Isaac Grayson

Women's Empowerment Center

Arc 550 | Regional Graduate Architecture Studio
School of Architecture | Southern Illinois University Carbondale
Summer 2013 | Juvenile Detention Facility|

"A woman is the full circle. Within her is the power to create, nurture and transform."

~Diane Mariechild

1 2 0 6   T o u c h   o f   N a t u r e   R d ,   M a k a n d a ,   I L   6 2 9 5 8

This center is located so to remove as many distractions as possible. Most of the teenage girls that come here are very capable individuals but need some guidance. Isolation, which is the common, practice is not helpful to these girls. Particularly those suffering with subside tendencies and mental disorders. And so a team attitude will be enforced.

There will be two teams on campus. Each with the same rotating chore list. This facility will be laid in a campus style to extend their daily routines beyond the realm of one building. While there are required chores the day to day structure will be composed heavily of school work and activities required for daily dietary needs.
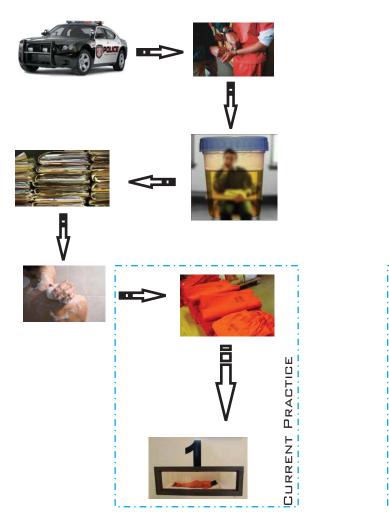
The girls will be responsible for milking the goats and processing it as well they will tend to seasonal vegetable gardens. These activities will provide fresh ingredients into the meals that they will daily cook for themselves with supplement as needed. From the start not everyone will be able to do every chore necessary. To help maintain order training will be required to perform some facility tasks, where good behavior will be rewarded with greater training and potentially greater responsibility.
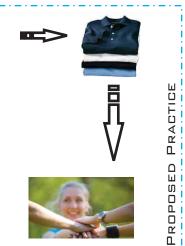
The hope is that with education and real world practical skills these girls will leave this facility capable to sustain themselves in the world.

Currently when the state take custody of a juvenile they keep them, short term, in a detention center until the sentencing has taken effect. During the sentencing the judge explores facilities that would provide the best for the youths needs. The facility I'm proposing would serve the purpose of long term rehabilitation of juvenile girls in the Souther Illinois region.

The standard procedure for facility check in is illustrated in the diagram above. From police custody the juvenile is transferred to the facility. Here the facility agrees to take responsibility for the individual and provide the necessary treatment and state required education. During this initial handover the juvenile goes through rigorous drug testing, medical screening, and necessary paperwork. Following all this the youth are allowed to shower and then are issued their uniform. Lastly they are place in solitary confinement until it can be decided what they should be done with them.

71 │ 72

In my facility I propose that the last two step of this process be changed. I see the first five steps necessary to meet state requirements and ensure nothing is brought into the facility. But because this facility will be all girls I think the uniforms need to become less harsh. These teenage girls are at a vulnerable state in their lives and forcing them to dress in an orange jumpsuit may only further rob their self confidence. Issuing a more age appropriate uniform that is less degrading would be the new step six. Then instead of solitary confinement they would be introduced to their facility group and begin building comradery with the peers they will be living and relying on day to day.
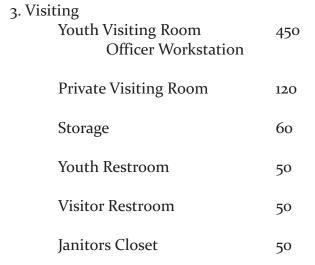
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School of Architecture | Southern Illinois University Carbondale
Summer 2013 | Juvenile Detention Facility

ADMINISTRATION: 3152 TOTAL

1. Lobby

 Vestibule   50

 General Waiting   250
   Reception Desk
   Vending

 Mens Restroom   150

 Women's Restroom   150

 Janitors Closet   50

2. Administration

 Waiting Room   400

 Workstations   1322
   Secretary 2@64
   Records @64
   General Station 8@100
   Sen. Manager @100
   File Storage @80
   Dep. Office @150

3. Visiting

 Youth Visiting Room   450
   Officer Workstation

 Private Visiting Room   120

 Storage   60

 Youth Restroom   50

 Visitor Restroom   50

 Janitors Closet   50
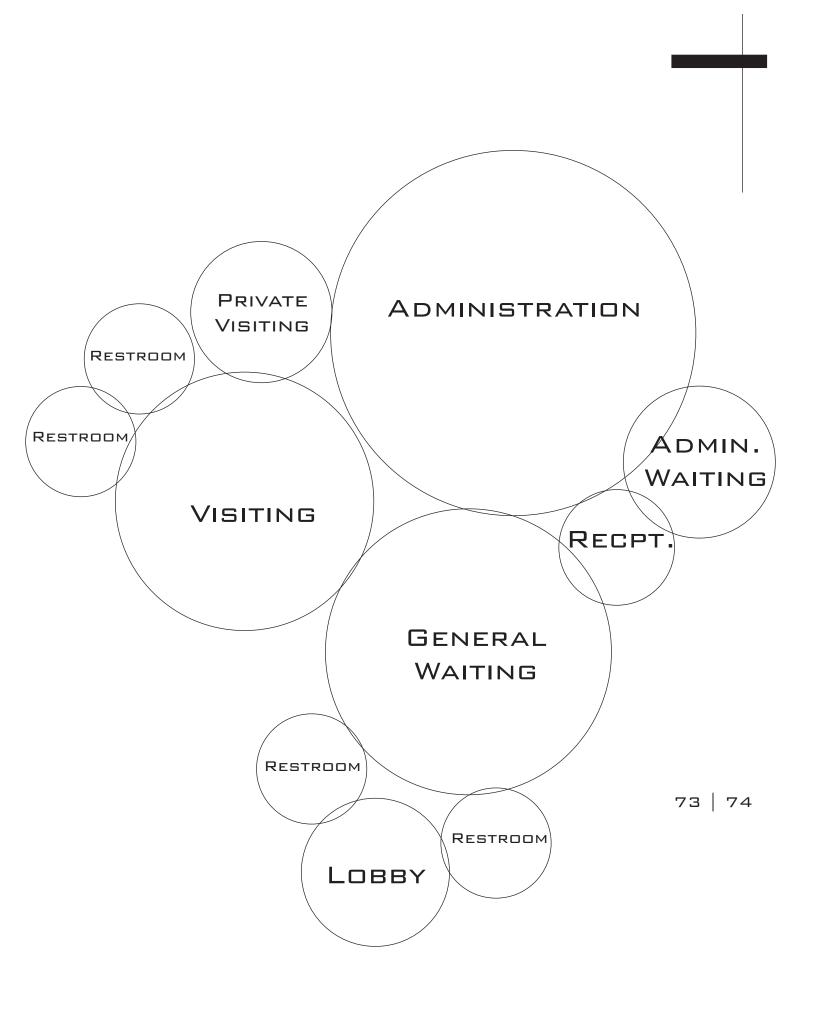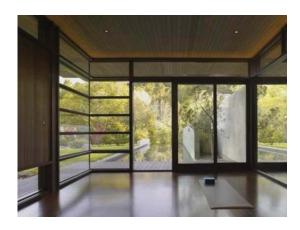
   This is where the bulk of public interactions will take place. And as such the administration offices are placed in close proximity to the youth visiting area. One of the major reasons for deciding has to do with what I observed on our Kansas City facility tour. While in the lobby an individual came in for a visit. She was required to check in with the administrative offices before entering the sally port into the visitation. I saw this as a separation that should be reduced to a closer relationship.

PRIVATE
VISITING

RESTROOM

RESTROOM

ADMINISTRATION

ADMIN.
WAITING

VISITING

RECPT.

GENERAL
WAITING

RESTROOM

73 | 74

RESTROOM

LOBBY

LIVING: 4000 TOTAL
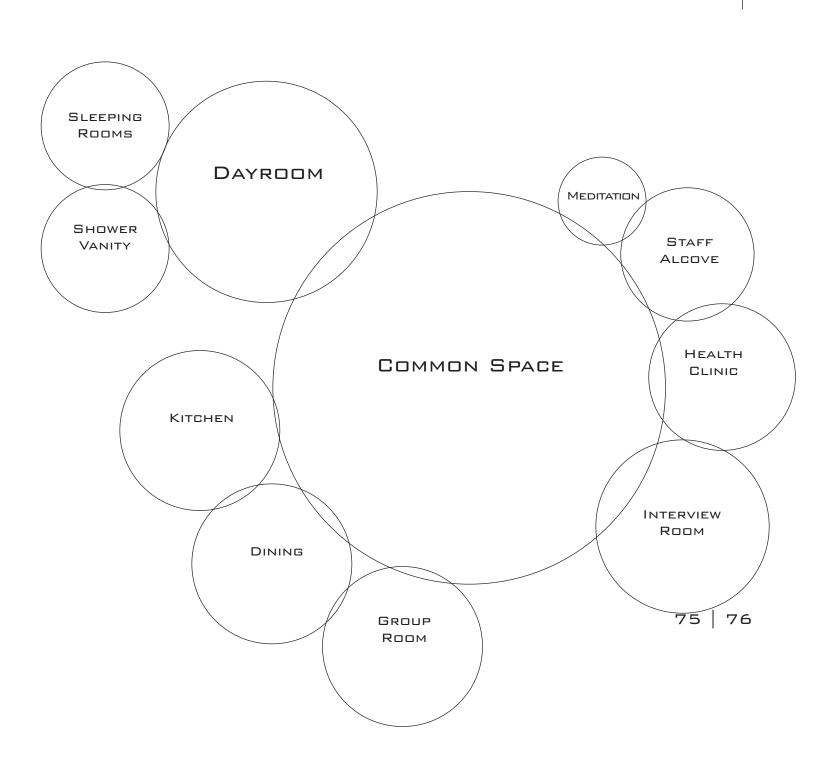
4. Pods (*2)

9 Single Rooms (1ada) @80	720
Shower 4@30	120
Sink *4 Vanity @ 10'	40
Dayroom	400
Storage	50
Janitors Closet	40

5. Common Space Core

Common Space	800
Dining	300
Kitchen	500
Health Clinic Exam Room @140 Med Storage @80	220
Group Room	320
Meditation Room	40
Case Manager Office	100
Staff Alcove	200
Interview Room	100
Janitors Closet	50

I draw most of the inspiration for the setup of this living facility from my own experiences of living and working in constant contact with small groups. Defining personal space can be difficult when living in a group, so I felt that these teenage girls would benefit the most from individual rooms. This decision was made under the assumption that they would be outside of these rooms most of the day. I also brought the kitchen into the living core with a dining area to teach world skill and foster relationship building over meals. Keeping in mind that these are teenage girls I also expanded the shower facilities and added a vanity for prep.

SLEEPING
ROOMS

DAYROOM

MEDITATION

STAFF
ALCOVE

SHOWER
VANITY

COMMON SPACE

HEALTH
CLINIC

KITCHEN

INTERVIEW
ROOM

DINING

GROUP
ROOM

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Summer 2013 | Juvenile Detention Facility

EDUCATION: 3750 TOTAL

6. Education Center

Classroom Commons	350
Officer Workstation	
Sink	
Classrooms 2@400	800
Art Studio	400
Library	200
Youth Restroom	100
Staff Restroom	100
Teacher Office 2@100	200
Janitors Closet	50

7. Treatment

Multi Purpose Room	350
Therapy Room 2@150	300
Staff Office	150
Restroom	50

8. Indoor Fitness

Exercise Room	500
Storage	150
Janitors Closet	50
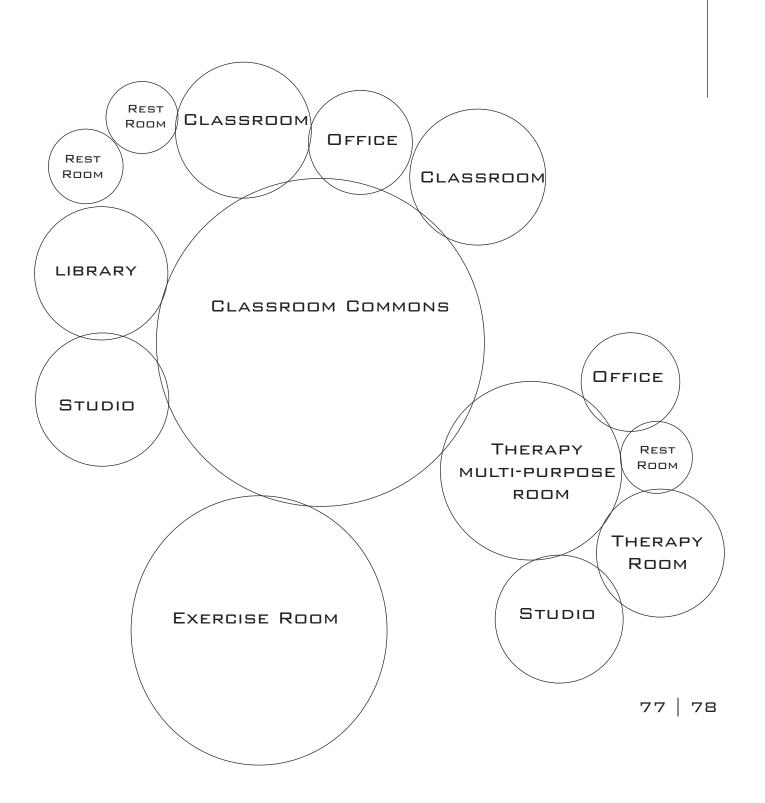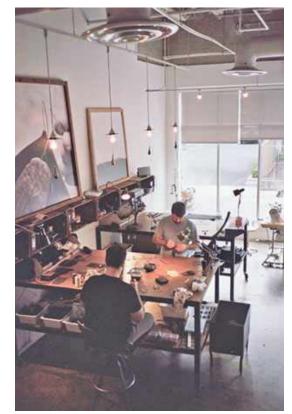
    The education center is there to meet, and hopefully surpass, the states requirements for necessary education. Because this facility will be set up campus style I have left off an outdoor rec area in favor of a fitness room with exercise machines. In hopes that this may receive greater use from the female population, verses the free weights of a male population. Also I want the treatment and education facilities to go hand in hand, because there is as much to learn from therapy as from education.

Rest
Room

Rest
Room

Classroom

Office

Classroom

Library

Classroom Commons

Office

Studio

Therapy
multi-purpose
room

Rest
Room

Therapy
Room

Exercise Room

Studio

Working: 3100 total

9. Barn

    Animal Housing   1000

    Feed Storage   200

10. Cheese Processing   650

    Milking Parlor

    Milk Storage Room

    Cheese Making Room

    Cheese Storage

    Receiving Vestibule

11. Garden   650

    Equipment storage @300

    Produce Storage @50

    Produce Processing @300
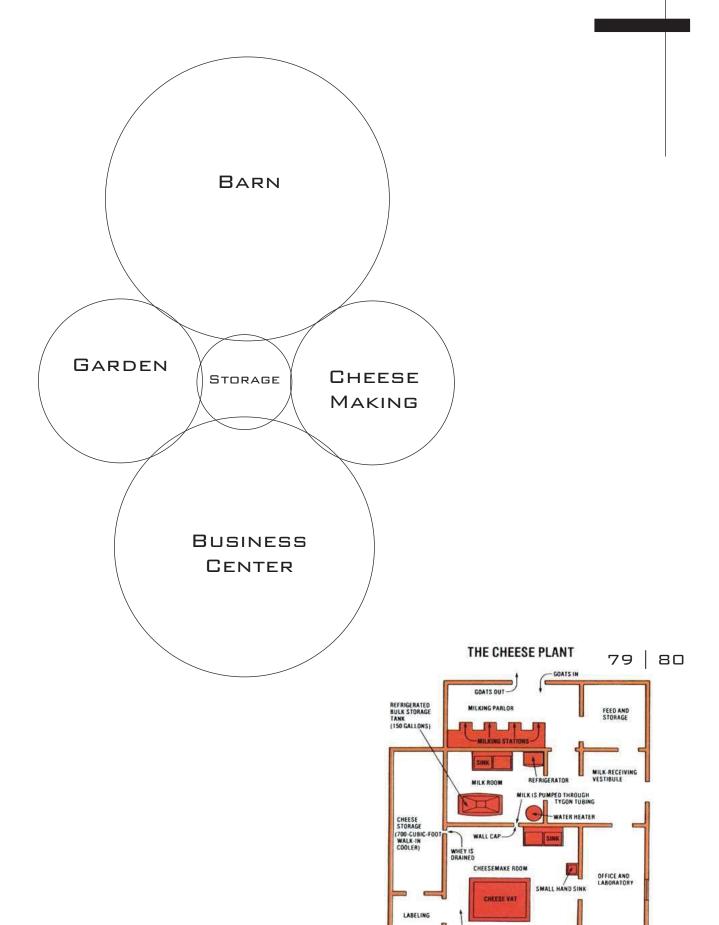
12. Business Center   600

    Product Storage @150

    Packaging Room @150

    Marketing Office @100

    Sales Room @200

Besides the educational component of ths facility I really wanted to give these girls resume skill. The goat farm will have aspects of animal therapy and produce a product for the business center. The business center is a place where the products, from the goats and vegetable gardens, that are not consumed for the can be marketed and distributed to outside markets. The hope is that they will be encouraged to design, produce, market, and sell a physical product as a sort of thesis project. When leaving this facility these girls will most likely need to immediately enter the workforce and these practical hands on lessons will make that possible.

Barn

Garden

Storage

Cheese Making

Business Center

THE CHEESE PLANT

GOATS IN

GOATS OUT

MILKING PARLOR

FEED AND STORAGE

REFRIGERATED BULK STORAGE TANK (150 GALLONS)

MILKING STATIONS

MILK-RECEIVING VESTIBULE

SINK

MILK ROOM

REFRIGERATOR

CHEESE STORAGE (700-CUBIC-FOOT WALK-IN COOLER)

MILK IS PUMPED THROUGH TYGON TUBING

WATER HEATER

WALL CAP

SINK

WHEY IS DRAINED

CHEESEMAKE ROOM

SMALL HAND SINK

OFFICE AND LABORATORY

CHEESE VAT

LABELING

FETA CAN BE PACKAGED IN CHEESEMAKE ROOM

Arc 550 | Regional Graduate Architecture Studio
School of Architecture | Southern Illinois University Carbondale
Summer 2013 | Juvenile Detention Facility

RETREAT: 4328 TOTAL

14. Woman's Retreat Center
    Workstations 4@100   400

    Senior Officer   100

    Secretary 2@64   128

    Meeting Rooms   790
        Small 2@90
        Med. 2@180
        Large 250

    Conference Room   250

    Restroom 3@100   300

15. Women's Bunk House
    Sleeping Rooms   2700
        4 beds
        Storage
    Restrooms   250
        Showers @200
        Vanity @50

    Common Spaces   200
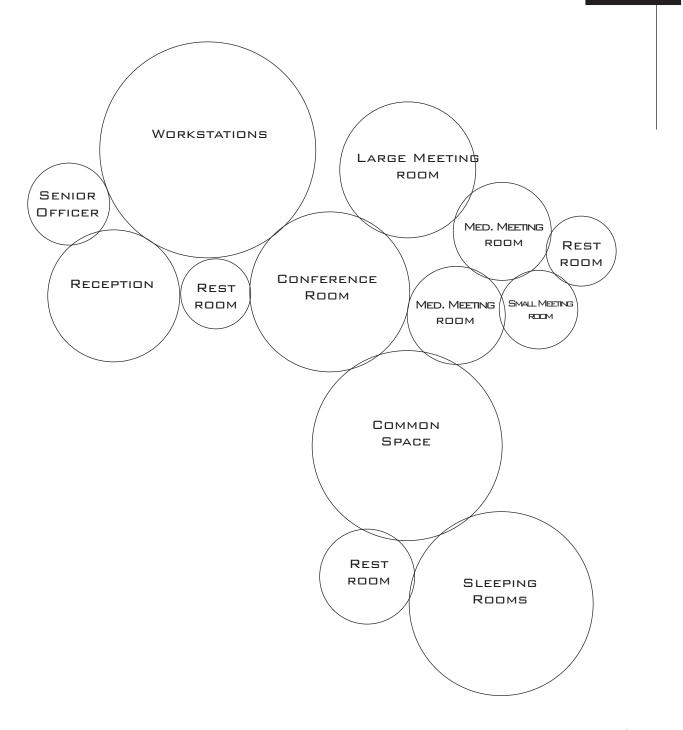
        The day program has been removed in favor of a retreat center, because of the facilities distance from town. This retreat center would host, mostly women's retreats, to soften the facility and remove some of the fears associated with this kind of place. The youth would have the option to produce meals for these retreats, as well it may be beneficial for the girls to develop mentor relationships to grow on when allowed to leave the facility. That way the girls not only leave empowered but less alone as well.

WORKSTATIONS

LARGE MEETING
ROOM

SENIOR
OFFICER

MED. MEETING
ROOM

REST
ROOM

RECEPTION

REST
ROOM

CONFERENCE
ROOM

MED. MEETING
ROOM

SMALL MEETING
ROOM

COMMON
SPACE

REST
ROOM

SLEEPING
ROOMS

13. Central Support

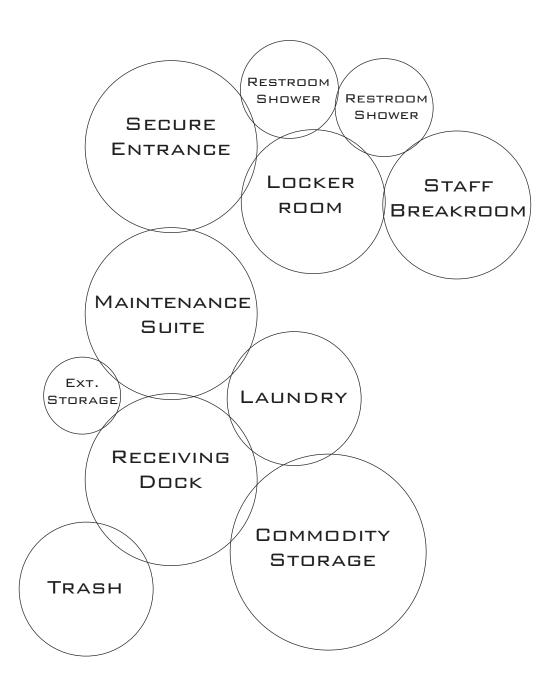|	
Commodity Storage	400
Maintenance Suite	592
Shop @300	
Workspace 3@64	
Storage @100	
Security Staff Entry	570
Vestibule @50	
Locker Room @120	
Mens Restroom	
w/ Shower @200	
Women's Restroom	
w/ Shower @200	
Staff Breakroom	300
Laundry	500
Soiled Room @100	
Staging Room @200	
Clean Storage @200	
Custodial	100
Receiving Dock	250
Trash Area	200
Storage (exterior access)	150
Janitor Closet	50

As with most every facility the success depends on the back of house resources. I want to be sure to provide adequate space to properly maintain this facility. Also back here is a secure staff entrance and break room. The entrance need to be placed a good distance away from the trash, because we want to respect the people employed here and walking by the dumpster to get to work is not pleasant or respectful. Also the break room need lots of exterior view, and would also probably benefit for a covered smoking area.

TOTALS
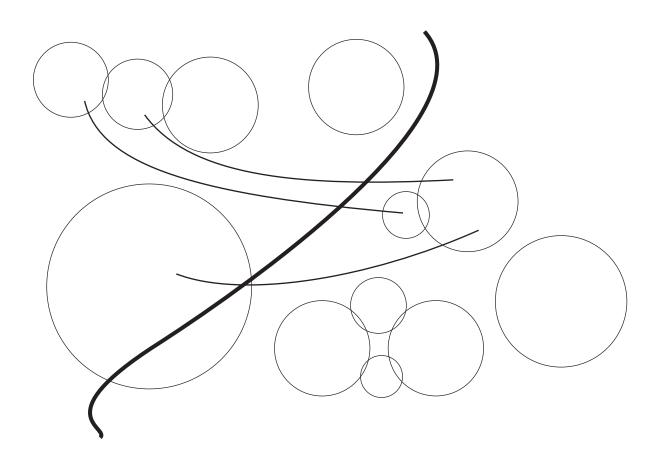
Total Project Net Square Foot = 21442

Grossing Factor x1.45

Total Gross Square Feet = 31091

Plus: 50 parking spaces, public drop off zone, and grazing area for livestock.

Randy thoms
Arc 550
Summer 2013
Prof. Schwartz

female youth restorative center, program
@ Touch of nature
Carbondale, Illinois

This project consists of a low security female detention and rehabilitation center. It is an 18-bed facility for females 13-18 years of age. An overall layout of the site is akin to an American frontier fort with influences of Medieval monasteries. A "cloister" of buildings self-contained and protected, fostering meditative and reflective spaces. The site is a historically proven rehabilitation program for kids with disabilities for over the past 50 years. Tapping into this history, will help direct the mission of this detention facility to provide a "normalizing confinement" (Soto, 2013) ethos that will ensure a better future for the girls.
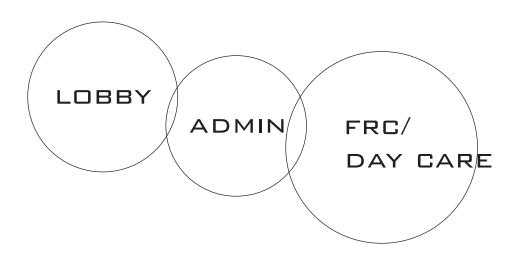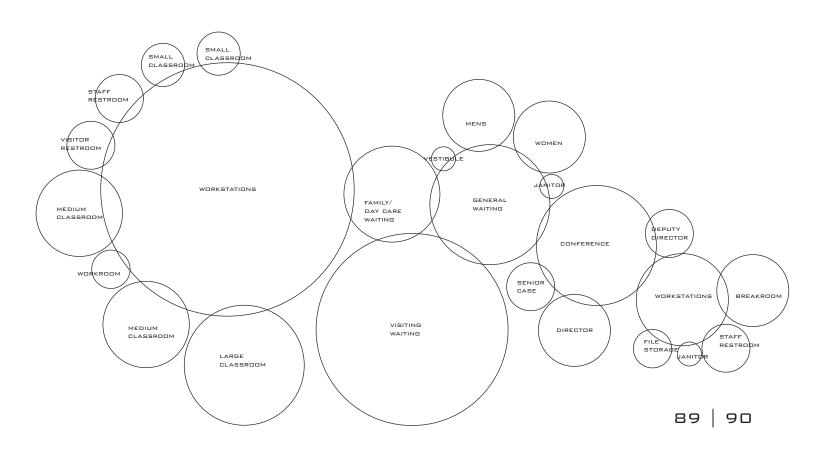
1.   LOBBY
Public entry area to main facility. This will be the first
impression for the visitor to feel comfortable and
reassured. The area will also house the waiting rooms
for accessing the secure area, as well as public restroom.

2.   FAMILY RESOURCE AND DAY PROGRAM CENTER
This area will be for out-patient and continuing
education of former detainee. It will consist of small to
large classrooms as well as Case managers and
Assessment specialists.

3.   ADMINISTRATION
An area with the "nuts-and-bolts" of the facility to run
day to day operations as well as a conference room to
house workshops for the staff and the public at large.

LOBBY

ADMIN

FRC/
DAY CARE

SMALL
CLASSROOM

SMALL
CLASSROOM

STAFF
RESTROOM

VISITOR
RESTROOM

MENS

WOMEN

VESTIBULE

JANITOR

WORKSTATIONS

FAMILY/
DAY CARE
WAITING

GENERAL
WAITING

MEDIUM
CLASSROOM

CONFERENCE

DEPUTY
DIRECTOR

WORKROOM

SENIOR
CASE

WORKSTATIONS

BREAKROOM

MEDIUM
CLASSROOM

VISITING
WAITING

DIRECTOR

FILE
STORAGE

JANITOR

STAFF
RESTROOM

LARGE
CLASSROOM

200 SQFT

4.   SECURE CARE CENTER – CORE
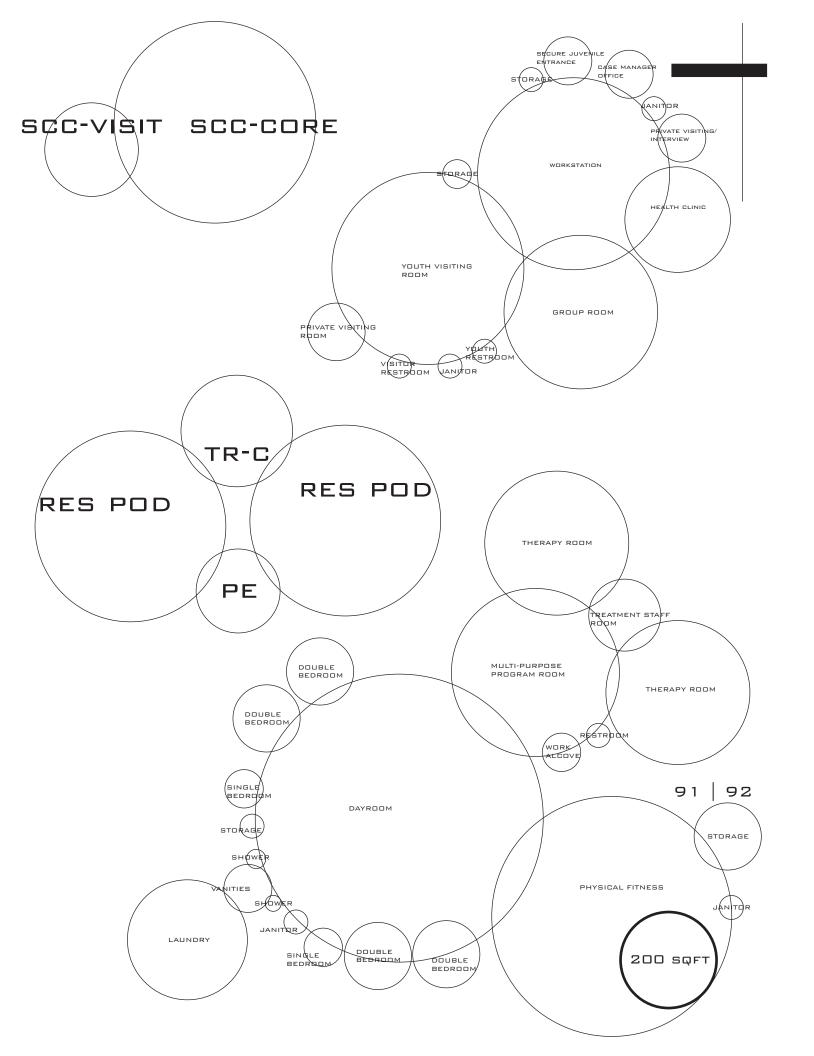The main purpose of this area is to provide a common area for which all detainees must travel through and meet with Medical Health care and prescription medication services.

Notes: vehicle sallyport

5.   SECURE CARE CENTER – VISITING
As visitation rights and privileges are obtained, this area will provide a secure atmosphere to meet with family and friends.

6.   SECURE CARE CENTER – RESIDENTIAL PODS (2)
Within these two pods, the 18 detainees will interact in a communal Dayroom and double occupancy bedrooms. One pod may consist of 4-Doubles and 1-Single. The other pod may consist of 2-Doubles and 5-Singles, this pod being for those whom are showing good behavior, older detainees and somewhat close to the end of the stay. This pod may also have communal laundry for greater autonomy and responsibility. Both of these pods will be separate, stand alone buildings, yet accessing an indoor Physical Fitness center and Treatment center.

Notes: "House Mother" space for adult staff

SCC-VISIT SCC-CORE

SECURE JUVENILE ENTRANCE

CASE MANAGER OFFICE

STORAGE

JANITOR

PRIVATE VISITING/ INTERVIEW

WORKSTATION

STORAGE

HEALTH CLINIC

YOUTH VISITING ROOM

GROUP ROOM

PRIVATE VISITING ROOM

YOUTH RESTROOM

VISITOR RESTROOM

JANITOR

TR-C

RES POD

RES POD

PE

THERAPY ROOM

TREATMENT STAFF ROOM

DOUBLE BEDROOM

MULTI-PURPOSE PROGRAM ROOM

THERAPY ROOM

DOUBLE BEDROOM

RESTROOM

WORK ALCOVE

SINGLE BEDROOM

91 | 92

DAYROOM

STORAGE

STORAGE

SHOWER

VANITIES

PHYSICAL FITNESS

JANITOR

SHOWER

LAUNDRY

JANITOR

200 SQFT

SINGLE BEDROOM

DOUBLE BEDROOM

DOUBLE BEDROOM

7. **Treatment center**
The center will house Therapy rooms as well as general use room with various activities and programs. The staff rooms will be for the treatment professionals and coordinators.
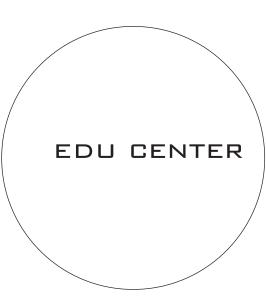
8. **Education center**
This area will be setup as much as possible as a school house. There will be a large classroom for group functions, two smaller classrooms setup for the different levels of majority and skills, a library and finally an educational staff preparation and lounge room.
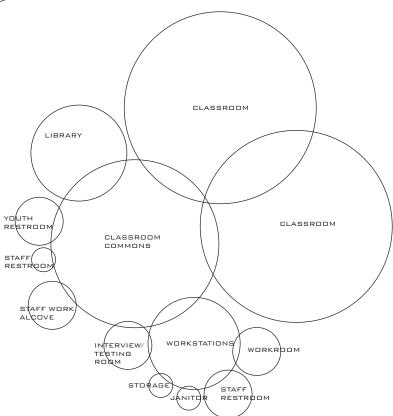
9. **Physical fitness center**
This space will be accessed by both residential pods and itself has access to an outdoor area of no less than 1500 sqft.

10. **community garden**
A place for the detainees to gain ownership and responsibility. Grow supplemental produce for the Dining Hall.

EDU CENTER

CLASSROOM

LIBRARY

CLASSROOM

YOUTH
RESTROOM

CLASSROOM
COMMONS

STAFF
RESTROOM

STAFF WORK
ALCOVE

INTERVIEW/
TESTING
ROOM

WORKSTATIONS

WORKROOM

STORAGE

JANITOR

STAFF
RESTROOM

200 SQFT

11. CENTRAL SUPPORT
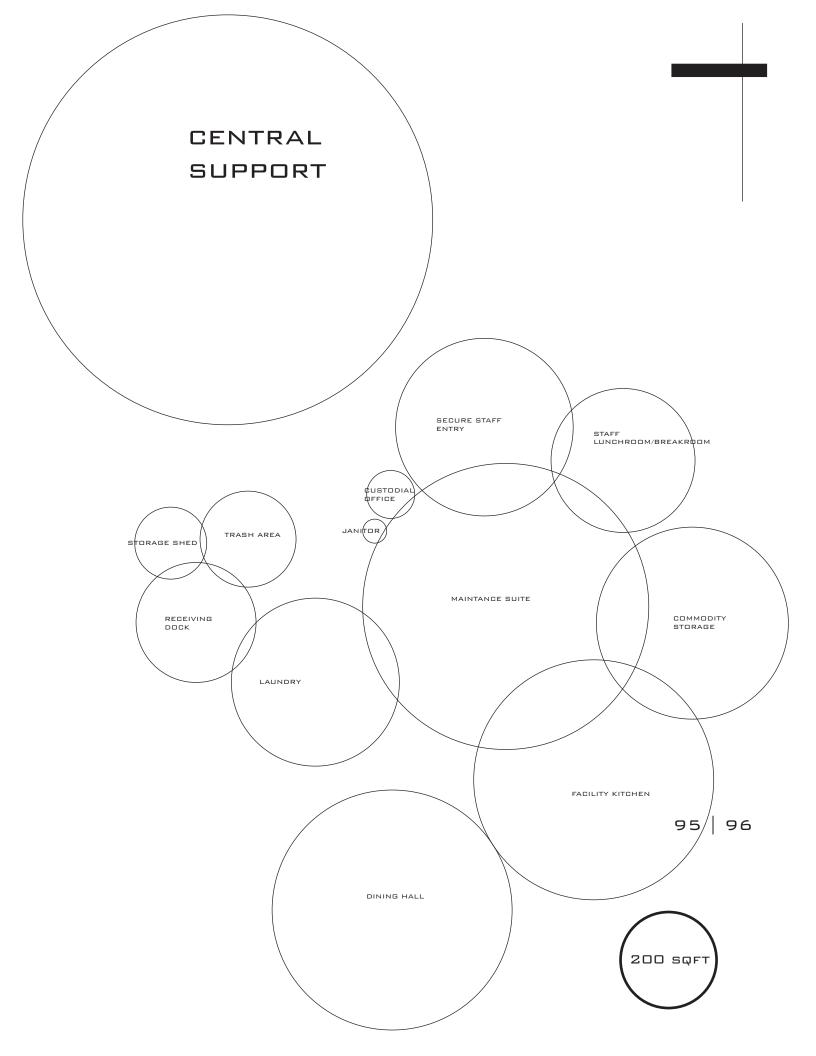The largest portion of the entire center will be here. The major storage area, laundry and receiving docks, as well as maintenance shop and staff lunchroom will be mixed among the kitchen and dining hall areas. The Dining hall area would be within the secure area for the detainees. A secondary secure access point for staff and or detainees may entry and then exit to the Secure Care Core. This building must be functional.

Notes: Nutrition classes; day care 0-3 yrs
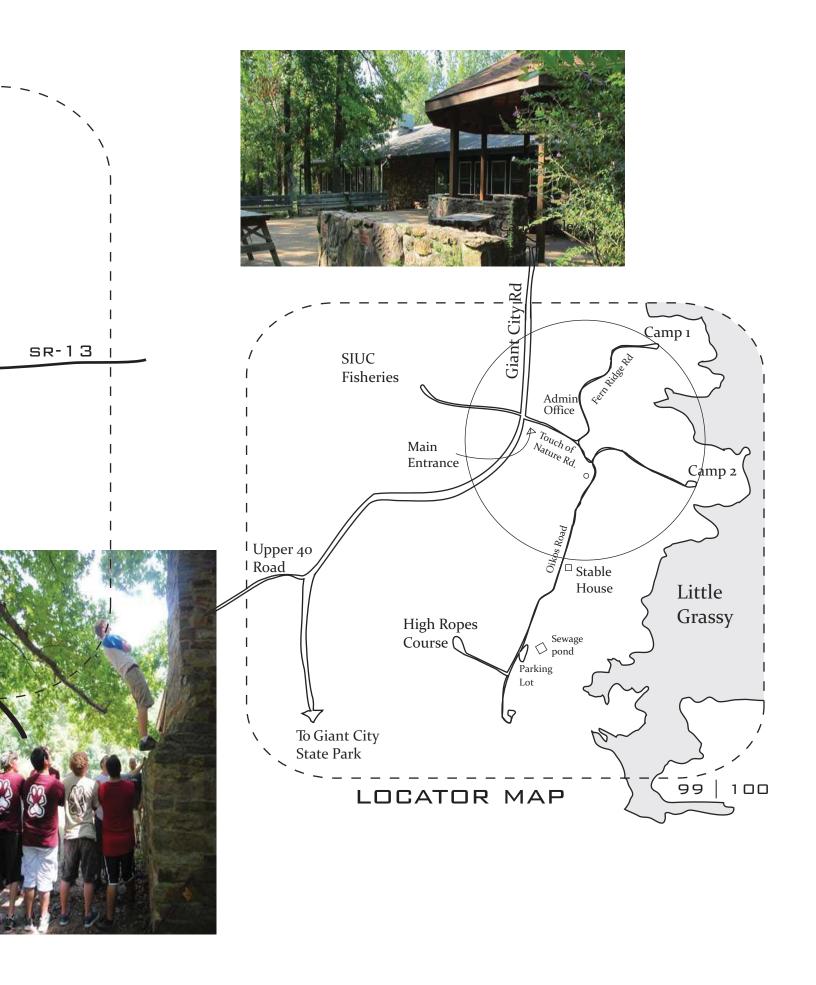
12. FAMILY RESIDENCE POD
The pod will be for visiting Family members whom wish to stay a few days with their child. Mainly for those traveling from Up-State.

CENTRAL
SUPPORT

SECURE STAFF
ENTRY

STAFF
LUNCHROOM/BREAKROOM

CUSTODIAL
OFFICE

JANITOR

STORAGE SHED

TRASH AREA

MAINTANCE SUITE

COMMODITY
STORAGE

RECEIVING
DOCK

LAUNDRY

FACILITY KITCHEN

95 | 96

DINING HALL

200 SQFT

Site Analysis

SR-51

I-57

SR-3

MURPHYSBORO

CARBONDALE

MARION

BENTON

40.4 M :47 MIN

:27 MIN 16.7 M

:15 MIN

9 M

23 M :36 MIN

:29 MIN 14.7 M

ANNA/
JONESBORO

SR-51

I-57

I-24

SR-13

SIUC
Fisheries

Giant City Rd

Camp 1

Fern Ridge Rd

Admin
Office

Main
Entrance

Touch of
Nature Rd.

Camp 2

Upper 40
Road

Oikos Road

☐ Stable
House

Little
Grassy

High Ropes
Course

Sewage
pond

Parking
Lot

To Giant City
State Park

LOCATOR MAP

To Carbondale

Giant City Rd

Camp 1

Fern Ridge Rd

SIUC
Fisheries

Admin
Office

Main
Entrance

Touch of
Nature Rd.

Camp 2

Upper 40
Road

Oikos Road

Stable
House

Little
Grassy

High Ropes
Course

Sewage
pond

Parking
Lot

To Giant City
State Park

December:

temp: 50 - 33
precip: .08 in.
wind: 8 mph
daylight: 10h 31m

June:

temp: 86 - 63
precip: .11 in.
wind: 5 mph
daylight: 15h 49m

To Carbondale

Giant City Rd

SIUC Fisheries

Camp 1

Fern Ridge Rd

Admin Office

Touch of Nature Rd.

Main Entrance

Camp 2

Oikos Road

Upper 40 Road

Stable House

Little Grassy

High Ropes Course

Sewage pond

Parking Lot

To Giant City State Park

1. STABLE HOUSE SECTION

2. MIDPOINT SECTION

3. PENINSULA SECTION
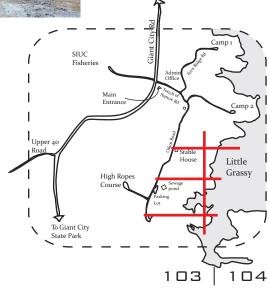
SCALE: 1" = 500'-0"

4. Vertical Section

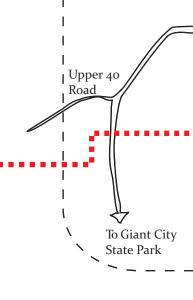To Carbondale

SIUC
Fisheries

Giant City Rd

Camp 1

Fern Ridge Rd

Admin
Office

Main
Entrance

Touch of
Nature Rd.

Camp 2

Upper 40
Road

Olluk Road

Stable
House

Little
Grassy

High Ropes
Course

Sewage
pond

Parking
Lot

To Giant City
State Park

Way Finding

Upper 40
Road

To Giant City
State Park

Precedence

To Carbondale

Giant City Rd

SIUC
Fisheries

Admin
Office

Fern Ridge Rd

Camp 1

A Touch of
Nature Rd.

Main
Entrance

Camp 2

Oikos Road

Stable
House

Little
Grassy

High Ropes
Course

Sewage
pond

Parking
Lot

Freeberg Hall

105 | 106

SITE: PHOTOGRAPHY

WILDLIFE

Upper 40
Road

To Giant City
State Park

Views

To Carbondale

Giant City Rd

SIUC
Fisheries

Camp 1

Fern Ridge Rd

Admin
Office

Touch of
Nature Rd.

Main
Entrance

Camp 2

Otto's Road

Stable
House

Little
Grassy

High Ropes
Course

Sewage
pond

Parking
Lot
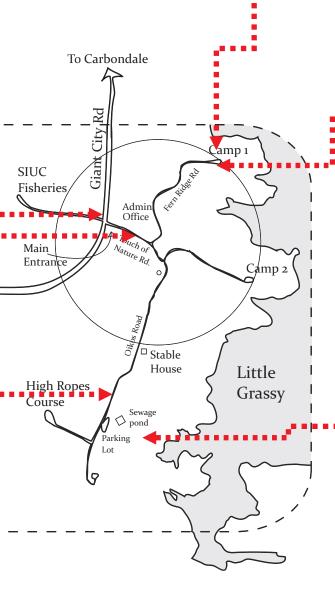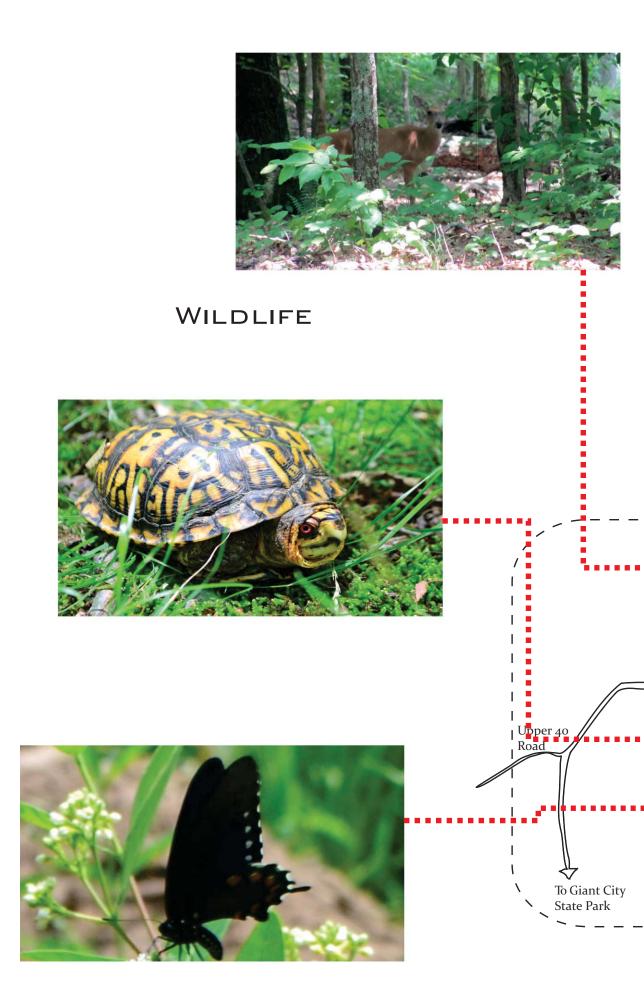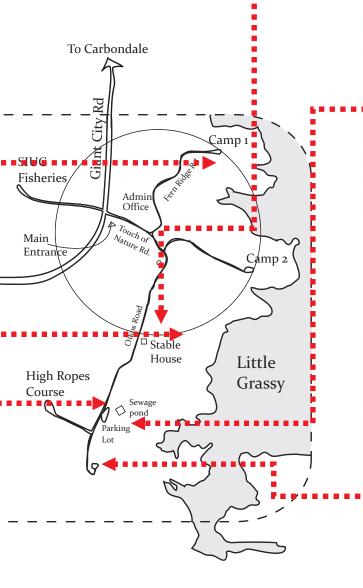
Pros

Near Lake

Utility Access

Mildly Sloped Areas

Private

Quiet

Existing Youth Atmosphere

Borders State Forest

Cons

No Direct Lake Sight Lines

Poopy Pit

Wildlife preservation on waterfront

Distance from Communities

Existing infrastructure

Road Conditions

Pests

Summary Writing

"Not in my back yard", the familiar mantra of anything new or subject to change. To be honest, for this project, we had similar first impressions of, "won't this be fun...not" and "what a depressing subject". So begins our summer of studio, a syllabus and Problem 1 is assigned: Research Anthology. The following summary writing is Group #3's collaboration of four different tasks to help each of us formulate an idea, some would say a thesis of how we are going to tackle the design of a Female Juvenile Justice Center. Through the processes of (1) critical readings, (2) juvenile justice analysis, (3) program analysis and (4) site analysis we will hopefully garner enough information to create and pleasing and functional piece of architecture.

During the first phase, critical readings, each of us were given the same two articles to review as well as two additional articles to find on an individual basis (all titles will be listed in the bibliography). From these eight distinctly varied and informative papers, we started to see the world of juvenile justice in a new light. We explored the role of walls and boundaries and it's affect on people's perception from the inside. Is it really keeping someone in or someone out? On which side of the wall is the safest? Do the walls promote fear and become a negative reinforcement of past transgressions? Moving beyond this

sense of enclosure, we, as students of architecture, need to remember that, "spatial configuration generates social functions beyond those that are explicitly programmed" (Peatross 2001, 530).

There is another piece to the puzzle that most of us forget; the staff. Not only are the detainees stuck there, we have to remember that the people working there feel "in captivity" just as much as the detainees. The idea that all kids are bad is not only set by the training methods of the guards, but by the design of the space. This in turn begins to affect the health and well being of the juveniles and other occupants.

Having an engaging space and an area for task building, may allow behavioral problems to be mitigated by keeping the youth active and not idle. As for the female population of this facility, there seems to be a relationship between personal space and learning. We need to keep the design of a classroom, or therapy session, in tune with emotional, physical and education needs of its users.

As for the second phase, the local juvenile justice system, they do not keep separate records or information on their rates and types of crime. They seem to get lost into the adult system at large. However, it is clear that the local schools try desperately to keep the youth out of the system in the first place. Through

various tiers and classifications of behavioral incidences, they work to help youth in-house and stay in school. By and large, for a juvenile to be placed in a correctional facility boils down to mental health, and/or drug and alcohol or physical/sexual abuse. The two facilities in the southern Illinois region are in Benton, Franklin County Jail and Harrisburg, Illinois Youth Center. At the Benton center the youth are held for short periods until a more permanent solution is found. Whereas, the Harrisburg facility is a minimum security detention center for male detainees. A youth center in Murphysboro has recently closed due to budget cuts and a reputation of being a failing "boot camp" style of incarceration.

The third phase, program analysis, is wide open to interpretations. Some believe there is too much square footage given to the waiting spaces and not enough to personal hygiene areas. Most think that vanities adjacent to showers will give needed relief to the morning routines. While others feel the education space could be enlarged to accommodate more training and teaching. This includes some sort of day program to foster responsibility and ownership, be it a garden, workshop or retail product development. We all agreed that, being in a semi-public setting, there is the need to have a private intake area for when the juveniles first arrive at the

facility; at no time should the main lobby or public access entry see a youth handcuffed. Lastly, the spaces need an atmosphere of safety and inviting attributes to allow for growth and rehabilitation. Simply choosing the right colors, warm and soft or the right textures, soft and comfortable, goes a long way ensuring the youths can succeed now and in their future.

Finally, the fourth phase deals with the site. A site was chosen for us, Touch of Nature in Makanda. This is a Southern Illinois University extension campus encompassing a 3100 acre forest. They already maintain two camps on the property near Little Grassy Lake. One camp deals with persons with disabilities and is in its 59th year of activity. While the other host multiple youth outdoor programs. However, the camp facility may be booked for company retreats, team building on the 'High ropes" course and the occasional wedding or birthday party. With some guidance from the Touch of Natures' plant operations manager, we indentified three potential sites on the east side of Okious road in the southeast region of the campus for development.

These three sites, the old Stable house, the southern peninsula and a midpoint in between all have utilities infrastructure already installed with roads. The roads, however, need the most improvement to accommodate the larger volume. The current topography gradually slopes towards the lake with the peninsula having the narrowest land area. The southern peninsula area does have the possibility of lake views, but not lake access. The other two areas do not provide the view, but could allow for access via a hiking trail system. All the sites have an abundance of wildlife and critters, as well as its fair share of pests, so consideration of this infringement, humans towards wildlife and vice versa, needs to be addressed. On the other hand, there is quite a distance to the local communities and cites which can offer support. Also, visiting families who arrive in the surrounding cities (Carbondale, Marion, St Louis, etc.) have to then find transportation to this remote setting.

As our study for a Female Juvenile Justice Center concludes, research articles reviewed and analysis presented, we are left with as many questions as answers. With most research, one makes assumptions and tries to find others whom agree. Yet, as we move down the rabbit hole, we veer off the path and explore other possibilities. Unlike our original expectations, a Female Juvenile Justice Center is more than a concrete bunker with rows of holding cells. It needs to have a sense of compassion, because we have to remember the ages and the circumstances of its occupants. What were you doing at 11 years old? Or at 17? What activities made you happy and feel safe? Let's not forget, we were all kids once, so what did you want as a

kid? A female youth center needs a major rehabilitation and counseling backbone, to allow for healing and promote new beginnings. In addition, have a supportive and safe environment as the body to let these new character traits begin and grow. By the end of the project, hopefully, we incorporate some of the best ideologies to have a Female Juvenile Justice Center that allows for the best outcome of "normalizing confinement".

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Juvenile Justice Analysis

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Features

— **Critical Analysis**

— **Juvenile Justice Analysis**

— **Program Analysis**

— **Site Analysis**

"Our ultimate objective in learning about anything is to try to create and develop a more just society"

-Yuri Kochiyama