

Solano Vision

THE VOICE OF CSP-SOLANO

Volume 3 Issue 3

Vacaville, California 95696

June 2016

Juvenile Justice Counsel Visits CSP-Solano

By Joseph Pagaduan
Design Editor



Ronald Reed, Juvenile Justice Counsel, speaking to inmates on February 8, 2016. (Drown/File)

They met in the Level II Law Library. All told, there were 15 inmates, a writer

from the Vacaville Reporter, the CSP-Solano Public Information Officer, and the person they were all there to speak with: Ronald Reed.

A variety of backgrounds were represented. Former gang members, an army brat, men from affluent families, broken homes, and former drug addicts and alcoholics.

This was Reed's fourth visit to Solano. The first two were visits to speak to the veteran's group, but his October 2015 visit, and this one, on February 8, 2016, focused on his work with at-risk youth.

Upon first glance, Reed looks like a high school English teacher. His head is covered in gray, has eyes that seem to look past the surface of things, and a kind face. When one looks more closely, you see that he is all of these things and more.

Reed is a retired public defender (PD) from Butte County. He defended over 10,000 juveniles as a PD for over 30 years, but was appointed to the Juvenile Justice Counsel when AB 109 was enacted. He has since written a "How to Survive in Prison" handbook with a former youth offender, and also founded the "Let My Story Change Your Story" initiative, which lets offender and ex-offenders tell their stories on video. The videos are then viewed by at-risk youth in hopes of turning their lives around.

Reed explained his purpose for the program best. "I can tell them what to do and not to do all day long, but words from someone who's lived it will have a much larger impact."

(See **Reed** on page 7)

A Tempest on CSP-Solano's Level III *Shakespeare at Solano's Performance of 'The Tempest'*

By Steven Drown
Photo Editor

Far from being stranded on a magical island, Shakespeare was alive and kicking in the Level III Gymnasium on Saturday, May 14, 2016. Gathered to view Shakespeare's "The Tempest," an audience of approximately 80 Level III inmates, approximately 15 outside guests, and the Level II cast of "A Midsummer's Nights Dream," were provided an energetic afternoon of mayhem and delight.

Lesley Currier, director of the Marin Shakespeare Company, opened with a detailed explanation of the play and characters. Her enthusiasm was infectious,

and the audience quickly got into the mood to enjoy Shakespeare.

The play opened with a ship being wrecked by a violent storm. From the very first line, the cast proved themselves worthy of the production. Of particular note was

(See **Tempest** on page 8)



SPECIAL INSERT

See insert for Victim's Voice testimony by Kara O'Neil. Guest speaker at the April 15, 2016. Level II Victim's Voice event. Her story in her own words.

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The *Solano Vision* is a journal of the CSP-Solano prisoner community. Our mission is to provide meaningful and insightful reporting on events, issues, and concerns important to all who live and work within the CSP-Solano community.

See *Submission Guidelines* on page 8 for specific submission instructions.

Understanding the DSM-5

By **M. Owen McGuire**
Copy Editor

Anyone who has been evaluated in writing by a psychiatrist or psychologist has likely heard of the Diagnostic and Statistical Manual of Mental Disorders, commonly known as the DSM-5. The manual, compiled by the American Psychiatric Association, has been used since its predecessor was published in 1844 to classify various mental disorders. The current edition is the fifth and most recent version.

The manual is not without controversy, even among medical professionals, as previous descriptions or symptoms of mental disorders are reclassified or discarded while new disorders are added.

What is the main purpose of the DSM-5? Page xii of the preface says the "DSM is intended to serve as a practical, functional, and flexible guide for organizing information that can aid in the accurate diagnosis and treatment of mental disorders." Other contexts for its use include research, clinical settings, and education. On page 19, the DSM-5 says, "The primary purpose of DSM-5 is to assist trained clinicians in the diagnosis of their patients' mental disorders as part of a case formulation assessment

that leads to a fully informed treatment plan for each individual."

What is a mental disorder? On page 20, the DSM-5 says, "A mental disorder is a syndrome characterized by a clinically significant disturbance in an individual's cognition, emotion regulation, or behavior that reflects a dysfunction in the psychological, biological, or developmental processes underlying mental functioning." The key words are "clinically significant" and "dysfunction."

There are forensic purposes (i.e. suitable for a court of law, public debate, or formal argumentation) for the DSM-5, and this is the area where those who have received a psychological evaluation for the purpose of determining parole suitability are likely affected. It is beneficial to understand the forensic use of the DSM-5 in psychological evaluations. In the section entitled 'Cautionary Statement for Forensic Use of DSM-5' on page 25, the manual warns, "When DSM-5 categories, criteria, and textual descriptions are employed for forensic purposes, there is a risk that diagnostic information will be misused or misunderstood. These dangers arise because of the

(See *DSM-5* on page 7)

What's New In Tech?

By **Joseph Pagaduan**
Design Editor

Many watch television or hear catchphrases on radio about new technology, but few understand how it works. This article is for those who want to know more without wading through unintelligible tech-speak.

From cell phones constantly tracking a user's location (and posting it on the internet), Fitbit health trackers, to completely automated homes featured on TV, it is obvious how connected the world is. These devices sense, gather, store and share information with other connected devices.

This interconnectedness of devices and wireless technology has been dubbed the Internet of Things (IoT).

Gartner, Inc., a technology trends tracking company, estimates the number of connected things in 2015 at about five billion. That's not including PCs, phones, and tablets. By 2020, that number is projected to exceed 25 billion pieces of tech, and \$250 billion in revenue by the end of the year. It tops 80 billion if PCs, phones, and tablets are included. It's no wonder that many in the tech community have renamed the Internet of Things to the *Internet of Everything* (IoE).

Connected machines are not restricted to consumer goods. Actually, consumer goods are very low on the IoT totem pole. The top three spots are currently held by the manufacturing, utilities, and transportation industries.

Manufacturers use IoT to remotely monitor and coordinate equipment, thereby streamlining operations. Utilities take advantage of smart metering to predict and control energy usage. Trans-

We Rise Together

By **Andy Enriquez**
Contributing Writer

I grew up on the streets of Anaheim, California, where, at the age of 13, I was introduced to everything that comes with gangs and crime. At 19, I was arrested for the biggest mistake I had ever made when I senselessly took a life. The hands that took that life are now rebuilding the lives of other misguided youth through the Offender Mentor Certification Program (OMCP), which is part of the corrections department's Long Term Offender Program (LTOP).

My journey consists of 36 determined individuals who receive training as addiction specialists. We learn client-centered, solutions focused, rational emotive behavioral therapy, and motivational interviewing technique.

LTOP is managed by a private entity, WestCare. OMCP trainees commit to WestCare's mission: "Uplifting the Human Spirit - To empower everyone with whom we come into contact to engage in a process of healing, growth and change, benefiting themselves, their families, their coworkers, and their community. Provide male offenders with gender responsive supervision, treatment, and services that increase opportunities for successful reintegration into their communities while reducing the number of males incarcerated in California."

Many of us are rising from a past life of gangs, drugs, or crime to a new life of recovery, integrity, sobriety and empowerment. Through OMCP, we attain a greater understanding of ourselves so we can give back to those in need.

My journey is not over. And by the looks of it, neither is yours.

transportation industries track vehicles and coordinate staff through wireless tech.

The advantages of collecting and sharing real-time data has turned IoT into an unstoppable juggernaut that will only gain more traction over time.

This will be an ongoing column covering technology-related news and events. If you have suggestions or wish to write about anything tech-related, please submit it to Solano Vision, c/o Level II VEP.

Legal News

By Wendell Bigelow

Managing Editor

Disclaimer: Not Legal Advice

Ready for Primetime

The California Supreme Court has cleared the way for Governor Brown's ballot initiative to appear in November.

The Public Safety and Rehabilitation Act increases good time credits for low-level offenders and eliminates prosecutorial discretion in charging youth offenders as adults. The act hopes to "prevent federal courts from indiscriminately releasing prisoners" and stop "the revolving door of crime by emphasizing rehabilitation, especially for juveniles."

Once passed, the prison system decides how and when credits will increase. And, because the act contains *no* implementation details (except that the department "shall adopt regulations in furtherance of the provisions"). In the short term it is unlikely any significant population reduction will occur beyond the lowest hanging fruit, i.e. juveniles and non-serious/non-

violent offenders.

More smoke and mirrors?

The Butler Did It, Almost

Butler's oral arguments occurred May 31st. As of this writing, *no decision* has issued, but it will likely address the *Butler* agreement violations (which ignored over 5,000 inmates eligible for terms), and the question of base term rights, if any, post-Senate Bill (SB) 230. (See the library for information about SB 230.) The Board of Parole Hearings has *not* published changes to Title 15, Div. 2, that reflect the agreement, despite agreeing to do so on December 16, 2013, over two-and-a-half years ago. The Board's position is that SB 230, enacted six months ago, *prohibits* setting base term; therefore, it is now unnecessary to promulgate the originally agreed upon changes to Title 15. Even assuming the assertion is true, this does not explain *why* the Board waited two years to comply with the agreement.

By August 22, 2016, the court will tentatively respond to this matter. Note that none of what is coming in *Butler* will directly address the deeper issue of disproportionality. This is for court battles yet to come.

Rumor Control

The inmate tendency to indulge the rumor 'echo chamber' ignores common sense and the responsibility to be informed about the study and practice of law. Simple questions should be asked when confronted with a rumor. What is its original source? How are the underlying facts and issues connected to the rumor? *When* did the rumor's facts reportedly occur? What is the impact of the rumor?

Meaningful answers to these questions will contextualize the 'rumor.' Please keep in mind that when reporting information, it helps to cite the information's date and venue, e.g., television, newspaper, etc. How many times is a newspaper article posted *without identifying a date or publisher?*

Finally, it helps to know state and federal court structure and process. Not studying law while incarcerated is like living in an ocean, but not learning how to swim.

Life rafts are available in the law library.

(See *Legal News* on page 6)

New Public Information Officer for CSP-Solano

Lieutenant Ojo Accepts PIO Position

By Kristin Himmelberger

Contributing Writer

Lieutenant J. Ojo was recently tapped by Warden E. Arnold to fill the Public Information Officer (PIO) position at Solano State Prison.

As the PIO, Lt. Ojo is the liaison between the public and the institution. He spends a lot of time providing information to outside news organizations and giving tours to college students and other organizations.

Lt. Ojo has been working for CDCR for 10 years. He started working at Solano in 2008. "I had some friends who worked for the parole division. They would tell me about the opportunity available within the California Department of Corrections. I thought I'd give it a try."

When Lt. Ojo began working at CDCR, he didn't know what to expect. "I expected the worst and found out it wasn't that bad. But it was prison, you never know."

As a Lieutenant, Ojo often saw the worst side of prison as he presided over many disciplinary hearings. It was not until after he attended a Real Talk event that was hosted by Education Principal Dr. Williams that his perception began to change.

"I was shocked in a good way," he said.

He was equally impressed with the Shakespeare play, *A Midsummer Night's Dream*, which was performed by the Level II prisoners at Solano State Prison. "The inmates are so dedicated. It gives them a chance to do something positive."

Lt. Ojo is a strong believer in rehabilitation. He is currently working with T. Parker-Mashburn, Community Resource Manager, to improve the relationship with the surrounding communities. One of these programs is in conjunction with the Fairfield Police Outreach Youth Diversion. Ojo would like to see more programs.

When asked about his greatest moment,



Lieutenant J. Ojo, CSP-Solano's new Public Information Officer, at the Level III M.A.N.U.P. graduation on June 22, 2016. (Drown/File)

Lt. Ojo said, "There are a lot of good opportunities. I don't think I've experienced my greatest moment yet."

Lt. Ojo enjoys his assignment as the PIO, and hopes it becomes permanent.

Steve Drown, Photo Editor contributed to this article.

SCC Professor Invested in the Education of Prisoners

Political Science Professor P. Zitko's Take on Higher Education in Prison

By **Steven Drown**
Photo Editor

He entered the institution apprehensively; wondering what he might face. How would the inmates respond? Was he safe?

That was the initial impression of Professor P. Zitko, political science instructor at Solano Community College. Zitko was just finishing his first semester of teaching at CSP-Solano and, when approached, was willing to relate his experience and viewpoints.

Solano Vision (SV): What led you to teaching?

P. Zitko (PZ): I recently pursued teaching political science after returning to college and completing several degrees. I was enamored with higher education, had a great respect for my professors and realized I would like to try my hand at teaching. My educational background is in political science with specialties in American Government.

SV: Prior to coming to CSP-Solano (CSPS), what were your feelings, attitudes and preconceptions of teaching in a prison setting? How have they changed?

PZ: When I first volunteered to teach at CSPS, I had some reservations largely due to the concern for personal safety. Without ever having entered a prison prior to my teaching experience at CSPS, I had a rather inaccurate perception of the institution and the inmate population. With that said, I approached the assignment with a fairly open mind knowing that I did not have any objective experience with regard to teaching in the prison environment. I have learned a lot about the prison system during my brief tenure as a political science professor at CSPS. My experience so far has been very positive and rewarding. While there are many challenges related to teaching classes in the prison, I have never felt threatened while at the institution.

SV: What would you tell other instructors considering teaching here? Would other teachers be willing to teach here?

PZ: I would tell other teachers that teaching at CSPS will likely be a very gratifying experience as it has been for me. I do believe that additional teachers will come to the prison to teach; however, there are nu-

merous obstacles that will need to be overcome.

First, there are many misconceptions that teachers will hold with regard to the prison setting. As I mentioned, safety will be first and foremost on the minds of any new instructors considering taking on classes at the institution. This hurdle will be overcome as more teachers, like myself and the other SCC staff who currently teach at the prison, are able to convey their experience to prospective instructors and ease their concerns.

The second issue is the time involved in teaching classes at the prison. The personal time that an instructor donates is quite significant as compared to the traditional campus setting. This includes travel to and from the prison, entry into the facility and downtime between Level II and Level III classes. Not to mention the considerable time involved in obtaining approval to teach at the facility. While some instructors will see this teaching experience as an academic challenge and overlook this inconvenience, there are numerous others who will consider the fiscal side and opt for a more financially productive use of their time.

A third issue concerns the lack of educational resources at the institution. Many courses, mine included, require significant academic material which the prison does not have available. In some cases this may be such an immense obstacle that an instructor may not view the course as academically viable.

With this said, I do feel there will be more instructors willing to teach at the prison. Educators, by their very nature, want to instruct people who are excited about learning. My experience at the prison thus far is that most of the students are very appreciative for the chance to take college courses and eagerly approach their learning with enthusiasm and dedication. It may take some time to acquire a full curriculum, but with the support of the institution, I feel the program has great potential.

SV: What advice would you give inmates to advance their education?

PZ: I would tell future inmate students the same thing I would tell any student. If you truly want to learn and acquire a col-

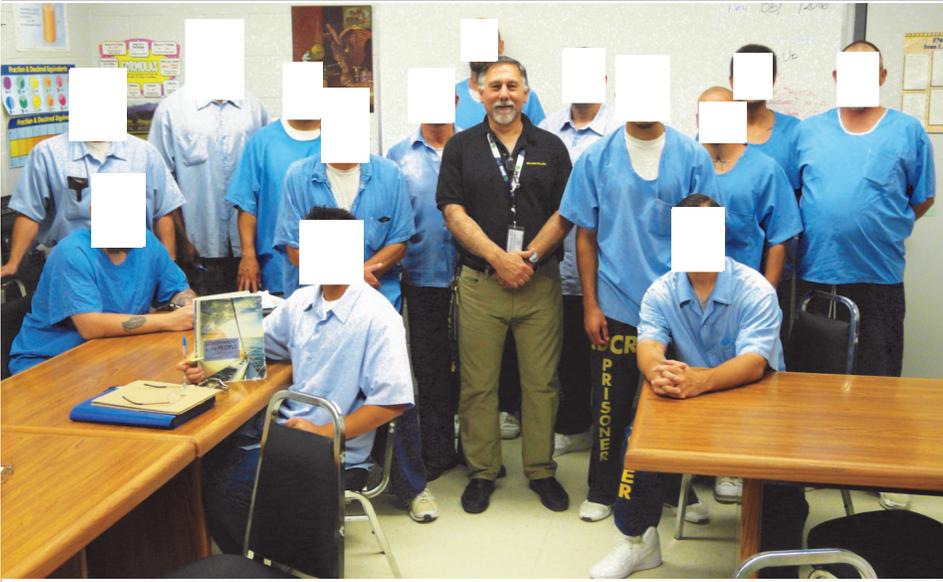
lege degree, you must wholeheartedly commit yourself to the quest. Earning a college degree is very challenging and time-consuming. However, the rewards are immense and life-changing. A student who decides to attain a college education must take the program very seriously and be willing to commit many hours outside of the classroom for rigorous study.

SV: Do you feel that education is a viable resource for rehabilitation?

PZ: While I am by no means an expert on rehabilitation, my opinion is that acquiring an education while in prison will undoubtedly change the lives of inmates in many positive ways. Studies have shown a significant reduction in recidivism rates among inmates who have immersed themselves in educational programs during their incarceration. My personal inclination after having interacted with my inmate students is that I strongly support education as a means for rehabilitation. If even a small percentage of inmates, say 10 percent, enter an educational program while incarcerated and choose not to reoffend after release, the societal benefits would be quite immense. In addition, some students who may be serving life sentences without the possibility of release may see their institutionalized lives improve as a result of attaining an education. The upside to providing an education for inmates who are serious about attaining an academic goal is simply too great to ignore.

SV: Based on conversations with various instructors "on campus," what is the attitude regarding this program?

PZ: When I speak to other instructors about the college program at the prison, the first response is usually one of shock and concern. The first question to me is often, "don't you worry about your safety?" Some of the teachers I have spoken with are impressed, but mention that they would never teach inside a prison. Yet, other instructors are curious about the program and see the program as a great endeavor; albeit, they are reserved about taking on such a task. Still others seem willing to give it a try and take on a new academic challenge. At this point the feeling about teaching in a prison among other teachers is quite mixed. I do believe these outlooks



P. Zitco, professor for Solano Community College, and his Spring 2016 Level II American History class.

Photo courtesy of C. Resurreccion

will change over time as more teachers successfully complete classes at the institution.

SV: Although we have discussed this casually, how do you feel your classes here compare with your classes 'on the streets?' Have you been surprised by the level of interest and degree of understanding and intelligence shown by students here?

PZ: I have been very pleasantly surprised

by the interest and academic competence of the students at CSPPS. Most of my students at CSPPS are very serious pupils and take their learning to heart. In many ways the students at CSPPS are similar to my traditional campus students. There are those who excel at learning and there are some who need more encouragement. With that said, many of my traditional students who take a compulsory introductory

Pebbles in the Water

By Wendell Bigelow
Managing Editor

This inaugural column, which offers stories of how our lives (pebbles) are shaped by time's passage (water). Submissions are strongly encouraged. *Tell your story!*

Unto Others

In 1977, I lived in Ann Arbor, Michigan, a lovely college town near a Great Lake, which made it feel like winter ten months a year.

Writing software for a living meant long hours at work. When the workday was done, I was anxious to drive to a nice restaurant. I did my banking at a drive-through window, which gave my car time to warm-up.

One winter evening with snow piled high, I was forced to open the car door instead of the window to send my check through the pneumatic delivery tube. Had I not opened

my door I would not have noticed the wallet in the slush, so stuffed with cash it would not close! I did not count the money or look for identification while feeling the owner's anxiety as if the wallet was my own.

After completing my transaction, I drove to the bank's entrance to drop-off the wallet. While leaving, the bank teller called out, saying, "Sir, don't you want to leave your name to get a reward?" Without hesitation, I replied, "I've already got my reward."

June and July are the only pleasant months in Ann Arbor. The students are mostly gone, the weather is sunny but humid, and the annual art fair is something to behold.

Popular locally, my jazz group regularly performed at the fair. In 1980, we played in front of the local college's student union. At some point, I phoned someone from inside the union building. After heading for my favorite outdoor food vendors—vegetarian Indian food and a fruit smoothie stand—I realized that I misplaced my wallet!

course on campus do so because it is a mandatory obligation. For this reason, some students who sign up for a basic political science course in the traditional campus setting are doing so just to get the class over and fulfill a requirement. Some of these students are not always fully engaged in the class and often lack participation skills. My experience at the prison is that most of the students enrolled in the class take it seriously and there is always robust class participation. The CSPPS students are much like my campus students who are majoring in political science and/or other related fields of study. In short, the majority of these students want to learn the subject and take the class very seriously.

SV: What would you like to share with the population in closing?

PZ: Attaining an education is hard work and requires a great commitment to learning. The effort required to get a college degree is tremendous and time-consuming. However, the rewards of getting an education are beyond words. I would encourage any inmate who wants to make some life changes and improve his quality of life to take some classes and acquire an education. For me personally, it has been a great pleasure and rewarding experience teaching at CSPPS.

Each day a hundred thousand people visited the fair, which covered 12-square blocks of the campus. Even if I knew where I had left the wallet, the odds of retrieving it under these circumstances were unlikely. The only logical thing to do was call a service to cancel my credit cards.

Twenty minutes after doing so, a student, part of the committee booking bands for the fair, recognized me and approached with my wallet. Nothing was missing! I was surprised and grateful, then upset about having to wait several days before replacing those now useless credit cards.

Between 1988 and 1997, the year of my arrest, there were three more instances of my wallet being lost, then returned intact. Each time, the circumstances were similar: large gatherings of people.

I have no way of knowing what would have happened had I not acted righteously during that freezing day at the drive-thru window. I simply did what I would want others to do if they found my wallet.

When the opportunity arises, do the right thing. It just might be repaid in kind.

Editorial

Editor's Observations

By David Ewart
Editor-in-Chief

Welcome to the Solano Vision. We appreciate feedback on articles or new features that you may have in mind. Please send your suggestions to *Solano Vision*, c/o CSP -Solano Voluntary Education Department, Education 'A'.

Today, I would like us to study this word: **rumor** (*noun*) — A story spread among a number of people that is unconfirmed and may be false.

We live in a community that is overrun with hearsay and rumors. The editorial staff strives to bring truth to our readers. We will be the first to bring the blunder to light if we make a mistake. Please assist us in improving upcoming issues.

Let's discuss rumors. It's no different on the outside; a rumor is a rumor. We embellish rumors as we send them on to someone else. An example might be: "Hey, did you hear about the Gilman case?" By the time it gets back to you it becomes, "All lifers are going home. They will not have to go to the Board, a committee will review their files, and out they go!" You know this happens. Maybe you've heard rumors like this.

The Solano Vision staff will do everything possible to confirm all printed articles. I hope you enjoy the articles in this edition of the Solano Vision.

BRAINTEASER

You're on a specific journey. You drive exactly halfway to your destination at an average speed of 30 miles per hour. How fast would you have to drive for the last half of your trip to make your average speed 60 miles per hour?

Answer in next month's issue.

ANNOUNCEMENTS

Education

Graduation ceremony will be held on August 3, 2016.

Defy Ventures

Coaching and pitching events are tentatively scheduled for September and October 2016, respectively.

Let's Talk BOOKS

By M. Owen McGuire
Copy Editor

A friend lent me *The Wisdom of the Enneagram*, by Don Richard Riso and Russ Hudson. When I began to flip through the book I was skeptical, largely due to the Enneagram itself. At first glance, it seemed nothing more than a geometric design illustrating nine basic personality types. Somewhat curious, I took the tests for each type and began to understand how a person is never completely one type, but rather a blend of several. For example, one's main type might be the Individualist, with elements of the Investigator, the Enthusiast, and the Challenger. The combinations of main personality type and elements are then interpreted through the Enneagram.

I read the book with increasing interest, identifying with many of the strengths and weaknesses for my type and subtypes. As I continued, I realized the Enneagram is an excellent tool for self-actualization. With this tool, the reader has an opportunity to better visualize and

understand the past and how it shapes personality.

Upon interpretation of individual Enneagram types and subtypes, the meaning of the design becomes clear, and a reading of each personality type and its relation to the others is a boon to anyone seeking to self-inventory and fully understand baggage from the past, psychological symptoms, and survival mechanisms.

By using the knowledge contained between the covers of this book, one can potentially grow from experiences both good and bad, open up to the moment and the self-renewal it brings, and engage reality through meaningful action. By committing to principles and activities beyond the realm of old feelings, emotions, and reactions, the discovery of true identity and full participation in life transcends abstraction and becomes the new reality. *The Wisdom of the Enneagram* is a giant leap into that reality.

I recommend this book to anyone who wishes to learn more about personality types. The authors offer concrete suggestions on how to avoid personality pitfalls and achieve the healthiest potential for each type. In the words of the great philosopher Aristotle, "Know thyself." Using the Enneagram, this ideal can be achieved.

Legal News

(Continued from page 3)

Late News: *Johnson v. Shaffer*

The class-action lawsuit against the Board's Forensic Assessment Division has been settled in a manner not reasonably deemed favorable to inmates.

On May 27, 2016, the federal court decided the parties in this matter "have reached a fair and adequate settlement and have satisfactorily addressed the questions by class members' objections."

The court rejected over 80 inmate-filed objections to the settlement. Important issues like "whether risk assessment interviews can be recorded" or "whether the risk assessment tools have been validated or found reliable or proper for use in predicting potential recidivism among life inmates" are now moot.

Deeper legal issues, like having the Board's regulations acknowledge that

even a *high* risk assessment is lower than the average free person's risk of offending, have been sidestepped.

Inmate are left with what the *Johnson v. Shaffer* notices placed in housing units last fall indicate: the Board "will develop a formal process for inmates or attorneys to lodge timely written objections asserting factual errors" in evaluations. (Without a transcript of the interview, inmates cannot effectively challenge the validity of an evaluation's substance.)

The Board "will [also] provide a written response to timely objections" and these changes "will be incorporated in proposed regulations to be submitted" by July 1, 2016. Nothing in the settlement appears to guarantee that an evaluation will be issued in time for "timely objections."

Given the Board's track record with *Butler's* required regulatory changes and its response to *Plata* federal court orders, it remains to be seen how prompt and effective the *Johnson* compliance will be.

Reed

(Continued from page 1)

The meeting started at 1:30 in the afternoon. Reed asked for introductions of all present to state their name, what brought them to prison, age of incarceration, age now, and their ‘turning point’ toward living positively. An hour-and-a-half later, introductions were finished and many of us knew each other much better.

Of the 15 inmates present, all were lifers, 3 were juvenile offenders, 9 were ‘youthful’ offenders, and only 2 were over 23 years old at the time of their crimes. One man present was just found suitable by the Board the week before and was still riding high.

The turning point for each man varied. They ranged from, “enough is enough,” to, “seeing others go home,” to, “changing for and because of loved ones.” Regardless of the reason, all present had made a commitment to their future.

Reed finished each introduction with the question, “If you get out, will you succeed?” Every man answered ‘yes,’ but one man put it best when he said, “It doesn’t even matter if I get out because I’m good with who I am and where I’m at with myself now.”

Jessica Rogness, a Vacaville Reporter journalist, asked Reed how he came to be here at the prison and he answered, “They



Juvenile Justice Counsel, Ron Reed (center); Jessica Rogness (center-left), journalist for the Vacaville Reporter; and the men who came to hear him speak.

Photo courtesy of Krissi Khokhobashvili

invited me, but I kind of invited myself.”

He explained the need for change in educating youth. This point was emphasized when he said that over the last 10 years, more than 1,000 men and teenagers 23 and younger, were sent to prison from Butte County alone.

His goal was to get these people on the right track early on, and his hope was his ‘Let My Story Change Your Story’ program could affect some positive change.

His reasoning was, “A gang is an attraction to a kid. How do you get them to see the other side? That’s the purpose of this video.”

His video was shown in the Butte County juvenile hall, and he said he re-

ceived many letters of thanks from the kids who watched it. Every man present stated he was willing to give a testimonial in order to help.

The meeting closed with Reed sharing the four things a retired bailiff told him he thought it would take for former offenders to succeed:

- 1) Help them reestablish self-respect.
- 2) Treat them as people, not numbers.
- 3) Help them see themselves as part of society.
- 4) Find a mentor to help guide them.

Each man then thanked Reed for coming to speak. Leaving with lighter hearts, the men felt they knew each other better than before.

DSM-5

(Continued from page 2)

imperfect fit between the questions of ultimate concern to the law and the information contained in a clinical diagnosis.”

The “Axis I-V” diagnostic format has been discarded with the release of the DSM-5. This includes the Global Assessment of Functioning (GAF) scale previously contained in Axis V. The multi-axial system was streamlined in order to consolidate DSM classifications with the International Classification of Functioning, Disability, and Health (ICF) coding system.

The DSM-5 is quite extensive, and a summary of the entire spectrum of disorders is beyond the scope of this article. For clarity and utility, this section’s focus concerns the classification of personality disorders, be-

ginning on page 645 of the manual. Many subjects of forensic psychological evaluations receive diagnoses of Cluster B personality disorders such as antisocial (page 659), borderline (page 663), histrionic (page 667), and narcissistic (page 669). Since antisocial disorders are widely used in forensic evaluations within prison settings, this disorder will be used as an example.

The diagnosis of antisocial personality disorder contains four criteria. First, the subject must have engaged in “a pervasive pattern of disregard for and violation of the rights of others” since the age of 15 years. There are seven indicators, of which three or more validate the first criteria of the diagnosis. Second, the subject’s age is 18 or over. Third, and this is important, evidence of a conduct disorder before the subject reached the age of 15 years must be pre-

sent. The diagnostic features section on page 659 defines conduct disorder behavior as: “aggression to people and animals, destruction of property, deceitfulness or theft, or serious violation of rules.” Fourth, the antisocial conduct supporting the diagnosis is not exclusive to schizophrenic or bipolar episodes. Following the diagnostic criteria are sections detailing various specific features of the disorder.

Each individual who receives a forensic psychological evaluation should be familiar with the DSM-5 in order to respond to questions about the diagnosis or seek treatment. Sometimes misuse of the criteria does occur as the cautionary statement warns, so it’s worth taking time to visit the library and read up on them.

Remember, the primary purpose of the DSM-5 is to facilitate treatment, not to settle questions of law.

Tempest

(Continued from page 1)



Stephan Crutchfield as Stephano and Michael Greenfield as Trinculo plotting together on May 14, 2016. (Drown/File)

Joseph Jackson in the role of Ariel. Jackson added his musical abilities, and the songs he and other cast members performed enhanced the play's quality.

Deonte Donald played Alonso, and Kevin Jordan as Sebastian; stood out in their respective roles.

Stephan Crutchfield portrayed Stephano, and Michael Greenfield, who portrayed Prospero, gave professional performances. Crutchfield and George Whitfield, who played Trinculo, the drunken servant, proved great comedians with flawless timing, professional delivery, and suggestive lines. In her inimitable fashion, Ms. Lynn B. gave her all in her portrayal of Miranda, daughter of Prospero.

The ensemble dance performance of the 'Magical Spirit' was also well received. The performers were Kerry Abela, Christian

Birdsall, Fernando Vasquez, Mauricio Antonio Velado, Jr., and Jing Wu.

An audience member commented, "The cast was much better than I expected. They were really together." Ronin Holmes, an actor with the Level II Shakespeare at Solano group, was equally impressed with the performances of the entire cast.

Overall, the play was well done. The action and timing of the play was con-



Director Lesley Currier fielding questions in a post-performance Q & A on May 14, 2016. (Drown/File)

sistent, entertaining, and the performance was appreciated by everyone in the audience. The cast received a standing ovation after the last act.

This is the second year of Shakespeare productions at CSP-Solano, sponsored by the California Arts Council in conjunction with the California Department of Corrections and Rehabilitation. It is hoped that productions of this sort can continue.



Cast members, pre-show on May 14, 2016. (Drown/File)



The cast of The Tempest post-show on May 14, 2016. (Drown/File)

Submission Guidelines

The *Solano Vision* welcomes the diverse voices of the Solano Prison Community. All articles may be edited for length and content. No off-color, offensive, vulgar or distasteful submissions will be considered. Submission does not guarantee publication. All submissions should be typed or printed legibly; unreadable submissions will be returned. Address submissions to *Solano Vision*, c/o CSP-Solano Voluntary Education Department, POB 4000 Vacaville, CA 95696.

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Editor's Note

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