

# Florida's Juvenile Boot Camps: A Comparative Evaluation

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## Abstract

*Boot camps are a form of shock incarceration and have been in use in adult correctional settings since 1983. It is an intermediate sanction which became popular in the United States after Ohio passed the first shock incarceration statute in 1965. The Florida Department of Corrections has been operating adult boot camps since 1983, and is one of the first state correctional agencies to use this form of rehabilitation on youthful offenders. Juvenile boot camps, on the other hand, are relatively new to the correctional setting and have been operating in the State of Florida since 1993. This study compares types of programs, types of offenders placed in boot camps, and the use of aftercare programs in juvenile boot camps in Florida. Aftercare delivery is also studied to determine if the programmatic groundwork set down in the residential program is complemented in the aftercare component, and finally, a comparison of residential to nonresidential aftercare structures is used to determine if any one structure provides more stability in rehabilitative effort than another.*

## Introduction

Off the bus! Stand at attention! Left face! Right face! Drop and give me ten! Eyes forward! I didn't say you could talk! Time for your hair cut! SIR YES SIR! These are typical sounds heard by a recruit on his first day in a Florida juvenile boot camp.

Boot camps are a form of shock incarceration and have been in use in adult correctional settings since 1983. It is an intermediate sanction which became popular in the United States after Ohio passed the first shock incarceration statute in 1965 (Petersilia, 1987). Shock incarceration involves a short period of confinement while exposed to a demanding regimen of strict discipline, military style drill and ceremony, physical exercise and physical labor. The public's first interest in shock incarceration came from the "Scared Straight" programs of the 1970's. This program attempted to "deter by making young delinquents fear prison through short (two or three hour) confrontational performances staged inside prison by menacing groups of "lifers" (Parent, 1989, p. 12).

The Florida Department of Corrections has been operating adult boot camps since 1983, and is one of the first state correctional agencies to use this form of rehabilitation on youthful offenders. Juvenile boot camps, on the other hand, are relatively new to the correctional setting and have been operating in the state of Florida since 1993. Based on the adult boot camp model, juvenile boot camps seemed to be one answer to the state's increasing list of juvenile offenders who had been sentenced with no program to which they could be sent.

It has been argued that the adult camps have been more appealing to the media than they are to correctional officials. Studies have shown that boot camps do not reduce recidivism any more than other correctional programs (Sechrest, 1989). Yet, regardless of how unsuccessful the adult camps have been, juvenile camps are increasing throughout the state of Florida largely for political reasons.

One important element of juvenile boot camp programs is aftercare. Aftercare is the period between the offender's incarceration and their unsupervised release back into the community. It is required in the state of Florida; however, aftercare must be a

cooperative effort with the residential program in order to be successful. Research findings have indicated that most programs opened after 1990 require some form of prerelease programming or aftercare (Cowles, Castellano, & Gransky, 1995). It becomes obvious early in the development of a boot camp program that a need exists for teamwork between residential staff, aftercare staff and local government officials (Wilber, 1994). Yet, there tends to be little coordination between residential components and the aftercare components in the area of programming efforts (Cowles, Castellano, & Gransky, 1995).

Will juvenile boot camps have better success than their adult counterparts? With a ten-year history, valid studies on the effects of adult boot camps are now starting to surface in professional journals. In 1988, five years after adult boot camps started operating, it was reported that boot camp programs were relatively new, and it was too early to tell what effect they might have on reducing overcrowding, recidivism and the costs of incarceration (U. S. General Accounting Office, 1988). With juvenile camps in effect for only two years, it becomes impossible to measure their success in terms of recidivism rates and deterrent effects. What can be studied is a comparison of adult and juvenile programs in Florida, while also comparing the differences in juvenile boot camp structures. This study will emphasize several areas in an attempt to predict the future of Florida's juvenile boot camps.

First, a comparison of the juvenile camps will show the similarities and differences in the programs. This comparison will look at the types of programs used in the camps along with the types of offenders placed in the programs, as well as the use of aftercare programs. Second, aftercare delivery will be studied to determine if the programmatic groundwork set down in the residential program is complemented in the aftercare component. Finally, a comparison of residential to nonresidential aftercare structures will be developed to determine if any one structure provides more stability in rehabilitative effort than another.

### The Evolution Of Juvenile Boot Camps in Florida

Boot camps were first established in the military. They were used to prepare civilians, in a relatively short period of time, to perform effectively in combat. These programs incorporated strict discipline with their training and are still extremely effective. Our nation had the opportunity to view this effectiveness during the recent Gulf War. Our military proved its capabilities to the world.

The use of military-style discipline in a correctional setting is not a new concept. In the 1800's the Elmira Reformatory used military elements as a basis for their rehabilitative efforts (Morash & Rucker, 1990). Shortly after the conclusion of World War II, The British opened quasi-military detention centers for teenagers which stressed strict discipline with an attempt to end the youths' criminal careers. These kinds of programs continued to operate through the 1960's despite reports that they had no better effect on the recidivism rate than other institutional programs (Wilkins, 1969).

In 1983, the first modern day boot camp opened in the United States in Georgia. These camps were opened to combat the extreme overcrowding being experienced in the Georgia prison system (Flowers, Carr, & Ruback, 1991). The fad quickly grew and by 1988, there were fifteen boot camp programs in nine states (Parent, 1989). Seventeen states were operating boot camps by 1990 (MacKenzie, 1990). The U. S.

General Accounting Office (1993) reported that 26 states were operating 57 boot camps for adults in the spring of 1992. These camps could hold up to a total of 8,800 recruits. In 1993, the American Institute for Research evaluated boot camps and found that the goal of adult boot camps was not to punish offenders, but to attempt to rehabilitate offenders and deter future crime (Cronin, 1994). Reviews are mixed on how effective these camps are. The U. S. Accounting Office (1993) reported that boot camps are effective in reducing the cost of incarceration and overcrowding, but said that "recidivism is still an unknown factor."

Juvenile boot camps have a much shorter history. Florida began operating boot camps for juvenile offenders in 1993, with the opening of camps in Manatee County (Dibitonto, 1994). These boot camps were needed due to the dramatic increase in juvenile crime over the previous seven years. Indeed, from 1985 to 1992, the number of homicides committed by juveniles, the number they committed with guns and the arrest rate on non-white juveniles for drug offenses all doubled (Blumstein, 1995). At the same time lawmakers were revamping Florida's system of handling juvenile offenders. With a growing number of youths sentenced to commitment programs with no space available, the state needed a way to get the offenders off the streets. "The Juvenile Justice System is obviously not working so maybe this will be the turning point," said Manatee County, Florida's Sheriff Charlie Wells (Dibitonto, 1994, p. 21).

Juvenile boot camps are based primarily on the philosophies of their adult counterparts and were one solution to this ever-increasing problem. Florida currently operates six boot camps in various Department of Juvenile Justice districts throughout the state, with five additional camp scheduled to open in Fiscal Year 1995/96.

### The Structure of Juvenile Boot Camps in Florida

Florida's juvenile boot camps were established by the State Department of Health and Rehabilitative Services and now fall under the control of the newly established Department of Juvenile Justice (DJJ).

Various sheriffs in the state have taken an active role in developing these boot camps and contracting their services to operate the programs through DJJ. Chapter 10Q-5 of the Juvenile Justice Administrative Code was established to provide guidelines to agencies operating boot camps, while Quality Assurance Standards were developed to provide annual inspections of each program much like an accreditation process.

From their inception, these boot camps have been organized into two parts. First the offender enters a residential treatment program lasting four to six months. In this first phase of the program the offender is introduced to a strict military style discipline, and an intensive educational program, as well as programs dealing with substance abuse, problem solving, and changing the deviant thought patterns of the offenders. Offenders are required to learn basic drill and ceremony marching maneuvers and to enter a stringent physical fitness program. Mistakes are met with instantaneous negative sanctions such as push-ups or sit-ups, with positive reinforcement offered for a job well done. This military discipline is used to build a foundation of staff control. Once the offenders are under control, they then become receptive to new learning (Dibitonto, 1994). This is where the other programmatic components become effective.

Upon successful completion of the residential program, the offenders enter the second phase of boot camp, the aftercare program. The purpose of the aftercare

program is to prepare the offender to reenter the community as a productive citizen. This phase of the program will normally last from six to eight months, depending upon how the youth is adjusting to the gradual reduction in supervision.

In the aftercare program, the offender continues to attend extensive education classes, with a goal of reentering the public school system before the completion of the aftercare program. The youth now begin the transition towards adhering to rules with minimum supervision as they are in a day reporting status. Aftercare programs are designed to complement the residential program and build upon the skills that have been developed there.

There are several potential aftercare options for offenders who have completed a residential boot camp program. Each residential boot camp determines its preferred option in cooperation with local administrators of the Department of Juvenile Justice. Many agencies providing residential treatment have opted to provide the aftercare component of the program as well. Others have allowed an independent agency to contract with DJJ to provide this critical service. The final option, which is also the rarest, is to allow the offender to return to the DJJ District of the offender's home and then find an existing aftercare service provider, who is usually unrelated to a boot camp program, to provide the aftercare service.

Regardless of the approach taken, aftercare remains an important function of a boot camp program - one that sets juvenile boot camps apart from most of their adult counterparts.

## Methods

This research project began with a review of literature relating to the various aspects of boot camps. Broad topical areas were explored to develop the history and evolution of juvenile boot camps. These areas included a review of shock incarceration programs, both adult and juvenile, throughout the United States and in Europe. The history and development of adult boot camps were investigated with particular attention paid to the deficiencies experienced in their programs during their inception and how or if they were corrected. Aftercare programs were examined in both boot camps and in other treatment settings. Finally the review examined the various requirements which have been developed to guide agencies in the operation of a boot camp.

The second method used for this research project was the development of two separate and distinct survey instruments. The instruments were developed to collect data from the various juvenile boot camps in the state of Florida with regards to their characteristics and structure.

The first survey was developed based on a survey previously administered to adult boot camp administrators in 1993 by the American Institute of Research. (The survey is found in Appendix A). Future reference to this survey will be Survey A. The survey was updated to include terms commonly used in the juvenile camps, with additional questions added which deal only with issues present in the juvenile camps. The similarities in the survey instruments are for the purpose of contrasting the results with adult camps. Additionally, its intent is to identify those characteristics that are common in both adult and juvenile camps and those characteristics that are different.

The survey is a collection of information from a variety of participants. It is the primary tool used in the collection of statistical data for this project. It covered areas

such as the importance of key issues, population capacities, programs offered the style of aftercare being administered and the treatment components of each camp. The survey was administered to all six boot camp commanders in the state of Florida, with a 100% response rate.

The second survey was administered to two of Florida's juvenile boot camps (The survey is found in Appendix B). Future reference to this survey shall be Survey B. The two camps were selected because of the type of aftercare program in operation. One camp operates its own aftercare program, while the other camp contracts the aftercare to a private service provider.

This survey obtained data from a variety of responders which include: 1) boot camp offenders in both residential boot camps and aftercare programs; 2) boot camp commanders; 3) boot camp drill instructors; and 4) aftercare service providers.

The intent of this survey was to explore: 1) the differences in the offender's transition into the aftercare program; 2) consistencies or inconsistencies in the treatment programs offered by boot camps and aftercare programs; and 3) how offenders viewed their own transition from the custody aspect of a boot camp to the increased freedom which is offered in the aftercare programs.

## Results

Survey A was administered by telephone to all six juvenile boot camps and their corresponding aftercare provider in the state of Florida. A response was received from all six programs. These boot camps accept sentenced juvenile offenders from eight of the fifteen Department Juvenile Justice Districts. It is important to note that plans have been established to open several more boot camps so that a camp will be operating in every District. Of the six boot camps, three provided their own aftercare program and three worked through another agency which provided the aftercare component.

The first portion of the survey rated the importance of eight pre-established goals of boot camp. Responses were rated on a scale of zero to four with zero representing *not a goal*, one representing *relatively unimportant*, two representing *moderately important*, three representing *important*, and four representing *very important*. On average the camps rated reducing costs as a relatively unimportant goal, reducing the waiting list of offenders awaiting some form of treatment program and punishing offenders as moderately important goals. Addressing public dissatisfaction was an important goal. Protecting the public, deterring future crime, rehabilitating offenders, and lowering recidivism were very important goals.

The same set of goals was given to the aftercare providers. Responses from the aftercare providers were consistent with those from the boot camps with only slight differences in some categories. Like the boot camps, the aftercare providers rated reducing the waiting list of offenders awaiting some form of treatment program as a relatively unimportant goal. Reducing costs and punishing offenders were identified as moderately important goals. Addressing public dissatisfaction was seen as important. Protecting the public, deterring future crime, rehabilitating the offender and lowering recidivism were deemed very important goals.

The next portion of the survey addressed the demographic composition of the camps. There are currently 245 beds available for juveniles in boot camps in Florida,

with 225 beds for male offenders and 20 beds for female offenders. The capacity of the camps range from 30 to 80 beds, with most camps having a capacity of 30.

Four camps operated with staff that was certified either in law enforcement or corrections. One camp operated with only corrections-certified staff, and one camp has developed their own certification program for its staff.

The type of housing used in the boot camp programs varied. Most camps operated with single occupancy rooms, yet one camp operated in dormitories and one used double occupancy rooms. It was noted that the camp operating in dormitories would be moving into single occupancy housing in the near future. Fifty percent of the boot camps operated on the same site as the county's jail, while the other 50% operated on their own sites. All of the aftercare programs are non-residential programs.

All boot camps and aftercare programs serve as sentences imposed upon juvenile offenders. No program allows for an offender to voluntarily quit a boot camp or an aftercare program. Typically, offenders can be removed from a program for extreme violence, or if a medical condition develops which would make participation either ineffective or dangerous. In all cases, a hearing is held in front of a Juvenile Court Judge who makes a decision as to whether the youth remains in the program or is transferred to another type of treatment program.

Information on what types of offenders are specifically targeted by each individual boot camp was obtained from the survey. All camps are restricted to an age group of fourteen to eighteen years, with one camp allowing offenders to continue until they are 21. All other responses varied by camp. Table 1 outlines the types of offenders specifically targeted by boot camps.

Respondents were asked the types of programs they offered to offenders while in the boot camp. All camps offered basically the same types of treatment programs with the exception that two of the camps did not have an obstacle course. The treatment programs were then broken into four main topic areas, and the responder rated the approximate percentage of time devoted to each area. While the types of programs offered were consistent, the percentage of time spent in an average day on the broad topics varied considerably. Table 2 identifies the treatment programs offered by each camp, and Table 3 represents the percentage of time spent in the various program areas.

**Type of offenders targeted by boot camps**

	Drug Offenders	Probation Violators	Community Control Violators	Age Limitation	Security Levels	Other Special Populations
<b>Camp 1</b>				*	*	
<b>Camp 2</b>	*	*	*	*	*	*
<b>Camp 3</b>	*	*	*	*	*	
<b>Camp 4</b>	*			*	*	
<b>Camp 5</b>	*	*	*	*	*	
<b>Camp 6</b>	*	*	*	*	*	

Table 1. Types of offenders specifically targeted by the six boot camps surveyed.

**Treatment programs available in boot camps**

	Camp 1	Camp 2	Camp 3	Camp 4	Camp 5	Camp 6
Military drill and discipline	*	*	*	*	*	*
Physical labor	*	*	*	*	*	*
Physical fitness/ exercise program	*	*	*	*	*	*
Obstacle/challenge/ ropes courses	*	*	*		*	
Substance abuse counseling	*	*	*	*	*	*
Other counseling /therapy	*	*	*	*	*	*
Education	*	*	*	*	*	*
Vocational training /Job Preparation	*	*	*	*	*	*
Self-help/personal hygiene	*	*	*	*	*	*
Others	*					

Table 2. Treatment programs offered in each of the six boot camps surveyed.

The aftercare providers were also asked about the types of programs they offered to offenders. The programs offered in the aftercare programs that varied by provider were much different than the programs provided in the boot camps. Again, the treatment programs were then organized into four main topic areas and the responder rated the percentage of time devoted to each topic. The percentage of time spent in an average day on the broad topics varied. Table 4 below identifies the treatment programs offered by each aftercare program and Table 5 represents the percentage of time spent in the various program areas.

A review of the characteristics of each program was examined to compare those characteristics present in the boot camp that are not present in the aftercare program. Tables 6 through 11 show the comparison of each boot camp with their corresponding aftercare programs

**Time spent in programs - boot camp**

	<b>Camp 1</b>	<b>Camp 2</b>	<b>Camp 3</b>	<b>Camp 4</b>	<b>Camp 5</b>	<b>Camp 6</b>
Military drill/ discipline /physical labor	20%	30%	20%	15%	20%	25%
Fitness and exercise program	20%	15%	10%	10%	20%	10%
Self help/personal hygiene	10%	20%	10%	10%	10%	5%
Education/vocational training/counseling	0%	35%	60%	65%	50%	60%

Table 3. Fraction of time spent in various treatment programs in each of the six boot camps surveyed.

Program 1 (Table 6) reflects a program with great emphasis on the military aspects of a boot camp, yet when the offender enters the aftercare program there is little emphasis on military replication. The only military aspect of Program 1's aftercare is the grouping of offenders by platoons. It is important to note that both the boot camp and the aftercare program incorporate the use of public graduations.

### Treatment programs available in aftercare components

	Aftercare 1	Aftercare 2	Aftercare 3	Aftercare 4	Aftercare 5	Aftercare 6
Military drill and discipline		*				
Physical labor		*	*	*		
Physical fitness /exercise program	*	*	*	*		
Obstacle/challenge/ropes courses	*	*		*		
Substance abuse counseling	*	*	*	*	*	*
Other counseling /therapy	*	*	*	*	*	*
Education	*	*	*	*	*	*
Vocational training /job preparation	*	*	*	*	*	*
Self help/personal hygiene	*	*		*	*	
Others	*					

Table 4. Treatment programs offered in the aftercare component for each of the programs surveyed.

### Time spent in programs - aftercare components

	Camp 1	Camp 2	Camp 3	Camp 4	Camp 5	Camp 6
Military drill/ discipline /physical labor	0%	0%	0%	5%	0%	0%
Fitness and exercise program	15%	0%	0%	5%	0%	0%
Self help /personal hygiene	20%	0%	20%	10%	5%	0%
Education/vocational training/counseling	63%	100%	80%	80%	70%	100%
Other treatment programs	2%	0%	0%	0%	25%	0%

Table 5. Fraction of time spent in various treatment programs in aftercare components for each of the programs surveyed.

<b>Program 1</b>		
	<b>Boot camp</b>	<b>Aftercare</b>
Military style uniforms for offenders	*	
Military style uniforms for staff		
Drill instructors	*	
Military titles	*	
Use of military style protocol	*	
Grouped by platoons	*	*
Group reward and punishment	*	
Summary punishment	*	
Use of brig/punishment cell		
Public graduation ceremonies	*	*

Table 6. Comparison of programs between boot camp and aftercare components for program 1.

Program 2 (Table 7) reported no characteristics present in the aftercare program. Program 2 reported that offenders in their aftercare program are living at their residence and, therefore, no military characteristics exist.

<b>Program 2</b>		
	<b>Boot camp</b>	<b>Aftercare</b>
Military style uniforms for offenders	*	
Military style uniforms for staff	*	
Drill instructors	*	
Military titles	*	
Use of military style protocol	*	
Grouped by platoons	*	
Group reward and punishment		
Summary punishment	*	
Use of brig/punishment cell		
Public graduation ceremonies	*	

Table 7. Comparison of programs between boot camp and aftercare components for program 2.

Program 3 (Table 8) contained all the characteristics that the survey requested. The aftercare program for Program 3 contained more military characteristics than the other five programs. It was the only program that seems to maintain military characteristic while the offenders are in the aftercare program.

Program 4 contained very few of the military characteristics in either the boot camp or the aftercare program (Table 9).

Program 5 (Table 10) was similar to Program 1 with great emphasis on the military aspects in the boot camp. Yet when the offender enters the aftercare program, there is little emphasis on replication of the military characteristics.

Program 6 (Table 11) maintains military attire and titles for staff in the aftercare program, but de-emphasizes military characteristics with the offenders.

### Program 3

	Boot camp	Aftercare
Military style uniforms for offenders	*	
Military style uniforms for staff	*	*
Drill instructors	*	*
Military titles	*	*
Use of military style protocol	*	*
Grouped by platoons	*	
Group reward and punishment	*	
Summary punishment	*	*
Use of brig/punishment cell	*	
Public graduation ceremonies	*	

Table 8. Comparison of programs between boot camp and aftercare components for program 3.

### Program 4

	Boot camp	Aftercare
Military style uniforms for offenders		
Military style uniforms for staff		
Drill instructors		
Military titles	*	
Use of military style protocol	*	
Grouped by platoons		
Group reward and punishment		*
Summary punishment	*	
Use of brig/punishment cell		
Public graduation ceremonies		

Table 9. Comparison of programs between boot camp and aftercare components for program 4.

**Program 5**

	<b>Boot camp</b>	<b>Aftercare</b>
Military style uniforms for offenders	*	
Military style uniforms for staff	*	*
Drill instructors	*	*
Military titles	*	*
Use of military style protocol	*	*
Grouped by platoons	*	
Group reward and punishment		
Summary punishment	*	
Use of brig/punishment cell		
Public graduation ceremonies	*	

Table 10. Comparison of programs between boot camp and aftercare components for program 5.

**Program 6**

	<b>Boot camp</b>	<b>Aftercare</b>
Military style uniforms for offenders	*	
Military style uniforms for staff	*	*
Drill instructors	*	*
Military titles	*	
Use of military style protocol	*	
Grouped by platoons	*	
Group reward and punishment		
Summary punishment	*	
Use of brig/punishment cell		
Public graduation ceremonies		

Table 11. Comparison of programs between boot camp and aftercare components for program 6.

Survey B placed more emphasis on individual responses to a series of questions whereas Survey A was responded to by a program administrator with responses based on choices.

Survey B asked similar questions of the administrators, the staff overseeing the boot camp and aftercare program, and the offenders participating in the boot camp and aftercare program. In this survey there were open-ended questions and responses. Survey B was administered to two programs, each with uniquely different program styles. One program administers both the boot camp and aftercare program. The second administers boot camp and contracts the aftercare program to a private provider.

This research explored the association between the boot camps and their corresponding aftercare programs. It examined consistencies and inconsistencies in

the two components in an attempt to draw some beginning hypotheses on the effectiveness of a particular program style.

For the purpose of this research, Group 1 will refer to the boot camps which contracts their aftercare program and Group 2 will refer to the boot camps which provides their own aftercare program.

The first subjects questioned in this survey were the Boot Camp Commanders. Table 12 summarizes the responses to their questionnaires.

The next subjects questioned were the Drill Instructors in the boot camps. There were a total of 17 drill instructors who responded to the survey. Table 13 summarizes the responses they provided.

The next subjects surveyed were offenders in custody in the boot camps. It is important to note that Group 1 offenders were in their program almost three months when surveyed while the Group 2 offenders were new to their program completing only twelve days. This had an impact on one question in the survey. Group 1 responded that they all have had contact with someone from their aftercare program while Group 2 all responded that they had not met anyone from their aftercare program. There were a total of 28 responses in this category.

### Boot camp commanders

Question	Group 1 response	Group 2 response
At what point do the offenders come in contact with someone from the aftercare program?	Within the first two weeks	Immediately
What difficulties do offenders experience in their transition from boot camp to aftercare?	Learning to deal with less supervision, learning new staff, dealing with home life.	Getting back into the school system.
If you could set up your own program, would you want to operate the boot camp and aftercare, or only the boot camp?	Both	Both
What are the advantages and disadvantages of operating both components?	<u>Advantages:</u> Uniformity, control, discipline, teamwork, less stress, communication and continuity in programming. <u>Disadvantages:</u> Hiring staff	<u>Advantages:</u> Having control over offenders for longer period of time. <u>Disadvantages:</u> None
Changes you would like to make if you had the authority:	Court ordered parental involvement, Include level 2 and 4 offenders, Better communication and assistance from DJJ	None

Table 12. Summary of responses by boot camp commanders to questions about the relationship between boot camps and aftercare components (Survey B, Appendix B). Group 1 are boot camps with contracted aftercare programs. Group 2 are boot camps with aftercare provided by the organization.

It was intended to have sample responses from both offenders who are in custody and offenders who are in the aftercare programs. However, only four responses were received from offenders in aftercare. It was felt that this is not a large enough sample to validate the responses. Therefore, the aftercare responses were not used. Table 14 is a summary of the responses provided by the offenders in custody in the boot camps.

### Drill instructors

Question	Group 1 Response	Group 2 Response
At what point do the offenders come in contact with someone from the aftercare program?	2 to 3 weeks into the program	Meets them immediately, starts working with the at least 30 days prior to residential completion.
What difficulties do offenders experience in their transition from boot camp to aftercare?	Self-discipline	Not knowing what to expect, Self discipline, peer pressure, fear of failure
What are the advantages and disadvantages of operating both components?	<u>Advantages:</u> Support from drill instructors through transition, continuity in programs, more stability <u>Disadvantages:</u> not enough personnel to do it, logistics, cost.	<u>Advantages:</u> Retain kids longer, knowing the recruits, you finish the job you start, consistency. <u>Disadvantages:</u> cost, staffing, may become too familiar with recruits.
Changes you would like to make if you had the authority:	More community service activities, smaller platoons, no phones, send recycles to different program	Nothing, extend minimum stay, one program design state-wide

Table 13. Summary of responses by boot camp drill instructors to questions about the relationship between boot camps and aftercare components (Survey B, Appendix B). Group 1 are boot camps with contracted aftercare programs. Group 2 are boot camps with internally provided aftercare.

### Offenders in custody

Question	Group 1 Responses	Group 2 Responses
Do you feel aftercare should be run by a different group or the same as the boot camp?	4 stated different group. 8 stated the same group.	5 stated different group. 10 stated same group.
What is the best thing about being in boot camp?	Learn self discipline and to control anger, motivation, learning to be a leader, they make a new person out of you, it makes you be responsible.	Getting a second chance in life, a chance to straighten out my life, learning self-discipline, the feeling of accomplishment, the school, the exercise.
What do you most dislike about boot camp?	5 responded nothing, food, some drill instructors, group punishment.	The food, no visits for 2 months, getting up early, the yelling, I miss my kid.

Table 14. Summary of responses by offenders in custody to questions about the relationship between boot camps and aftercare components (Survey B, Appendix B). Group 1 are boot camps with contracted aftercare programs. Group 2 are boot camps with internally provided aftercare.

The final responders were the administrators of the aftercare programs. Table 15 is a summary of their responses.

### Aftercare administrators

Questions	Group 1 Responses	Group 2 Responses
At what point do the offenders come in contact with someone from the aftercare program?	The second month of boot camp	On the first day of boot camp
What difficulties do offenders experience in their transition from boot camp to aftercare?	Abrupt change from restrictive environment to self-discipline.	Curfews and self-discipline
What are the advantages and disadvantages of operating both components?	<u>Advantages:</u> More involvement in boot camp from beginning. <u>Disadvantages:</u> limited family involvement in boot camp	<u>Advantages:</u> Better able to control the overall output <u>Disadvantages:</u> Funding/staffing
Changes you would like to make if you had the authority:	To operate both components	Fine tune the programs

Table 15. Summary of responses by program aftercare administrators to questions about the relationship between boot camps and aftercare components (Survey B, Appendix B). Group 1 are boot camps with contracted aftercare programs. Group 2 are boot camps with internally provided aftercare.

### Conclusions

Several inferences can be drawn from this research. These conclusions are categorized into three subjects: 1) how the program structures differ along with their

similarities; 2) the consistencies between the residential and non-residential programs; and 3) the benefits of providing both residential and non-residential programs versus contracting for a non-residential program.

It should be pointed out that in no way are these conclusions to be interpreted as meaning there are extreme problems in the juvenile boot camps in Florida. Conversely, these programs are viewed as the most successful in the state. The conclusions are simply areas that seem to need some adjustments in order to provide more stability in the programs.

#### Similarities and Differences in Program Structure

All the programs tended to be similar in structure with very little exception. The goals of all the residential boot camps were similar, as were the goals of the non-residential aftercare programs. Finally, the goals of residential programs and non-residential programs were also found to be similar.

With few exceptions, all the programs targeted the same type of offenders, and although the residential programs and the non-residential programs offered a different program structure, all the programs were consistent in the type of structure provided residentially. There were, however, some differences in the structure of the non-residential programs. This research shows that some of the aftercare programs are attempting to provide an atmosphere that would be similar to that which the offender would experience in the boot camp. In each case these are the same programs which are operating both residential and non-residential components.

From this information it appears that there is an attempt to try to make the aftercare component more consistent with the structure of the boot camps. It would seem logical to think that an offender would perform better if there were not such a dramatic shift in the offender's environment at any point in the program.

The hypothesis drawn from this analysis is that the program structure of the boot camps should be similar to each other, and that there should be little difference in the program structure from the residential program to the non-residential program for optimal offender rehabilitation.

#### Programmatic Consistencies

The most drastic differences between residential programs and non-residential programs concern what programs are offered to the offenders in their rehabilitative attempts. The educational programs were by far the most consistently offered, probably due to the local school boards' overseeing their education. Yet there were some differences with regards to the actual amount of time spent on educational activities. The youth averaged about 60% of their time in education programs while in the residence, while 75% to, in one case 100% of their time was spent on education while in the non-residential program.

The greatest difference in the program components related to the discipline. In the residential program, strict discipline was demanded. Yet once the offender entered the non-residential program, the discipline aspect of the program seemed to disappear. This was reported by almost all of the survey respondents. Many of the Boot Camp Commanders and Drill Instructors listed this point as something that they would like to change. They felt there should be a gradual reduction in discipline, not an abrupt halt such as experienced by most program participants.

The conclusion drawn from this information is that there should be more structured discipline in the non-residential programs, with a clear resemblance to that required during the residential phase of the boot camp program. The residential programs have a great deal of time invested in establishing a base for good discipline. The non-residential programs should continue the discipline with a gradual reduction of external discipline and control instead of the abrupt elimination of discipline that now exists.

### Control of Aftercare

A final conclusion is drawn from the preceding two hypotheses. It seems that the main purpose of these programs is to provide a consistent environment to the offenders in which they can change their behavior.

A main point that can be drawn from this research centers on Survey B where the difficulties in adjusting to aftercare were studied. Group 1, which contracts its aftercare services reported that the offenders had difficulties with bonding with the new staff, learning new rules and new surroundings. This contrasted with the response from Group B that was viewed as more advanced in their adjustment based on the following. While Group A seemed to have to re-orient themselves to a new program Group B was already tackling the problem of re-entering the public school system. It is significant that this was one of the main goals of Group A, and yet they were unable to attempt this goal until much later in their program.

The final conclusion is that offenders progress more rapidly when there is the consistency provided, and when both the residential and non-residential components are administered by the same group.

### Recommendations

Several recommendations can be made based on this research. The first is that Florida's Department of Juvenile Justice should give strong consideration to granting contracts only for boot camps when an agency is willing to provide both the residential and non-residential components. This research has clearly shown that there are many advantages when one agency directs and manages the entire program. Second, there should be an attempt to revise the quality assurance standard to provide more consistency between the programmatic aspects of the residential and non-residential programs. This would include strategies for the gradual reduction in the amount of discipline and eliminate the abrupt end to the discipline that many offenders experience as confusing. Finally, the quality assurance standards should be revised to require that those rehabilitative programs started in the residential programs, be maintained and expanded upon in the non-residential programs. As one drill instructor mentioned, "I think one agency should provide both program (components) because I want to finish the job I started". This should be the goal of aftercare; to finish the job started in the residential program, not to start a whole different job.

There are obstacles that stand in the way of accomplishing these recommendations. The main obstacle is money. Many of the boot camp commanders reported that low per diem rates from DJJ have held back their efforts to expand their programs. Counties in Florida are suffering through trying economic times. Most cannot afford to take on additional expenses. Yet, with the success these programs

have shown in a relatively short period of time the question becomes, "can anyone afford not to expand these programs?" The other concern is that the DJJ continue to develop programs, outside the scope of boot camp, for the rehabilitation of juvenile offenders. Although boot camps have proven to be effective, they are not the answer for everyone.

Finally, the staff of employees carrying out the missions of the boot camps throughout Florida were found to be some of the most professional, dedicated, enthusiastic and committed employees in the field of corrections. They work daily with a group of offenders that no one else has been able to control or rehabilitate. The success of the boot camps in Florida is directly attributed to their work and they should all be commended.

**Captain Michael Klein**, as Commander of the North Division of the Pinellas County Sheriff's Office Detention and Corrections Bureau, oversees the operation of an 1100-bed medium/minimum security jail. In his 22 years of service Captain Klein has been instrumental in the development of a number of programs for the jail including an on-the-job training program for new staff and various cost saving programs. He was instrumental in the first accreditation of the jail, and in the implementation of a juvenile boot camp, only the second in the state. Mike holds an Associate of Arts degree from St. Petersburg Junior College. An avid community volunteer, he is active in the Boy Scouts of America, Little League Baseball, and the School Volunteer Program. Mike lives in St. Petersburg, Florida with his wife and three children.

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## Appendix A Survey of Florida Juvenile Boot Camps

DJJ District \_\_\_\_\_

Contact Person:

Name \_\_\_\_\_

Agency \_\_\_\_\_

Address \_\_\_\_\_

Phone \_\_\_\_\_

\*\*\*\*\*

1. What is the official name of your boot camp Program? \_\_\_\_\_

2. What year did your program begin? \_\_\_\_\_

3. Please indicate the importance of each of the following goals for your boot camp.

	Not a goal	Relatively unimportant	Moderately important	Important	Very Important
Reducing waiting list	0	1	2	3	4
Reducing cost	0	1	2	3	4
Punishing offenders	0	1	2	3	4
Protecting the public	0	1	2	3	4
Deterring future crime	0	1	2	3	4
Rehabilitating the offender	0	1	2	3	4
Lowering recidivism	0	1	2	3	4
Addressing public dissatisfaction	0	1	2	3	4

4. What is the capacity of your program(s)?

\_\_\_\_\_ Males  
 \_\_\_\_\_ Females  
 \_\_\_\_\_ **Total**

5. What type of certification does the staff supervising the offenders possess?

- a. Law Enforcement
- b. Corrections
- c. Either Law Enforcement or Corrections
- d. None required
- e. Other (specify) \_\_\_\_\_

6. Who has the authority to place participants in boot camp?
- a. Judge
  - b. Department of Juvenile Justice
  - c. Boot camp commander/staff
  - d. Combination of a, b and c
  - e. Other (specify) \_\_\_\_\_
7. What charges would disqualify an offender for participation in the boot camp?
- \_\_\_\_\_
8. Are there any other conditions which would disqualify an offender from participation in the boot camp program? \_\_\_\_\_
9. Does the program specifically target any of the following? **(Circle all that apply)**
- a. Drug involved offenders
  - b. Probation violators
  - c. Community control violators
  - d. Age (give age range) \_\_\_\_\_
  - e. Security level (give level(s)) \_\_\_\_\_
  - f. Other special populations (specify) \_\_\_\_\_
  - g. No specific criteria
10. What is the usual length of the boot camp program? \_\_\_\_\_
11. Can an offenders stay be extended?
- a. No
  - b. Yes, for up to \_\_\_\_\_ days
12. Can a participant voluntarily quit the program?
- a. No
  - b. Yes
13. Where is the boot camp facility located?
- a. At a jail site
  - b. On their own site
  - c. Other, specify \_\_\_\_\_
14. What is the primary style of housing used in your facility?
- a. Barracks/dormitory
  - b. Single-occupancy cells/rooms
  - c. Double-occupancy cells/rooms
  - d. Other, specify \_\_\_\_\_

15. What activities or treatment programs are part of the boot camp program? (**Circle all that apply**)

- a. Military drill and discipline
  - b. Physical labor
  - c. Physical fitness or exercise program
  - d. "Challenge" or "adventure" programming (e.g., ROPES course)
  - e. Substance abuse counseling
  - f. Other counseling/therapy
  - g. Education
  - h. Vocational training/job preparation
  - i. Self help/personal hygiene program
  - j. Other, specify \_\_\_\_\_
- 
- 

16. About what percentage of a typical program day is devoted to:

- a. Military drill, discipline and physical labor \_\_\_\_\_%
- b. Fitness or exercise program \_\_\_\_\_%
- c. Self help/personal hygiene \_\_\_\_\_%
- d. Education, vocational training, and counseling activities \_\_\_\_\_%

17. Do your programs incorporate any of the following characteristics associated with real military boot camps? (**Circle all that apply**)

- a. Military style uniforms for the offenders
- b. Military style uniforms for the staff
- c. Drill instructors (DI's)
- d. Military titles (captain, sergeant, etc.)
- e. Use of military style protocol ("Yes, sir"; standing at attention, etc.)
- f. Grouping of participants in platoons
- g. Rewards and punishment for entire group, rather than individuals
- h. Summary punishment (Immediate sanctions, e.g., push ups, sit ups etc.)
- i. Use of a brig or punishment cell
- j. Public graduation ceremony

18. Does staff receive special training before going to work at the boot camp?

- a. No
- b. Yes
- c. It varies (specify) \_\_\_\_\_

19. Immediately after release from boot camp, what level of supervision will the offender receive?

- a. No supervision
- b. Less intensive supervision
- c. About the same level of supervision
- d. More intensive supervision
- e. Determined case by case

20. If an offender fails the program, what usually happens?

- a. Transferred to another DJJ program
- b. Enters the adult criminal justice system
- c. Varies, no general rule
- d. Something else, specify \_\_\_\_\_

21. Has your program changed any since its inception? If yes, how?

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22. Do you operate your own aftercare program?

- a. Yes
- b. No

If yes, continue with the survey  
 If no, please provide the following information

Agency providing aftercare: \_\_\_\_\_

Contact Person: \_\_\_\_\_

Phone Number: \_\_\_\_\_

23. What is the official name of your aftercare Program? \_\_\_\_\_

24. Please indicate how important each of the following goals are for your aftercare program.

	Not a goal	Relatively unimportant	Moderately important	Important	Very Important
Reducing waiting list	0	1	2	3	4
Reducing cost	0	1	2	3	4
Punishing offenders	0	1	2	3	4
Protecting the public	0	1	2	3	4
Deterring future crime	0	1	2	3	4
Rehabilitating the offender	0	1	2	3	4
Lowering recidivism	0	1	2	3	4
Addressing public dissatisfaction	0	1	2	3	4

25. What activities or treatment programs are part of the aftercare program? **(Circle all that apply)**

- a. Military drill and discipline

- b. Physical labor
  - c. Physical fitness or exercise program
  - d. "Challenge" or "adventure" programming (e.g., ROPES course)
  - e. Substance abuse counseling
  - f. Other counseling/therapy
  - g. Education
  - h. Vocational training/job preparation
  - i. Self help/personal hygiene program
  - j. Other, specify \_\_\_\_\_
- 
- 

26. What are the main differences between the boot camp residential program and the aftercare program?

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27. About what percentage of a typical program day is devoted to:

- a. Military drill, discipline and physical labor \_\_\_\_\_%
- b. Fitness or exercise program \_\_\_\_\_%
- c. Self help/personal hygiene \_\_\_\_\_%
- e. Education, vocational training,  
and counseling activities \_\_\_\_\_%

28. Does any portion of your aftercare programs incorporate any of the following characteristics associated with a military boot camps? (**Circle all that apply**)

- a. Military style uniforms for the offenders
- b. Military style uniforms for the staff
- c. Drill instructors (DI's)
- d. Military titles (captain, sergeant, etc.)
- e. Use of military style protocol ("Yes, sir"; standing at attention, etc.)
- f. Grouping of participants in platoons
- g. Rewards and punishment for entire group, rather than individuals
- h. Summary punishment (Immediate sanctions, e.g., push ups, sit ups etc.)
- i. Use of a brig or punishment cell
- j. Public graduation ceremony

29. Do staff receive special training before going to work at the aftercare center?

- a. No
- b. Yes
- c. It varies (specify) \_\_\_\_\_

30. Immediately after release from aftercare, what level of supervision will the offender receive?

- a. No supervision
- b. Less intensive supervision
- c. About the same level of supervision
- d. More intensive supervision

e. Determined case by case

31. If an offender fails the aftercare program, what usually happens?

- a. Transferred to another DJJ program
- b. Returned to the boot camp residential program
- c. Enters the adult criminal justice system
- d. Varies, no general rule
- e. Something else, specify \_\_\_\_\_

32. How many phases/levels are there in your aftercare program?

\_\_\_ Phases/levels

If more than one phase/level, How does the program change when the offender enters a new phase/level?

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**Appendix B**

**Florida Criminal Justice  
Executive Institute  
Boot Camp Survey**

**Aftercare Administrator**

1. Aftercare Name: \_\_\_\_\_
2. Boot Camp Name: \_\_\_\_\_
3. How long is the boot camp program? \_\_\_\_\_, Aftercare? \_\_\_\_\_
4. How many offenders have gone through your aftercare program: \_\_\_\_\_
5. At what point in your boot camp program do the offenders first meet someone from the aftercare program? \_\_\_\_\_
6. What difficulties do the offenders experience in their transition from the boot camp to aftercare?  
\_\_\_\_\_
7. If you could set up your own program, would you want to operate the boot camp and aftercare or only the boot camp? Why? \_\_\_\_\_
8. What do you feel are the advantages and disadvantages of operating both components?  
\_\_\_\_\_
9. What do you feel are the advantages and disadvantages of operating only the boot camp?  
\_\_\_\_\_
10. If you could change anything about the way aftercare programs operate, what would it be?:  
\_\_\_\_\_
11. How would you rate your relationship with the boot camp providers?  
\_\_\_\_ Excellent    \_\_\_\_ Good    \_\_\_\_ Average    \_\_\_\_ Below average    \_\_\_\_ Poor

Thank you for your responses, please check below if you would like a copy of the completed research paper.

- Please send me a copy of the research paper.  
 Do not send me a copy of the research paper.

Please provide a name and address below if you want a copy of the research paper.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Florida Criminal Justice**  
Executive Institute  
**Boot Camp Survey**

**Offenders In Aftercare**

1. Name of the organization operating the aftercare program: \_\_\_\_\_
2. Name of the Boot Camp you attended: \_\_\_\_\_
3. At what stage in the boot camp program did you first meet someone from the aftercare program?  
\_\_\_\_\_
4. How long is the boot camp program? \_\_\_\_\_ Aftercare? \_\_\_\_\_
5. Did you complete boot camp on schedule or were you extended? \_\_\_\_\_  
If you were extended, what was the reason? \_\_\_\_\_  
\_\_\_\_\_
6. What was the easiest part of moving from the boot camp program into the aftercare program?  
\_\_\_\_\_  
\_\_\_\_\_
7. What was the hardest part of moving from the boot camp program into the aftercare program?  
\_\_\_\_\_  
\_\_\_\_\_
8. Do you feel it is better for the same people to run boot camp and aftercare, or is it better if it is operated by different groups of people? Why? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
9. What is the best thing about aftercare? \_\_\_\_\_  
\_\_\_\_\_
10. What is the worst thing about aftercare? \_\_\_\_\_  
\_\_\_\_\_

**Florida Criminal Justice  
Executive Institute  
Boot Camp Survey**

**Boot Camp Commanders**

1. Facility Name: \_\_\_\_\_
2. Aftercare Provider: \_\_\_\_\_
3. How long is the boot camp program? \_\_\_\_\_, Aftercare? \_\_\_\_\_
4. How many offenders have gone through your program? \_\_\_\_\_
5. At what point in your program do the offenders first meet someone from the aftercare program?  
\_\_\_\_\_
6. What difficulties do the offenders experience in their transition from the boot camp to aftercare?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
7. If you could set up your own program, would you want to operate the boot camp and aftercare or only the boot camp? Why? \_\_\_\_\_  
\_\_\_\_\_
8. What do you feel are the advantages and disadvantages of operating both components?  
\_\_\_\_\_  
\_\_\_\_\_
9. What do you feel are the advantages and disadvantages of operating only the boot camp?  
\_\_\_\_\_  
\_\_\_\_\_
10. If you could change anything about the way boot camps operate, what would it be?  
\_\_\_\_\_  
\_\_\_\_\_
11. How would you rate your relationship with the aftercare providers?  
\_\_\_\_ Excellent    \_\_\_\_ Good    \_\_\_\_ Average    \_\_\_\_ Below average    \_\_\_\_ Poor
12. Do you stay in contact with the offenders after they enter aftercare? \_\_\_\_\_

Thank you for your responses, please check below if you would like a copy of the completed research paper.

\_\_\_\_\_ Please send me a copy of the research paper.

\_\_\_\_\_ Do not send me a copy of the research paper.

**Florida Criminal Justice**

**Executive Institute  
Boot Camp Survey**

**Drill Instructors**

1. Facility Name: \_\_\_\_\_
2. Aftercare Provider: \_\_\_\_\_
3. At what point in your program do the offenders first meet someone from the aftercare program?  
\_\_\_\_\_
4. What difficulties do the offenders experience in their transition from the boot camp to aftercare?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. If you could set up your own program, would you want to operate the boot camp and aftercare or only the boot camp? Why? \_\_\_\_\_  
\_\_\_\_\_
6. What do you feel are the advantages and disadvantages of operating both components?  
\_\_\_\_\_  
\_\_\_\_\_
7. What do you feel are the advantages and disadvantages of operating only the boot camp?  
\_\_\_\_\_  
\_\_\_\_\_
8. If you could change anything about the way boot camps operate, what would it be?  
\_\_\_\_\_  
\_\_\_\_\_
9. How would you rate your relationship with the aftercare providers?  
\_\_\_\_ Excellent    \_\_\_\_ Good    \_\_\_\_ Average    \_\_\_\_ Below average    \_\_\_\_ Poor
10. Do you stay in contact with the offenders after they enter aftercare? \_\_\_\_\_

Thank you for your responses, please check below if you would like a copy of the completed research paper.

\_\_\_\_\_ Please send me a copy of the research paper.

\_\_\_\_\_ Do not send me a copy of the research paper.

**Florida Criminal Justice  
Executive Institute  
Boot Camp Survey**

**Offenders, In Custody**

1. Facility Name: \_\_\_\_\_

2. Aftercare Provider: \_\_\_\_\_

3. How long is the boot camp program? \_\_\_\_\_, Aftercare? \_\_\_\_\_

4. How long have you been in the boot camp program? \_\_\_\_\_

5. Have you met anyone from the aftercare program? \_\_\_\_\_

If yes, what position did they hold? \_\_\_\_\_

6. Do you feel the aftercare program should be run by the same people who run the boot camp or a different group? \_\_\_\_\_

Please give a reason for your answer. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7. What is the best thing about being in boot camp? \_\_\_\_\_

\_\_\_\_\_

8. What is it that you most dislike about boot camps? \_\_\_\_\_

\_\_\_\_\_