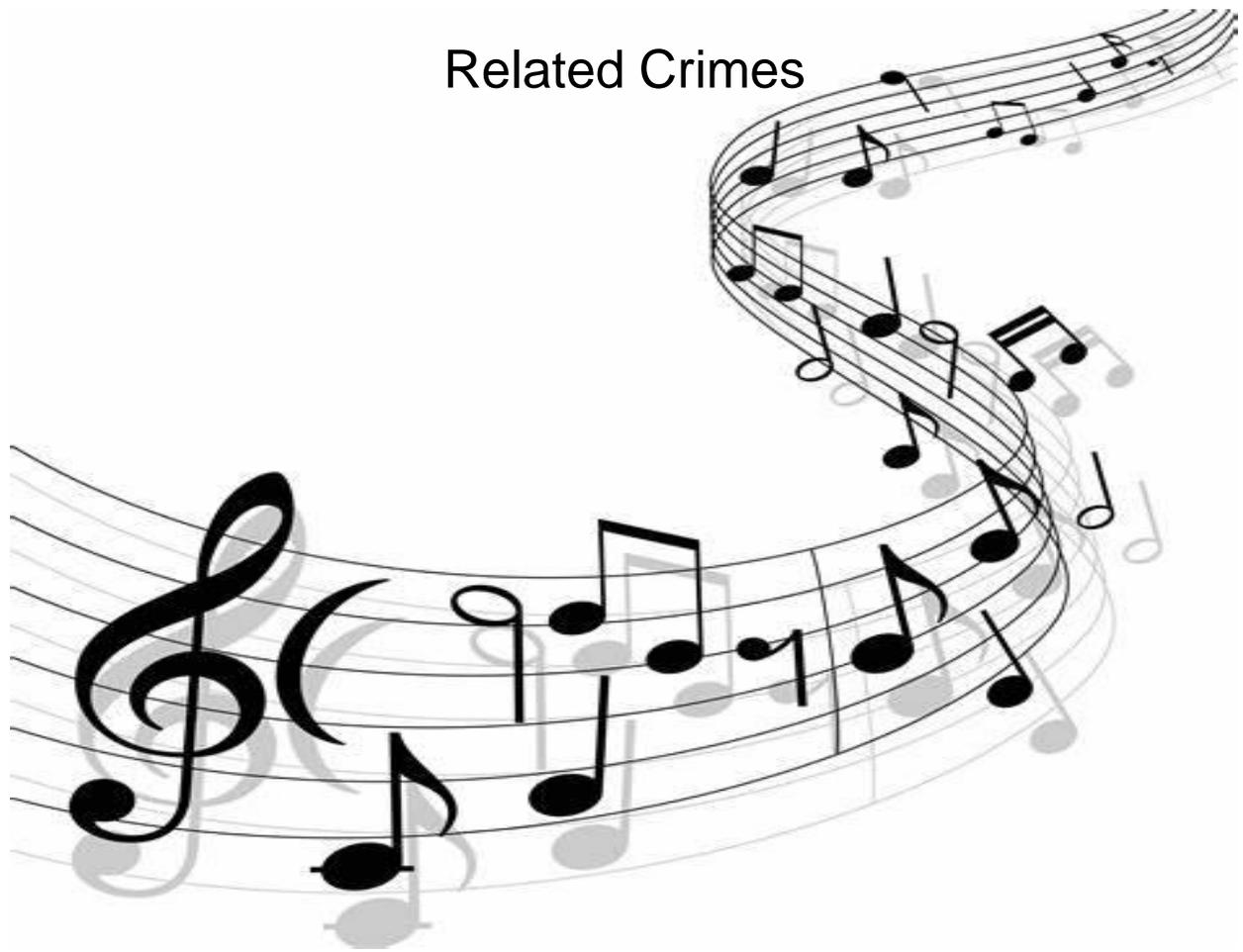


Music Therapy Programs: A Pre-Release  
Program Option to Reduce the Risk of  
Recidivism for Inmate Incarcerated for Drug  
Related Crimes



Approved: *Dr. Cheryl Banachowski-Fuller* Date: 5-04-2021

Music Therapy Programs: A Pre-Release  
Program Option to Reduce the Risk of  
Recidivism for Inmate Incarcerated for Drug  
Related Crimes

A Seminar Paper

Presented to the Graduate Faculty

University of Wisconsin – Platteville

Submitted in partial fulfillment of the requirements  
for the degree of Master of Science in Criminal Justice

Angela Jacobson

May 2021

MUSIC THERAPY PROGRAMS

**ACKNOWLEDGEMENTS**

I am grateful to the many individuals who have supported and encouraged me through my journey. Whether directly or by example, there are many who have helped me find my passion and provided inspiration to me on this journey.

This paper and the research behind it would not be possible without the support of my family and friends. They selflessly surrendered time that could have been spent with them and always managed to be there when I needed them the most. They have been there through this entire process and remained confident in my success.

I need to give thanks to my advisor, Dr. Cheryl Banachowski-Fuller. Thank you for your time and effort reading my drafts, providing feedback, and answering questions. I relied greatly on your feedback and you never failed to quickly respond to my inquiries.

A special acknowledgement also goes to my employer and the amazing staff that I have the honor to work with. It is through my experiences here that I made the decision to return to education and now, because of them, I have the opportunity to apply skills learned to help in my community. Their support and teamwork has created an inspiring environment and has served as a motivator while I worked towards this achievement.

MUSIC THERAPY PROGRAMS

**ABSTRACT**

The number of individuals incarcerated, released, and then return back to the prison setting is outstandingly high in the United States. Inmates being released only to return again within a few months to a year keep the total population of incarcerated individuals at a level that cannot be sustained. Because of this, it is necessary to develop alternative programs that can be offered to the inmates while still in prison that will reduce the overall recidivism numbers.

This paper will focus on the exploration and recommendation of a pre-release incarceration music therapy program that will be developed to reduce inmate recidivism and increase success after release. The program will target offenders who are incarcerated due to drug related crimes, but may be applicable to other populations within the prison system. This group of inmates was selected because they compose a large percentage of the overall inmate numbers and recidivism reduction will have a large impact on the incarcerated population.

Using secondary research, several music programs will be investigated and then a recommendation made for programming. There are many types of programming available that target different audiences. One underused tool that is available is music. Music has the ability to reach people on a personal level. Because of this, there is great potential in the use of Music Therapy to help inmates absorb and embrace teachings that will reduce recidivism rates. Music can help integrate people, build self-confidence, and lead participants to pursue greater alternatives for lives and subsequently, reducing recidivism.

## MUSIC THERAPY PROGRAMS

Much of criminal behavior is a result of extreme strain, social learning, environments, and self-image. What music is able to do in to help relax participants and provide an alternative way to express themselves. Music also presents opportunities for inmates to work together in groups to present these expressions to others. The process is one that contributes to stronger interpersonal relationships and self-esteem.

When used with existing clinically proven methods, music therapy has the potential to build a solid foundation in inmates pre-release that will increase the probability of successful re-entry into society and reduce overall recidivism.

*Key terms: music therapy, drug related crime, strain theory, social learning theory, cognitive behavioral therapy (CBT), prison programming,*

MUSIC THERAPY PROGRAMS

*“Music gives a soul to the universe, wings to the mind,  
flight to the imagination and life to everything.”*

*~ Plato*



## TABLE OF CONTENTS

<b>APPROVAL PAGE</b>	.....	1
<b>TITLE PAGE</b>	.....	2
<b>ACKNOWLEDGMENTS</b>	.....	3
<b>ABSTRACT</b>	.....	4
<b>TABLE OF CONTENTS</b>		
<b>SECTION I: INTRODUCTION</b>	.....	<b>11</b>
A. Statement of the Problem	.....	11
B. Purpose and Significance of the Study	.....	13
C. Methodology	.....	16
D. Limitations	.....	17
<b>SECTION II: LITERATURE REVIEW</b>	.....	<b>18</b>
A. A History of U.S. Prison Systems	.....	18
1. Corporal Punishment	.....	19
2. Penal and Juristic Reform	.....	20
a. Pennsylvania System	.....	20
b. Auburn System	.....	21
3. Modern Imprisonment	.....	22
4. Community Supervision	.....	23
B. Inmate Populations and Demographics	.....	24
1. The Effect of Deinstitutionalization	.....	25
2. The Effect of the War on Drugs	.....	26

MUSIC THERAPY PROGRAMS

3.	The Effect of Modern Drugs	27
C.	Federal Drug Laws	28
1.	Controlled Substance Act	29
2.	Mandatory Minimum Penalties	29
3.	Three Strikes Law	30
D.	Current Prison Programming	31
1.	Cognitive Behavioral Therapy (CBT)	32
2.	Substance Abuse Programming	33
3.	Educational and Vocational Programs	35
4.	Boot Camps	37
5.	Faith-Based Programs	39
	<b>SECTION III: THEORETICAL FRAMEWORK</b>	<b>41</b>
A.	Theories of Crime and Deviance	41
1.	Social Learning Theory	41
2.	Strain Theory	42
B.	Music, the Brain, and Response	43
1.	Criminal minds	43
2.	How Drugs affect the Brain	44
3.	The Effects on Thought Processes	45
C.	Types of Music Therapy	47
1.	Improvising	47
2.	Re-Creating	48
3.	Composing	48

MUSIC THERAPY PROGRAMS

4.	Other Types .....	49
<b>SECTION IV: CASE STUDIES .....</b>		<b>50</b>
A.	Goals of Music Therapy Programs .....	50
1.	Emotional Development .....	51
2.	Social Functioning .....	53
3.	Cognitive Functioning .....	55
B.	Current Music Programs .....	57
1.	Irene Taylor Trust Initiatives: Music in Prisons, Sounding Out, Making Tracks, and the Lullaby Project .....	57
2.	Give a Beat .....	60
3.	Wasatch Music Education Program .....	62
<b>SECTION V: RECOMMENDATIONS .....</b>		<b>65</b>
A.	Ideal Participant Profiles .....	65
1.	Drug Related Offenses .....	66
2.	Remaining Sentence .....	66
3.	Prison Citations .....	66
4.	Assessment Results .....	66
a.	Cognitive .....	67
b.	Physical .....	67
c.	Desire .....	67
d.	Mental .....	67
B.	Components of Successful Programs .....	67
1.	Assessment .....	67

MUSIC THERAPY PROGRAMS

a.	Interviews .....	68
i.	Bio-Medical Conditions .....	68
ii.	Cognitive Conditions .....	69
iii.	Readiness for Change .....	69
iv.	Criminal History .....	69
v.	Post-Release Environment.....	69
b.	Written and Verbal Tests .....	70
2.	Motivation .....	70
3.	Intervention Method.....	72
a.	Expression and Communication .....	73
ii.	Behavioral Awareness .....	73
iii.	Applicable Skills .....	74
C.	Evaluation Criteria .....	75
1.	Participant Surveys .....	75
2.	Criminal Activity .....	75
<b>SECTION VI: SUMMARY AND CONCLUSIONS</b>	.....	<b>77</b>
A.	Summary .....	77
B.	Conclusions .....	78
C.	Future Needs .....	79
<b>REFERENCES</b>	.....	<b>82</b>

MUSIC THERAPY PROGRAMS

## SECTION 1: INTRODUCTION



Local news headlines broadcast the incarceration of an individual found guilty of one of many types of crime. Other times the stories of imprisonment are heard on the radio, in the paper, or on social media. Learning about another person being sentenced to prison is not a shock or disturbing to the general society anymore. These individuals catch attention for a few moments in time, but then quickly fade away as another sensation takes its place. They are locked up. They are taken away and out of the society. Out of sight, out of mind.

Regardless of the reason for incarceration, a large majority of inmates come to a date that they can walk completely out of the facility and back into the community. When they do, they are often left with no skills, no therapeutic options, and no hope that their lives will be better and they can make different decisions this time around. These are all emotions that can be predecessors to future offenses. Pre-release programs can change and improve the odds that the individual can move forward with a crime free life. The programs provide and give the inmates the tools that they need post-incarceration to avoid becoming another negative statistic.

The following research will provide support for a pre-release music program. This research will focus on offenders that are incarcerated due to drug related crimes and are due to be released from facilities in the near future.

### A. *Statement of the Problem*

Everyday individuals are sentenced to serve prison sentences for a variety of offenses. As of October 31, 2020, the Federal Bureau of Prison reports that 46.2% of

MUSIC THERAPY PROGRAMS

inmates are serving time due to drug offenses and 52.5% are in low or minimum-security facilities. The same report indicates that a majority of these inmates are serving sentences of less than 15 years. This means that a large portion of these individuals will be released and have an opportunity to lead a productive and meaningful life outside of the incarceration system. The Bureau of Justice Statistics reports that most are not able to refrain from future arrests though. "Over two-thirds of released prisoners were rearrested within three years" (Carson, 2020). This number illustrates that the prison system is failing at rehabilitating inmates and preventing future crime. As such, this revolving door is one of the reasons that alternative measures need to be taken to increase the rehabilitation success.

Programming for inmates during their confinement has been provided for a long time within the United States correctional facilities with the objective of improving behavior and enhancing public safety by lowering recidivism. "Generally considered to be a return to criminal behavior, recidivism is the main post-release outcome reviewed" (Duwe, 2017). Despite a decline in crime rates since 1990, the number of inmates housed by U.S. prisons have increased more than 390 percent since 1978 according to Mosteller, Criminal Justice Reform Policy Liaison (2021). Prison programs are offered with the goal of providing skills, educations and character development. Successful programs should address these areas and support a measurable reduction in recidivism.

MUSIC THERAPY PROGRAMS

*B. Purpose and Significance of the Study*

The purpose of this study is to present an alternative pre-release program that targets drug offenders. “Released drug defendants (21%) had the highest re-arrest rate” according to the Bureau of Justice Statistics (2020). This does not include criminal acts such as domestic violence, robberies, assaults, prostitution, and other criminality connected to substance abuse. “Alcohol is a factor in over 60 percent of homicides, 75 percent of stabbings, 70 percent of beating, and 50 percent of fights and domestic assaults. Of those individuals who do commits crimes, there is some link between drug use and crime” (American Addiction Centers, 2020). Programming that is designed to reduce the re-arrest rate of those convicted of drug offenses would greatly reduce the burden on the criminal justice system by reducing crime in other area in addition to drug offenses.

One understudied alternative with proven potential to reduce these numbers is music therapy. “Music therapy is defined as the “clinical and evidence-based use of music interventions to accomplish individualized goals within a therapeutic relationship” (Hohmann, Bradt, Stegemann, and Koelsch, 2017). Carr, et.al. further describe music therapy as “a systematic intervention that uses music experienced and the relationships that develop through these to promote health” (2013). This project will demonstrate that the numerous benefits gained through the participation in music-based programs are those that will continue to support a person’s mental, physical, and emotional endeavors once they complete their prescribed sentences.

Music therapy addresses three themes: emotional expression, group interaction, and the development of skills. The National Institute on Drug Abuse has identified four

## MUSIC THERAPY PROGRAMS

general reasons that people begin and continue to be involved with drugs. These are to feel better, to feel good, to do better, and curiosity or social pressure (2020). The ability of music therapy to address various comfort and skills needed to better cope with the stressors of life affords this programming the ability to become a catalyst to help lead individuals to making different choices in their lives.

Although there have not been numerous studies, “A study of inmates who participated in an art centered prison in England showed, for example, that participants improved their discipline records while involved in art programs. Discipline reports were reduced by 29% compared with reports prior to participation in the program. Staff reported improvements in "prisoners' attitudes to work, including an increased ability to occupy themselves in their cells” (Brewster, 2014). The experiences that a person has while incarcerated have the ability to continue to traumatize or be a guiding factor in how they address challenged outside of confinement. An increase in contentment and a less hostile prison environment can reduce the stress that inmates experience. This allows them to focus more time on skill building and to better retain information gained. Fewer disciplinary actions also free prison staff to spend more positive time with inmates, potentially serving as more positive role models.

To fulfill the obligation to rehabilitate inmates, correctional facilities must address the issues of the population. “The financial burden of incarceration, rehabilitation and medical care falls heavily on local agencies and taxpayers” (Hill, Hains, & Ricketts, 2017). Music Therapy programs can have therapeutic benefits for those who choose to participate for a smaller overall cost. In a study conducted by Hohmann et. al., it was found that when used on clients diagnosed with severe mental illness, “Music Therapy

MUSIC THERAPY PROGRAMS

had beneficial effects on mood and emotions, i.e., positive mood change, decreased negative emotions, e.g., anxiety, depression, and anger, and increased positive feelings, e.g., enjoyment and happiness. This is in line with the importance of Music Therapy for the expression and regulation of feelings, as identified in our qualitative analyses. Music Therapy provides opportunities for the exploration and expression of feelings without drugs and appears to be a non-threatening intervention” (2017). There is a strong correlation between mental illness and criminal drug use. “The percentage of jail and prison inmates assumed to have a serious mental illness has been estimated at about 25%” (Lamb & Weinberger, 2017). Approximately two thirds of this number have been incarcerated on drug related offenses. Providing programming that has significant impact on individuals with mental illness will have better long-term effects on recovery.

In another study conducted by Hill, Hains, and Ricketts, similar findings were observed in a drumming program prescribed to groups with substance use disorders. “Analyses revealed that participants were able to enhance their emotional intelligence through the context of drumming” (Hill, Hains, & Ricketts, 2017). Emotional intelligence is the skill that allow people to view situations and circumstance and react appropriately. “Using large samples of offenders and well-matched control participants, large and strong deficits in Emotional Intelligence were observed among offenders. Forensic intervention programs should therefore include Emotional Intelligence training” (Megrim, 2015).

The research in this paper will be a full analysis of the existing studies on Music Therapy to support the conclusion that Music Therapy programs will enhance inmates incarcerated for drug offenses overall rehabilitation and reduce the risk of recidivism

## MUSIC THERAPY PROGRAMS

when used as a pre-release therapeutic option. The benefits received will improve the success of the inmates' post release by promoting abstinence from drug use and the development of interpersonal and reaction control and skill needed to refrain from future crime. This paper will also demonstrate the reduction of emotional stress that staff and prisoners both experience and reduce the fiscal burdens that correctional facilities place on taxpayers. The use of Music Therapy as part of inmates convicted of drug offenses pre-release programming will improve the overall success for rehabilitation and provide these inmates a firmer mental and emotional stability needed to re-enter the society. Drug offenders crowd correctional institutions. The existing system incarcerates individuals for their crimes but fails to provide the mental and emotional education that inmates need to pursue a crime-free existence upon release. The research and recommendations presented in this paper will justify an alternative program that can provide the basic mental and emotional tools previously lacking.

### *C. Methodology*

This paper will be developed through the use of secondary research and statistics. Data will be collected through the use of scholarly articles, current textbooks and reference manuals, and review of evidence-based practices. Within the research process, it may also be necessary to refer to the findings of professional agencies and associations that govern various aspects of the subjects to use to justify and support the argument.

The data for this paper will include research studies on current prison programs, prisoner demographics, recidivism rates, music therapy programs, and applicable

## MUSIC THERAPY PROGRAMS

studies previously conducted. The information will be presented to generate a full understanding of the current issues and concerns, the types and strengths of music therapy programs, and a clear conclusion of a recommended program to offer to targeted inmates prior to release.

### *D. Limitations*

There is no primary data being collected to support the hypothesis of this paper. Therefore, the conclusions of this study only represent the analyzation of data that is publicly available. The data presented in this paper is specifically tailored to target those who have drug related offenses but does not exclude the potential of similar programs being developed to target all forms of crimes and prison populations. Knowledge gained from this study could significantly impact how prison programing is developed in the future.

Despite the limitations, this research will first examine a history of the U.S. prison systems, changes in inmate populations and several categories of drug offenses. Current prison programming will then be reviewed including an examination of cost, logistics and overall effectiveness in reducing recidivism. Next, the research will consider the role both social learning theory and strain theory have on criminal behavior and rehabilitation needs. How a person responds, types of music programs and the examination of several existing music programs will be the final step, leading to the development of viable components for music programing that can be offered to inmates' pre-release. The goal is to focus on the reduction of recidivism for individuals convicted of drug related crime.

## SECTION 2: LITERATURE REVIEW

To begin to evaluate existing prison programming, the prison systems themselves must be understood. The history of incarceration facilities in the United States reflected the evolution of thinking and climate of society and national policies. Prison systems change based on the political climate and the prison demographics. These factors are directly related and as laws and standards change, so does the prison population. This changing environment also affects the programming. The type and effectiveness of prison programs is strongly related to the prison demographics.

### A. *History of U.S. Prison Systems*

The United States has more people incarcerated than any other nation in the world. “As of 2020, nearly 2.3 million people across the country were behind bars. More than half of those people who are locked up are held at one of the 1,833 state prisons. The rest can be found at one of the 3,134 local jails, 110 federal prisons, 80 Indian Country jails, 218 immigration detention centers, and other facilities” (Sweet, 2020). These numbers equate to nearly 1 out of 10 individuals being incarcerated at one time or another, with many repeat offenders. The history of the U.S. prison systems demonstrates the manner the country has come to manage this population and steps taken to reduce recidivism. To create a better system and means to provide for inmates, an understanding the history of the U.S. prison systems is crucial.

Throughout history, punishments for crime have been designed with two goals in mind – to punish the offender for his or her actions and to deter future offenses by the individual and the community. After the American Revolution, the concept of

## MUSIC THERAPY PROGRAMS

imprisonments became widespread throughout the country and the facilities and punishments for rule breakers changed with the management of the nation. Prisons have served as a place to deal with criminals, an institution for the mentally ill, a rehabilitation center for those suffering from addiction, and even a holding cell for the vagrant. With all of these roles, the historic timeline shows the phases that the U.S. penal system has gone through to become the facilities that they are today.

### 1. Corporal Punishment

Records of punishments for crimes date back to the earliest of societies. One of the earliest written records is the Code of Hammurabi, which was written on stone tablets. Other ancient documents that supported various punishments were the Jewish Torah and the Christian Old Testament. Based on the nature of the crimes committed, each of these documents prescribed punishment that ranged to financial compensation, to corporal punishment or even death. Corporal punishment, or 'an eye for an eye' logic, is a concept of punishment has been in effect for hundreds of years. It can be defined as "any physical form of unishment used as a repercussion for an action or inaction, dictated and often administered by a governing individual or representative thereof" (Corporal Punishment: History & Effects, 2015). In addition to causing pain, corporal punishment was commonly help in public venues, and the shame and embarrassment to the offender was thought to help prevent their reoffending or others from committing similar acts.

## MUSIC THERAPY PROGRAMS

The first forms of punishment were designed to be slow, painful, and public. These punishments included acts such as stoning, crucifixion, or stake burning. During the 18<sup>th</sup> and 19<sup>th</sup> centuries, it was thought that faster punishments were more compassionate and therefore punishments such as hanging or beheading became the norm. The founders of the thirteen original colonies in the United States utilized corporal punishment for a large number of crimes. “Around the time of the American Revolution, the US law makers began to review and revise policies” (Crime Museum, 2021). These new policies changed a system of holding cells and temporary jails to one with structures designed to house and reform criminals with specific programs. There are still several states that practice corporal punishment in the form of IV injections.

### 2. Penal and Jurist Reform

As prison structures were evolving, there were two systems that shaped the modern concepts of imprisonment. These were the Pennsylvania System and the Auburn System.

#### a. Pennsylvania System:

In 1790, the country’s first penitentiary was created by expanding a jail in Philadelphia. This structure was designed to be more sanitary than the earlier workhouses and offered punishment through inmate confinement to individual cells with very little human contact. “The goal was to give incarcerated people time to reflect on their behavioral” (Sweet,

MUSIC THERAPY PROGRAMS

2020). The period of confinement was used to replace punishments of death and torture that were previously in practice. It was believed that this period of solitude and self-reflection afforded the inmates the opportunity to understand their crime and make positive resolutions that would keep them from reoffending upon release. It was also believed that the criminal would be unable to influence others to commit crimes due to the isolation of each person.

b. Auburn System:

In 1817, a prison was opened in Auburn New York. Unlike the Pennsylvania System, this prison allowed inmates to come together during the day, often for productions purposes. They would then spend the nights separated. One of the advantages of the Auburn system was that having inmates work as a group, they were able to be financially more stable as the system was more productive. Less staff was required during the day to oversee the groups as well which reduced some of the prison overhead costs.

The Auburn System was referred to as the congregate system. "This system incorporated Quaker reformation ideals such as the humane conditions from bedding to healthcare services; it had strict routines as well as religious contemplation" (Johnston, 1973). The prisoners performed hard labor such as road construction and the habit of marching in a formation that is still used in modern prisons was developed in this

## MUSIC THERAPY PROGRAMS

system. Although prisoners in the Auburn System were required to remain silent, it was still possible to determine their crimes based on their cell location and the colors that they wore.

The Pennsylvania and Auburn systems were the foundation of modern imprisonment. From the experiences derived from each, criminal punishments have continued to evolve. This evolution often represented the concerns and ideal of the time period, yet all had some form of programming for the inmates.

### 3. Modern Imprisonment

The modern U.S. correctional system is complex with different jurisdictions and levels of facilities. Institutes can be federal, state, or local; male or female; minimum, moderate, or maximum security; age based; or any combination of these. The level of correction that an inmate receives is based on the severity of the crime committed, previous convictions, inmate gender, or age. Regardless of the type of modern prison, “four different goals of corrections are commonly espoused: retribution, deterrence, incapacitation, and rehabilitation” (Kifer, Hemmens, & Stohr, 2003).

Over the last 100 years, the emphasis has shifted from rehabilitation in the early 1900’s to a focus on fairness and justice in the 1970’s to crime-control in the 1980’s and 1990’s according to Mackenzie (2001). During this time, the U.S. has seen the addition of laws and regulations that changed the demographics of the inmates. Programs such as deinstitutionalization, Minimum Sentencing

## MUSIC THERAPY PROGRAMS

Mandates, and the War on Drugs impacted the people being incarcerated and the crimes that were predominant.

It is not only laws affecting the nation that are contributing to the increase in the U.S prison populations. “The most dramatic influence on incarcerations has been the growth in the use of illegal drugs” however, “the fastest growing age group in the United States is people age 65 and older” (Mackenzie, 2001). Longer sentences for crime has contributed to an increasing length of stay and a change in the medical care costs that needs to be provided to the inmates.

The cost of institutional spending has increased exponentially over the years to combat an increase in the number of inmates. “Direct expenditures for correctional activities by State governments grew from \$4.26 billion in 1980 to \$21.27 billion in 1994” (Mackenzie, 2001). As a means to control the cost of incarceration, many facilities offer programming designed to help inmates leave the facilities sooner and remain crime free post-release.

Inmates who are granted early release or circumvent imprisonment all together are still monitored and regulated. The control over these individuals is administered by probation/parole officers through some form of community supervision.

#### 4. Community Supervision

Community Supervision is a term that can refer to a number of conditions that punish, supervise, and restrict an individual outside of a correctional facility. These can include court-based monitoring, specialized court programs, day

## MUSIC THERAPY PROGRAMS

reporting centers, half-way houses, probation, parole and even house arrest.

“The use and structure of community supervision varies from place to place as well” (Phelps & Curry, 2017). Community supervision can be administered by federal, state, or local agencies.

Individuals under community supervision are subject to a number of conditions. Most common are abstaining from drugs and alcohol, reporting to a supervising officer, required programming, and restricted travel. Technology has changed the ability of communities to monitor multiple individuals with the use of mobile phones, GPS trackers, and portable breathalyzers. These tools allow for the convenient monitoring of a person’s activities and accountability of the individual to comply with their specific requirements. Those who fail to follow the guidelines prescribed will find themselves incarcerated for the remainder of their punishment time.

After a period in which people on community supervision in the United States had been growing exponentially, the United States is seeing a downward trend in the overall numbers. “An estimated 1 in 58 adults in the U.S. were under community supervision at the end of 2018, down from 1 in 45 in 2008” (Kaeble & Alper, 2020).

### *B. Inmate Populations and Demographics*

Who is in prison is a key component of programming need in institutions. The United States inmate population has changed with legislature that had been implemented. Federal and state laws have had an impact on the demographic make up

MUSIC THERAPY PROGRAMS

of inmates. To deal with this, there are several forms of programming all with the intentions of preventing recidivism and further criminal acts.

1. The Effect of Deinstitutionalization

In 1963, the Community Mental Health Act was passed by President John F. Kennedy. This law was intended to restrict the number of individuals confined to hospitals and institutions and, instead, establish comprehensive community mental health centers across the country. The belief was that mental hospitals were cruel and inhumane. Unfortunately, this policy did not work out the way that the government had intended. Instead, researchers have suggested that this has triggered another process called 'trans institutionalization'. Trans institutionalism can be defined as the movement of psychiatric patients from one type of institution (Primeau et.al., 2013).

Those with mental illness make up a large portion of the inmate population. "According to the U.S. Department of Justice, 64% of those incarcerated in jails, 56% of state inmates, and 45% of federal prisoners exhibit symptoms of severe psychopathology such as bipolar disorder, major depression, or schizophrenia" (Primeau et.al., 2013). This population has put pressure of the U.S. prison system to provide additional services that address the special issues of the mentally ill.

MUSIC THERAPY PROGRAMS

2. The Effect of the War on Drugs

Coined 'The War on Drugs' by President Eisenhower in 1965, this effort was a campaign that had the goal of reducing illegal drug trade within the United States. By developing and enforcing policies targeting production, distribution, and consumption of drugs, the War on Drugs has contributed greatly to the increase of the US prison populations. "The five means by which the War on Drugs can drive up incarcerations rates are (1) the direct incarceration of drug offenders, (2) the re-incarceration of all types of offenders due to drug-related parole violations, (3) the impact of drug incarcerations on prison admissions instead of prison populations, (4) the extent to which prior drug offenses trigger repeat offender enhancement, and (5) the effects of large scale drug arrests and incarcerations on neighborhood social cohesion, and the connections between social stability and incarceration" (Pfaff, 2015). The War on Drugs initiative included measures such as mandatory prison sentencing for drug crimes, the development of the Drug Enforcement Agency (DEA), and new laws regulating drug use and sales.

Instigated in 1971 by President Richard Nixon and then again by President Ronald Regan in the 1980's, the War on Drugs campaign has succeeded in disproportionately affecting African Americans and Latinos; denying access to education, housing and other benefits; and lowering the cost of illegal drugs within the United States. Although African Americans and Latinos only make up about 29 percent of the total U.S. population, this population makes up more than 75 percent of the people incarcerated for drug related

MUSIC THERAPY PROGRAMS

charges, according to Newman. (2013). Those who have been convicted of a drug offense face challenges such as the inability to receive educational financial aid, public housing, and even food stamps in some states. These challenges result in provoking people to go back to drug use or to drug trafficking and, ultimately, increasing the availability of drugs for a lower cost to communities.

The War on Drugs was responsible for an overall increase in the prison population. “Every 25 seconds, someone in America is arrested for drug possession. Every 16 minutes, a person in America dies from an opioid overdose” (Perez, 2018). Since this campaign, prisons have become a holding cell for individuals who often need alcohol and drug treatment.

### 3. The Effect of Modern Drugs

Drug use is not a new problem in the U.S. Through most of the modern era, mind altering substances have been a consistent presence. The ‘popular’ substance of choice has changed with the overall societal changes of the United States. According to data obtained from the United States Substance Abuse and Mental Health Services Administration, prior to the 1960’s, alcohol was the most commonly used substance and has remained so to this date. Once the 1960’s came, there was an overwhelming increase in the use of marijuana. In the 1990’s, the use of crystal meth became more common. In current times, there has been a distinct rise in the use of prescription pain killers and opiates (drugabuse.com, 2020).

## MUSIC THERAPY PROGRAMS

Abuse of prescription medicine is not a new phenomenon. Many years ago, the use of laudanum, opium and alcohol were all common remedies for human ailments. During war times, morphine was commonly used to ease suffering. Opium pills were used by army surgeons during war and morphine was widely used for individuals suffering from severe wounds. Outside of war, “physicians were criticized for undertreating pain but in the late 1990’s, pain came to be referred to as the “fifth vital sign” and physicians were encouraged to address and aggressively treat pain” (Brady, McCauley, & Back, 2016). Patients were prescribed more opioid pain killers and also anti-anxiety and sleep medications without thought to the long-term consequences of these actions and changed the faces of many addicts. Drug use has become a threat to all people regardless of their skin color, gender, or social standing in a community and a challenge that many people face in the form of drug dependency.

### *C. Federal Drug Laws*

Over the years, there are many laws that have been enacted to control, prohibit, or establish punishment for the use or possession of illegal substances. These laws, which had the intention to protect communities and reduce the use of drugs, have resulted in an influx of a populations in U.S. correctional systems due to drug offenses. The changes that these laws made to the criminal justice system left U.S. facilities with a number of inmates that had never been seen before.

MUSIC THERAPY PROGRAMS

1. Controlled Substance Act:

In 1970, President Nixon passed the Comprehensive Drug Abuse Prevention and Control Act. The Controlled Substance Act was one aspect of this law that established a classification system for drugs and allowed federal jurisdiction over them. Title 21 United States Code (USC) Controlled Substance Act, Subchapter I – Control and Enforcement, Part B(c) lists factors that can be used by the Attorney General to determine the need of control over a substance. These factors include: (1) Its actual or potential for abuse; (2) scientific evidence of its pharmacological effect; (3) the state of current scientific knowledge regarding the drug or other substance; (4) its history and current pattern of use; (5) the scope, duration, and significance of abuse; (6) what, if any, risk is there to public health; (7) its psychic or physiological dependence liability; and (8) whether the substance is an immediate precursor of a substance already controlled under the subchapter.

The Controlled Substance Act established 5 schedules of substances by which law makers use to enact criminal statutes. The schedules make this process easier because the laws can be passed based on the classifications rather than the individual drug or substance.

2. Mandatory Minimum Penalties:

Title 21 United State Code § 841 – Prohibited Acts maps out the penalties for various drug related offenses. The severity of sentencing can range from imprisonments for a year to imprisonment for life. “The term mandatory minimum

MUSIC THERAPY PROGRAMS

penalty refers to a federal criminal statute requiring the imposition of a specified minimum term of imprisonment. Mandatory minimum penalties are tied to the quantity and type of controlled substance involved in the offense. These penalties may be enhanced further based on an offender's record of previous drug offenses" (Pryor, et.al, 2017).

Since the enactment of mandatory minimum penalties, there have been several modifications and changes to details of the law. For example, the Fair Sentencing Act of 2010 "repealed the mandatory minimum penalty for simple possession of crack cocaine and increased the quantities of crack cocaine [necessary to trigger mandatory penalties]" (Pryor, et.al., 2017). Another change was seen in 2013 in the Department of Justice's Smart on Crime Initiative which provided guidance not to charge the mandatory minimums for some non-violent offenders. Despite the changes, mandatory minimums have a significant impact on the prison population demography.

3. Three Strikes Law:

The Three-Strikes law is legislation that mandates long sentences for those who have reoffended at least three times. This law "has been implemented for federal offenses and in at least 25 states" (Chen, 2014). The actual laws can differ from state to state based on the types of crimes included in the count and the minimum sentence provided after the third strike. For example, in California, "if an offender already has one strike and then commits any of the state's approximately 500v felonies, the sentence is automatically doubled" (Chen,

MUSIC THERAPY PROGRAMS

2014). Chen compares this to a law enacted in 1994 by the state of Georgia which imposed a life sentence for a second drug offense (2013).

The three-strikes laws were enacted with the hope of deterring recidivism in the criminal population. “Because three-strike laws call for harsh prison terms for criminal with prior convictions, criminals who fear the laws because they have two strikes would be expected to take extra steps to avoid punishment” (Marvel & Moody, 2001). The result are criminals who are incarcerated for a longer period of time, for more severe acts, and an overall higher prison population.

*D. Current Prison Programming*

The incarceration of criminals is an expensive endeavor in the U.S. “According to the Bureau of Justice Statistics, the annual cost of mass incarceration in the United States is \$81 billion” (2017). This does not include policing, court costs, or costs paid by the families of the inmates. Program costs vary from state to state but many programs are measured not by the cost but, instead, on a benefit-cost ratio. Return on Investment, or ROI, is a common performance measure used to determine the success and efficiency of a program. Despite the variances, there are five common types of prison programming that are all offered separately and as a combination to the inmates. These programs are: Cognitive Behavioral Therapy, Substance Abuse Programming, Educational and Vocational Programs, Boot Camps, and Faith-Based Programs.

MUSIC THERAPY PROGRAMS

1. Cognitive Behavioral Therapy (CBT):

Cognitive Behavioral Therapy, or CBT, is a short-term program that therapists use to help people find new ways to change their thought pattern. This form of therapy is often employed to reduce stress, develop coping skills, deal with grief and deal with other life changes. “CBT is a form of psychotherapy that focuses on how a person’s thoughts, beliefs, and attitudes affect their feelings and behaviors” (Saripalli & Davis, 2018). This program is based on four main beliefs. These are “unhelpful ways that people think can lead to psychological problems, if people learn unhelpful behavior it can lead to psychological issues, people can learn more beneficial ways and thinking and behaving, and that new habits can relieve symptoms of mental and physical conditions and allow people to act in better ways” (Saripalli & Davis, 2018).

There are many concepts that can be taught during a CBT course. These include, but are not limited to, the ability to identify problems more clearly, become aware of thoughts, understand how experiences can affect reactions, better understand others and focus on how things are. The skills gained through CBT has been found to be effective with “juvenile and adult offenders; substance abusing and violent offenders; and probationers, prisoners and parolees” (Clark, 2010). Prison programs such as “Reasoning and Rehabilitation” and “Aggression Replacement Therapy” are pre-designed CBT programs often used in institutions.

CBT programs have been selected by prison authorities as its theoretical model of choice due to its proven success in achieving pro-social goals

MUSIC THERAPY PROGRAMS

according to the U.S. Department of Justice's 2009 Program Statement.

Counselors are fulltime employees of the correctional facilities and the cost of their salaries are included as part of the cost of incarcerating criminals. Program differences from facility to facility can cause variances in the effectiveness of CBT prison programs. "CBT does appear to be more effective with juveniles, which is consistent with the conceptual basis of CBT: Adults may have developed more deeply rooted maladaptive cognitive processes that may be more difficult to change" (Feucht & Holt, 2016). This form of therapy has been shown to be very effective in helping victims deal with trauma and, therefore, can reduce recidivism. With any type of therapy, there are numerous factors to consider. The types of offenses, an inmates age, social and educational history, and even gender can all change the effectiveness. Regardless, the Office of Justice Programs, has deemed CBT as an effective program options for US prison facilities.

2. Substance Abuse Programming:

In addition to incarceration, many inmates suffer from a substance abuse problem. "In its 2002 Annual Report to Congress on substance abuse treatment programs in the nation's federal prisons, the Federal Bureau of Prisons reports that 50 of the Bureau's prisons have a residential drug abuse treatment program in which inmates are housed together in a separate unit of the prison reserved for drug abuse treatment" (American Psychological Association, 2004). Through the monitoring of these programs, the American Psychological Association reports

## MUSIC THERAPY PROGRAMS

that substance abuse programming in correctional facilities is successful in the reduction of recidivism. A study performed at a San Diego, California facility found “that after three years, only 27 percent of the prisoners involved in the prison’s drug treatment program with aftercare returned to prison, compared to a recidivism rate of 75 percent for those not involved in the treatment program” (American Psychological Association, 2004).

Prison substance abuse programming mirror the programming outside of facilities. Common programs include psychotherapy sessions, religious meeting, and 12-step programs. Many of these programs operate separate from the prisons, such as AA and NA. This means that participants are able to find and participate in the meeting upon release. All of these programs aim to help individuals live a sober life, to learn more about underlying causes of the substance use, and strategies to avoid relapsing. These programs also emphasize the importance of community and sober resources. “Treatment often comprises a structures detoxication phase, psychotherapy and support group meetings. Prisons have used evidence-based methods of treatment but many lack detox programs” (Gonzales, 2020).

Medically Assisted Treatment (MAT) is a program that has grown in popularity and use. This program uses prescriptions such as methadone, buprenorphine, or naltrexone to reduce the cravings for substances and increase the chances of successful recovery. “As of March 2017, just four state prisons use these medications” (Gonzales, 2020). This may be due to a number of barriers to the introduction of MAT overall. “For decades, a common concern has

## MUSIC THERAPY PROGRAMS

been that MAT's merely replace one addiction with another" (Volkow et.al, 2014). These programs also have more restriction and limits for prescribers that institutions are unable to meet. Providers apply for waivers and are often given a maximum number of clients that can be served.

Substance abuse programming is the most expensive programs within the U.S. prison system, with residential drug treatment leading at a cost of approximately \$3,100 per inmate, according to the Bureau of Justice Statistics. (2018). Although effective, substance abuse programming often requires extensive connection with resources and services post-release for an inmate to be successful. "The days and weeks following community reentry are a time of heightened vulnerability" (SAMHSA, 2017). To maintain sobriety and refrain from new criminal acts, the coordination of external services is essential.

### 3. Educational and Vocational Programs:

Having a college education or specific job training is necessary in today's economy to compete for many jobs. A large portion of the U.S. inmate population is undereducated and underemployed. The Bureau of Justice Statistics reported in 2003 that about 41% of the inmates in state and federal prisons and local jails had not complete high school or an equivalent. "Studies have consistently found that unemployment rates for prisoners are as high as 65%" (Duwe, 2018). Without potential job opportunities after leaving incarceration, inmates may find the need to return to crime a necessity to make ends meet and support themselves. The strain of failing to meet daily needs or provide the life they

## MUSIC THERAPY PROGRAMS

envision they should have enticed people to criminal acts. The goal of educational and vocational programs is to provide the training needed to consider alternative options post-release.

Within prison education and vocational program there are many types of training that a prison can choose to offer to the inmates. "Prison-based education programming generally includes adult basic education, which focuses on helping inmates earn a secondary degree, as well as post-secondary education opportunities such as career/technical program certificates, associate degrees, and even bachelor's degrees" (Duwe, 2018). Some prisons have added English-as-a-second language (ESL) programs to reach those that have limited proficiency in English. Other programs may include employment within the prison facility, which give inmates a feeling of purpose and experience holding a position.

One of the advantages of educational and vocational programs is that each facility has the option of instruction to offer. In addition to general education and college classes, prisons can offer a variety of apprenticeship-like program which focus on a specific trade or skill. By honing the inmates for specific careers, the goal is to help transition them from incarceration to steady employment. Research has shown that "individuals are less likely to commit crime when the work more often and have employment that is stable, considered satisfying, and perceived as having career potential" (Duwe, 2018).

The costs associated with most prison educational and vocational programs is minimal. "The direct costs of providing education are estimates to be

## MUSIC THERAPY PROGRAMS

from \$1,400 to \$1,744 per inmate” (Bozick et.al., 2013). Some facilities provide the options for inmates to take college courses. “To help those inmates who are interested and qualified for college programs, the U.S. Department of Education offered a three-year Second Chance Pell Grant” (Davis, 2019). Distance programs offered through colleges and universities make this an even more cost-effective option.

Education and vocational programs are one of the easiest ways to increase an inmates’ chances of post release success. “The literature indicates that, on the whole, prison-based education programming improves post prison employment, reduces prison misconduct and recidivism, and delivers a strong return on investment (ROI). Recent research suggests that postsecondary education programming, in particular, may be more effective in improving employment and recidivism outcomes. Although education programming only modestly reduces recidivism, it has generated relatively large cost-avoidance estimates by delivering low-cost programming to a large volume of offenders” (Duwe, 2018).

#### 4. Boot Camps:

Boot Camps may also be known as ‘shock incarceration programs’, are correctional programs modeled after military basic training. “Just like basic training, boot camps emphasize drill and ceremony – and physical activity” (Mitchell & Ngo, 2017). The use of boot camps is normally in juvenile facilities and are offered for youth with nonviolent offenses. Even though boot camps are

## MUSIC THERAPY PROGRAMS

incarceration programs, individuals who complete them are often released back into the community on community supervision. Those who fail to complete the programs or continue to offend after release are transferred to a more traditional correctional facility to serve out their sentence.

Boot camp programs tend to be short-term programs, lasting up to 180 days. During the program, inmates follow strict detailed routines with little or no deviance from schedules. Over the years, the models for boot camps have evolved. The first boot camps were started in the late 1980's and early 1990's according to U.S. Department of Justice, Office of Justice Programs. (2003). "First-generation camps stressed military discipline, physical training, and hard work, second-generation camps emphasized rehabilitation by adding such components as alcohol and drug treatment and prosocial skills training" (Ashcroft, Daniels, & Hart, 2003).

The goals of boot camps are similar to traditional correctional facilities. These include "reducing recidivism, reducing prison populations, and reducing costs" (Ashcroft, Daniels, & Hart, 2003). Because of the strict and structured environment, boot camps are safer environments for both inmates and staff. Many of these facilities failed to meet these goals however, several studies concluded "that inmates in adult boot camps had increased self-esteem, reduced antisocial attitudes, increased problem-solving skills, improved coping skills, and improved social support" (Ashcroft, Daniels, & Hart, 2003). Despite this, by 2000 approximately one third of state boot camps were closed.

## MUSIC THERAPY PROGRAMS

Successful completion of boot camps can lower the incarceration burden on taxpayers. “Boot camps reduce costs in two ways: 1) offering program graduates a reduction in time served, and 2) decreasing the amount of time offenders spend in prison following release” (MNDOC, 2006). This is with the assumption that the boot camps are used as an alternative to confinement and not as an alternative to community supervision. According to the Office of Juvenile Justice and Delinquency Prevention, boot camp facilities cost effectiveness is not in the operation but in the results achieved by those that complete the programs (Peters, Thomas, & Zamberlan, 1997).

### 5. Faith-Based Programs:

Religion has played a significant role in the punishment of offenders throughout history. The original Philadelphia System was largely based on the need for inmates to reflect on their crimes and earn forgiveness and have continued to be part of the incarceration experience. Faith-based programs are offered by virtually all U.S. correctional facilities. These programs can include individual counseling, religious education and worship, and a variety of group work. These programs are facilitated by both employed chaplains and volunteers from outside faith affiliations.

Recently there has been the development of formal faith-based programs. These programs have curricula, expectations, and can accommodate any faith choice. (Camp, et.al.,2008). For eighteen months, inmates live together and participate in the program which is targeted decrease criminal behavior. Within

MUSIC THERAPY PROGRAMS

these programs, inmates learn about morality and a religious basis for behavioral changes and spiritual salvation.

Depending on the religious beliefs of the inmates participating in the incorporate faith into various teachings and journaling exercises. Often, those of the same beliefs are grouped in order to work, study, and pray together. Costs for these programs remain relatively low due to the ability of organizations to either donate or volunteer time to work with the inmates.

Although faith-based programs are incorporated into correctional facilities, “there is almost a complete absence of research on the relationship between religion and religious rehabilitation programs with recidivism” (Camp et.al., 2006). These programs are continued to be focused on because while the programs may or may not have a significant impact on recidivism, they may be achieving other goals related to inmate rehabilitation and more studies need to be completed to determine the true effectiveness of these programs.

These programs address some of the needs of the inmates and help prepare them for return to the community. To understand why and how these programs help the inmates, it is necessary to discover why crime is committed in the first place. Criminology offers several theories that attempt to explain and justify why people commit illegal acts.

## SECTION 3: THEORETICAL FRAMEWORK



The development of inmate programming involves the consideration of the needs of the individuals – mentally, physically, and emotionally. To analyze the need, exploration into the theories behind the question “Why do people commit crimes?” is one of the basic steps. For centuries, people have been searching for the answer to this question and there have been numerous theories developed.

### A. *Theories of Crime and Deviance*

Determining the cause of crime and why some individuals commit criminal acts is an ongoing debate in criminology. Some theories are biologically based while others are environmentally driven. Two theories that are based on an individual’s environment are Social Learning Theory and Strain Theory.

#### 1. Social Learning Theory:

Social Learning Theory (SLT) is a theory that provides an explanation and understanding of why people engage in illegal activities. This theory is based on the principle that people learn from observation and will mimic the behavior and habits of those around them. “After observing the behavior of others, people assimilate and imitate that behavior, especially if their observational experiences are positive ones or include rewards related to the observed behavior” (Nabavi, 2012). There are three basic ways that social learning occurs. These are observation, imitation, and modeling. According to Social Learning Theory,

MUSIC THERAPY PROGRAMS

individuals commit crime because they associate with those who commit crime, such as, family members, peers and other significant individuals in their life.

2. Strain Theory:

Strain theory was first proposed by Robert Merton (1938). Merton had noted that the “cultural ethos of the “American Dream” encourage all individuals, regardless of circumstance, to strive for personal success, with an emphasis on the accumulation of monetary wealth” (Brezina, 2017). Unfortunately, not all people have the same opportunities. It is this inequity that causes strain and can lead to crime. When a person cannot achieve their individual goal of monetary (or other) success by normal means, they look to illegal options to be successful.

Strain theory is broad enough to encompass more than just monetary goals. In 1992, Robert Agnew developed the concept of General Strain Theory (GST) (Brezina, 2017). This theory recognized that the need to fit in, to have companionship, or achieve a specific self-image can also cause strain and be a reason for a person to seek potentially deviant activities to fulfill that need. GST also recognizes that the presentation of noxious or negatively valued stimuli, i.e. bullying; and the loss of positively valued stimuli such as the loss of a loved one.

Criminal theories provide potential answers to the question of why but it is also important to understand how. All of human responses are dictated by the brain and controlled by chemicals, impulses, and reactions to everything in the environment that a person is exposed to.

MUSIC THERAPY PROGRAMS

*B. Music, the Brain, and Response*

Another aspect of criminal behavior is how the human brain works. The brain is a complicated organ that is made up of several specialized areas that each control a person's physical, emotional and mental response to stimuli. Biological responses to the provocations of external factors such as drugs and alcohol change the brains functions and may be a risk in the likelihood of criminal behavior. Brain responses are not always negative. Music, for example, is a potential positive influence that can improve mood and brain function.

1. Criminal minds:

Psychologists have linked some biological risk factors that increase the risk of criminal behavior. This indicates that, for some, the tendency to commit crime is based on biological factors that the individual cannot control. One of the parts of the brain that is involved with criminal behavior is the amygdala. The amygdala is "the part of the brain involved in fear, aggression, and social interactions" (Raine, 2014). The amygdala has other roles such as control of stressful, anxious, or irritable feelings.

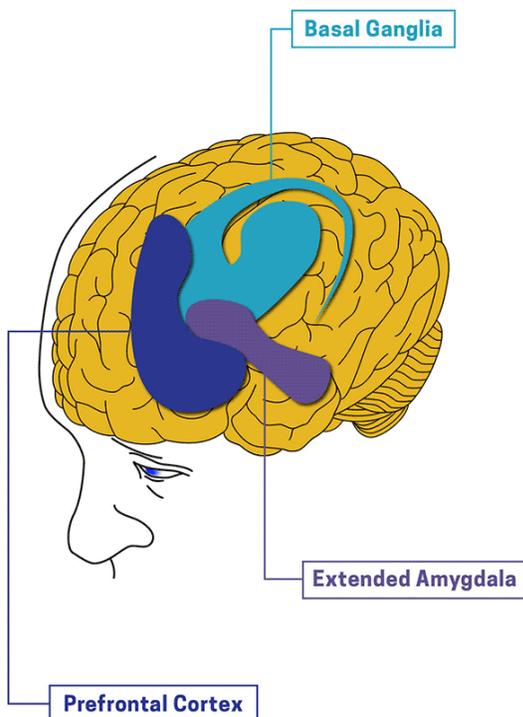
Another part of the brain that can have effect on crime is the anterior cingulate cortex. This part of the brain "plays a major role in regulation and impulsivity" (Raine, 2014). This part of the brain powers the ability to think, plan and problem solve. A study in 2013 by the Proceedings of the National Academy of Sciences with 100 male inmates indicates that the lower the anterior cingulate cortex activity were twice as likely to reoffend within four years of leaving prison.

MUSIC THERAPY PROGRAMS

Even though individuals appear to be predisposed to crime does not mean that all will commit crimes. Interventions with exercise and cognitive skill building can reduce future criminal behavior (Raine, 2014).

2. How Drugs affect the Brain:

The brain is a complex system of neurons that process information and regulate everybody emotional, physical and mental process. Messages are sent continuously to keep a person functioning. Drugs interfere with this information exchange. Drugs such as marijuana and heroin activate neurons where



amphetamine and cocaine prevent neurons from exchanging information. These alterations can change or interrupt the brains ability to perform life-sustaining functions. Another part of the brain that is affected is the basal ganglia. This part of the brain works with forms of motivation. The enjoyment of pleasurable activities such as eating, socializing, and sex, are a few functions which the basal ganglia. This part of the brain is also involved with the formation of habits and routines (NIDA, 2020).

Source: Facing Addiction in America:  
The Surgeon General's Report on  
Alcohol, Drugs, and Health

Regular use of drugs can result in addictions. The more a drug is used, the more a person will crave it. Part of these cravings are due to continued

## MUSIC THERAPY PROGRAMS

interruptions in neuron activity and the brain's reward circuit. "Drugs over-activate this circuit, producing the euphoria of the drug high. But with repeated exposure, the circuit adapts to the presence of the drug, diminishing its sensitivity and making it hard to feel pleasure from anything besides the drug" (NIDA, 2020).

People take drugs because the drugs make them feel good. This good feeling is from the surge of chemicals that activate the body's reward system faster than natural activities do. The more drugs that a person takes, the more difficult it is for them to find pleasure in anything else. Soon without the drugs, they are unable to achieve the same feelings.

### 3. The Effects on Thought Processes:

Music is one the few things that is a constant throughout all cultures and societies in the world. Described by Mohana as a "language of emotion", music is used for every aspect of life ranging from birthdays, religious celebrations, angry episodes, and even funerals (2016). It can transcend other sensory experiences and can both evoke excited and calm emotions of each individual. Music can be used to convey things that cannot be said and bring relief to those suffering.

Music is a structure of sound that is structured on the idea of a sequence of sounds. Repeating beats, accompanying range of notes, and sometimes several conflicting highs and lows are brought together into a perceptual illusion. "Skilled composer manipulates the emotion within a song knowing what their audience's experiences will (and will not) be met" (Mohana, 2016). Music quickly becomes a voice for many people by reflection and expressing emotions that

MUSIC THERAPY PROGRAMS

they have. Interestingly, music also has the ability to express hidden or underlying emotion (Files, 2012).

Music can be a coping strategy for some people. If a person wants to feel a specific emotion, various kinds of music can elicit what is needed. An example is a workout. An individual may choose certain music to listen to become “pumped” and push themselves through a work out. This happens through at least one of six psychological principles according to (Juslin, 2019). The first principle is positive feelings. Music that makes a person feel good contributes to health and creative thinking. Next is the startle effect. This is more often seen during a live concert, movie, or when not in control of the music and volume that is being heard. Startling experiences tend to be remembered more and, therefore, music can become a trigger for scared or anxious feelings. Music that is in sync with our heart beat or breathing rate can make a person become in sync with the sounds. When music is in sync with a person, it can urge them to move, fall asleep, or prepare for a climax or significant event. A fourth principle is called emotional contagion. This is when emotional expressions are shared between people, sounds, or even sights. Music can serve as a catalyst to encourage individuals to share emotion. Empathy for those around a person or those performing the music is developed through emotional contagion. Individuals can connect music to an event in their life. It can be a specific song or type of music that brings forth the emotions of the event. The sixth principle is musical surprise. This principle is centered around the concept that people continuously try to predict incoming information. When music fails to follow the expected

## MUSIC THERAPY PROGRAMS

assumptions, it can be a source of surprise and cause emotional excitement (Beshmet, 2019).

### C. *Types of Music Therapy*

Music is often thought of as a recreational or entertainment, however, music has an often-overlooked ability to heal. Music was first formally used in VA hospitals after World War II (Jonas, 2019). "Many pieces of literature describe the use of music to aid in the healing of veterans/war soldiers dating back to the American Civil War". Cultures and societies of the past also used music as a healing tool. If music is not healing, it was a means to solicit spiritual help for those in need. Not only is music a valid form of expression and a means to distract from pain, it has been identified as revenue to stimulate the entire brain. It can be used in multiple disease healing capacities to promote improvements in mood and willingness to continue treatment.

An individual can interact with music in three main ways. Improvising, re-creating, and composing are all a route to musical interface that can be included as a therapy options that could alter behavior.

#### 1. Improvising:

Playing an instrument can be an enjoyable experience for some people. It can "encourage emotional expression, socialization, and exploration of various therapeutic themes" (Warren, 2016). This technique requires little to no preparation. "MRI results that when a person is improvising, the same area of the brain is used in speech and social communication is lit up" (The Music Therapy

## MUSIC THERAPY PROGRAMS

Center, 2013). This method is particularly useful to enrich overall communication and expression.

### 2. Re-Creating:

Re-creation involves the playing of music that was pre-composed. The individual is encouraged to play or sing along in a manner that supports identified goals (Parkinson, 2020). This form of therapy can be done individually or as a group and not only promote fine motor skills and control; but encourages expression of emotion in a safe and alternative manner. Participants sing, clap, play instruments, or even stomp to music.

Music re-creation encourages concentration and memory for participants. Often, they are given a series of movements, lyrics, notes, etc. to play. Clients learn the importance of practice and working together as a group. Many re-creation programs involve a public performance. These events can potentially boost the confidence and self-esteem of the individuals involved by providing additional external approval and encouragement.

### 3. Composing:

Composing involves the creating of a new piece of music or lyrics and may be appropriate for many people. The goals of composing include: “validating experiences, externalizing thoughts or emotions, promoting an alternative manner of expression, and fostering creativity (Parkinson, 2020). The therapy encourages individuals to express themselves in a safe and non-judgmental

## MUSIC THERAPY PROGRAMS

environment. The completion of a song and the ability to sing or play it can bring a sense of accomplishment or pride and encourage the person to attempt other challenges and to share their work with others.

Music can evoke a number of emotions. While composing music, the individual is required to consider how the tune makes people feel and what comes to mind when others hear the lyrics written. This process shows the composer alternative interpretations of what has been written and teaches them about the influence they have on others.

#### 4. Other Types:

There are other types of music therapy. Many of them involve processes in which the client listens to and responds to the music. The responses can be as simple as silent contemplation to encouraging free movements or sounds. Often this is incorporated with other forms of music therapy and is primarily used for relaxation, attention stimulation, anxiety reduction, and mood enhancement (Parkinson, 2020).

Music can be a useful tool to address or negate the thoughts, behavior, and emotions of individuals. When a person commits a crime, there is a theory or biological factor that has pushed until the person feels that there are no other options. Music therapy programs are designed to provide outlets and guidance to participants. The specific goals, though, can be specific to programs and the person's participating. In modern society there are multiple programs that have officially harnessed the potential of music.

MUSIC THERAPY PROGRAMS

## SECTION 4: CASE STUDIES

Humans have seemed to always seek ways to alter their mood, emotions, reactions, or behavior. Listening to and the creation of music is one way that reliably alters moods. It is this ability that has made it a desirable tool for healing. “Music was identified as a potentially beneficial component for healing even in ancient times. Writings from the great philosophers Plato and Aristotle actually identified music as something that could affect behavior and health” (Rivera, 2021).

The underlying reasons that individuals listen to music can vary but, therapy has harnessed the potential of music and has begun to formally use it to help people improve self-esteem, emotional states, general mood, coping/relaxation skills, decision making, independence, concentration, attention span, social interaction, and personal insight to name a few. Music therapy can change a person’s desire to succeed and live in peace with those around them. It is these traits that make music a desirable tool for prison therapy programs.

### A. *Goals of Music Therapy Programs*

Music therapy programs are similar to other therapeutic programs in there are measurable goals that are desired from participation. In correctional facilities, the goals include maximization of participation in voluntary correctional programs, decrease suffering, decrease inmate violence, and to contribute to health and safety. Also, like more traditional programs, “providers who practice music therapy will generally aim to tailor the approach to each individual client. Some individuals may not respond well to

## MUSIC THERAPY PROGRAMS

all types of music and activities. Individual preference will play a role in selecting specific treatment techniques/interventions and it could create some limitations. (Rivera, 2021).

The majority of therapies and psychological programs have not included music into their treatment plans. “Psychological therapies have traditionally focused on verbal communication” (Taruffi & Kussner, 2019). Music therapy seeks to elicit communication through other means. The goals of music therapy are based on the development of three areas: emotional, social skills, and cognitive functioning. It is through the development of these areas which prison inmates can begin to make progression to a life outside of the correctional systems.

### 1. Emotional Development:

Emotions play an important role in how individuals view and react to their world. Humans are born with the capacity to feel and it is these feelings that guide behaviors into adulthood. There are three components to emotions. These are: 1. Subjective – how the emotion is experienced; 2. Physiological – how the emotion affects a person’s body; and 3. Expressive – how a person behaves in response to the emotion (Cherry, 2020). Young children may express emotions in fits of rage and frustration, whereas an adult may calmly look at stressful situations and draw from years of experience and know what to expect. Emotions can also be positive or negative.

When a person’s emotional development is interfered with or shaped by negative experiences, the result can be anti-social behavior in the form of

## MUSIC THERAPY PROGRAMS

criminal acts. The desire to obtain perceived positive emotions may cause a person to seek illicit substances or behaviors that are mood altering. Therefore, emotional development is a key part of having a healthy life and making rational choices.

Music's impact on a person's emotional state has been found to be a valuable tool to engage individuals who may have struggled with other forms of therapy. "In a 2017 study, a group of 216 participants listened to various instrumental music excerpts conveying and evoking emotions of sadness and happiness and reported their level and form (visual imagery or inner language) of mind-wandering. A separate group of 24 participants underwent functional MRI while listening to 4-min blocks of instrumental music conveying and evoking emotions of sadness and happiness. Results showed that sad music (compared with happy music) was associated with higher levels of mind-wandering and with stronger activity within the main nodes of the brain's DMN, which is the principal neural contributor to mind-wandering" (Taruffi & Kussner, 2019). Music teaches the brain how to think and learn.

Emotional development is critical for the success of the inmates while in a facility and post release. There are six skills that accompany emotional development, all of which greatly improve living conditions and achievement. The first is the ability to regulate emotion. "Those who struggle to control their temper get kicked out of class, fired from jobs, wind up divorced, and are easily and often unhappy" (Taibbi, 2017). These are all events that cause strain on a person which encourages crime, drug use, violence, or other anti-social behaviors. The

## MUSIC THERAPY PROGRAMS

second skill is the ability to control reactions to others. This builds on the first but requires even more emotional development due to the external stimuli.

The third and fourth skill sets are the ability to admit mistakes and the ability to be honest with yourself. These skills involve the acceptance of reality and the ability to hold yourself responsible for behaviors. For many inmates, they have experienced so much trauma, stress, or examples that they are caught up in blaming others. Part of emotional growth is being able to face actions and consequences – good and bad. The last two skills may be the most difficult for any individual to acquire. They are the ability to ask for help and the ability to live life based on personal values.

Emotional development is achievable with effort and work. Music therapy can give individuals the ability to build up self-esteem and confidence, create supportive environments, and improve mood through the expression of emotions through different creations.

### 2. Social Functioning:

Social skills are obtained in childhood for most individuals. When this process is interrupted or damaged by a person's environment or experiences, these skills do not develop. "Social functioning is foundational for the development and maintenance of meaningful relationships and community participation and is critical for both physical health and psychological well-being. Impairments in social functioning are associated with an array of adverse outcomes in adolescence and adulthood, such as delinquency, social withdrawal

MUSIC THERAPY PROGRAMS

and isolation” (Cordier, et.al., 2015). Healthy social functioning includes the ability to interact productively with the world.

There are a number of social skills that are desirable. Four of the top skills are empathy, cooperation, communication, and listening. Music therapy is able to enhance these skills in participants and help them translate these concepts to life in during and post-incarceration.

The first of the social functioning skills is empathy. “Empathy is the capacity to share and understands another’s state of mind or emotions” (Ionnidou, & Konstantikaki, 2008). Empathy allows a person to see the world or situation from another’s persons side. The ability of music to communicate and effect the moods of people provide an outlet for participants to let go of emotions and pay attention to others.

Cooperation is the next skill. Cooperation is the ability to work with multiple people and idea. A common misunderstanding about this skill is that a person must always follow the ideas or activities of others. Cooperation is a process of working with others. Music therapy allows participants to write, sing, or play music. Each of these tasks contribute to final musical creations. The processing helps participants develop their ability to cooperate.

The last two skills are communication and listening. Communication occurs in the form of verbal, written, or even body language. While working with a group, music therapy encourages participants to create music together by listening and working together to determine their place in the project. The ability

## MUSIC THERAPY PROGRAMS

to listen to others is a staple skill to begin to work on all of the other skills that music therapy can bring to a group.

Social skills are those that let people work and integrate with other people around them. It refers to how an individual can merge into a group and have healthy interactions. Social skills are the base for the development of relationships which can lead to additional support and guidance.

### 3. Cognitive Functioning:

Cognitive function is a measure of brain function and the ability to learn and retain new information. This is a skill that affects every human activity. Standard psychological therapies mostly consist of verbal sessions such as cognitive behavioral therapy, acceptance and commitment therapy, dialectical behavior therapy, or even eye movement desensitization and reprocessing therapy which all rely on a person's ability to understand and accurately process their environment. "Cognitive function comprises perception, memory, and thinking – the processes by which a person perceives, recognizes, registers, stores, and uses information" (Heeren, et.al., 2017).

The relationship between music and cognitive function has been studied for many years. A lot of these studies have been performed on children and older adults and have all shown that the use of music has positive impacts on cognitive function. From these studies, it has been found that "compared to adult non-musicians, adult musicians showed better performance in cognitive flexibility,

MUSIC THERAPY PROGRAMS

working memory, and verbal fluency” (Mansens, Deeg, & Comijs, 2018). All of which are vital for healthy functioning in society.

Cognitive functioning is central to social functioning and succeeding in society. “Cognitive function is used to reflect a range of higher cognitive processes, such as: attentional control (e.g., selective and sustained attention, response inhibition, self-monitoring, self-regulation) and skills linked to executive functioning (e.g., working memory, planning, problem-solving, strategic behavior). Researchers have linked deficits in these skills to poor social outcomes, including: antisocial behavior, emotional dysregulation, delinquency and peer-rejection” (Cordier, et.al., 2015).

With music providing a boost to the cognitive functions of participants of therapy, it is a bridge to begin to work on and focus on specific areas. Music therapy evokes a participant’s visual mental imagery. “In relation to music, visual mental imagery refers to the mechanism whereby music stimulates internal images in the listener consisting of pictorial representations (e.g., natural landscape or colors), embodied image schemata (e.g., picturing a melodic movement as an ascending or descending image), or complex visual narratives (e.g., similar to that of a movie). In music psychology research, visual mental imagery has been discussed predominantly as a trigger for affective responses. Recent behavioral and neuroimaging research has provided strong evidence for a link between emotion, mind-wandering, and visual mental imagery. (Taruffi & Kussner, 2019).

## MUSIC THERAPY PROGRAMS

Emotional development, social skill building, and cognitive development all work together to create an internal and external environment in which a person can begin to recognize the value of healthy living and behavior. When these goals are met – the participant will experience better relationships, improved mood, and an increased ability to accept lessons needed to obtain skills for post incarceration.

### *B. Current Music Programs*

Music has been used in schools, churches, and to bring people together to stand unified towards a cause. It is not unusual to be surrounded by music. It's heard in restaurants, shopping centers, and even elevators. The pieces are chosen to evoke feelings that are likely to increase a person's comfort levels. This same theory can be applied to prisons and release programs; however, music programs are not utilized as much as they could be.

#### 1. Irene Taylor Trust Initiatives: Music in Prisons – Sounding Out Project

In 1995, the late Lord Chief Justice Peter Taylor's wife, Irene, passed away. To honor her memory, a trust was set up to continue to do work that she was passionate about. This became the Irene Taylor Trust Music in Prisons program. Originally a home-based program, the early projects developed the Sounding Out Program model. Additional programs, such as Music in Prisons, Making Tracks and the Lullaby Project were subsequently organized to further use music as a means to improve the lives of inmates during and after

## MUSIC THERAPY PROGRAMS

incarceration. The Irene Taylor Trust Music in Prisons program is a relatively small operation. There are twelve board trustees, three staff, and a pool of professional musicians who work on a freelance basis (Cartwright, 2013).

The Sounding Out program is a two-year program that targets ex-prisoners. The goal is to bridge the gap imprisonment and release. “Through music creation, performance, training and work placements, the program aims to develop transferable team working and communication skills, instill discipline, increase self-confidence, self-esteem and self-motivation, improve social skills and develop mentoring skills” (Massie, Jolly, & Caufield, 2018). The program consists of music projects, live performances, pastoral support, training, workshops, mentoring, and work placements. Participants are approved for the program through programs including level of skill, aptitude, reliability, commitment, and interest shown for program while incarcerated.

While participating in this program, individuals collaborate with a group to develop, learn and perform music. During the sessions, the participants are also required to seek employment and/or education. Participants are paid a small stipend for rehearsals and performances. With this, the clients are instructed on money management and budgeting. They were also provided the opportunity to support and mentor others who may be new to the program and to those who may be at-risk of criminal behavior such those still in school. Participation in the program does not replace any legal or release terms which the individual may be under and encouragement to comply is foremost during the program. Lastly,

MUSIC THERAPY PROGRAMS

many of the individuals are required to complete outside counseling and/or therapy.

To determine impact of Sounding Out, Massie, Jolly and Caufield facilitated a study to measure the level of success of the project. Semi-structured interviews were conducted with male ex-prisoners, family members, and staff over a period of three months. These interviews included descriptions of individual experiences, challenges, and overall impact of the program. The interviews were recorded to be analyzed and measured to discover themes and common results. During the review, the information was coded to form two categories, Impact and Process; and then was further divided into seven themes: Personal Impact, Focus and Direction, Practical and Social Skills, Engagement of Participants, Expectations, Relationships, and Partnerships ” (Massie, Jolly, & Caufield, 2018).

Limitations of these studies include the difficulty of tracking participants long-term once they exit the prison system to determine if the skills acquired during participation in Sounding Out extend past the five-year mark. Another limitation is the lack of other similar programs to compare the results of Sounding Out to according to Cartwright (2013). Currently, the data is only measured against control groups in which no additional programming is offered. The data is able to determine that the program is successful but not the level of success in comparison to other rehabilitation methods.

A majority of the Sounding Out program is funding through monetary and in-kind donations. The program puts a lot of emphasis in the cooperation of

## MUSIC THERAPY PROGRAMS

volunteers and the cooperation of prisons and local establishments that host music sessions and performances. The monetary donations are used to provide small stipends to the participants when traveling, equipment repair, and transportation costs. Official supervision is provided by the correctional institution who escorts the group when outside of the prison perimeter.

Studies of this program have produced several key findings. “The research shows that Sounding Out was successful in offering a program of multi-dimensional support to participants. This took the form of financial support, making new friends and contacts, on-going help to access other training and performing opportunities, a lift in motivation, hope and self-esteem, a clear sense of achievement and a positive use of time. It was found that being paid appropriately for their time and commitment acted as an incentive not to re-offend and a support in the face of financial hardship” (Cartwright, 2013). Individuals that participated reported a desire to avoid re-offense. Findings report that for every group, Sounding Out had “strong qualitative data to support the program is responsibility for preventing one person from returning to prison” (Cartwright,2013).

### 2. Give a Beat

Give a Beat is a California Department of Corrections program that was founded based on the teachings of social justice leader Bryan Stevenson. Stevenson lectures and promotes that the best way to achieve justice and reform is by changing the narrative, doing uncomfortable things and maintaining hope

## MUSIC THERAPY PROGRAMS

(Stevenson, 2017, 09:02). Participants of this program learn about music production and DJing and the various roles that are needed for music production. Through this education, individual is able to discover “how these values relate to social, emotional-learning, music as a mood-shifter, peace-builder, and promoting conflict resolution” (Give a Beat, 2019). The skills learned through this program are designed to benefit individuals both during and post-incarceration.

Give a Beat is a 4-hour, multi-week program with a full curriculum that focuses on the fundamentals of music production (Give a Beat, 2019). The program normally runs twelve weeks and strives to help each inmate discover their own style and sound expression. In 2021, an extension program was implemented which trains people who were previously incarcerated in music production. The overall goal is to provide participants with the necessary knowledge, experience and connections for employment in the music industry and to become advocates for social change.

This California based program is primarily funded through fundraising, donations, and cooperative partnerships with music influencers. Give a Beat is present at many panels, music festivals and conferences in the state where promotional products are sold, donations are accepted, and information can be provided to interested parties. The majority of these artists are involved with rap and DJing backgrounds which is the main focus of the music created through this program.

There are some limitations of this program. The first is that, because the program relies on the volunteered time of various music industry professionals,

## MUSIC THERAPY PROGRAMS

there is a limited number of individuals that can participate at any given time. Give a Beat has invited those who had previously completed the program to return and mentor new students. This limited number also indicates that there is a small data source to accurately determine the overall success. California has implemented several other music programs in individual facilities. As the facilities continue these programs, there will be more data to compare the programs to determine which are the most successful.

In California studies to determine the effectiveness of music programs, it was found that, even inmates who have had extended prison time are interested in music programs for the same reasons. According to Brewster, these reasons include wanting to learn new skills, as a way to pass time, desire to be creative, curiosity, and for their families (2014). The results found that these programs unanimously helped inmates express themselves, relieve stress, be more creative, and to generally feel happier. "The data also shows that inmates with arts training and practice are much more likely to believe in their ability to do almost anything they set out to accomplish" (Brewster, 2014). There were also significant increases in time management skills and emotional control.

### 3. Wasatch Music Education Program

Music has been present in the Utah State Prison for over fifty years. In the 1960's The Wayside Choir was organized and was the beginning of many years of musical education that includes piano, guitar, violin and vocal training.

## MUSIC THERAPY PROGRAMS

Participants in this program are able to choose the role that they will play. Inmates have the option to teach classes, organize teams, write music, play an instrument, sing, or any other activity that benefits to creation of music. The program is based on accountability and accomplishment. By allowing the inmates to choose their own role, they are being given the power to and expectation to complete whatever task they choose. For some inmates, this may be the first time that they have been able to work towards and complete a project that they start. Self-esteem is a large component of the take away for the participants as well as the confidence required to perform a final product in front of an audience.

This music program is entirely volunteer-led. Even the instruments and materials that are used have been donated by volunteers, inmates, and local music stores. The program also has a lot of influence from the Mormon Tabernacle Church due to many volunteers originating from there. To continue to have musical teachers, a program was established to find and recruit musical individuals from the community to come and teach the participants (McDonald, 2017).

Unlike other music programs, the Wasatch Music Program does not have pre-determined individual achievements that are designed for the participants. Instead, this program is more designed with the inmates' health and wellbeing in mind. "The Prison Arts Coalition is a national network that advocates for the formation and maintenance of such programs. Proponents say that arts programs reduce disciplinary issues in prisons and enable inmates to engage in healthy self-expression" (McDonald, 2017). The program teaches the inmates

## MUSIC THERAPY PROGRAMS

how to work together and support each other. These lessons translate into a more peaceful living environment, fewer illnesses, and an increased desire to try new things to improve themselves.

Each of these programs have been successful in the environments which they operate in. Components of each can be brought together to target specific populations and provide them the tools to live a healthy and productive life and find inclusion in each of their communities.

## SECTION 5: RECOMMENDATIONS

No single program will work for everyone. Each person is as unique as their situation. Despite this, there are components of programs that should be incorporated into successful pre-release program for incarcerated individuals. These can be modified to meet the needs and goals for a specific audience to provide them with the tools to prevent future crime. The tools acquire are designed to build on each other creating a sequence of therapy that will allow each participate to advance at their own pace.

Music therapy can be used to treat a wide variety of social, emotional, cognitive, and physical health concerns. It should be noted that clients do not need to have any background with music, to participate in, and benefit from music therapy. Music therapy alone cannot completely prepare an individual for success. To do this, additional interventions need to be taken. Cognitive Behavioral Therapy can help a person how to control themselves and cope with the world around them. Finally, additional vocational and life skills are needed to be relevant in a society.

### A. *Ideal Participant Profiles*

To have the most impact, programs may opt to target an audience that encompasses a large population. Based on several prison reports, those serving time for drug related criminal acts make up nearly half of the prison population. A larger population base provides the potential for the highest percentage of successful participants.

MUSIC THERAPY PROGRAMS

Not every inmate will benefit from a music program. To have the highest level of success, criteria must be established. Individuals meeting the criteria would be offered the opportunity to participate in a pre-release program that relies heavily on music. The ideal participant will meet the following criteria:

1. Drug related offenses

Each participant will be serving time for a drug related offense. This would include: drug possession, use, or sale; OWI's and DUI's; theft or fraud; and trafficking or prostitution. Other crimes may be considered on an individual basis. However, persons committing any form of sexual or child abuse will not be eligible for the program.

2. Remaining sentence

Participants must have twelve months or less remaining on their sentence.

3. Prison citations

Participants must not have committed any acts of violence or drug related behavior in the last three years of their incarceration period.

4. Assessment results

All potential participants must complete a pre-program assessment. Qualifying participants shall meet the following requirements.

MUSIC THERAPY PROGRAMS

- (a). *Cognitive* - Participants must not be severely cognitively impaired
- (b). *Physical* - Participants must be physically able to participate
- (c). *Desire* - Participants must demonstrate an active willingness and desire to seek change and participate in the program
- (d). *Mental* - If mental illness is present, the participant must demonstrate a minimum of twelve consecutive months of successful management.

*B. Components of Successful Programs*

Correctional facility programming is more than just 'tips and tricks' that have been experience by others. Although the components can be fluid and have some flexibility, ultimately there are traits that are needed to provide the best service for those participating. In general, a successful program will have three main components. These are Assessment, Motivation, and Intervention Method.

1. Assessment

Assessments can be a combination of different screenings that provides the tester with information about the individual. They can integrate interviews, physical exams, lab tests, written or verbal tests. The two that the most important for a pre-release prison program are interviews and written or verbal tests. These two forms of assessments should be designed to acquire the data needed on each participant to determine if they will succeed in a program. Once in a

MUSIC THERAPY PROGRAMS

program, assessment results may be used to group inmates together on projects or in workgroups.

(a). *Interviews*

Interviews should be design to access the inmates overall all mood, desire to change, concerns, life situations, and potential mental illness. These are not designed to place inmates into categories, but instead focus on getting to understand the inmate. Interviews are preferred by many due to the ability to guide responses or pursue more information if needed. One particular piece of information that is gained is the ability of the inmate to express themselves to another person.

Interviews will provide an opportunity to understanding what factors potentially contribute to their criminal behavior. Determining if crime is a learned behavior or something that provided a release from strain, can help interviewers determine the level and type of services potentially needed. To determine this, interviews must consist of bio-medical conditions; cognitive conditions, readiness for change, criminal history, and post-release environment.

- i. **Bio-medical Conditions:** This category evaluates the inmates current medical and physical condition. It is intended to identify any conditions that may prevent an inmate from participating in a program.

MUSIC THERAPY PROGRAMS

- ii. Cognitive Conditions: This category evaluates the presences of disorders that effect a person's learning, memory, perception, or problem-solving ability.
- iii. Readiness for Change: This category evaluates an individual's internal motivation to take and follow through with change in their lives.
- iv. Criminal History: This category evaluates an individual's previous offenses to identify those who have non-violent crimes, drug related offenses, personal crimes, or property crimes. This category will also identify the number of prison terms and repeat offenses.
- v. Post-Release Environment: This category evaluates the resources and support that a person would have upon release.

MUSIC THERAPY PROGRAMS

(b). *Written and Verbal Tests*

Written and verbal tests are used to determine measurable facts about an individual. These tests, regardless of the delivery method, most often consist of questions and/or statements that a person is to rate. Number scales are a popular form of test because of the ease of using addition to determine a score, however they can be as simple as yes or no questions. For example, the statement "I sleep well at night" could be listed with options of 'never', 'almost never', 'sometimes', 'almost always', and 'always'. The inmate would select the answer based on what how the statement relates to them. These tests will often have several questions that ask the same thing but in different ways to incorporate of measuring the consistency of the responses.

There is a plethora of tests that are available to determine IQ, personality types, adverse childhood experiences, criminal tendencies, substance dependence, or the possibility of severe mental illness. These tests are not intended to diagnose a person, but instead to identify traits and characteristics of each participant. These results can help administrators determine if a person would benefit from the program.

2. Motivation

The Merriam-Webster Dictionary defines motivation as

- (a) the act of motivating
- (b) the condition of being motivated

MUSIC THERAPY PROGRAMS

(c) a motivating force, stimulus, or influence

To be successful, programming needs to not only motivate inmates to participate but must continue to engage them and lead them to continue to be motivated upon exit. A program needs to follow the three definitions of motivation provided by the dictionary.

The majority of crime occurs because of motivation. That motivation can come from a person's environment. They either were surrounded by unhealthy influences or was a victim of crime. Motivation for crime can also be the need to do better. The stress of trying to succeed in the work that criminal acts seem an easier route at the time. Programming must develop and replace the social learning or stress reactions to those that are more congruent with what is expected in society.

A program which supports motivation will first encourage inmates to participate, then to engage and express, and lastly to perform and share. With inmates that are nearing their release date, the hope of freedom could be motivation to participate in programs that increase their possibility of being released. Others may join for something to do or to help them escape the torment of life behind bars. Joining is not always enough. Programming should engage individuals to become a supportive group. The inmates need to be able to express emotions and feel excitement for the material being worked on. Lastly, a successful program ends with the inmates being able to perform and share the skills that they have learned. It is not enough to merely know what the skills are,

## MUSIC THERAPY PROGRAMS

the participants need to fully embrace and want to share this with others around them.

Lastly, positive reinforcement will be utilized to continue to motivate participants. This will occur as both public and private recognition, privileges and responsibilities, or gifts or tokens of success. The positive reinforcement will come from both the staff and the participants. This should motivate inmates to pay attention to what others are doing around them and recognizing others success. Positive reinforcement may be given to groups that are working together on a project or to an individual who has worked exceptionally hard at a task they were given.

### 3. Intervention Method

Programming is designed to provide participating inmates the skills, education and/or character development that will help each individual be able to incorporate successfully into society without returning to crime. This will require the use of several methods that complement each other and enhance the inmates experience. The programming will recognize that each inmate is an individual and some will need more work in some areas. Because of this, intervention methods are linear based on individual progress. An ideal program will incorporate three main areas: expression and communication; behavioral awareness, knowledge and control; and the development of applicable skills.

MUSIC THERAPY PROGRAMS

(a) *Expression and Communication –*

This part of the intervention is intended to help the participant healthily express and communicate thoughts. A part of this process is also recognizing and respecting the thoughts of others. Programs should offer multiple methods for a participant to express themselves. As trust and confidence grow, the inmate's ability to communicate will increase and allow him or her to successfully incorporate these skills in any environment.

This intervention should also promote the ability for inmates to communicate both one on one and in a group. Therefore, group activities which encourage team work and problem solving will be incorporated in to the process.

(b) *Behavioral Awareness –*

Behavioral awareness can be achieved clinically proven method. The method should help inmates change their thought patterns. Individuals will learn the ability to be aware of their own thoughts and how these affect their reactions and, subsequently, their behavior. Behavioral awareness includes the development of coping skills and stress reduction techniques. The goal of this intervention is for the inmates to recognize and understand their emotions and then be able to utilize skills learned to control their own behavior.

MUSIC THERAPY PROGRAMS

Behavioral awareness is typically one on one sessions with a licensed professional trained in these concepts. This therapy should begin after some communication process has been seen in the individual. This means that individuals in the program will progress through the interventions at a faster rate than others, however, the individual remains in the previous portion(s) of the intervention to hone their skills and even help others who may be new or struggling.

(c) *Applicable Skills* –

The final phase involves applicable skill building. When an inmate can demonstrate that he or she has an acceptable grasp on coping tools and behavioral control, they will begin a program that helps develop applicable life skills. Inmates will learn skills that are intended to help them gain employment after release. This will be a combination of education and hands on training in areas of the prison.

Inmates will also learn life and self-care skills during this phase. This includes budgeting, cooking, time management, parenting, or other skills that will help them in their everyday endeavors. The inmates will also work on the identification of external resources and the preparation of an exit plan with specific goals that the individual identifies. The intervention program is designed to help the inmates in all aspects of their lives so that there are fewer temptations to return to crime.

MUSIC THERAPY PROGRAMS

C. *Evaluation Criteria*

Inmate programming are living processes that are modified and changed as individuals are followed and measured to determine the success. To determine the success of the program, several methods will be utilized.

1. Participant surveys –

To gauge how a program has impacted an individual, surveys will be provided at four periods. The individual will complete the same short survey pre-entry, prison release, six months post release, and at twelve months post-release. This will measure the change that an individual goes through and their immediate success during the first twelve months out of the correctional facility.

Surveys will demonstrate the impact that the program has on an individual and the effectiveness of the skills once the prison system is left behind. The survey will have the individual rate their quality of life, employment readiness, maintenance of sobriety, and the persons overall happiness.

2. Criminal Activity –

Another mode of evaluation will be the recidivism numbers. A database will be maintained including each of the participants that complete the program and any re-arrests will be noted to determine the success of the programs ability to prevent a person from engaging in criminal behavior.

If a person does commit future crimes, the type of crime will also be recorded. This information will be analyzed to determine if the program changed

MUSIC THERAPY PROGRAMS

the level of criminal behavior. Overall, this program will be evaluated on the following five areas: Post-release quality of life; employment; sobriety; mental state; and recidivism.

Prison programming is not a single activity, but a series of methods that focus on certain skills and complement each other. Applied correctly, a prison program should be able to have measurable positive effects on a person's life post-release. Prison programming should also acknowledge and address the various areas of a person's life outside of prison. It is not all about work or behavior. Instead, leaving prison and successfully reintegrating into society requires a hierarchy of skills that are technical, social, and emotional. The goal is to identify the most effective forms of programming that can be used to achieve a lowered recidivism rate and a better life for those that complete it.

## SECTION VI: SUMMARY AND CONCLUSIONS



Incarceration rates continue to be a problem in the United States and a large number of these individuals are serving drug related offenses. Prison systems are intended to punish an individual for a crime, prevent that person from making the same choice again, and deter others from similar acts. Unfortunately, the United States correctional system is failing. The country has evolved in its treatment of prisoners however, laws also change that change the demographics of the inmate population. Modern inmates are predominantly drug -related offenses and nearly two thirds of people released from a facility will be arrested again in one to three years. These statistics indicate that there is a problem in the country that the current system is not addressing efficiently.

### A. *Summary*

A method of deterring crime is identifying why people choose to partake in the particular behavior. This research has identified two major sources for continued drug offenses. The first is Social Learning which is a theory that suggests that criminal behavior, i.e. drug activities, are learned through observation of those around a person, imitation of those around, and modeling of behaviors. A second theory is Strain Theory. Strain Theory is based around individuals desire to fulfill actual and perceived needs is the stimuli for crime. The suggestion is that, if a person fails to be able to obtain the goal, that he or she will begin to experience strain which can build into a foundation for criminal behavior. ‘

## MUSIC THERAPY PROGRAMS

Through other areas of research, the development of the human mind is beginning to be understood. This includes the areas of the brain that are activated during learning, strain, and other behaviors. Studies can also identify the parts of the brain that are responsible for emotions, decision making, and even addiction. This is important to criminal justice because understanding the human brain can help appreciate how potential programs or interventions will have potential success. An understudied program that has the potential for high rates of response is music therapy.

There are different methods to use music in a therapeutic manner. Improvising, creating, or composing are the three main forms that music can be delivered in. Each of these can be used singularly or in combination to suit the personality and needs of the participant. Research is very limited, however, there have been several applications that can be studied to determine the effectiveness of music. Overall, the programs reviewed in this research indicate that participants in programs that include music have experienced increases in mood, motivation, expression, and self-esteem.

To address the original problem identified by this research, recommended programs shall target individuals who are incarcerated for drug related crimes and due to be released in the near future. The goal is to reduce the recidivism rate of these individuals who make up such a large percentage of the overall prison population.

### *B. Conclusions*

Music is a vital component to pre-release programs that have the potential to be successful. It has the ability to engage individuals who are at different points in their lives to express themselves and embrace education that is available. Music Therapy is

## MUSIC THERAPY PROGRAMS

not a modality that should be used on its own. In fact, the use of another clinically accepted form of therapy is highly recommended to provide each inmate the tools that they need to address issues that they have and may encounter in the future.

Music is a means to bring inmates attention to the possibility of programming and to help relax the environment to create one that is desired by others. The social skills obtained through participation are valuable and as are the confidence and self-esteem that is potentially obtained. The importance of music in the introduction and retention of therapy skills should not be ignored. Also, vital to success is a programs ability to continue on after an inmate leaves the confines of a facility.

### *C. Future Needs*

To truly know the potential of music therapy as a pre-release program option for people convicted of drug related crimes, programs need to be implemented and followed for several years. It is this long term result that will provide the data to determine the success of the programs. Implementation does not negate the continued need to explore options and modify programs to meet the needs of the inmate population based on individual issues and criminal behaviors.

In the future, it would be beneficial to the study of criminal programming to conduct long-term follow up to determine what skills and traits continued with the individual despite the persons recidivism status. Understanding the long response to therapeutic methods will create an understanding of where the system is failing to help the incarcerated. Drug trends, incarceration rates, and demographics should also continue to be measured to identify changes in trends. The goal is to adapt programming

MUSIC THERAPY PROGRAMS

to the community needs before the incarceration rates become overwhelming for the system.

Lastly, the modalities of the United States correctional system need to consider congruent programs that would allow individuals to continue in the same programs after release. Exit planning is extremely important to ensure that the factors that led to a persons deviant behavior originally do not overwhelm them again. By remembering the reasons for crime (Social Learning and Strain), the system can predict the influences and provide additional assistance by continuing the music programs past the prison sentence time line.

The United States has come over many twist and turns in the history of criminal punishment and new roads are being paved every day. Despite this, music continues to be an age old, continuous form of expression, communication, and mood control that is not, foreseeably, going to end. Regardless of the type of music, it will continue to move people and help them find their place in this world. It will continue to be a tool that can be used for the good of everyone.

MUSIC THERAPY PROGRAMS

## REFERENCES



- (n.d.) Definition of motivation. *The Meriam-Webster Dictionary*. Retrieved from <https://www.merriam-webster.com/dictionary/motivation>
- (2004). Inmate drug abuse treatment slows prison's revolving door. *American Psychological Association*. Retrieved from <https://www.apa.org/research/action/aftercare>
- (2006). An outcome evaluation of the challenge incarceration program. *Minnesota Department of Corrections (MNDOC)*. Retrieved from [https://mn.gov/doc/assets/CIPEvaluationReport10-06\\_tcm1089-272802.pdf](https://mn.gov/doc/assets/CIPEvaluationReport10-06_tcm1089-272802.pdf)
- (2017). Guidelines for successful transition of people with mental or substance use disorders from jail and prison: implementation guide. *Substance Abuse and Mental Health Services Administration (SAMHSA)*. Retrieved from <https://store.samhsa.gov/sites/default/files/d7/priv/sma16-4998.pdf>
- (2020). Drug and alcohol abuse across generations. *American Addiction Centers*. Retrieved from <https://drugabuse.com>
- (2020). Drugs and the brain. *National Institute on Drug Abuse*. Retrieved from <https://www.drugabuse.gov/publications/drugs-brains-behavior-science-addiction/drugs-brain>
- (2021). Origins of capital punishment. *Crime Museum, LLC*. Retrieved from <https://www.crimemuseum.org/crime-library/execution/origins-of-capital-punishment/>

MUSIC THERAPY PROGRAMS

- Ascroft, J., Daniels, D.J., & Hart, S.V. (2003). Correctional boot camps: lessons from a decade of research. *U.S. Department of Justice. Office of Justice Programs. National Institute of Justice*. Retrieved from <https://www.ojp.gov/pdffiles1/nij/197018.pdf>
- Bozick, R., Steele, J., Saunders, J., & Miles, J. (2013). Education and vocational training in prison reduces recidivism, improves job outlook. *Federal Bureau of Justice Assistance*. Retrieved from <https://www.rand.org/news/press/2013/08/22.html>
- Brady, K.Y., McCauley, J.L., and Back, S.E. (2016). Prescription opioid misuse, abuse, and treatment in the United States: an update. *The American Journal of Psychiatry*. Retrieved from <https://ajp.psychiatryonline.org>
- Brewster, L. (2014). The impact of prison arts programs on inmate attitudes and behavior: a quantitative evaluation. *Justice Policy Journal*. Retrieved from [http://www.cjcj.org/uploads/cjcj/documents/brewster\\_prison\\_arts\\_final\\_formatted.pdf](http://www.cjcj.org/uploads/cjcj/documents/brewster_prison_arts_final_formatted.pdf)
- Brezina, T. (2017). General strain theory. *Criminology and Criminal Justice*. Retrieved from <https://oxfordre.com/criminology/view/10.1093/acrefore/9780190264079.01.0001/acrefore-9780190264079-e-249>
- Camp, S.D., Dagget, D.M., Kwon, O., & Klein-Saffran, J. (2008). The effect of faith program participation on prison misconduct: the life connections program. *Journal of Criminal Justice*, 36(5). Retrieved from <https://www.sciencedirect.com/science/article/abs/pii/S0047235208000858>

MUSIC THERAPY PROGRAMS

Camp, S.D., Klein-Saffran, J., Kwon, O., Daggett, D.M., & Joseph, V. (2006). An exploration into participation in a faith-based prison program. *Federal Bureau of Prisons, Office of Research and Evaluation*. Retrieved from [https://www.bop.gov/resources/research\\_projects/published\\_reports/gen\\_program\\_eval/volunteer\\_cpp.pdf](https://www.bop.gov/resources/research_projects/published_reports/gen_program_eval/volunteer_cpp.pdf)

Cartwright, J. (2013). An evaluation of the irene taylor trust's sounding out program. *The Irene Taylor Trust Music in Prisons*. Retrieved from [https://irenetaylortrust.files.com/2014/06/itt-sounding-out-evaluation\\_jim-cartwright\\_october-2013.pdf](https://irenetaylortrust.files.com/2014/06/itt-sounding-out-evaluation_jim-cartwright_october-2013.pdf)

Chen, E.Y. (2014). Three strikes legislation. *Santa Clara University*. Retrieved from <https://scholarcommons.scu.edu/cgi/viewcontent.cgi?article=1004&context=polisci>

Clark, P. (2010). *Preventing future crime with cognitive behavioral therapy – one form of psychotherapy stands out in the criminal justice system*. National Institute of Justice. Retrieved from <https://nij.ojp.gov/topics/articles/preventing-future-crime-cognitive-behavioral-therapy#note4>

Cordier, R., Speyer, R., Chen, Y., Wilkes-Gillan, S., Brown, T., Bourke-Taylor, H., Doma, K., & Leicht, A. (2015). Evaluating the psychometric quality of social skills measures: a systematic review. *Plos One*. Retrieved from: <https://doi.org/10.1371/journal.pone.0132299>

MUSIC THERAPY PROGRAMS

- Corporal Punishment: History & Effects. (2015). Retrieved from <https://study.com/academy/lesson/corporal-punishment-history-effects.html>
- Davis, L.M. (2019). Higher education programs in prison: what we know now and what we should focus on going forward. *Rand Corporation*. Retrieved from [https://www.jstor.org.ezproxy.uwplatt.edu/stable/pdf/resrep19903.pdf?ab\\_segments=0%252Fbasic\\_search\\_gsv2%252Fcontrol&refreqid=excelsior%3A0708472fbeb3bf40b52436f1355f5f39](https://www.jstor.org.ezproxy.uwplatt.edu/stable/pdf/resrep19903.pdf?ab_segments=0%252Fbasic_search_gsv2%252Fcontrol&refreqid=excelsior%3A0708472fbeb3bf40b52436f1355f5f39)
- Doyle, C. (2018). Mandatory minimum sentencing of federal drug offenses in short. *Congressional Research Service*. Retrieved from <https://fas.org/sgp/crs/misc/R45075.pdf>
- Duwe, G. (2018). The effectiveness of education and employment programming for prisoners. *American Enterprise Institute*. Retrieved from <https://files.eric.ed.gov/fulltext/ED585975.pdf>
- Feiles, N. (2012). How music impacts, helps our emotions. *PsychCentral*. Retrieved from <https://psychcentral.com/blog/how-music-impacts-helps-our-emotions#1>
- Feucht, T. & Holt, T. (2016). Does cognitive behavioral therapy work in criminal justice? A new analysis from crimesolutions: an analysis of programs and practices in CrimeSolutions finds that cognitive behavioral therapy can deter crime, assist victims, and prevent recidivism. *Nation Institute of Justice Journal*. Retrieved from <https://nij.ojp.gov/topics/articles/does-cognitive-behavioral-therapy-work-criminal-justice-new-analysis-crimesolutions>
- Give a beat. (2019). Retrieved from <https://www.giveabeat.org/>

MUSIC THERAPY PROGRAMS

- Heshmat, S. (2019). 6 ways music affects your emotions: a key motive for listening to music is to influence one's emotions. *Psychology Today*. Retrieved from <https://www.psychologytoday.com/us/blog/science-choice/201906/6-ways-music-affects-your-emotions>
- Hills, H., Siegried, C., & Ickowitz, A. (2004), Effective prison mental health services: guidelines to expand and improve treatment. *U.S. Department of Corrections: National Institute of Corrections*. Retrieved from <https://info.nicic.gov/nicrp/system/files/018604.pdf>
- Jonas, W. (2019). Harness the power of music to heal now. *Psychology Today*. Retrieved from <https://www.psychologytoday.com/us/blog/how-healing-works/201912/harness-the-power-music-heal-now>
- Kaeble, D. & Alper, M. (2020). Probation and parole in the United States, 2017-2018. *U.S Department of Justice, Office of Justice Programs, Bureau of Justice Statistics*. Retrieved from <https://www.bjs.gov/content/pub/pdf/ppus1718.pdf>
- Kifer, M., Hemmens, C., & Stohr, M.K. (2003). The goals of corrections: perspectives from the line. *Criminal Justice Review*. Retrieved from <https://doi.org/10.1177/073401680302800104>
- Mackenzie, D.L. (2001). Sentencing and corrections in the 21<sup>st</sup> century: setting the stage for the future. *U.S. Department of Justice: Office of Justice Programs*. Retrieved from <https://www.ojp.gov/sites/g/files/xyckuh241/files/archives/ncjrs/189106-2.pdf>

MUSIC THERAPY PROGRAMS

- Mansens, D., Deeg, D. J. H., & Comijs, H. C. (2018). The association between singing and/or playing a musical instrument and cognitive functions in older adults. *Aging & Mental Health*, 22(8), 964–971. <https://doi-org.ezproxy.uwplatt.edu/10.1080/13607863.2017.1328481>
- Marvell, T.B., & Moody, C.E. (2001). The lethal effects of three-strike laws. *The Journal of Legal Studies*, Vol 30, No. 1. Retrieved from <https://www-jstor-org.ezproxy.uwplatt.edu/stable/pdf/10.1086/468112.pdf?refreqid=excelsior%3A8a888670de6a159b54a461c9e72832f3>
- Massie, R., Jolly, A., & Caulfield, L. (2018). An evaluation of the irene taylor trust's sounding out program 2016 – 2018. *The Irene Taylor Trust Music in Prison*. Retrieved from <https://irenetaylortrust.files.com/2019/03/sounding-out-evaluation-2016-2018.pdf>
- McDonald, H. (2017). From cells to cellos: music program has Utah inmates singing a new tune. *Justice Arts Coalition*. Retrieved from <https://thejusticeartscoalition.org/>
- Mitchell, O. & Ngo, F.T. (2017). Boot camps and shock incarceration programs. *Criminology*. Retrieved from <https://www.oxfordbibliographies.com/view/document/obo-9780195396607/obo-9780195396607-0068.xml>
- Nabavi, R.T. (2012). Bandura's social learning theory & social cognitive learning theory. *University of Science and Culture*. Retrieved from [file:///C:/Users/angela.jacobson/Downloads/BandurasTheory%20\(1\).pdf](file:///C:/Users/angela.jacobson/Downloads/BandurasTheory%20(1).pdf)

MUSIC THERAPY PROGRAMS

- Newman, T. (2013). Connecting the dots: 10 disasterous consequences of the drug war. *Drug Policy Alliance*. <https://drugpolicy.org>
- Parkinson, M. (2020). The four types of interventions in music therapy. *Wellington Music Therapy*. Retrieved from <https://wellingtonmusictherapyservices.com/the-four-types-of-interventions-in-music-therapy/#:~:text=%20The%20Four%20Types%20Of%20Interventions%20In%20Music,music%20making%20using%20simple%20instruments,%20body...%20More>
- Phelps, M.S. & Curry, C. (2017). Supervision in the community: probation and parole. *Oxford University Press*. Retrieved from <https://oxfordre.com/criminology/view/10.1093/acrefore/9780190264079.001.0001/acrefore-9780190264079-e-239>
- Peters, M., Thomas, D., & Zamberlan, C. (1997). Boots camps for juvenile offenders: program summary. *Office of Juvenile Justice and Delinquency Prevention*. Retrieved from <https://ojjdp.ojp.gov/library/publications/boot-camps-juvenile-offenders-program-summary>
- Pfaff, J.F. (2015). The war on drugs and prison growth. Limited importance, and limited legislative options. *Fordham University School of Law*. Retrieved from [https://ir.lawnet.fordham.edu/cgi/viewcontent.cgi?article=1650&context=faculty\\_scholarsp](https://ir.lawnet.fordham.edu/cgi/viewcontent.cgi?article=1650&context=faculty_scholarsp)
- Primeau, A., Bowers, T.G., Harrison, M.A. & Xu, X. (2013). Deinstitutionalization of the mentally ill: evidence for transinstitutionalization from psychiatric hospitals to penal institutions. *Comprehensive Psychology*. Vol. 2. DOI 10.2466/16.02.13.CP2.2. Retrieved from <https://journals.sagepub.com/doi/pdf/10.2466/16.02.13.CP.2.2>

MUSIC THERAPY PROGRAMS

- Pryor, W.H., Barkow, R.E., Breyer, C.R., Reeves, D.C., Wilson-Smoot, J.P., Bolitho, Z., & Cohen, K.P. (2017). Mandatory minimum penalties for drug offenses in the federal criminal justice system. *United States Sentencing Commission*. Retrieved from [https://www.ussc.gov/sites/default/files/pdf/research-and-publications/research-publications/2017/20171025\\_Drug-Mand-Min.pdf](https://www.ussc.gov/sites/default/files/pdf/research-and-publications/research-publications/2017/20171025_Drug-Mand-Min.pdf)
- Raine, A. (2014). The criminal mind. *American Psychological Association*. Vol 45, No. 2. Page 39. Retrieved from <https://www.apa.org/monitor/2014/02/criminal-mind>
- Riedl, M., Zekpa, C., & Bonham, R. (2020). The benefits of music therapy. Omaha Social Project: Advancing Community Through Educational Research. Retrieved from: <https://omahasocialproject.com/healthcare-2/the-benefits-of-music-therapy/>
- Rivera, A. (2021). The benefits of music therapy. *Depression Alliance*. Retrieved from <https://www.depressionalliance.org/music-therapy/>
- Saripalli, V. & Davis, K. (2018). How does cognitive therapy work? *Medical News Today*. Retrieved from <https://www.medicalnewstoday.com/articles/296579>
- Stevenson, B. (2011). Drug policy, criminal justice and mass imprisonment. *Global Commission on Drug Policies*. Retrieved from [http://www.globalcommissionondrugs.org/wp-content/themes/gcdp\\_v1/pdf/Global\\_Com\\_Bryan\\_Stevenson.pdf](http://www.globalcommissionondrugs.org/wp-content/themes/gcdp_v1/pdf/Global_Com_Bryan_Stevenson.pdf)
- Stevenson, B. (2017). *How to change the world*. (Speech audio recording). Retrieved from <https://www.youtube.com/watch?v=MB4VQYaT4bA>
- Sweet, J. (2020). History of the US prison system. *Stacker*. Retrieved from: <https://stacker.com/stories/4894/history-us-prison-system>

MUSIC THERAPY PROGRAMS

- Taibbi, R. (2017). Essential emotional skills for every adult. Create your own vision of the adult you want to be. *Psychology Today*. Retrieved from <https://www.psychologytoday.com/us/blog/fixing-families/201705/8-essential-emotional-skills-every-adult>
- Taruffi, L. & Kussner, M.B. (2019). A review of music evoked visual mental imagery: conceptual issues, relation to emotion, and functional outcome. *Psychomusicology: Music, Mind, and Brain*, 29(2-3), 62-74. <https://doi-org.ezproxy.uwplatt.edu/10.1037/pmu0000226>
- Volkow, N.D., Frieden, T.R., Hyde, P.S., & Cha, S.S. (2014). Medication-assisted therapies – tackling the opioid overdose epidemic. *The New England Journal of Medicine*. 370:2063 – 2066. DOI: 10.1056/NEJMp1402780
- Warren, M. (2016). The impact of music therapy on mental health. *National Alliance on Mental Health*. Retrieved from <https://www.nami.org/Blogs/NAMI-Blog/December-2016/The-Impact-of-Music-Therapy-on-Mental-Health>
- +Wolf Harlow, C. (2003). Bureau of Justice Statistics special report: education and correctional populations. *U.S. Department of Justice: Office of Justice Programs*. Retrieved from <https://www.bjs.gov/content/pub/pdf/ecp.pdf>