

# INDEX

*Note:* Page numbers followed by “n” indicate notes.

- Academic libraries, 105–106 (*see also* Correctional libraries)
  - public/academic libraries, 110
  - standards, 268
- Adult basic education programmes, 68
- Adult literacy in prison, 61, 71
  - in Australia, 71–75
  - prison literacy service, 78–80
  - prison literacy service work
    - towards engaging disengaged learners, 75–78
- Age of criminal responsibility, 158, 164
- American Association of Law Librarians, 111
- American Correctional Association (ACA), 266, 271
- American Library Association (ALA), 4, 86, 105, 106, 120, 268
- American Prison Data Systems, 109
- American Psychiatric Association, 209
- Andragogy, 76
- Anger management, 55
- Anxiety, 22
- ANZAC Day, 168
- Arkansas Valley Correctional Facility, 264
- Artistic endeavours, 20
- Association of Specialized and Cooperative Library Agencies (ASCLA), 42
- Australia
  - adult literacy look like in, 71–80
  - juvenile justice in, 163–164
- Australian Bureau of Statistics (ABS), 62
- Australian Core Skills Framework (ACSF), 73
- Australian juvenile justice library service provision, 164–165
- Australian Library and Information Association (ALIA), 2, 271
- Australian prison libraries, 6
- Australian youth justice system, 164
- Bastøy prison, 313
- BibliothecaPlus software, 240
- Bibliotherapy, 209, 295
  - bibliotherapeutic reading groups, 12
  - prejudiced philosophy of, 308
- Big House Books (BHB), 120
  - SMCI vs., 122–127
- Biographies, 64–65, 167, 174, 190, 196
- Books
  - book-based literacy, 91
  - in residential units, 168
- Budget, 176
  - marginal, 244
  - for programs, 48
- Business-oriented topics, 55
- Calming effect on prisoners, 29
- Carceral contexts, 303–308
- Carceral settings
  - PLW using CILP in, 94–95
  - prospective examples of PLW using CILP in, 95–98
  - social and historical justifications for PLW using CILP in, 92–94
- Censorship
  - ALA, 105
  - in American prisons, 3
  - BHB vs. SMCI, 122–127
  - communicate with all within correctional facility, 113

- establish and develop relationships
    - with stakeholders, 112–113
  - HRDC, 120–121
  - HRDC *vs.* Forrest County Jail, 127–129
  - initiate and continue collaboration, 110
  - initiating and maintaining
    - collaborative library project, 117
  - knowledge of censorship and collection development restrictions, 110–112
  - limitations and future research, 130
  - literature review, 121–122
  - methods, 122
  - negotiation needed to agree on
    - terms of collaboration and public relations, 113–114
  - online access to information, 109
  - prison censorship and collection development, 107–109
  - prisoners' right to read, 106–107
  - in prisons, 122
  - in South Mississippi prisons, 129–130
  - specific censorship restrictions of correctional facility, 113
  - successful collaboration between correctional facilities and organizations, 112
- Centennial Correctional Facility (CCF), 267
- Changing Lives Through Literature programme (CLTL programme), 24
- Cheney's library, 161
- Children's prison libraries, 159
- Cognitive behavior therapy (CBT), 209
- Collaborative library project, initiating and maintaining, 117
- Collateral consequences, 67
- Collection development restrictions
  - in correctional facilities, 110–112
- Collection management, 166–167
- Collection policy, 174–175
- Colorado Correctional Center (CCC), 277
- Colorado Department of Corrections (CDOC), 262
  - work task analysis from, 272–274
- Colorado Library Standards for Adult Correctional Institutions (CLSACI), 269
  - 1989 standards, 269–270
- Colorado State Library (CSL), 262
  - mandatory minimums for library staffing, 288
  - training and retention strategies, 286–288
- Colorado State Penitentiary (CSP), 275
- Colorado Territorial Correctional Facility (CTCF), 264
- Community partnerships, 51
- Community volunteers, 63
- Compound negative feelings, 12
- Conscientization, 87–90
- Consumption, 92
- Contextualised learning, 76
- Correctional culture, 266
- Correctional education, 68, 205
- Correctional facilities, 39–40
  - knowledge of censorship and collection development restrictions in, 110–112
  - successful collaboration between correctional facilities and other organizations, 112
- Correctional librarians, 112
- Correctional libraries, 263
  - current library staff attitudes, 284–285
  - negative separations, 280–281
  - neutral separations, 280
  - positive separations, 280
  - service models, 274–275
  - staff retention data, 279
  - staff's pay comparison, 282–284
  - turnover and promotion rates, 281–282
  - vocational awe, 285–286
- Correctional Officers (COs), 299

- Correctional Outreach, 41–42
- Correctional standards, 269–271
- Correctional Support Trades
  - Supervisor (CSTS), 265
- Correctional-facility censorship, 106
- Corrections, culture of, 263–265
- Council of Europe, 136
- Count schedule, 52
- Covert observation of participants, 163
- COVID-19 pandemic, 53, 216, 276, 278, 289
- Creative Outlet
  - programs, 43
  - series, 42, 54–55
- Creative workshops, 24
- Creative-oriented topics, 55
- Crime fiction, 64
- Crimes Act 1914, 158
- Critical information literacy, 90–92
- Critical information literacy pedagogy (CILP), 3, 87
  - critical information literacy, 90–92
  - literature review, 87
  - PLW using CILP in carceral settings, 94–95
  - prospective examples of PLW using CILP in carceral settings, 95–98
  - public libraries in US, 86
  - review of Paulo Freire's concept of conscientization, 87–90
  - social and historical justifications for PLW using CILP in carceral settings, 92–94
- Critical librarianship, 64–65
- Croatia
  - prison libraries in, 186–187
  - prisoners, 185
  - prisons in, 185–186
- Croatian authors, 200
- Croatian Reading Association, 187
- Cultural activity, 2, 12, 32
  - in prison context, 20–26
- Cultural role, 32
  - of prison library, 30–31
- Cultural space, 13, 30, 33
- Data collection methods, 21
- Democratic Tradition Theory, 93
- Deposit collection model, 274, 279
- Desistance, 69, 147, 150, 203–204
  - from crime, 138, 203–204
  - theory, 306
- Digitalization in prison, 249–252
- Diversity workshop, 140, 148
- Divided society, library services in, 147–149
- Domesticity, 93
- Driver education, 55
- Dual loyalty concept, 304
- Edovo, 109
- Education, 69
  - libraries role in education provision, 167–168
  - in prison support individual change and rehabilitation, 67–70
  - program in South Carolina, 171
  - role of prison library, 28–29, 32
- Educators, 75, 86, 89, 90
- Emotional literacy, 29
- European Prison Rules, 26, 28–29, 230, 270
- Ex-prisoners on prison libraries, 214
- Exceptional Service Award, 42
- Exceptionalism, 300–303
- Explicit phonics-based instruction, 74
- Federal Juvenile Detention Act, 239
- Federal Penal Code, 239
- Feminine emotions, 16
- Fictional character, 23
- Finance, 55
- 'Fine Cell Work' needlework programme, 21
- First Amendment rights, 120
- Follow-up information, 31
- Förderverein Gefangenenbüchereien e.V., 243–245
- Formal rehabilitative interventions, 12
- Forrest County Jail, HRDC vs., 127–129
- Freedom to access information, 64, 120
- Freedom to read, 120

- Fremont Correctional Facility (FCF), 279
- Full time equivalent (FTE), 268
- Geese Theatre Company, 23
- Gender, 95
- General Educational Development/ Diploma (GED), 106, 171
- German Library Association, 231
- Germany, prison library services in, 231–237
- Great Depression, 87
- Grown internationality, 245–249
- Hamburg Correctional Facility, 236
- Hard-to-reach prisoners, 12
- Hip Hop, 43
  - Coordinator, 40
  - hip-hop-focused program, 40
- Hochdrei workshop, 241
- Horten prison, 313
- Human Rights Defense Center (HRDC), 120
  - Forrest County Jail vs., 127–129
- Humanitarianism, 94
- Hybrid approach, 142, 275
- Hydebank, 139, 142, 146
- Idealization in jail, 292–295
- Illinois Newsroom*, 121
- Imaginative capital, 23
- Imaginative capital development, 23
- Imprisonment, 12
- Improv classes, 44
- In-depth case study approach, 5, 121
- Incarcerated populations, 163
- Individual factors, 69
- Individual level in prison, 108
- Inferior emotions, 16
- Inflexible learning modes, 137
- Informal learning, 136
  - opportunities, 146–147
- Information
  - access, 293
  - literacy, 90–91, 96
  - online access to, 109
  - poverty, 15, 203
  - role of prison library, 26–28, 32
  - services, 207–210
- Information behaviours
  - of UK prisoners, 16–17
  - of young male Malaysian prisoners, 15–16
- Information needs, 12, 207–210
  - information need and behaviour studies in prison context, 14–17
  - levels of cognition and expression of need, 13–14
  - of prisoners, 13
  - relevant studies of prison libraries, 17–19
  - unspecified participant demographics, 19–20
- Informative programming, 54
- Inmate library assistants, 4, 234–235, 240
- Inmates working in library, 313–314
- Insiders, 15
- Institutional level in prison, 108
- Institutional libraries staffing formula, 276–279
- Institutional Review Board, 122
- Institutional strategy, 151
- Instructions, 88
- Instructor, 90
- Intellectual endeavours, 20
- Intellectual freedom, 120
- International Adult Literacy Survey (IALS), 72
- International authors, 200
- International Federation of Library Associations and Institutions (IFLA), 2, 206, 231, 270–271
- Internet access, 176
  - from library, 168–169
- Interpersonal relationships, 149–151
- Interview with Australian prison library user, 321–324
- Intrinsic rehabilitative value, 12
- “Intro to Improv” theme, 43

- Jail library, 1
- Jails and Prisons in Queens, NY, 40–41
- JPay, 109
- Juvenile detention centers, 235
- Juvenile justice facility library, 161
  - books in residential units, 168
  - collection management, 166–167
  - existing literature regarding
    - juvenile justice facility libraries, 177–178
  - findings, 165
  - further research, 178–179
  - future plans for library, 169
  - inquiry into Australian juvenile justice library service provision, 164–165
  - internet access from library, 168–169
  - juvenile justice in Australia, 163–164
  - libraries role in education provision, 167–168
  - library, 171–177
  - library programming and events, 168
  - literature review, 158–163
  - number of qualified library staff in Australian juvenile justice facilities, 165
  - physical library facilities and access to collection, 165–166
  - US juvenile justice library service provision, 170–171
  - value of library, 169–170
- Juvenile Offender Correctional Institution of Guangdong Province, 160
  
- Knowledge of censorship, 110–112
  
- Lady Bountiful stereotype, 93
- Layder's adaptive theory approach, 142
- Learning and Skills Centre, 136, 142, 144
- Learning Centre, 136
- Librarians, 110, 273
- Librarianship, 94
- Libraries Tasmania, 60
  - adult literacy in prison, 71–80
  - Libraries Tasmania Prison Library Services and Risdon Literacy Service, 61–63
- Literacy Service, 73, 75
  - model, 65
  - prison education, 67–71
  - prison libraries, 63–67
  - Prison Library Services, 61–63
  - Risdon Literacy Service, 61
- Library and information science (LIS), 86, 91–92
- Library services, 3
  - correctional facilities, 39–40
  - creating own programming, 50–54
  - in divided society, 147–149
  - in jails and prisons, 296–298
  - Jails and Prisons in Queens, NY, 40–41
  - patron and user responses, 54–55
  - Queens Public Library and Correctional Outreach, 41–42
  - Queens Public Library's Programs, 42–50
- Library Services to People with Special Needs (LSN), 231, 246
- Library Standards for Adult Correctional Institutions (LSACI), 271
  - 1992 standards, 271
- Library/libraries, 40, 66, 86, 136, 171
  - access to library, 172
  - Bill of Rights, 106–107
  - circulation by category, 175–177
  - collection, 173–174
  - collection policy, 174–175
  - collection usage, 175
  - future plans for, 169
  - in informal learning, 4
  - and Information Science, 158
  - internet access from, 168–169
  - in juvenile justice facilities, 159
  - literacy programmes, 72
  - physical description, 171–172
  - programming and events, 159, 168
  - promotion, 177

- role in education provision, 167–168
  - and services, 142–144
  - space, 69
  - staffing, 171
  - supervisors, 235
  - technician, 272–273
  - usage, 172–173
  - use, 184–185
  - value of, 169–170
  - work link with prison education
    - and desistance goals, 70–71
- Life Matter, 43
- Literacy, 48–50, 73, 86
  - development for adults, 76
  - programme, 43, 67
  - services, 3, 60, 70
- Loan and funding opportunities, 55
- Maitland City Library, 72
- Marginalisation, 65
- Marked characteristics, 20
- Master print-based materials, 73
- Medical Library Association (MLA), 268
- Medical library standards, 268–269
- Meditation, 43, 48–50
- Mindfulness, 43, 48–50
  - centered programs, 55
- Mississippi, 120–121
- Mississippi Department of
  - Corrections (MDOC), 120
- Money-making, 55
- Moralism in jail, 292–295
- Movement for Black Lives
  - (M4BL), 301
- Münster Correctional Facility, 242, 243
- Münster prison library, 233–234
- Münster School of Architecture
  - (MSA), 240
- Nelson Mandela Rules*, 158
- Neoliberalism, 92
- Nigerian prison libraries, 17–18
- Non-fiction, 64
- Normalization in prison library, 5, 270
  - Bastøy prison, 313
- cooperation and activities in
    - library, 315–316
  - inmates working in library, 313–314
  - uses of library, 314–315
- North Rhine-Westphalia (NRW), 229
  - digitalization in prison, 249–252
  - grown internationality, 245–249
  - legal rights of prisoners, 229–230
  - library services in correctional
    - facilities in, 237–243
  - prison libraries, 228–229
  - Prison Library Support Group,
    - 243–245
  - target-oriented socially responsible
    - library services, 230–231
- Northern Ireland, 138–140
  - approach to research, 140–142
  - first steps into learning, 144–145
  - informal and self-directed learning
    - opportunities, 146–147
  - interpersonal relationships,
    - 149–151
  - library and services, 142–144
  - library services at Hydebank, 151
  - library services in divided society,
    - 147–149
  - positioning of library, 151–152
  - prisoner education and prison
    - libraries, 136–138
  - staff members, 152–153
- Northern Ireland Prison Service
  - (NIPS), 139
- Occupational Safety and Health
  - Administration instruction
    - (OSHA instruction), 55
- Offender, 150
- Online access to information, 109
- Online public access catalogue
  - (OPAC), 251
- Open Mic Night, 43
- Openness, 149
- Organisation for Economic Cooperation
  - and Development (OECD),
    - 62, 72
- Outsiders, 15

- Part-time staff positions, 42
- Participants, 122
  - post-program survey, 55
- Partnerships formation
  - Creative Outlet Series, 44
  - hip hop and other artist
    - programming, 47
  - mindfulness, literacy, and
    - meditation, 49
- Partnerships within facility, 176–177
- Passion to Profit, 43
- Patron and user responses, 54–55
- Patron-centered models of library
  - services, 5
- Patron-centered services, 292, 298–300
  - countering exceptionalism, 300–303
  - idealization in jail, 292–295
  - library services, 296–298
  - moralism in jail, 292–295
  - prison librarianship, 292–295
  - realities of carceral contexts, 303–308
  - salvation in jail, 292–295
- Paulo Freire's concept of
  - conscientization, 87–90
- Permitting process for small
  - businesses, 55
- Person's information literacy, 90
- Phonemic awareness, 75
- Physical library facilities and access to
  - collection, 165–166
- Physiological needs, 13
- Piety, 93
- Position Description Questionnaire (PDQ), 272–273
- Post-incarceration, 68
- Post-program surveys, 54
- Post-release employment, 68
- Pre-existing codebook, 142
- Primary desistance, 203–204
- Prison
  - adult literacy in, 71–80
  - censorship, 108
  - librar, 1
  - librarians, 107
  - librarianship, 93, 106, 108, 292–295
  - literacy service, 78–80
  - policymakers, 137
  - Statistics, 202
- Prison education, 61, 67
  - education in prison support
    - individual change and
      - rehabilitation, 67–70
  - library work link with prison
    - education and desistance
      - goals, 70–71
- Prison library, 2, 6, 12–13, 26–27, 32–33, 60, 63, 105, 136–138, 184–185, 317–320 (*see also* Juvenile justice facility library)
  - characteristics of respondents, 189
  - collaboration of, 197
    - as contemporary witness, 228–229
  - convicted prisoners, 222
  - in Croatia, 186–187
  - Croatian Ministry of Justice, 188
  - cultural activities, 12
  - cultural activity in prison context, 20–26
  - cultural role of, 30–31
  - desistance from crime, 203–204
  - direct admissions of convicted prisoners, 221
  - education and learning, 204–206
  - educational role of, 28–29
  - ex-prisoners on, 214
  - fiction than non-fiction, 196
  - Impact model, 71
  - information needs of prisoners, 13–20, 211
  - information role of, 26–28
  - information services, 207–210
  - library collections, services and programmes useful for prisoners, 65–66
  - perception of inmates, 212–213
  - practices, 61
  - prison institutions of Sri Lanka, 220
  - prison rehabilitation officers and counselors, 214–215
  - prisoners reading, 190–191
  - reading as leisure activity, 189–190

- reason for not accessing library, 66–67
- recreational role of, 29–30
- rehabilitation, 204
- respondents' perception and use of, 192–194
- services in Germany, 231–237
- services of SLLA, 225
- services support rehabilitation, 63–65
- Sinhala cover page, 223
- social-cultural activities, 195
- in Sri Lanka, 202, 206–207, 210
- Support Group, 243–245
- Tamil cover page, 224
- Prison Reading Groups (PRG), 22, 137–138
- Prisoner Learning Alliance (PLA), 69
- Prisoners, 67, 139
  - education, 136–138
  - engagement, 24
  - information needs of, 13–20
- Production, 92
- Professional librarians, 235–237
- Professional library, 17
- Professionalisation of adult literacy practitioners, 73
- Program for International Assessment of Adult Competencies (PIAAC), 63
- Programming
  - creation, 50, 52–53
  - virtual programming, 53–54
  - working within correctional facility, 50–52
- Psychological needs, 13
- Public library, 105–106
  - information literacy, 86
  - standards, 268
  - in US, 86
- Public library workers (PLW), 86, 93
  - using CILP in carceral settings, 94–95
  - prospective examples using CILP in carceral settings, 95–98
- Purity, 93
- Queens Public Library's Programs, 2, 40–43
  - Creative Outlet Series, 43–45
  - hip hop and other artist programming, 45–48
  - mindfulness, literacy, and meditation, 48–50
- Queensboro Correctional Facility, 40–41
- Race, 95
- Radical inclusion, 60
- Radical inclusivity, 66
- Reader, The*, 146
- Reading Aloud*, 146
- Reading habits, 187
- Reading interests, 184, 185, 188
- Real estate, 55
- Recidivism, 12, 202, 305, 306
- Recreational role, 32
  - of prison library, 29–30
- Reentry Family Liaison, 42
- Regional librarian, 273–274
- Rehabilitation, 12, 21, 26, 29, 65, 204, 305 (*see also* Normalization in prison library)
  - education in prison support
    - individual change and, 67–70
  - prison library services support, 63–65
  - rehabilitative role of imprisonment, 12
- Restaurant management, 55
- Restorative justice, 161
- Reverse anti-social learned behaviours, 12
- Right to Information Act*, 210
- Rikers Island, 40
- Risdon Library and Literacy Service, 69
- Risdon literacy
  - programme, 76
  - service, 61–63
- Risdon prison education space, 79
- Safe space, 69
- Salvation in jail, 292–295
- San Carlos Correctional Facility (SCCF), 266–267



- School library, 178–179 (*see also* Colorado State Library (CSL))
  - academic library standards, 268
  - correctional standards, 269–271
  - medical library standards, 268–269
  - public library standards, 268
  - standards, 267
- SCOPUS, 158
- Screenwriting program, 52
- Secondary education, 68 (*see also* Prison education)
- Secularism, 94
- Secure College in United Kingdom, 136
- Self-development, 69
- Self-directed learning
  - of information literacy, 86
  - opportunities, 146–147
- Self-awareness, 26
- Self-consciousness, 22
- Self-expression, 23
- Self-protective behaviours, 17
- Self-reflection, 20, 23, 25–26
- Sensitive information needs, 25
- Sensitive nature, 12
- Social group, 20
- Social justice approach, 77, 204
- Social norms, 15
- Social skills, 21
- Social types, 15
- Socially responsible library services, 230
- Soft skills, 12
- Soul Expression theme, 43
- South Carolina Juvenile Justice Centre, 170–171
- South Mississippi Correctional Institution (SMCI), 120
  - BHB *vs.*, 122–127
- Special Needs X-press (SNX)*, 299
- Specific censorship restrictions of
  - correctional facility, 113
- Specific learning disabilities (SLDs), 74, 79
- Sri Lanka Library Association (SLLA), 210
- Sri Lankan Prison System, 202
- Staff impression of student
  - perspective, 169–170
- Staffing, 265
  - analysis of needs, 274–275
  - correctional library service models, 274–275
  - correctional library staff retention data, 279–286
  - CSL training and retention strategies, 286–288
  - CSL's standards project, 266–267
  - institutional libraries staffing formula, 276–279
  - mandatory minimums for library staffing, 288
  - school library standards, 267–271
  - work task analysis, 272–274
- Standard Minimum Rules, 206
- Statewide level in prison, 108
- Stepping classes, 44
- Steven Hayes trial, 293
- Stigmatization, 209
- Stimulate offenders, 21
- Story writing, 77
- Strategic library programming, 70
- Strength-based approach, 107
- Structural factors, 69
- Student perspective, staff impression
  - of, 169–170
- Students, 139
- Study approach, 121
- Submissiveness, 93
- Target-oriented socially responsible library services, 230–231
- Tasmanian Adult Literacy Action Plan, 73
- Tasmanian Prison Service, 60
- Teacher, 90
- Tokens, 78
- Transformative learning, 73, 75, 77, 80 (*see also* Self-directed learning)
- Traveling library office, 41
- Travelling community, 153*n*3

- Trust staff members, 149
- Turning Pages, 138
- UK charity Shannon Trust, 28
- UK Library Association, 28
- Ultior motives, 31
- UN Sustainable Development Goals, 204–205
- UNESCO Institute for Lifelong Learning (UIL), 246
- United Nations (UN), 184
  - General Assembly, 158
  - language, 2
- United States (US), 86
- Unity and Brotherhood theme, 43
- Unspecified participant demographics, 19–20
- Urban fiction, 175
- US juvenile justice library service provision, 170–171
- User responses, patron and, 54–55
- Value of library, 169–170
- Virtual programming, 53–54
- Visceral initial conception of information need, 14
- Vocational awe concept, 93, 285–286
- Vocational education and training (VET), 72
- Vocational system in Australia, 68
- Vulnerability, 16, 149
- Weeding, 175
- Work task analysis, 272–274
- Workshops, 43
- World Health Organization (WHO), 208
- Worldview, 15
- Writing process, 60
- Young offender, 139