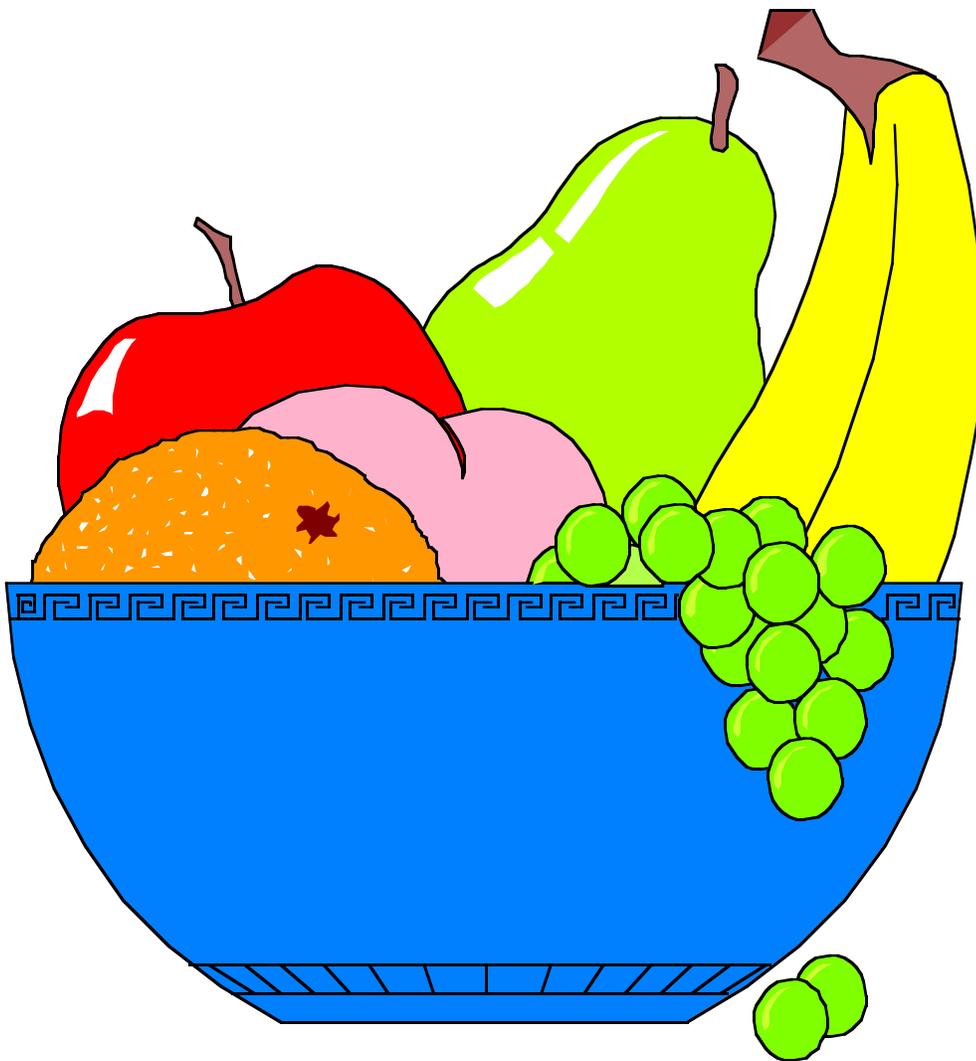


ENVIRONMENT IS STRONGER THAN WILL

- R. Buckminster Fuller

A Comprehensivist's Approach
to Structuring Environments for Success



Chapter IV: Environment Is Stronger Than Will: A Comprehensivist's Approach to Structuring Environments for Success, addresses the questions:

How is this discipline applied in an addictions treatment program, in prison or in any treatment setting? How does one establish a Total Learning Environment™ in prison? What results can be expected from a treatment approach based in Synergetics?

The purpose, methods and results of the TLE™ are described from their origin in the Network Program, through Shock Incarceration, the Willard Drug Treatment Campus, and related programs in other jurisdictions. Results of the longitudinal research about Shock Incarceration are presented to demonstrate that this model produces positive results when offenders are compared with similar cohorts. Several factors, including cost of care, educational development, community services, after care, recidivism and success rates post-release, are offered as evidence of the model's effective design and operations.

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ENVIRONMENT IS STRONGER THAN WILL

A Comprehensivist's Approach To Treatment

"I would never try to reform man—that's much too difficult. What I would do was to try to modify the environment in such a way as to get man moving in preferred directions. ... I must commit myself to reforming the environment and not man; being absolutely confident that if you give man the right environment, he will behave favorably."¹

Anyone who has tried to *reform* someone else knows how difficult, virtually impossible that task can be. Those who have been the target of another's attempts at reform know how resentful they feel at this often unsolicited, unwanted, unwelcome intervention. Even those who seek out ministers and clergy for help, and/or engage the professional services of therapists to help them reform, investing large sums of money, for long periods of time—yes—even these paying clients resist efforts at reform. Dr. Eric Berne² used to caution therapists in training with him that people do not come to therapists to change, but rather to *"be more comfortable with staying the way they are."*

AA and NA abound with people who resisted their first meeting with every fiber of their being, then did the best they could to come up with reasons and excuses about why they did not need to be there at all, or come back again to another meeting. Those fellowships have specific strategies to deal with this resistance, including sponsors who are further along the path and understand resistance from their own *"experienced based knowledge"* of when they were newly in the program and equally resistant to the changes to come. Sad cases in the media, most recently Robert Downey, Jr., Audrey Kishline and Darryl Strawberry to name just a few public figures, are tragic examples of how difficult it is for addicts to "reform" even when they deeply want to, have ample support to help them, and face serious consequences for failure.

Recorded history is filled with examples of those who have tried to reform others. Churches, schools, prisons, books and treatment organizations proliferate, all dedicated to the idea that man is in need of reform. The criminal justice system is based in the principle of reform.

Of all groups most likely considered to need reform, certainly the prison population ranks in the top three on most people's lists, right up there with their spouses and "those" teenagers.

This chapter focuses on the application of the Synergetics³ of R. Buckminster Fuller in the development of Total Learning Environments™ (TLE™) in prisons.⁴ Herein is also described the effect of hostile environments on the psyche of individuals who must live in them and contrasts those environments with structure of the TLE™. Results of ongoing research conducted on these programs are offered as evidence of the success of a model based in Synergetics.

The TLE™ are designed to support people by helping "to get (them) moving in preferred directions,"—that is by teaching them the life skills found effective to help people live successfully in society. This wholistic approach to offender treatment was first implemented as the Network Program, which later became the foundation of Shock Incarceration and the Willard Drug Treatment Campus. Shock Incarceration includes young, (16 to 39) male and female offenders serving their first term of state incarceration for non-violent felony offenses. Willard DTC includes second felony offenders of any age, either directly sentenced for drug offenses by the courts, or returned for parole violations related to relapse. These TLE™ support the physical, mental, emotional and spiritual dimensions of those who live and work in them.

Based initially in the therapeutic community (TC) movement of the 1950's and 1960's,⁵ the TLE™ are founded in the principles of those early TC's and are enhanced by the integration of Synergetics in the design. The principles of Synergetics enriched the approach presented here by the incorporation of Universal Principles,—12° Of Freedom—in the design of environments supportive of those who live and work in them.

Synergetics finds meeting ground in "nature and nurture." Fuller firmly believed that the "Great Spirit" designed all human beings as geniuses and that children are "degeniused" by life circumstances and influences in the environment. His principles provide a framework for creating life affirming environments that support all people, regardless of birth or class, to live fully and completely.

When Fuller said "*Environment is stronger than will*", he was not discounting the impor-

tance of individual skill, intelligence and creativity. Indeed, he had enormous respect for each individual human being, for all life. He regarded each and every human being as *“just magnificent”* a unique, precious manifestation of the *“cosmic integrity and absolute wisdom we identify ... by the name ‘God’ [which] speaks to each of us directly.”*⁶ He observed that oppressive environments defeat all but the very strongest who must survive in them.

When John Q. Public or “Joe Six-Pack”,⁷ think of crime, criminals and prisons, the pictures that come to mind are of murderers, rapists, serial killers, predators, gangsters and child molesters. Clearly, most believe that these criminals need reform, that they deserve incarceration or even more serious sanctions for their behavior. Still, these categories of offenders, even when grouped together, constitute less than 15% of those incarcerated in the nation’s prisons today. The majority of offenders are incarcerated for non-violent crimes, largely related to drug and alcohol abuse. There is one constant across virtually all crimes, violent and non-violent alike. A significant contributing factor to criminal behavior is addiction to and/or abuse of drugs, including alcohol. Yet reform in this population is most elusive. Addicts and offenders are notorious for their resistance to recovery, for their high relapse and recidivism rates.

Reform is difficult because it always involves letting go of one’s most cherished beliefs. This is as true in the substance abuse treatment arena as in any other domain. The “war on drugs” is fraught with disappointment, frustration, controversy and failure. Every addiction treatment program recognizes the difficulties addicts face in maintaining sobriety. Good programs build in Relapse Prevention and After Care as a key factor in helping addicts stay sober. Sobriety is difficult to maintain.

The general public also maintains an unhealthy denial of just how much a problem addiction is, and how pervasive it is in society. While “illegal” drugs are vilified, “legitimate” drug companies, including the tobacco and alcohol industries, continue to produce, advertise, promote and sell highly addictive products, supported by both big business, through government lobbies, and by the public who buy over-the-counter and prescription drugs, alcohol and tobacco in enormous quantities. Tobacco is known to be responsible for more than 1,096 deaths every day in the United States alone. To ensure continuing political support for a prod-

uct responsible for more than 547,500 deaths annually, the tobacco lobbies simply withdraw their considerable campaign contributions from the opposition, ensuring an opponent's elimination from the playing field.

Alcohol, while legal, is equally responsible for loss of work, freedom, life, family breakdown, crimes and deaths related to addiction to this lethal drug. Every Day In America, 44 adults and 7 children are killed by drunk drivers. The research of Mothers Against Drunk Drivers (MADD) estimates that another 274 deaths Every Day In America are directly related to alcohol abuse. More than 208,219 children in the United States live with an alcoholic and 37,808 people have problems resulting from alcohol abuse each day.⁸

Specialization Leads To Extinction

The U.S. incarceration rate in 1997, of 645 people per 100,000, was six to 10 times higher than most industrial nations.⁹ One must begin to address the needs of this population long before they get to prison. For example, statistics show that 11% of the 2000 prison population were at one time in foster care. Many who must remain in foster care until they are no longer eligible at age 18 to receive further benefits, turn to criminal activity to support themselves. This is consistent with statistics over past years, indicating that a child who grows up in foster care is 11 times more likely to end up in prison than a child who grows up in a home with one or both parents. In 2000, 1% of children under 18 in the United States were in foster care, an estimated 680,000, or more than half of the 1.5 million children who had a parent in prison.¹⁰

"Nearly 1.5 million American children have a mother or father in federal or state prison - a figure that has grown in step with the swelling of the nation's prison population, the Justice Department reported Wednesday. The department's Bureau of Justice Statistics said that at the end of last year (1999) 1,498,800 children under age 18 had a parent in prison in this country.

That was a 60 percent increase since 1991 — up 562,300 from the 936,500 children in that category then. During the same interval, the nation's prison population grew by an almost identical 62 percent, to 1,284,894 prisoners in 1999.

The 1999 prison population contained 721,500 inmates who were parents of a minor child. The percentage of prisoners with children was essentially

unchanged - 57 percent in 1991 and 56 percent in 1999.

A majority of the children with imprisoned parents, 58 percent, was younger than 10 years old, and the average age was 8 years old. As of Dec. 31, 1999, they represented 2.1 percent of the nation's 72 million minor children.

...

Among state inmates, 40 percent of the imprisoned fathers and 60 percent of the mothers reported weekly or more frequent contact with their children by phone, mail or visit. At federal prisons, 60 percent of fathers and 70 percent of mothers had such contact weekly or more often. But a majority of state inmates - 57 percent of fathers and 54 percent of mothers - reported never having had a personal visit with their children since being locked up. Among federal inmates, 44 percent of fathers and 42 percent of mothers reported no visits with children after incarceration.

As of 1997, a majority of all inmates - 62 percent of state prisoners and 84 percent of federal ones - were held more than 100 miles from their last place of residence. But far more state inmates, 17 percent, than federal prisoners, 7 percent, were housed within 50 miles of their last home.

Like the overall inmate population, imprisoned parents were overwhelmingly male, 93 percent, and predominantly held in state prisons, 89 percent, rather than in federal ones, 11 percent.

More than 80 percent of all inmate parents reported having a child now living with the child's other parent; about 20 percent said grandparents or other relatives were caring for a child of theirs and 2 percent had a child in a foster home or institution. The total exceeds 100 percent because some inmates had more than one child, with different custodians.

Male inmate parents - 90 percent of those in state prisons and 92 of federal prisoners - were more likely to report a child living with the other parent. Only 28 percent of female state prisoners and 31 percent of female federal inmates reported a child living in the care of the child's father.

Prior to imprisonment, fewer than half, 46 percent, of all inmate parents reported living with any of their minor children. In state prisons, 45 percent said they had been living with at least one of their children, compared to 57 percent of parents in federal prisons." 11

The impact of these environmental factors on the children of prisoners is devastating, emotionally, socially, psychologically and economically. Far too many end up in foster care, many for their entire childhood, “aging out” at 18. The cost to rear, educate, supervise and confine just one child who enters foster care, ages out, and ultimately is incarcerated in the criminal justice system for an average of three to ten years or more, is projected at \$2.3 million over his or her lifetime.¹² In January 2001, 11% of the total prison population numbered approximately 208,670 inmates. By then, the total population was down to 1,897,000 from the 2,000,000 high reached in August 2000. For this single foster care-to-prison cohort alone, the cost of their care and custody is estimated at a staggering \$47 billion, \$994.1 million invested over their lifetimes. This does not include the costs of the social services their parents received as children and adults or that of other cohorts before or since. Continuing to separate out the various human services costs for this population into discrete agencies and budgets hides the impact on economics alone, to say nothing of the constant erosion of the family system and the millions in hidden costs to care for this population. What might have happened if even one quarter of this amount had been used to feed and educate these children during their childhood?

Fuller believed in a comprehensive approach to solutions. He warned against specialization in any planning effort. He used examples from nature of the principle, “*specialization leads to extinction.*” He encouraged his students to become comprehensivists in their approach to world problems. He offers examples of animals and birds whose specialized functions and needs have resulted in their extinction when the special case conditions necessary to their continued thriving no longer exist.¹³ While specialization does allow one to focus in a particular area, it limits possibilities and narrows expansion of ideas. Thus, in the short-term, a racehorse may be bred for speed, yet eventually the weakness from too much inbreeding affects strength and endurance over the long-term.

The education system is another example of a specialized system that fails to meet the needs of students to the tune of 2,833 who drop out of school Every Day In America. The United States ranks among the lowest of industrialized nations in math and sciences, partly because of rigid adherence to “traditional” education programs that fail to prepare the child comprehen-

sively to deal with life. As long as Foster Care Systems, Health, Education and Welfare Systems, and the various branches of Criminal Justice Systems are approached as separate, discrete entities, solutions will continue to be narrowly focused in a single area alone, resulting in piecemeal solutions that continue the cycle of failure in all human service systems. A comprehensivist approach to solving this problem is the only option.

When offenders become the “identified problem”, it becomes easy to blame them for their failures and to ignore the social, cultural, political and environmental issues that contribute to the overall problems confronting society today. It is even more frustrating to focus on reform efforts targeted at a particular population. Rehabilitation, reform and corrections has a long history of failure. Reform of individuals is “*much too difficult*” and leads to misguided approaches such as those recommended in The Bell Curve, a book that presents the case for genetic flaws “highly” correlated with racial characteristics, discussed here in Chapter II. A focus on developing Total Learning Environments™ to help *get man moving in preferred directions* has proved to be much more productive and fulfilling.

The term “*SpaceshipEarth*”¹⁴ reminds humans of the need to care well for this tiny blue planet, the only home for oxygen breathing species in this solar system, an environment uniquely designed to support human life; in danger of being made unfit for human habitation by the very humans for whom it is so ideally designed. Fuller focused this idea into a comprehensive approach to all problems. He was influenced by Margaret Fuller, saying:

*“When I heard that Aunt Margaret said, ‘I must start with the universe and work down to the parts, I must have an understanding of it,’ that became a great drive for me. I saw that in my education I was being pushed to become a specialist — everybody is being pushed to specialize, to where they can’t be synergetic and can only know about the parts instead of the whole —I switched very vigorously, very deliberately, I became a comprehensivist.”*¹⁵

The criminal justice system in this country, as a highly specialized system expanding at an unprecedented rate, drains resources of all citizens and extinguishes hope in a significant portion of the population. In August 1998, the U.S. Department of Justice reported, “By the

end of 1997, nearly one out of every 35 adults in the United States was in prison, in jail or on probation or parole -- a total of 5.7 million adults, or nearly 2.9 percent of the population ...” Despite these startling numbers, few outside of the system understand how it works. People fear crime, understand that crime and drug abuse are related and want criminals and drug addicts off their streets and out of their neighborhoods. As has been pointed out earlier, poor people go to prison, people of color in greater numbers than poor whites. Whites from “good” neighborhoods do not, as a rule, end up in prison.

“A black youth is six times more likely to be locked up than a white peer, even when charged with a similar crime and when neither has a prior record, says a new civil rights report contending racial bias exists at every step of the juvenile justice process.

...

They found, for example, that black youth are 15 percent of the population under 18 but comprise one-third of youth referred to, formally processed by and convicted in juvenile court.

Blacks also account for 40 percent of the youths sent to adult courts and 58 percent of the youths sent to adult prison, said the report, “And Justice For Some.” The Urban League and other civil rights groups joined in its release.

Figures for Latino youth may be understated because most state court and prison records designate them as white, said Brent Wilkes, executive director of the League of United Latin American Citizens.

The groups nonetheless praised the comprehensive report - which followed several recent juvenile justice studies - as hard evidence of something they've long suspected: minority youth are victims of racial bias built into the justice system.

Even when types of crime were considered, minorities were more likely to go to jail or prison. Among youth with no prior record arrested for violent crimes, including murder, rape and robbery, 137 out of every 100,000 blacks were incarcerated, compared with 15 out of every 100,000 whites.

For drug offenses, which can carry a wide range of penalties, the number was 48 for black youth and only 1 out of 100,000 for whites.

Critics say the skewed numbers could mean simply that black teens and children are committing more crimes or more serious crimes. Researchers admit

determining that is “much more complicated.” But they maintained that many policies discriminate against low-income youth — who are overwhelmingly minority, from single-parent homes or in foster care.

‘Obviously racial profiling, targeting patrols in certain low-income neighborhoods and racial bias within the justice system contributes significantly to the stark disparities confirmed in this report,’ said Hilary O. Shelton, Washington bureau director for the National Association for the Advancement of Colored People.”¹⁶

“From Plantations, To Projects To Prisons”

Activists of all races speak to the continuing influence of slavery on the consciousness of blacks and whites in America today. While some prefer to dismiss that thinking as mere justification and “ancient” history, the effect of considering one person less than human simply because of the color of their skin, persists in both black and white communities. An environment that disrupted families, sanctioned the routine rape of women, sold men and women away from their children for the convenience of masters, has far-reaching influences on the psyche of a nation, on all its citizens.

A constitution that declares “all men” equal, yet counts a man of African descent as only a fraction of a man, and women not at all, establishes a foundation for racist and sexist policies, however unintended those policies may have been. Women were disenfranchised as well as those of African descent, but white women were part of the power elite, and had influence unavailable to men of color. They were protected from “the darker side of life” by men who treated them like prized possessions. The Civil War freed the slaves, at a devastating cost to all involved, yet left them with no place to go. Those who were “given” property and power as reparation by the government were despised as “Carpetbaggers”—a term most recently used to disparage Hillary Rodham Clinton’s successful run for Senate in New York.

Still a source of cheap labor, even after they were “freed,” African-American women continued to take care of white children, white homes and laundry for a mere pittance and no benefits. Men continued in menial jobs at less than living wages, often having to leave families to pursue jobs in more industrialized areas, making less than their white counterparts,

hoping someday to make enough to reunite them with their wives and children.

The newly hostile environments of the inner cities continued to undermine the foundation of the African-American family system. They left the plantations for the tenements of the inner-city, or in some cases a poor patch of rocky land depleted of nutrients, or other places where meager incomes allowed them to live in poverty, dependent on handouts of a welfare system that begrudged the food necessary to sustain them. The civil rights movement brought needed changes in the second half of the 20th Century, but did not change the underlying belief that “*white was right.*” The projects became the new breeding ground for fear, despair, hate, frustration and rage. Sister Souljah, poet, author, political activist, hip hop star, and educator of underclass youth, speaks eloquently of the power of environment in shaping the minds and hearts of young children in the inner city from her own “*experienced based knowledge*” gained from living, for a period of time in her childhood, in what she reports was an overwhelmingly hostile environment.

“The projects were an endless maze in which a wrong turn could result in a little bleeding, a ‘casual rape,’ a critical beatdown, or even death. It seemed the frustration level of each person was based on how many years they had been trapped within these concrete walls. The longer they had lived in the projects, the higher their frustration, and the colder their attitude. We soon learned why. The first thing we had to acquaint ourselves with was the environment: tall, brown buildings, unofficial garbage dumps, no parks, roaches, rats, and mice. There were hundreds of mothers and thousands of children. There was rarely any conversation about fathers because between the two buildings in the immediate area where we lived, there were only five families that had a father living in the house. Yet and still, there were men. Men on the corners. Men on benches. Men in the lobbies and men in the parking lots fixing broken-down cars. But these men ... spent ... time in several different apartments doing everything they could to make it seem like they were not there to stay or even to be a permanent part of a family. ... These men’s limited engagements with their children’s mothers were never taken seriously on a conscious level by the children.

...

We also had to adjust to the welfare system and its bureaucrats. They wanted to know everything, and I mean everything. ... The welfare workers acted as

if they were paying your monthly benefits out of their own pockets. They became indignant if you asked questions about your case or if you challenged any of the information they were giving you.

The services were designed to make us feel inferior. For instance, some days we had to stand on line starting at eight o'clock in the morning ... until four or five in the afternoon, merely to receive two blocks of cheese, butter, and two big steel cans of peanut butter. When you finally got up to the front desk you would be asked a whole round of personal questions in front of what seemed like scores of other people. (There were no private offices.) The welfare worker would talk loudly to embarrass you. ..."¹⁷

Sister Souljah's painful memories are typical of others in similar circumstances. They hurt her, affected her self-esteem and influenced her choices. They are memories and experiences that shaped who she is and what she does with her life. Most importantly, they did not break her, as like experiences have done to others. Hers are the experiences of many who have had to resort to welfare as a means of survival, though her powerful responses to those trials are not typical of the majority of others affected by similar circumstances. She is an example of one who has overcome great challenges and is committed to giving back to her community and to the young men and women still living in that environment. That she continues to work for her community, to teach and inspire young people is both admirable and essential to helping the people with whom she works overcome their own *Dark Ages thinking*; thinking that keeps many enslaved, to drugs, to greed, to *haphazard consumerism*.

On the other hand, presenting her experiences are not intended as an indictment of the whole Human Services field or its workers. There are many excellent workers in the field, who would not think of embarrassing a family in the way Souljah felt embarrassed. There are also those who do seem to let the power they wield go to their heads and who appear intentionally cruel. The point here is that this environment affects all who are a part of it, staff and clients alike. Both groups are often defeated by environments that by their very design infantilize clients, make parental figures of the workers,—often much younger than the clients they serve,—and create imbalances of power that dehumanize and alienate all.

It is amazing that anyone survives some of the experiences reported by participants of the TLE™. They come to prison defeated—battered physically, emotionally, mentally and spiritually—from experiences that could/should have killed them in many cases.

“In the projects, somebody can call your mother a one-legged whore who does nasty tricks for men for five dollars and she will still be the most important and influential person in your childhood. She is the only one a child can depend on for survival and to interpret life. ... Even for children who grow to hate their mothers, their hatred will be the strongest love they know. In the projects, ... momma is right and whatever she says is wrong, is wrong.

But aren't all mothers everywhere the central figure in the eyes of the child? Mostly the answer is yes. But for children of the projects the answer is even more so. The difference is the 'extreme complication of circumstance.' The reason: Most children in the projects don't have a father to speak of. In the projects, the prospects and opportunity provided through education are almost nothing, since no real effort is made to educate people properly or culturally. In the projects, the escapes and outlets created by money are eliminated because there is no 'intelligent finance'—only haphazard consumerism. In the projects, the creativity and will to survive and to overcome horrible circumstances is usually destroyed because there are no 'freedom spaces' where a child can go to think and expand the mind. In the projects, there are often no trees, no flowers, no understanding of agriculture, and no more than makeshift playgrounds.

Of course, against the odds, there are a few people who make it. What about them? And what is meant by 'making it'? Usually, they are the people who managed to escape down a slim corridor of chance through the strength of their mothers—mothers who were able by piecemeal work, faith, prayer, or prostitution to control or barter their lives in exchange for the partial freedom of their babies. ...

But physically escaping the projects is not one-fourth of the battle anyway. It's breaking the cycles of spiritual, emotional, intellectual, mental, and cultural death that even a brief stay in the projects can mean. ...”¹⁸

These are the children who go to prison. They are the one in three African-American boys predicted at age eight as destined for the 165 prison beds constructed Every Day In America. One in 35 of the total United States' population is incarcerated; people of color rep-

resent the majority,—an average of 62.6% nationally, though as high as 80% in some states—despite the fact that African-Americans represent approximately 17% and Hispanics less than 11% of the general population in the United States. No longer a “minority” in the prison environment, people of color are the “majority” incarcerated, a result of an unconscious racism so pervasive and ingrained as to be nearly invisible to the majority of the general population.

*“Racism is a disease. It affects whites as well as blacks. It may even be a kind of mental illness. But the effect on black people is greater because we are the victims of it. The effect on whites is severe because it deforms their thinking and gives them a distorted picture of the world. But because the economics of racism is invariably in their favor, most whites learn to live with it, even to deny it.”*¹⁹

Youth who end up in prison are those whose spirits have been deadened by the overwhelming pressures of hostile environments in which they and their parents are forced to live by circumstance, poverty, lack of education and opportunity. Their values have been distorted by the relentless marketing of commercial television, cable shopping networks, advertisements, billboards, newspapers and tabloids that promote the *haphazard consumerism* that serves as its own kind of seductive narcotic. They cannot defend themselves from it when they are very young and no longer know how to by the time they approach adolescence. They are “hooked” from childhood, trapped by the “dealers” who infest every aspect of their lives.

This is the least of it in many instances. Many have been physically and emotionally abused, sexually and by battering, burned with cigarettes, starved, abandoned or left unprotected by parents who are themselves defeated by the pressures of the environment in which they live. This does not excuse inmates from responsibility for their own actions. It is simply a fact. Society has failed them, the education system fails them; parents, tragically, fail to provide for them, trapped by the same circumstances that they despair of trapping their children.

Until the larger society decides that it is the responsibility of all to care for all children, things will not change for any of them. While it is embarrassing that one of the few places so many minority children can be offered an opportunity for change in the United States is in either the juvenile and criminal justice systems, that embarrassment is not sufficient reason to avoid taking advantage of any opportunity, no matter where it is found. Something has to

change, individuals must begin to take responsibility where they can.

Souljah, Colin Powell and so many other African-American leaders who grew up in environments of crushing poverty, stand out because they had the strength and will to overcome the influences of overwhelmingly hostile environments. Not all who must live in those environments do so well. Not all have the discipline and determination to stand up to the ridicule of peer and even parental pressure when they resist the culture as Souljah did. She received help; —scholarship help that she earned through her hard work, commitment and determination. She is both giving back and continuing to move forward by creating safe spaces for young men and women to learn, grow and find ways to support each other. She is still angry however, and militant in her outrage against the “system”—making it difficult for some who might benefit from listening to her to hear and understand the truth in her message.

In general, the children of the projects bring these dehumanizing experiences into the prison system where there is an equal lack of privacy, another overwhelming bureaucracy to deal with and workers who are as frustrated as the staff of the welfare system with the powerlessness engendered by the system. Prison is an extension of life in the projects, a tragically familiar environment in which the incarcerated do their best to duplicate the kinds of relationships, power base, and society of the neighborhood. The “strong” (*read: “tough”*) survive. The same alienation, anger, lack of stability and lack of a sense of self that infect the environment of the projects, pervade the prison environment. These are environments based in scarcity.²⁰ These environments reinforce the belief that there is “not enough” for everyone. This leads to the strong preying on the weak, to an extension of the drug trade, protection rackets, and other “street” activities.

That is why gangs thrive in prison environments. Indeed, many children of the projects do not join a gang until they get to juvenile detention or prison. Gangs provide a certain amount of safety and stability, however tenuous. In some institutions, living arrangements are subtly, sometimes even overtly, influenced by the gangs;—a practice sanctioned by a few officials as a means to gain some small measure of “control” over the population. This is an illusion of safety, and most recognize the potential that such an arrangement has for exacerbating

the gang problem. However, there are some who honestly believe and advocate that housing “Bloods” with “Bloods” and “Crips” with “Crips” will reduce problems.

Control Theory explains how gangs meet basic human needs. Travis Hirschi explains the four elements that constitute the social bond in his book, Causes of Delinquency.²¹ He describes his theoretical approach to delinquency as a failure to form a strong, positive social bond. He identifies the four elements of the social bond as *attachment to significant others*, *commitment to shared values and beliefs*, and *involvement in pro-social activities*. Extrapolating from this theory, the TLE™ understand gangs as a vehicle for forming social bonds, albeit, not in ways that support the values of the larger society. While the TLE™ do not advocate gang behavior and prohibit such behavior as a condition of involvement in the program, the attraction of gangs cannot be denied or underestimated. Gangs are understood to serve the same purpose that families, churches, clubs and organizations do in society.

Gangs provide opportunities to identify and form *attachments* to others who are significant influences in member’s lives. There is a complex code of values and *beliefs* to which all members must pledge in solemn rituals, often based in traditional religious and cultural values, underscoring the serious *commitment* that such a pledge involves. That one must not “rat” on a “brother” parallels other codes of conduct; i.e., the “blue wall of silence” of policing agencies. Most importantly, gang members must earn the privilege of membership through their active *involvement* in gang activities, including criminal acts up to and including murder.

Facing these sad facts led to the development of the TLE™, as prison was the one place where this population would inevitably end up, and the one place, as tragic as this harsh reality is, where intervention seemed possible. Indeed, the education system was more resistant to the ideas presented here than the corrections system. It seems a by-product of the specialization ingrained in the education system and is contributed to by the resistance of all to recognize a problem before it escalates to dramatic proportions. No one faces the fact of what 2,833 school dropouts each day means to the larger society. Rather, the children, their parents, or a “bad” teacher are blamed for this failure. No one really wants these children in schools anyway. They are trouble. The ones being suspended, those labeled hyperkinetic,

ADD, ADHD, disruptive, bored, juvenile delinquents, etc., are affronts to the teachers who cannot reach them, constant reminders of failure. So they end up in prison, an inevitable stop on the path of failure.

Acknowledging that all human beings have similar needs, the TLE™ encourage the bonding process through the formation of platoons who work through the program together. The TLE™ use the bonding strategies that all social organizations, including gangs, use. Staff make sure groups are consciously mixed to include all ethnic groups, monolingual with bi-lingual inmates, even the conscious mix of various gang memberships, when known. There are no “gangs” in the TLE™. Gang activities are officially prohibited and sanctioned if discovered. Membership in the TLE™ requires adherence to shared values that support all in the environment to succeed, and active involvement in all community activities.

Instead of Crips and Bloods, platoons give themselves identities like: Eagles, Wolf-Pack, Top Dogs, Dog Pound, Golden Touch, etc. The shared values are reinforced in cadences sung while marching, in all activities throughout the day, school, work, meetings and group sessions. Members and the quality of life are evaluated in daily community meetings according to clearly articulated standards. In short, the TLE™ are environments specifically designed to get members *moving in preferred directions*, that is, back to society with the knowledge, skills and abilities to succeed on their own.

There are no apologies for the conscious structure, discipline and rigid standards of the TLE™. Participants are sentenced offenders. If not in the TLE™, they would be incarcerated an average of 22 months for low-level, non-violent crimes. They are drug addicts, small-time dealers, “crack-heads”, alcoholics and convicted criminals, interrupted early on their downward spiral to failure. They are only marginally educated and have few life-skills that are basic to even minimum wage employment. They need to learn strategies that can help them manage in a society that has rejected them. They need to change their demeanor, behavior, dress, speech, beliefs and feelings if they are to make it in the society that rejected them when they were children and will welcome them even less when they are ex-offenders. Therefore, they must learn to deal with pressure.

If they do not actively participate in all activities according to the standards set, they are removed. They do have a choice to volunteer or refuse, though the reward for participation is a powerful motivator; early release from prison is a huge “carrot”, not available through any other program. While it seems to make sense to volunteer in order to go home early, there are some who refuse the program, believing it to be too demanding and difficult.

One tenant of the 12 Step model of recovery is that an addict needs to “hit bottom” before recovery is possible. In other words, things have to get bad enough for them to see that their life is a mess, “*unmanageable*,” and that they have not been able to stop drinking/using no matter what they tried before. Those who feel the pain of “hitting bottom” are ready to change and, while perhaps resistant at first, embrace the principles of the 12 Steps to Recovery and begin their journey to sobriety. The TLE™ are intended to “raise the bottom” for those who enroll, to teach members how to deal with “life on life’s terms.”

There are many for whom even prison is not a low enough “bottom.” This is why so many try to adjust to prison life by reproducing the structures, rituals, practices and dynamics of the projects, environments with which they are familiar and comfortable. DENIAL is a powerful blinder and a source of comfortable unconsciousness to those who fear change. Even Robert Downey, Jr., when found in possession of cocaine at the Merv Griffin Resort in California just four months after his release from prison in 2000, is caught in DENIAL. Friends of his expressed their hope that he had finally “hit bottom.” Imagine that, “bottom” in a luxury resort! Incarceration did not do it for him. He was quoted in a fan magazine as saying incarceration no longer held the fear it had for him. He learned from his first incarceration that he “*could do time*.” What a tragic outcome! His situation is sadly predictable. His father gave him his first “joint” when Junior was just eight years old. They shared many similar father/son moments.

Most people, not just Dr. Berne’s “paying clients” resist change. Change is hard for everyone. The TLE™ do their best to make sure “the heat is on” and make participants aware of their own discomfort with continuing the way they are. While sometimes criticized by critics because of the strong emphasis on self-discipline, the TLE™ are not designed to be comfortable. No one changes when comfortable. Change begins when one is sufficiently uncomfortable enough to want to do something different.

Environments For Change In Prisons

Since 1979 in New York, and in other state and local correctional programs since 1982, the TLE™ have been offering offenders an opportunity to learn how to take control of their lives. This experience has provided evidence that the statement, *“if you give man the right environment, he will behave favorably,”* has much to offer policy makers in the treatment of offenders. Even among the most hardened criminals, their environment, including the one shaped by the corrections system, influences their behavior, both positively and negatively.

The illustration on the accompanying page symbolizes the Standards to which anyone who chooses to live or work in the TLE™ is asked to commit.²² The fruit represents each individual who makes a commitment to learn to be the best they can be and to share their unique gifts and strengths with the community. The bowl represents the Standards that support people living in the TLE™. Participants are asked to commit to these Standards during orientation and they are posted on the walls of day rooms to remind everyone in the environment of their commitment. In order to maintain a “clean”, healthy environment, each day during Community Meetings participants evaluate their progress according to these Standards. They are:

COMMUNITY STANDARDS

The Community is healthy when members:

1. Support our purpose, rules, goals and activities.

Members abide by the rules of the program and facility rules.

2. Speak and act supportively.

3. Acknowledge others.

Demonstrate respect, care and concern.

Accept what is being communicated as true for the speaker at that moment.

4. Fulfill their contracts and keep their agreements.

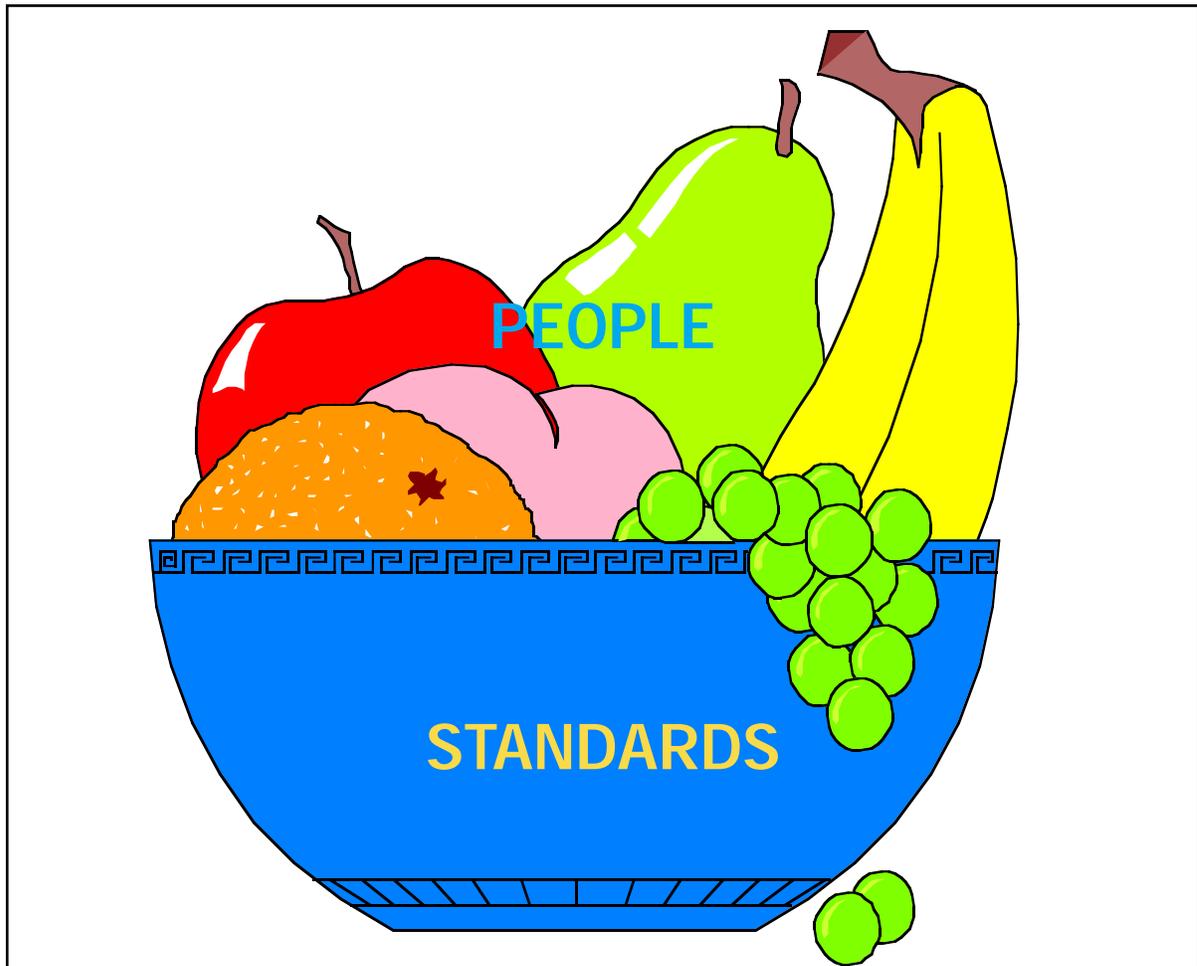
Make only agreements that they are willing and intend to keep.

Communicate any potential broken agreement at the first appropriate time.

Clear up any broken agreement at the first appropriate opportunity

5. Communicate any problems, at the first appropriate opportunity, to the person who can do something about it.

ENVIRONMENT SUPPORTS WILL



6. Are effective and efficient.

Do more with less.

Complete tasks with excellence, on time.

7. Have the willingness to win and allow others to win.

Members confront images constructively.

Feedback is specific and behavioral. (S.M.A.R.T.)

8. Focus on what works.

Look for solutions.

9. Agree to agree, work for resolution.

When in doubt, check feeling tone. ²³

Community standards were first written for the Network Program in 1979 by the first group of staff to attend training for the program. The first group of inmates participating in the program at Mid-Orange Correctional Facility in 1979 also wrote a variation of these same standards for the inmate program. The standards were revised and tested in those early years of Network and formalized as written here in 1983, after core staff attended their first workshop on Synergetics in December 1982.²⁴ Fuller influenced the development of the Standards as written here. While they closely mirrored the standards already in existence for Network, the decision to adopt these standards reflected the staff's commitment to learn and apply Synergetics in their work. Staff and inmates participating in Network, Shock and the DTC are introduced to these Standards during training and make a commitment to do the best they can to live up to these standards as role models in the TLE™.

Community Standards are posted on the wall of the community meeting room and are reviewed by inmates in a daily community meeting. They evaluate themselves both individually and as a group, and give feedback to each other on how they are doing to meet the standards. Daily structured meetings occur throughout the six months of Shock or the 90-days of the DTC. In addition, inmates are evaluated by staff in five areas daily, by Drill Instructors, Network officers, Alcohol and Substance Abuse Treatment (ASAT) staff, teachers and work crew supervisors. The TLE™ emphasize setting and maintaining standards of performance to maximize success. This is also consistent with Glasser's Control Theory, another important foundation of the TLE™. Glasser believed that in order to feel worthwhile, one must establish and live up to consistent standards of behavior.

The key standard of the nine is the second one: Speak and Act Supportively. Standards three through nine are instructions on "how to" practice Standards one and two. Standard 2 is based in Fuller's philosophy of commitment to precise language, to speaking and acting only with good purpose. Standard 2 is consistent with the conviction that all children are born geniuses and it is through language that they learn to express that genius. Rather than relapsing "*into slang cliches, slurred mouthings, blasphemy, anger, fear, or intolerance ...*" that results in "*... an inferiority complex which assumes an inability of self to attain understanding by others,*"²⁵ the TLE™ support all to experience their innate genius, thus, Speak and Act With Good Purpose Only.

A sense of self-worth and personal pride are the foundation of living a responsible lifestyle. The Total Learning Environment™ of Network, Shock and the DTC are structured to foster respect for self and others and to focus on supportive community living methods. These methods have been applied, tested and refined by staff and participants over time and codified into the set of community standards presented here. Program objectives have been grouped into three basic areas: 1) responsibility for self, 2) responsibility to others, 3) responsibility for the quality of one's life. In order to make responsible decisions, individuals must consider their own wants and needs, not just the needs they have been taught are “appropriate.” They also need to be accountable for the effect of their behavior on others and on the variables of the situations in which they find themselves.

As with all effective communities, members must adhere to rules and standards. If rule breaking is detected, the community reacts. Peer confrontation groups are used in the TLE™ to deal with negative attitudes of participants. The strength of peer groups is in the lack of authority-based, coercive feedback to inmates. Peer groups provide unique, relevant perspectives on the consequences of dysfunctional behavior, while suggesting positive alternatives to that behavior. This only works in the context of a caring community.

“The pressures of the group, accepting, yet confronting, interpreting, pointing out, suggesting modifications, understanding and facilitating problem solving will be a different reaction from the authoritarian suppression he has hitherto provoked, and he may come to see that for him also there can be the possibility of a shift of behavior roles in this different type of society. If he continues to act out, then the community imposed sanctions mount in parallel with his misdemeanors until it becomes clear that he must change his pattern if he wants to stay or if he wants to continue in his old ways (and he is welcome to do so) --he must leave.”²⁶

Staff of the TLE™ are expected to teach inmates successful life-coping skills, thus expectations are not as high for month one as they are for month three or six. By month six, the expectation is that inmates will have had the opportunity to learn from role models who operate according to consistent, clearly articulated standards. The inmates evaluate their own behaviors and those of their peers according to the community standards and offer feedback to each other in daily community meetings throughout their participation.

Treatment Models

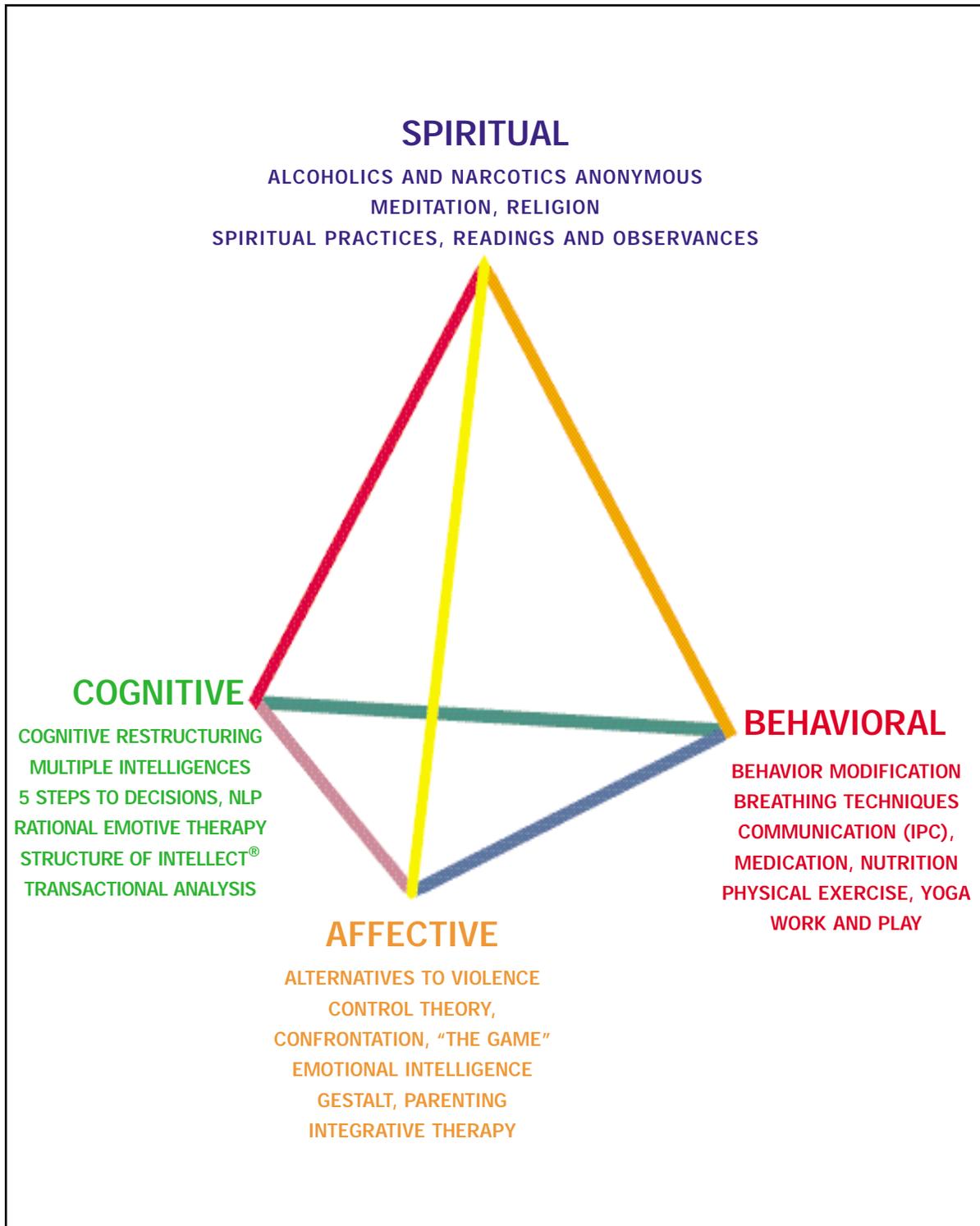
There are many models that address addiction. They are generally grouped in categories labeled Affective, Behavioral, Cognitive and Spiritual. Models listed on the facing page are grouped under their primary focus, though often include other aspects. The TLE™ integrate *tools* from all four dimensions. The TLE™ are wholistic environments based in the Universal Principles Fuller discovered, and are structured to support the Physical, Mental, Emotional and Spiritual dimensions of all who participate, staff and inmates alike. Staff training includes an overview of the models listed here, with in-service training to reinforce skills. The TLE™ are designed to teach individuals how to live full, healthy and happy lives, as people of worth, in harmonious relationships with others. In the independent study guide for the School of Health and Human Services, Columbia Commonwealth University, Chapter V: The Wholistic View introduces the systems approach as requiring that one account for *“interrelations of a great number of ‘variables.’”*

²⁷ It is clear from the overview of the problem presented here that addiction is indeed a problem encompassing *a great number of variables* and cannot be approached from only one dimension. Addiction disrupts a person’s ability to think, feel, function and relate to others.²⁸

Physical/Behavioral

The “disease” model approaches addiction from a chemical, genetic perspective, a physical weakness or flaw, leading to a breakdown of the physical body. Traditionally, this approach often includes chemical interventions. The use of medications to control symptoms has been in and out of favor over the years and is once again popular as a treatment intervention. Prozac and other anti-depressants have recently become widely used in the treatment of depression associated with addiction. Welbutrin is used in the treatment of smokers withdrawing from nicotine. Anti-depressants often have a positive effect on addicts. Physical interventions are vital, especially in cases when a physical pre-disposition to addiction is documented. Problems develop when the physical basis is addressed exclusively. For example, methadone was introduced as a “cure” for heroin addiction. While methadone did interrupt the “high” of heroin users, eventually, street level dealers and addicts started selling their methadone when they learned that those not addicted to heroin “got a high” from methadone. Street clinics had to regulate distribution, watching offenders take their methadone in front of health care providers.

MODELS OF TREATMENT



Research documents the chemical basis of addiction, its effects on the brain, and stresses the importance of the search for chemical treatments that can increase the availability of free dopamine in the brain by blocking the dopamine transporter (DAT) in the same manner as cocaine.²⁹ Advances in technology make it possible to directly study the effects of drugs on the brain and can now show the impact of treatment on the brain as well. Brain scan illustrations also point to the positive effect of affective, cognitive and spiritual models of treatment on brain chemistry. The article referenced here, also quoted by Madeleine Nash in **TIME** noted that “Dopamine can be elevated by a hug, a kiss, a word of praise or a winning poker hand — as well as by the potent pleasures that come from drugs.”³⁰ This is a key to why programs like AA and NA have been so consistently successful over the years. Those models involve informal peer group counseling and support, a shared experience based on equality.

Nash’s article concludes by reporting that, “... one of the most hopeful messages coming out of current research is that the biochemical abnormalities associated with addiction can be reversed through learning.”³¹ In a presentation about the Volkow (et al) article to the National Corrections Conference On Substance Abuse Testing, Sanctions and Treatment,³² Eric Nestler showed additional slides of brain scans after treatment of cocaine addicts which showed marked differences after treatment from the 17 research subjects before treatment scans. The post-treatment scans were virtually indistinguishable from the brain scans of non-users.³³

Physical conditioning and exercise are other strategies designed to intervene in the habits of addiction. Depression is often highly correlated with addiction and the brain scans of depressed people are similar to those susceptible to cocaine addiction.³⁴ Physical exercise is an important component of any good treatment program, as one of the most effective antidotes to depression. Addicts notoriously neglect their health. Physical exercise is a valuable tool in regaining and maintaining health. Equally, attention to nutrition and healthful eating is important in treating addicts. Many have not eaten regularly when they enter treatment programs. Their health is poor, teeth decayed and rotted, they are physically depleted from poor nutrition. Many are addicted to sugar as well as other mood-altering substances. One way to identify a heroin addict in prison is to note how much sugar they consume, in milk, coffee, on cereals, even on potatoes, eggs and corned beef hash. Heroin addicts crave sugar. In order to

educate them about the effects of sugar, muscle testing is used to demonstrate craving as addiction and to show how sugar affects the body, depleting energy and strength. Good nutrition and teaching the importance of eating properly is an important tool for supporting habits of recovery.

Behavioral techniques support addicts to learn new habits and skills. AA and NA urge that people in recovery change People, Places and Things. The behavioral cues in their environment: walking down the street in an old neighborhood, standing on the old corner where they used to score, smells, sights, sounds, can all “trigger” physical craving for their drug of choice. Physical changes and medication alone are not enough. Most addicts return to their drug of choice without other treatment.

Mental/Cognitive

Cognitive based models address addiction as a problem in thinking. The problem solving skills of addicts are poor, there is a great deal of evidence for that. Indeed, denial is one of the strategies most frequently employed by addicts to avoid having to take responsibility for their addiction. Addicts need to learn to think clearly and make appropriate decisions. They spend their lives rationalizing and justifying their addiction and can provide ample theories and excuses for their plight, full of “psycho-babble”, designed to convince listeners that they cannot help themselves. The more intellectual and articulate the addict is, the more elaborate the justification for using. They will latch on to the latest theories, learn all the favorite language of the treatment staff, and use it with great eloquence in defense of continuing to use. Addicts are not unintelligent, just motivated by their craving for their drug of choice. In treatment programs their justification and rationalization is called, “*Stinkin’ Thinkin’*”.

The five Step Decision making model provides a framework for thinking, a structure, teaching people *how* to think for themselves, not *what* to think. These steps teach participants how to separate facts from feelings, to visualize desired outcomes, to think creatively, a simple method for evaluation and how to develop an action plan, with goals, strategies and tactics. Addicts, like most people, both resent and are relieved by being told what to think. Their resentment offers them a basis for an argument, thus they need not be concerned about con-

fronting real issues that compel them to use. A “benefit” of being told what to do is that they can always blame the advisor when things do not work as they hoped. The five step method eliminates resentment and encourages responsibility. Other Cognitive approaches to treatment of addicts include such models as Cognitive Restructuring, Reality Therapy, Control Theory, Decision Making, Transactional Analysis, (TA) Inter-Personal Communication, (IPC) Neuro-Linguistic Programming, (NLP) and Education programs. When combined with models that include examination and acceptance of feelings and the emotional components of addiction, Cognitive models are effective tools for learning to control thinking. Rational-Emotive Therapy, (RET) is one example of a combination of Cognitive and Emotional models of change.

Emotional/Affective

Addicts do their best to avoid feelings. They are usually in so much emotional pain that they spend most of their energy in denial of feelings, avoiding genuine responses. This means that both pain and pleasure are diminished. While the desire to avoid pain is understandable, by avoiding their full range of feelings, they eventually reduce their ability to feel anything at all. Because of this desensitization, the only time an addict feels anything is when he or she is using their drug of choice. Alcohol and barbiturates numb feelings and “bring them down.” Cocaine, amphetamines and similar drugs, “speed them up.” Heroin and other opiates trick them into a feeling of well being. All are short lived however, and potentially lethal.

Addicts’ emotions are out of control. There is some indication of a low tolerance for pain which supports their emotional justifications for using. Relationships are a mess, physical, mental and/or emotional abuse are not uncommon in case histories. The range of feelings expressed is generally narrow and reactive. Addicts use drugs, including alcohol as a means of avoiding, numbing and denying feelings.

Affective models support understanding and control of feelings. Gestalt therapy, Rational Emotive Therapy (RET), Rebirthing, Confrontation and group process models address the Emotional and Social issues of addiction. RET includes a Cognitive aspect as well as a method for recognizing, confronting and learning to deal effectively with feelings. Learning how to recognize and deal with feeling drug-free is key to healing and recovery.

Spiritual/Wholistic

Some treatment approaches have a primarily Spiritual basis for their philosophy. Alcoholics Anonymous, the single most widespread approach to addiction, is based in spiritual principles. With phrases like “... *power greater than ourselves ... God as we understood Him ... moral inventory ... prayer and meditation ... spiritual awakening ...*”, there is no doubt of the Spiritual basis of the philosophy. As the most widely known, most consistently used, successful intervention program for addicts for more than 65 years, the Spiritual foundation of Alcoholics Anonymous and later Narcotics Anonymous has proved to be remarkably effective.

Yoga, martial arts, meditation, philosophy, Pastoral Counseling and formal religious groups are Spiritual approaches to the treatment of addiction. Spiritual approaches to addiction may include religion, but are not limited to formal religious practice or observances. It is a mistake to confuse religion with spirituality. Religion is a formalized system of worship. Spirituality has to do with the invisible, weightless essence of what separates human beings from other species on the planet. Ignoring the Spiritual dimension of humanity denies the very essence of that humanity.

Humans are more than physical, more than a collection of thoughts, ideas and feelings, more than the sum of their parts. Physics, metaphysics and Synergetics offer a scientific perspective on spiritual principles.

“Human organisms are systems. They are complex but very important systems of energetically operative integral tools In undertaking our critical-path development of a practically realizable means of bringing about all humanity’s spontaneously realizable escape from fearfully ignorant self-destruction ... —we are being taught ... to immediately ‘undertake the greatest task with thorough commitment to every detail.’”³⁵

In Fuller’s mind, *the greatest task* was the well-being of all humanity. He was convinced that *“the larger number of humans I undertook to serve, the more effective I became, wherefore I concluded that if I committed myself to serving everyone, I would be optimally effective.”*³⁶ The primary goal of the TLE™ is to help participants become *optimally effective*, by serving the largest number possible.

A Wholistic Approach

The wholistic design of the TLE™ is synergetic, resulting in effects unpredicted by the results of any one or more of the discrete components used alone. Again, Fuller's definition of synergy is "*—behavior of whole systems unpredicted by the behavior or integral characteristics of any parts of the system when the parts are considered only separately.*"³⁷ The tetrahedron provides the structure for the broad context for inclusion of specific content (*tools*) employed and offers a model for planning, evaluation and course correction through continuous feedback. The TLE™ are constantly being studied, evaluated and improved based on the most up-to-date information available, yet hold their integrity because of the simplicity of the design.

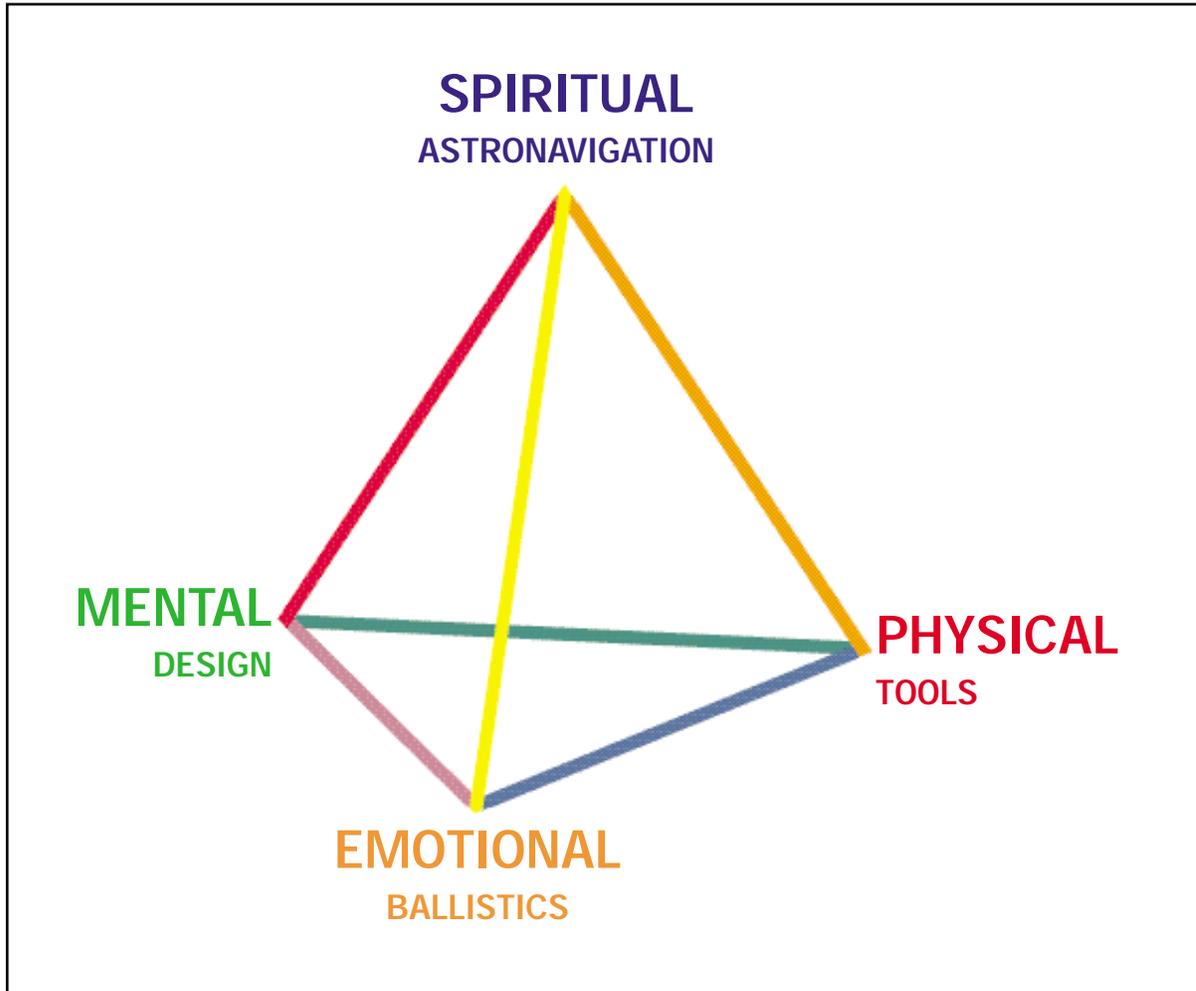
Jan C. Smuts, whose habits, disciplines, broad-based studies, personal history and thinking parallel Fuller's, discussed the elements of wholism similarly. His basic tenants of wholism are cited in *The Versatile Independent Scholar* as:

*"... a natural tendency found in a wide variety of systems—biological, social, cosmological, and others for the evolution of ever larger and more complex wholes, ... (which) cannot be fully comprehended through analysis of their parts. ... the whole is somehow, perhaps subtly but profoundly, greater than the sum of its parts."*³⁸

Such observations by Smuts, Crews and other proponents of a wholistic approach provide external validation for the effectiveness of a design based in synergetics. They use the term wholism to describe the Synergetic factors Fuller identifies in his Critical Path Design. The TLE™ address addiction from the perspective of its impact on the whole person in relationship to self, others, the world and Spirit, something beyond humanity; or for those who do not believe in "*a power greater than ourselves*", a system of values and beliefs, however one chooses to address the comprehensive design of Universe.

The following section specifically outlines how the TLE™ apply the combined sciences of Navigation and Ballistics in the operation of the program, following the guidelines Fuller established for what he named a Critical Path, "*an exhaustive list of all that has to be accomplished in order to arrive successfully at a given objective theretofore never reached.*"³⁹ Addiction and offender treatment certainly challenge one to sail through uncharted territory, to explore new horizons in hopes of accomplishing a most elusive objective.

A WHOLISTIC APPROACH TO TREATMENT BASED IN THE COMBINED SCIENCES OF NAVIGATION AND BALLISTICS



*ENVIRONMENT TO EACH MUST BE
ALL THERE IS, THAT ISN'T ME*

...

*IT SEEMS TO BE YOU MAY BE ME
IF THAT IS SO THERE'S ONLY WE*

- R. Buckminster Fuller

Astronavigation, Vision

The ability to hold a Vision of what one intends to accomplish is critical. Vision is the governing mission statement for any process. Any venture, program, initiative, must have a Vision, a mission statement, a clearly articulated purpose in order to accomplish goals. Everything flows from Vision. When veering off course, Vision provides the direction for course correction. It follows from this premise, that if something greater than humanity is responsible for the cosmic design, “good” and “bad” have no place in the design, since they are limiting, human concepts. This principle governs the philosophy of the TLE™, DOING LIFE! and SMART Choices!

This Vision, the connection to the essential Spiritual nature encoded in humans’ DNA, is the basis for the Design, Operations, methods, (Tools) evaluation and communications (Ballistics) flow. Shock and Willard are both centered in the original *Network Philosophy*. Prominently painted on the walls, every inmate in these programs reads it aloud formally at the beginning of Community Meeting every day. They walk past it to go in and out of their housing units; it is painted on the walls of the visiting rooms and of the gymnasiums or multi-purpose rooms. Wherever inmates and staff go, they are reminded of the Vision the program holds for them. The philosophy reads:

NETWORK ... SHOCK ... WILLARD IS:

- * A POSITIVE ENVIRONMENT FOR HUMAN DEVELOPMENT IN A CARING COMMUNITY WHERE MEMBERS CAN HELP THEMSELVES AND EACH OTHER. STAFF AND PARTICIPANTS WORK TOGETHER TO ESTABLISH AND MAINTAIN POSITIVE, GROWTH-FILLED ENVIRONMENTS WITHIN PRISONS. COMMUNITY MEMBERS FOCUS ON CHANGE AND CONFRONT ATTITUDES WHICH ARE DESTRUCTIVE TO PARTICIPANTS AND THE LIFE OF THE PROGRAM.
- * A PLACE TO SET GOALS AND PRACTICE BEHAVIORS WHICH LEAD TO SUCCESSFUL LIVING.
- * A DISCIPLINED LIFESTYLE BRINGING A PROCESS FOR EXAMINING ATTITUDES AND VALUES AND FOR LEARNING TO DEAL WITH STRESS.
- * A CHANCE TO CHANGE, TO CONFRONT MISTAKES AND ACCEPT RESPONSIBILITY FOR OUR LIVES.

What is a positive environment for human development? It is one that allows for give and take among members, provides them with opportunities for growth, with rules that are reasonable and function to support all to succeed. A positive environment implies that each member take responsibility for the quality of their participation and for the community in which they live. A caring community is reflected in communication that is respectful, honest and compassionate, but nonetheless direct and focused on change. The programs believe, "People who care don't let you off the hook"⁴⁰ and expect members to be accountable for their actions and to be held to standards that support the accomplishment of the Vision.

Holding the Vision that all people, regardless of circumstances, are capable of learning and growth, and that making mistakes is an inevitable part of the learning process, is fundamental to the design of the interventions discussed here. The TLE™ offer offenders the opportunity to learn from mistakes, teaching them that mistakes are a natural part of learning, not simply evidence of failure. Since most addicts and offenders have made mistakes serious enough to warrant incarceration, it is important to help them make the distinction that paying a price for violating society's laws is a fact of their lives. They may not be able to change those facts, however, they can always determine how they feel about, and what they do to respond to those facts. The only thing that limits them is their attitudes. One of the slogans used in DOING LIFE! and the TLE™, borrowed from *SuperCamp*® is:

FAILURE IS THE INFORMATION I NEED TO SUCCEED

This philosophy is reinforced throughout every aspect of the TLE™ and the DOING LIFE! curriculum. There is no use "beating up" oneself over failure, rather, learn from it, use it and move on. This is as challenging a concept for staff to believe as it is for offenders. Staff actively contribute to the quality of life in the TLE™ by upholding and reinforcing the Community Standards and leading by example. Staff are not participants, nor are they expected to share personal information with participants. This is not the Maxwell Jones school of therapeutic communities, where the goal was to minimize the authoritative relationship between medical staff and patients.⁴¹ The TLE™ operate in prisons and prison rules must be followed. Security is paramount in prisons and the first responsibility of all staff. Sharing personal information with inmates is a breach of security that can lead to serious, even dangerous situations.

Design, Operations

The TLE™ are designed for a particular group of offenders, selected according to specific legal criteria and screened for suitability for early release. The two TLE™ principally cited here, Shock Incarceration and the Willard Drug Treatment Campus, each target a specific, select group of offenders. While both TLE™ have a basic program Design in common, modifications account for differences in population served and the goals of the enabling legislation. For example, the enabling legislation on Shock Incarceration, passed in July 1987, says:

“Certain young inmates will benefit from a special six-month program of intensive incarceration. Such incarceration should be provided to carefully selected inmates committed to the State Department of Correctional Services who are in need of substance abuse treatment and rehabilitation. An alternative form of incarceration stressing a highly structured and regimented routine, which will include extensive discipline, considerable physical work, and exercise and intensive drug rehabilitation therapy, is needed to build character, instill a sense of maturity and responsibility and promote a positive self-image for these offenders so that they will be able to return to society as law-abiding citizens.”⁴²

Originally, the targeted pool was to be young inmates between the ages of 16 and 24 years old, as was generally the case in “boot camp” type programs around the country, however, the upper age limit of this pool of offenders has been increased over the years, first to 26, then to 29, to 35, and in 2000 to offenders who have not yet reached their 40th birthday at the time they are received in the system. All other criteria have remained the same. New York State sentences of incarceration are generally indeterminate, that is judges set both a minimum and maximum term at sentencing. To be eligible for Shock Incarceration, offenders must be within three years of parole eligibility at the time they are received in the system. Therefore, while they could have been sentenced to a longer minimum, with jail time credits factored in, may be considered for Shock if the minimum term left to serve does not exceed three years. In every case, the criteria requiring that the term be for a non-violent felony is mandatory. As long as offenders meet the legal criteria, selection is solely at the discretion of the DOCS. In no case does a judge sentence an offender to Shock Incarceration. Thus, offenders who meet all legal criteria but have a questionable criminal history, may not be selected.

Additionally, to be eligible for early release, offenders must successfully complete all aspects of the program. Successful completion includes passing five weekly evaluations in each program area. The evaluation system is explained here in the Ballistics section and is performance based. Shock Incarceration grew from one facility with the capacity for 250 young men, to four correctional facilities with the capacity for 1,300 offenders, including beds for 120 women. All offenders who are eligible and suitable for early release are allowed to participate. Program evaluation has been conducted since the program began. Results are discussed here later in this chapter.

The Willard DTC, established by enabling legislation in 1995, was modeled after the success of the Shock Incarceration program. Enabling legislation specifies:

“A sentence of parole supervision is an indeterminate sentence of imprisonment which may be imposed upon an eligible defendant, as defined in subdivision two of this section. Such sentence shall have a minimum term and a maximum term Provided, however, if the court directs that the sentence be executed as a sentence of parole supervision, it shall remand the defendant for immediate delivery to a reception center operated by the State Department of Correctional Services, ... An individual who receives such a sentence shall be placed under the immediate supervision of the State Division of Parole and must comply with the conditions of parole, which shall include an initial placement in a drug treatment campus, to successfully complete a 90-day drug treatment program. The Commissioner of the Department of Correctional Services, guided by consideration for the safety of the community and the welfare of the inmate, shall promulgate rules and regulations for the drug treatment program. Such rules and regulations shall reflect the purpose of the program and shall include, but not be limited to inmate discipline, programming and supervision, program structure and administration. These rules and regulations must be followed in order to successfully complete the program.”⁴³

An *eligible defendant* must be sentenced as a second felony drug offender, may have served one or more indeterminate sentences in the DOCS and should not have been sentenced for a violent felony as the instant offense. Unlike Shock Incarceration, there is no upper age limit for participants, nor must they pass the same stringent health requirements as those who participate in Shock Incarceration. Therefore, the physical demands of the program are mod-

ified in some cases for those offenders who are aged or infirm. All other program requirements, i.e.: intensive drug treatment, community service, academic and vocational programs, the requirements of the therapeutic community, and passing all evaluations, must be met. While release from Shock Incarceration is directly to a term of intensive parole supervision, release from the DTC may, and often does, include a period of residential drug treatment in a community based program for a minimum of six months before release to community supervision. The other major difference in the Design of the programs is that Shock Incarceration is a one-time only option while participants from the DTC may be returned to the Campus for another 90-day period in the case of parole violations. The Division of Parole may also return a parole violator from Shock Incarceration to the DTC in lieu of a return to prison for the remainder of his or her minimum. This has been found to be useful, in that a return to the DTC is generally enough of a relapse prevention option to avoid a return to prison for a longer period of time.

Participants of the TLE™ discussed here must learn how to think, to plan, to learn how to “set goals ... which lead to success...”. Thus, the Design of the TLE™ emphasizes decision making and academic classes in the context of a therapeutic community, within a military setting. The six-month schedule covers the topics listed on the facing page. The 90-day schedule, delivered in 13 weeks, emphasizes the first six steps to recovery, introduces the second six, and includes their further study in a treatment plan for aftercare. The decision-making curriculum is delivered in its entirety in the 13-week program, as is a modified version of the pre-release curriculum. All procedures and methods of the TLE™ reinforce thinking skills. Confrontation groups are held weekly in the DTC, bi-weekly in Shock Incarceration.

In addition to preparing offenders for early release, the Design of the TLE™ includes a continuum of services which continue into the community, supporting participants’ successful reintegration to society. Both the *AfterShock* program and the aftercare program for Willard DTC graduates continues the work done while in the institutional phase into the community based phase. Parole supervision, job training and placement, community-based substance abuse treatment and Network support groups are all part of aftercare services for these parolees. The best treatment and education program in the world cannot operate in a vacuum.

Shock Incarceration Program Schedule			
WEEK	Alcohol and Substance Abuse Treatment Program	Network Decision Making Course	Pre-Release
1	ZERO WEEKS OVERVIEW	ZERO WEEKS OVERVIEW	ZERO WEEKS OVERVIEW
2	12 STEPS TO RECOVERY	INTRODUCTION TO NETWORK	INTRODUCTION TO PRE-RELEASE
3	DENIAL	CONTROL THEORY	UNIT 1: PERSONAL SHOCK BUDGET SHORT-TERM GOAL SETTING
4			
5			
6	SELF HISTORY	OPERATING IMAGE	UNIT 2: SOCIAL SECURITY CARDS BIRTH CERTIFICATES, GREEN CARDS
7	STEP 1: ADMITTED POWERLESS	1. SEE SITUATION CLEARLY EXTERNAL/INTERNAL	UNIT 3: SELF-AWARENESS, SELF-ESTEEM, MOTIVATION COMMUNICATION SKILLS
8	STEP 2: RESTORED TO SANITY		
9	STEP 3: GOD, AS WE UNDERSTOOD HIM	2. I AM ACCEPTED	UNIT 4: STRESS MANAGEMENT ANGER MANAGEMENT
10			
11			
12	STEP 4: INVENTORY	3. KNOW WHAT YOU WANT	UNIT 5: DOMESTIC VIOLENCE
13			
14			
15	STEP 5: ADMITTED WRONGS	4. EXPANDING POSSIBILITIES	UNIT 6: FAMILY PLANNING S.T.D.s PARENTING
16	STEP 6: ENTIRELY READY		
17	STEP 7: HUMILITY	5. EVALUATING AND DECIDING	UNIT 7: FAMILY COUNSELING RELATIONSHIPS
18	STEP : 8 WILLINGNESS		
19	STEP 9: DIRECT AMENDS		
20	STEP 10: PERSONAL INVENTORY	6. ACTION PLAN	UNIT 8: CAREER PLANNING EMPLOYMENT SEARCH JOB APPLICATIONS, RESUMÉS
21	STEP 11: PRAYER AND MEDITATION	7: CHOOSE YOUR ATTITUDE	
22	REVIEW FIRST 4 STEPS	8: RESPONSIBILITY	UNIT 9: Targeted Job Tax Credits VOCATIONAL DEVELOPMENT ECONOMIC OPPORTUNITY CENTER
23	RELAPSE PREVENTION	9: ECONOMIC STYLE	
24	STRATEGIES FOR RECOVERY	10: PERSONAL STYLE	UNIT 10: CONDITIONS OF PAROLE AFTERSHOCK BUDGET
25		11: SOCIAL STYLE	
26		REVIEW 5 STEPS TO DECISIONS	
23	STEP 12: PRACTICE THE PRINCIPLES	INMATES LEAD SEMINARS	UNIT 11: NUTRITION AND HEALTH RECOVERY AFTER SHOCK FELLOWSHIP CENTER INTAKE
24		12: GIFT WORKSHOP AND AFFIRMATION	
25		UNIT 12: COMMUNITY PREPARATION LONG TERM GOALS GRADUATION PREPARATION	

If the only place a flower can thrive is in a hothouse of specially controlled conditions, then only those who go into the hothouse experience the benefit of the flower. While prisons are constructed in such a way as to discourage those inside from getting out, and are usually located sufficiently far from society to discourage the public from going in, it is a mistake to see them as isolated from society. Prisons are a reflection of society. Society's isolation from and fear of prisoners exacerbates the problems they face upon release. The public outcry against "free" education programs for offenders reflects this short-sighted view. If offenders leave prisons no better educated than when they arrived, how can they get jobs that will support them to live in free society? In his most recent book, *Ordinary Resurrections*, Jonathan Kozol reports an all too typical statistic. "According to the Correctional Association (of New York), there are now more black and Hispanic people in state prisons in New York than in state universities."⁴⁴ Earlier he reported,

"(NY) city spends \$64,000 yearly to incarcerate an adult inmate on (Riker's) island. It spends \$93,000 yearly to incarcerate a child on the new prison barge or in the very costly and imposing new detention center ... That's about eleven times as much as it is spending on average, for a year of education for a child in the New York City public schools during the last years of the 1990s—eighteen times what it is spending in a year to educate a mainstream student in an ordinary first-grade classroom in the schools of the South Bronx. There are countless academic studies of allegedly 'deficient' social values in the children of the poor, but I do not know any studies of the values of educated grown-ups who believe this is a healthy way to run a social order."⁴⁵

Those who work in the system, confronted daily with the "revolving door" of offenders returning to prison over and over again, continuing the cycle of defeat begun in early childhood, combat these tragic facts daily. The constant focus of the TLE™, of necessity, is on release to the community. All graduates of the TLE™ will be back in the neighborhoods they left in less than a year in the majority of cases. If they are to sustain the gains made while in the program, they must learn quickly and well the skills to remain at liberty, despite the odds against them. The Design includes aftercare and follow-up to support graduates in their communities. The results gained are evidence of the success of this comprehensive Design. Many other states and jurisdictions have come to New York to learn from the strategies of the TLE™ and have successfully adopted this model.⁴⁶

Tools

Given that the primary goal of the TLE™ is to create opportunities for change and growth, addicts need functional tools to manage their lives. Most enter the system with marginal academic and social skills. They do not have the skills they need to obtain and keep jobs. Even in this information-rich age, most know little or nothing about birth control or safe sex, so produce children they cannot care for and contract diseases that are life-threatening. They have not learned the skills to be productive members of society and need to learn about and how to use *tools* that support them. They need employment skills so that they do not have to return to criminal activity in order to support themselves once they are released from prisons. They need to be able to *“set goals and practice behaviors which lead to successful living.”*

The TLE™ are the *“navy yards”* where offenders learn to use *“both the generalized and special-case tools”* that they will take with them into the world upon release. If they do not learn to use effective *tools* that can support their success, their tools will be shivs and shanks, force and fists. It is up to those working in the system to design, produce and teach *tool-making* which is both generalized and specific and translates into the world beyond the walls, *“... operative at degrees of dimensional controls beyond that of human sight...”*, in situations *“... beyond humans’ direct ... control.”*

Whether or not they actually graduate from a TLE™, this class of non-violent felony offenders will be going back home sooner than most. No one can predict what *“rough seas”* or situations beyond their *direct control* they may head into, yet assuredly, they must know how to solve problems and handle unexpected situations. Ex-offenders are labeled. They are on parole, suspect, watched, subject to having to admit to felonies on job applications and myriad other challenges that most of society never has to consider. They face difficulty getting and keeping jobs, finding places to live, problems with child care, spouses, partners, or the lack of a support system, often overwhelming difficulties in managing simple, day-to-day tasks.

The TLE™ include academic, vocational, social, emotional, physical and mental *tools* for supporting offenders to learn skills which lead to success. The Shock program is an intensive, six-month Total Learning Environment™. Willard DTC, equally intense, with the same

methods and philosophy, is a 90-day relapse recovery program. Based in both the therapeutic community model of Network and a military model, the programs are designed to support, in the words of one graduate, **S**trength, **H**onor, **O**penness, **C**ourage, and **K**nowledge.⁴⁷

Treatment and education programs are an attempt to provide the *special case tools* that teach offenders how to live successful, law-abiding lives. Academic classes to the high-school equivalency level are offered in English and Spanish, in reading, writing and arithmetic. Offenders may be in Adult Basic Education (ABE) classes, Special Education, Pre-GED or preparation for taking the test that will qualify them for a General Education Diploma, (GED) depending on their scores at entry. Those offenders who enter the TLE™ with a high school diploma or better (approximately 15%) are tested to determine if they might qualify as a peer tutor in Adult Basic Literacy skills. If so, they are trained and supervised by Literacy Volunteers, then assigned to work with peers in their platoon who need to learn to read. Tutors work with their peers throughout the program. Those high school graduates who do not qualify as tutors work in evening work assignments on the two nights academic classes are scheduled for their platoon so no one who needs to be in class has to miss one. Often the non-readers improve as much as four or five grade levels, sometimes more, in just 12 hours of academic classes each week.

The schedule on the facing page outlines daily activities in the TLE™. From 5:30 a.m. until 9:30 p.m. every day in Shock and the DTC, offenders are taught life skills that translate to success in the community. Beginning with physical training (PT) and a run at 5:45 a.m. each weekday, (6:15 a.m. on weekends), to drill and ceremony, academic and vocational classes, physical labor, the nutritionally balanced meals they eat, Alcohol and Substance Abuse Treatment, (ASAT) community living, decision making and life skills, through parenting and relationships classes,—every aspect of the environment is designed to build strength and self-esteem. The emphasis is on community and mutual support. The focus is on learning how to live responsibly, and the true meaning of freedom.

Vocational education and work projects are designed to teach a work ethic, accompanied by real, practical skills to obtain and keep jobs. The constructive use of leisure time, parenting skills, health, nutrition, decision making and stress management are some other practi-

SAMPLE DAILY SCHEDULE FOR THE TOTAL LEARNING ENVIRONMENTS™		
Time	MONDAY - FRIDAY	SATURDAY - SUNDAY
AM		
5:30	Wake-up, Count personal hygiene, dress for PT, make beds	
5:45	Physical Training and	
6:00	Run	Wake-up, Count
6:15		personal hygiene, dress for PT, make beds Physical Training and Run
7:00	Breakfast	
7:30	Clean-up, School students' showers	Breakfast Clean-up
8:15	Morning Formation	
8:30	Community Service Work Academic and Vocational Classes or Alcohol and Substance Abuse Treatment	G.I. dorms, prepare for inspection, work in and around housing units, Religious services, Visits begin 9:30 AM, one day every other weekend
11:45	Lunch	Lunch
PM		
12:30	Return to Morning Assignment	Visits continue
3:00	Work Crews return for showers	Religious Services Phone calls (opposite visit weekend) Field Day Activities, Recreation, Personal Time, D.I. Time Showers
3:45	Academic classes and ASAT end return to dorm, prepare for afternoon program	
4:00	Community Meeting or begin Confrontation group	Community Meeting
5:00	Dinner	Dinner
5:45	Evening Formation	Evening Formation
6:00	Evening programs: Network, ASAT, Parenting Classes, Confrontation continues or other Group Sessions	Group Sessions Group Clearing Homework Prepare for week ahead
9:00	Pre-Release Classes	
9:30	Lights Out	Lights Out

cal *tools* taught to and practiced by participants in the program. Consistently, this synergistic integration of *tools* has resulted in the highest rates of success for participants than in any of the comparison groups. DOING LIFE! A Life-Skills Approach to Recovery is one such *special-case tool*, integrating several models of treatment, through the vehicles of 12 Steps to Recovery and 5 Steps to Decisions, into a wholistic, brain-based approach to successful living.⁴⁸

Participants practice the concepts taught in the treatment curriculum during daily activities in the TLE™. The context is both a military-model, based on military basic training, and the therapeutic community model pioneered in the first TLE™, the Network Program. The Network therapeutic community component of the TLE™ promotes the active involvement of participants in an environment which has as its focus their successful reintegration into society. The TLE™ encourage graduates to seek out and participate in other positive groups in their home community to continue this reinforcement. AA and NA meetings are available worldwide, have the benefit of being free and open to all, and provide a Fellowship of like-minded people as a support system to sustain gains made in the TLE™.

Substance abuse treatment and education, including vocational and academic classes, are scheduled for a minimum of 40 hours each week, balanced by community service work designed to offer some measure of restitution to society and to teach participants a work ethic and the value of service to their communities. Participants attend academic classes one day and two evenings each week, are in decision-making and life skills and treatment classes one day and three evenings each week, with group sessions scheduled for the other two evenings, from six to nine p.m. The 16-hour days are tightly structured and focused on personal growth.

Community service jobs include work for government and not-for-profit organizations where paid employment is not available, to maintain state parks, highways, cemeteries, special needs, repairing and preparing toys for distribution in a toys-for-tots program giving to disadvantaged children all over the world. Offenders also work in the facilities where the TLE™ are located for some part of all seven days each week, working on lawns and grounds, in kitchens and mess-halls, laundry, the state shop (where general supplies, clothing and materials are processed), commissary, infirmary, and in certain limited office jobs.

Ballistics

In human terms, Ballistics relates to the Emotional state of a person, both internally and in relationship to others, as they communicate. Interior ballistics relate to feelings, attitudes and beliefs; exterior ballistics relate to communication patterns. All humans need to be conscious of “staying on target”, especially when unexpected situations or events threaten to knock one “off course.” It is vitally important to manage one’s Emotional state, particularly for addicts and offenders whose drug use and crimes are often triggered by reactive emotions. The TLE™ teach participants to understand, accept and control their emotional state, to acknowledge their feelings and to decide about if, when and how they will act on them. They learn about the effect of their behavior on themselves and others and about patterns of communication in their relationships. Ballistics is the way one accomplishes the goal of “*a disciplined lifestyle bringing a process for examining attitudes and values and for learning to deal with stress.*”

Managing interior and exterior ballistics is crucial for offenders. As with Navigation, the science of Ballistics is a vitally important key to addicts learning to deal with their addiction. AA and NA use “The Serenity Prayer” as the touchstone for dealing with emotions. The prayer is so important in these fellowships, that meetings begin and end with participants reciting together, “*God, Grant me the serenity to accept the things I cannot change, the courage to change the things I can and the wisdom to know the difference.*”⁴⁹

Whether or not one believes in God, there are most certainly things that are beyond human capacity to change, i.e. day follows night; summer, fall, winter, spring follow in the same order year-after-year; growth from birth to death follows a predictable sequence. This inevitability does not stop humans from trying, successfully or unsuccessfully, to modify their environment. **Serenity** is the ability to maintain a calm, clear, state of self-control (interior ballistics). **Courage** is the commitment to take action, despite doubt, in order to accomplish an objective. Courage is, and requires management of exterior ballistics. **Wisdom** is the balance between interior and exterior ballistics. Wisdom is the ability to stay on target and maintain balance when the seas of life get rough. Wisdom allows one to maintain internal clarity and communicate effectively, no matter what the situation.

The science of Ballistics teaches the ability to respond quickly when “... *the variables enter-*

*ing into the problem of firing from a swiftly moving, steerable ship (self) at a variable steerable target ship (other) moving at unannounced variable speeds on a heaving sea ...*⁵⁰ create internal and external problems. In order to be effective, interior ballistics have to be precise, “... *the design of the gun, its bore, its length, its metallurgy, its expansion and contraction in changing temperatures, and similar factors. ... also with the design of the missile itself, with the gunpowder to be used, and with the temperature of that powder.*”⁵¹ Similarly, in order to be effective, human beings have to keep their attitudes clear and open, to be able to handle feelings and upsets that arise in the course of living. Emotional states can knock one off target very quickly. Addicts, so out of touch with their feelings and emotions, have to learn to recognize and accept their feelings before they can express them appropriately and learn to be in control of their lives, no matter what external circumstances arise.

Addicts must learn to account for the external circumstances which effect their lives, the stress and stressors that challenge everyone. They need to learn how to overcome obstacles. They need to learn how to communicate with others and to express their feelings appropriately before “firing off” at the mouth or physically. They must be able to control their impulses, no matter what is going on around them. “*Exterior-ballistics variables relate to the direction and velocity of the winds blowing between the firing ship and the target ship. ... include all weather conditions ... concerned with course and speed of the gun firing ship as well as of the target ship. ... not as numerous as the interior-ballistics variables. ... include the information regarding the relative accuracy of the previously fired missile and the swiftly calculated corrections to bring the trajectory on target.*”⁵² Humans also need to be able to cope with life’s situations without breaking or exploding, and to stay on target in relationship with others who are also “... *moving at unannounced variable speeds on a heaving sea*” of life’s challenges.

The science and disciplines of Ballistics helps one to learn how to overcome obstacles. It is important for addicts and offenders to learn to control their own interior and exterior Ballistics. Stories about historical and living people who have overcome limits and obstacles are used as examples of taking charge of one’s thoughts and feelings in the decision making and substance abuse treatment programs. Ample opportunities for “*learning to deal with stress*” are essential to the programs discussed here. Examples of the kinds of stories used in Network

decision making classes have most recently been collected in the Chicken Soup books.⁵³ The stories are valuable tools for teaching offenders—anyone—about overcoming the self-imposed limits of faulty thinking and reactive emotions. One example:

“Wilma Rudolph was the 20th of 22 children. She was born prematurely and her survival was doubtful. When she was 4 years old, she contracted double pneumonia and scarlet fever, which left her with a paralyzed left leg. At age 9, she removed the metal leg brace she had been dependent on and began to walk without it. By 13 she had developed a rhythmic walk, which doctors said was a miracle. That same year she decided to become a runner. She entered a race and came in last. Everyone told her to quit, but she kept on running. One day she actually won a race. And then another. From then on she won every race she entered. Eventually this little girl, who was told she would never walk again, went on to win three Olympic gold metals.”

“My mother taught me very early to believe I could achieve any accomplishment I wanted to. The first was to walk without braces.” - Wilma Rudolph⁵⁴

This story is one particularly useful for women, although men hear it as well. Women offenders and addicts have so internalized negative beliefs, feelings, situations and experiences that their very life force is diminished, collapsed. The strategies they learn in Shock and Willard support them to develop strength in body, mind and spirit. This is obviously important for men as well, although women generally tend more to implode, hurting themselves, while male addicts are more likely to explode, striking out at others. Gaining the knowledge, skills and abilities to take charge of their own bodies is powerful for women who have often been victimized in abusive relationships. When they learn to define what they want and how to get it, they come alive. Many of the boys and men who enter the TLE™ have been abused as well. Many have been as abused, both emotionally and sexually, as the young women who enter. The differences in coping skills,—boys have to be “tough enough” to take it; girls must be “sweet” and comply,—are taken in to account when these issues are addressed.

To help them stay on target towards their goals, offenders are evaluated in five areas each week, daily by their Drill Instructors, who work with them from 5:30 a.m. to 5:30 p.m.;

every evening by Network officers who work with them from 4:00 p.m. until midnight; by work-crew supervisors at each work contact; and by academic, vocational teachers and treatment staff, at every contact. The procedural manual identifies the purpose of the evaluations:

- * *Document progress as eligibility for program graduation.*
- * *A tool for behavioral change on the part of the inmate.*
- * *Used to recognize outstanding behavior exhibited by the inmate.*
- * *Used to trigger a review process for below average inmates.*
- * *Used to justify program expulsion when behavioral changes are not being made.*⁵⁵

Evaluations are graded on a sliding scale, accounting for the growth of participants while in the TLE™. No one is expected to enter knowing what to do and how to do it. Had they known before entering the TLE™, they would not be convicted or sentenced. Therefore, expectations increase each month the offender is in the program. Initially, the expectation is that participants will perform “*in a manner that occasionally meets the standards of the area being rated.*”⁵⁶ As they progress through the program they are expected to perform with some reminders, with few reminders and ultimately, with no reminders at all. Expected levels of performance have been defined for each stage of the program, from a low of **62** in the first month in Shock Incarceration to a high of **81** by month six, and a low of 65 in the DTC in month one to a high of 80 in month three.

The chart on the facing page illustrates scoring for participants in Shock Incarceration and is similar for offenders in the DTC. The ten categories rated in each area remain the same throughout the program. As expectations of performance increase each month, the number of points off for each minus received also increases. Weekly scores are averaged by the number of days evaluated. Staff members conduct a weekly review of their evaluations with each participant. Both sign the forms to confirm they have been discussed. Evaluation score sheets are color coded to match the hats participants wear,* to remind staff and inmates of expected level of performance. Marginal letters are sent to participants when any three evaluations fall below the expected level for the month. Scores are entered into a data base that is programmed to signal when an offender has dropped below expected level.

POINT VALUE FOR MINUS CATEGORIES, ADJUSTED BY LENGTH OF TIME IN THE PROGRAM

Month	1 st	2 nd	3 rd	4 th	5 th	6 th
High Scores	70	75	80	85	90	95
# of - Categories	- 2 each	- 3 each	- 4 each	- 5 each	- 6 each	- 7 each
1	68	72	76	80	84	88
2	66	69	72	75	78	81
3	64	66	68	70	72	74
4	62	63	64	65	66	67
5	60	60	60	60	60	60
6	58	57	56	55	54	53
7	56	54	52	50	50	50
8	54	51	50	50	50	50
9	52	50	50	50	50	50
10	50	50	50	50	50	50

Expected level for the month **50 = lowest possible score**

RATING OF EVALUATIONS

FIRST AND SECOND MONTHS OF PROGRAM - Weeks 3 thru 10

***(green evaluation form, green hats)**

Participants perform at expected level when reminded.

THIRD AND FOURTH MONTHS OF PROGRAM - Weeks 11 thru 18

***(pink evaluation form, red hats)**

Participants perform at expected level with occasional reminders.

FIFTH AND SIXTH MONTHS OF PROGRAM - Weeks 19 thru 26

***(yellow evaluation form, gold hats)**

Participants perform at expected level with no reminders.

General areas rated include: Accepting Criticism, Cooperation, Following Instructions, Military Bearing, Neatness/Cleanliness, Positive Attitude, Positive Effort, Program Progress, Respect, Time Management. Drill Instructors also rate the participant's effort in Physical Training. Work Crew supervisors rate Safety Practices. Network staff rate Personal Growth and A.S.A.T. staff rate Treatment Comprehension. All Evaluations rate 10 categories and offenders are given a plus or minus for each of the ten categories rated, according to the standards expected for the phase of the program they are in. Definitions of terms, with behavioral cues, were developed by staff early in the program in consultation with Dr. Aziz, research specialist. Staff carry the evaluations and definitions with them throughout the day. Staff training provides instruction in how to use evaluations effectively.

Because Shock Incarceration has six months to work with a generally younger population who have never been incarcerated before, a more gradual scale, increasing by 5 points each month, is used. Since the DTC is working with generally more sophisticated, somewhat older offenders, who have longer criminal histories, and must accomplish all requirements in a shorter period of time, the bar is raised higher, faster.

An appearance before the Superintendent's Evaluation Review Committee is generated if scores continue below expected level after a marginal letter has been issued. As it is understood that anyone can have a bad day, the weekly average can remain at expected level even if one fails completely on any one day. While no score ever falls below 50, because it would be impossible to meet the expected level with even one failing day if the lowest possible score were zero, note that the "bottom" is raised each month, commensurate with rising expectations for performance. There are graduated interventions and sanctions depending on the level of performance, which range from a counseling intervention, a learning experience, a reappearance before the review committee, all the way to dismissal.

Dismissal from the program means returning to prison, to serve at least the full minimum sentence. Recycle or Restart are options for those offenders who show commitment to change and request a second chance once Removal has been effected. Not all offenders are eligible for these options and in no case is it granted to someone who has escaped, attempted escape, or assaulted a staff member. Both Recycle and Restart have been found to be helpful to many who needed a more impactful "wake-up call" before making the decision to make their best effort.

“Keep Hope Alive”

Successful completion of the requirements of the TLE™ result in graduation from the program and in the majority of cases, early release to the community. Graduation is not a guarantee, participants must pass all evaluations and meet all standards to be eligible for early release consideration. In some cases, for a variety of reasons, including past criminal history, Parole may deny early release to those eligible to graduate.

For example, those offenders convicted of felony Driving While Intoxicated (DWI) offenses have generally committed so many similar offenses that they are considered poor risks for early release and are often held beyond their minimum, to serve two-thirds of their sentences of one to three years. MADD has successfully lobbied legislators to make this an offense that rarely receives early release, with good reason. Alcohol is a drug that is so easily obtained and so seductive that most drunk drivers drink and drive again. Even in these cases, DWI offenders volunteer for Shock Incarceration, knowing that the focus on treatment gives them the best option for release at their minimum. In most cases this group is eligible to participate in another treatment and work release program, for which they would not have been eligible had they not successfully completed Shock.

Upon release, all participants are required to actively participate in an aftercare program as specified by the Division of Parole, which can involve community-based residential treatment, particularly for graduates of the DTC. The *AfterShock* and aftercare programs support graduates to practice and apply the skills they learned while in the TLE™ to life situations in their own neighborhoods, in a variety of circumstances. Graduates participate in life skills training, continue substance abuse treatment and are assigned to a job developer for training and placement in jobs for which they qualify. They are encouraged to attend “90 meetings in 90 days” in an AA or NA group of their choice. The 90/90 principle is emphasized prior to their leaving the programs and is one of the strategies that is most likely to ensure that graduates stay on target toward their goal of success post-release. It is emphasized that 90/90 does not mean that once those first 90 days are up, one need not go to any more meetings, rather that it is the first 90 days that they are most vulnerable to relapse. Once they have established a “one meeting a day” routine, they are encouraged to continue it for the rest of their lives. As AA and NA say, **“7 DAYS WITHOUT A MEETING MAKES ONE WEAK.”**

When any offender, any person, learns the strategies which support them to live successfully, their vitality contributes to the quality of their own life and to those with whom they come in contact. In thirteen years of releasing more than 24,000 offenders from Shock Incarceration,⁵⁷ it is estimated that more than 37,000 children of the graduates have been affected by this program alone. In addition, younger brothers and sisters, nieces and nephews have also been influenced by their relatives who have successfully completed Shock. When those children learn the life skills taught in Shock from their parents, then that many fewer children who statistically had been more likely to end up in prison, will be contributing to society rather than becoming a drain on resources, enduring wasted lives behind bars.

As Yolanda J., a graduate of Shock in February 1990, says, these programs “*Keep Hope Alive!*” She is the parent of a son born while she was in prison, serving a sentence of 2½ to five years for the sale of one “dime” (\$10) vial of crack to an undercover police officer. Her story, as are so many others, is an inspiration.⁵⁸

Yolanda was three months pregnant at the time of her arrest at age 22, having been a crack addict for six years. It was her third arrest and resulted in her second felony conviction. At that time, Yolanda described herself as loud, defiant, angry and hostile. Her prison I.D. photo shows a hard, arrogant look to her features, a bitterness that made her look much older than her age. Her son was born in a prison hospital six months after she was incarcerated and she decided to keep the baby in the nursery program at Bedford Hills Correctional Facility⁵⁹ for the year that is allowed in DOCS. In the meantime, her attorney had learned about Shock Incarceration and started to make inquiries about her eligibility. Assured that Yolanda qualified, her attorney tried to talk her into sending the baby home to her mother and enrolling in the program. Still rebellious, Yolanda refused until an old “con” doing what is called “*life-to-life*” in prison parlance, says “*Girl are you crazy? Look around you. If I could get into that program, you can believe I'd do it. Send that baby home so you can go with him.*”

Yolanda signed up for Shock and took the bus ride “upstate” in shackles, handcuffs and chains. As she was put into platoon formation and heard the first orders from the drill instructor, she was sure she had made a mistake. She decided to toughen up, to go the familiar, defi-

ant route she used every time she got scared. She is a very strong young woman, so she was able to keep it up for three months. She resented the Drill Instructor's question "*YOUNG LADY, WHAT PART DON'T YOU GET?!*" when he corrected her defiance of the rules.

She reports that at the point where she received her last warning and was about to be removed from the program, something finally clicked into place. She stood at the end of her bunk, locked up at attention, and suddenly started to hear what her D.I. was saying. It even made sense. She began to listen. She followed orders, stopped hating the program and began to learn. In the next three months, she got her high school diploma and became a squad leader. On graduation day in February 1990, she was awarded the certificate for most improved.

Her mother refused to come to the graduation. She had been disappointed too many times before. Her mother also told her, "*DON'T! COME! HERE! I'll take the baby for you until you get on your feet; just leave us alone.*" Yolanda's only choice was to live with a relative who was still dealing crack. For the first six months she was "home", she slept on her purse so her relative's boyfriends could not steal her money. She went to work at a minimum wage job every day and stayed away from the crack on the coffee table and the cocaine being cut in the kitchen. At a "welcome home" party, when offered a crack pipe, she refused three times, each time saying, "*No thank you. I don't get high any more.*" When the "friend" persisted and continued to insist on offering the crack pipe, she finally and definitely said, "*WHAT PART DON'T YOU GET?! — The 'no thank you', or 'I don't get high any more?'*"

Yolanda eventually saved up enough money to move out on her own, proud of her 10¢ an hour raise after just three months on the job. She had met a Shock graduate, a handsome young man, at the mandatory Network meetings in the community. They began to date and she began to lead Network meetings with him. She was eventually promoted to receptionist at her day job and worked for Network two evenings a week. She learned to teach the Adkins Life Skills program to other Shock graduates and was named Adkins Life Skills "teacher of the year" in 1991. By then she had reconciled with her mother and had taken her son home to her own apartment, with her mother willingly providing child care. She enrolled in college while continuing to work two jobs and eventually graduated cum laude with a BS in Social Work.

In 1992, in a management seminar filled with corporate executives, she totally transformed the room with the power of her story, which she told with great simplicity, dignity and compelling passion. She told it all: the degradation of her crack habit; the lengths she went to "score"; her struggles with crack; her pregnancy; her arrest and incarceration; her rebellion, and her transformation. She moved the room, opening the door for others to speak from their hearts, to also be transformed. Yolanda tells everyone with whom she speaks that she knows she will have to tell her son about her drug habit and incarceration, but she says, *"I'll do it at my own kitchen table, not across the table in some prison visiting room. I'll never go back!"*

She will not. Yolanda has taken the steps necessary to ensure that her transformation is irreversible. Having broken up with her boyfriend in 1998, because he was *"unwilling to commit"*, they reconciled in 2000 and plan to marry in 2001. She refuses to settle for less than she deserves. She is unrecognizable today as that sad, depressed young woman who would be dead, or in prison for life except for her courage to accept the challenge of Shock. Based on her behavior up to 1988, Yolanda says that she knows that she would have joined the *"ladies"* doing *"life-to-life"* in prison, dressed up in high heels, makeup and prison uniforms with no place to go.

At this writing, she is the Assistant Director of the Network Program. Yolanda publicly thanks God for her arrest, which saved her baby from being a "crack baby" and for Shock, which she credits with saving her life. She says that she thanks God every day that she was arrested and incarcerated, because otherwise, she and her son would have been one more set of hopeless statistics, a crack addict mother and her crack baby. The changes she made as a result of her willingness to totally transform her life were unpredictable based on her previous history.

There are thousands of stories just like Yolanda's from the more than 24,000 graduates of the program. There are sad, discouraging stories as well. The unique theme from these stories is that even those who *"failed"* accept responsibility for their relapse and failure to remain clean and sober. They testify to how much they gained from the program. The majority of those who were returned no longer blame the system—the "man". They don't *blame* themselves either. They talk about what they learned from the TLE™ and from their inability to remain at liberty. They enroll in treatment programs and resolve to start again to succeed.

Yolanda's story is one example of Prigogine's theory of dissipative structures, which informs the strategy for creating "breakthrough" experiences for offenders in Shock. Prigogine's theory won the Nobel Prize in chemistry in 1977.

"It explains 'irreversible processes' in nature – the movement toward higher and higher orders of life. ... the theory is immediately relevant to everyday life – to people. ...It explains the critical role of stress in transformation – and the impetus toward transformation inherent in nature!"⁶⁰

Prigogine identified three properties of perturbation:

1. Irreversibility - *once a system transforms to a higher level, it does not revert*
2. Unrecognizable - *the tree does not look like the seed anymore once it has grown*
3. Unpredictable - *once crossed the line, do not know exactly what it might look like*⁶¹

The primary goal of the TLE™ is to provide offenders with the opportunity to transform their lives, to break up old, negative, self-defeating patterns, and to create new patterns of thought that are autonomous and success oriented.

"...continuous movement of energy through the system results in fluctuations; if they are minor, the system damps them down and they do not alter its structural integrity. But if the fluctuations reach a critical size, they 'perturb' the system. ... they shake it up. The elements of the old pattern come into contact with each other in new ways and make new connections. The parts reorganize into a new whole. The system escapes into a higher order."⁶²

The TLE™ are purposely designed to 'perturb' the system of participants, to "shake it up," so that they can let go of their old patterns and begin to learn new strategies for managing the demands of their lives. Prigogine describes the conditions necessary for perturbation to result in transformation, saying that steady, increasing pressure is essential. A pressure cooker is a useful analogy to understand the type of pressure that results in the desired effect. There is no time for minor fluctuations. Therefore, the TLE™ bring offenders in as a group and steadily increase the amount of pressure as they move through stages of the program. Certain critics who believe that these types of programs are too intense and potentially damaging to participants, express concern that there are no "breaks", i.e., talking at meals, to ease the pressure. Fights in prison mess halls are disruptive and often begin with angry words. Most of the

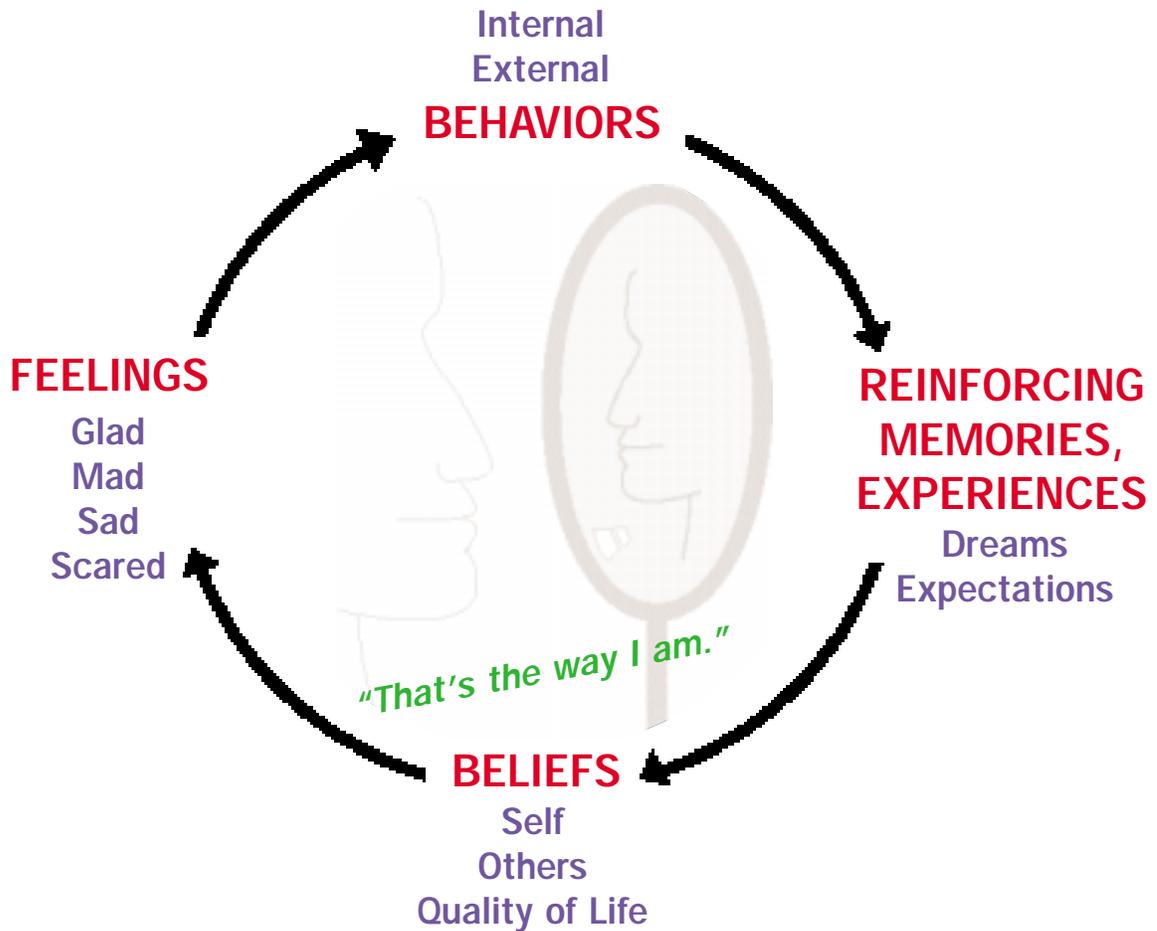
offenders in these programs have rarely sat around a dinner table making polite conversation. In the first place, many of them have been homeless, “dumpster-diving” for meals on the run, and/or using heroin and crack in place of nourishment. Practically, the schedule is tight, there is no time for a leisurely meal or conversation. Thirdly, Spiritual centers typically practice silence at meals, teaching residents to be “one-pointed”, to focus on one thing at a time. This is consistent with the 12 Step approach and is the practice in the TLE™.

Perturbation is another way of expressing the principle of Torque, the application of steady pressure to move an object forward. The TLE™ are structured to keep the pressure on throughout the residential phase, to maximize growth by breaking up negative, self-defeating habits of failure and by introducing new, life-affirming habits of success. Because all learning is based in the context of experience, the TLE™ confront the beliefs, memories, feelings and behaviors learned in the past, the person's Operating Image. This is uncomfortable and staff have to be prepared to help participants overcome their resistance to change. As stated earlier, it is out of the image that one holds oneself and others that one makes decisions and operates in the world.

The TLE™ operate from the conviction that criminal behavior is one manifestation of a functional deficit in decision making ability. That is, offenders do not always make the best decisions because the learning experiences in their lives have been misleading or uninformed. Offenders in the TLE™ have “sufficient functioning brain tissue”⁶³ with which to make decisions; however when challenging situations have presented themselves in the past, they have made poor ones. While the capacity is there, when it is time to function, they are ineffective. Therefore, their beliefs, memories, feelings and behaviors interfere with their innate capacity to make choices that lead to success. The TLE™ teach strategies for operating successfully.

Learning is influenced by the culture, family belief system and the individual's unique experiences. When these influences combine to create an image of oneself that is negative and self-defeating, thereby limiting one's ability to see a range of options, criminal behavior is one possible result. Obviously it is not the only result, nor does everyone who makes poor decisions become a criminal, or end up in prison. Dysfunction has a range of possible outcomes, all ending in failure. Enhancing the ability to make decisions, teaching functional strategies to offenders, is a primary objective of the TLE™.

OPERATING IMAGE



When you get what you want in your struggle for self
And the world makes you king for a day,
Just go to the mirror and look at yourself,
And see what THAT man has to say.

For it isn't your father or mother or wife
Whose judgment upon you must pass;
The man whose verdict counts most in your life
Is the one staring back from the glass.

...

You may fool the whole world down the pathway of years
And get pats on the back as you pass,
But your final reward will be heartaches and tears
If you've cheated the man in the glass.

- John Goodwin

Gangs To Graduates

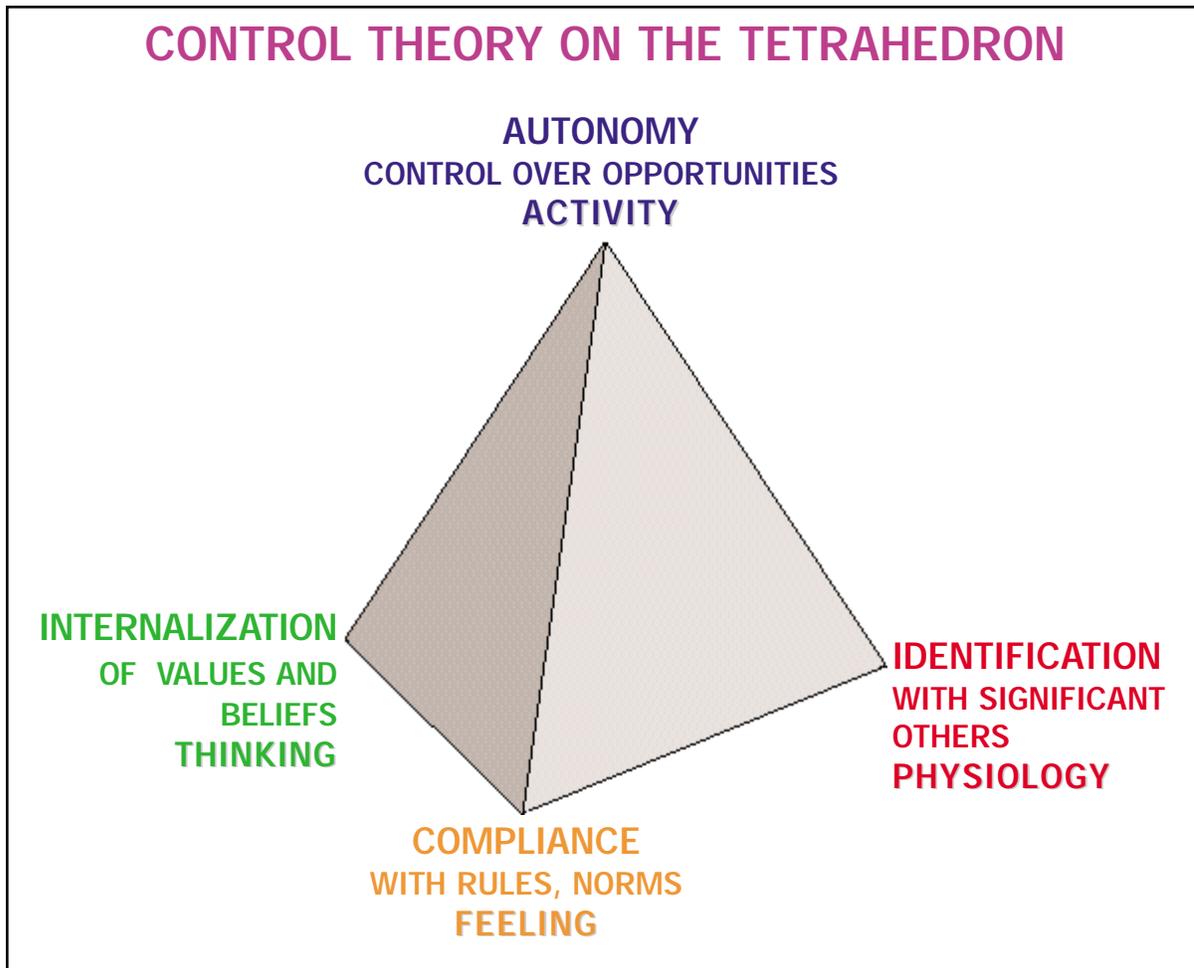
The TLE™ are founded in the belief that the permanency of changes in human behavior are dependent upon changing attitudes through the development of internal controls, initially as taught by external influences, parents, teachers, rules and limits, etc. As was the Network Program, Shock and the DTC are informed by models of social control in the methods used to bring about change. In the TLE™, the elements of social control are integrated through the Synergetic Design of the program, as illustrated on the facing page.

The four control strategies outlined by Nye represent a continuum of mental and moral development, similar to those identified by Ericson and Piaget.⁶⁴ Offenders entering the TLE™ typically represent those identified by these models as not having successfully accomplished the learning required of each stage of moral development. As a group, offenders have frequently been identified as “difficult” since they were very young children. They have often come to the attention of social service agencies, schools, community action groups, the juvenile justice system and others for their behavioral problems, long before entering the criminal justice system.

Wells and Rakin summarized the four elements of social controls on human behavior identified by F. Ivan Nye, which include:

- (1) direct control, based on the application (or threat) of punishments and rewards to gain compliance with conventional norms;*
- (2) indirect control, primarily based on affectional attachment to, or identification with conventional persons, (especially parents);*
- (3) internalized control, based on the development of autonomous patterns of conformity located in the individual personality, self-concept or conscience;*
- (4) control over opportunities for conventional and deviant activities whereby compliance results from restricted choices or alternatives.⁶⁵*

The TLE™ focus on encouraging development of the skills and strengths that support autonomy. For change to be lasting, all four strategies of the continuum must be present in a treatment program. For example, one does not learn autonomy without a healthy respect for realistic limits. Dr. William Glasser identifies the components of behavioral controls:



"... My dictionary defines behavior as the way of conducting oneself. ... I want to expand on the word way. From the choice theory standpoint, that word is important. There are four inseparable components that, together, make up the 'way' we conduct ourselves. The first component is activity; when we think of behavior, most of us think of activities like walking, talking, or eating. The second component is thinking; we are always thinking something. The third component is feeling; whenever we behave, we are always feeling something. The fourth component is our physiology; there is always some physiology associated with what we are doing, such as our heart pumping blood, our lungs breathing and the neurochemistry associated with our brain.

*Because all four components are working together simultaneously, choice theory expands the single word behavior to two words total behavior. Total, because it always consists of the four components: acting, thinking, feeling and the physiology associated with all our actions, thoughts, and feelings. ..."*⁶⁶

Compliance

The first of Nye's behavioral control models, "*direct control, based on the application [or threat] of punishments and rewards to gain compliance with conventional norms,*" is based on compliance to rules and authority. Compliance is a fact of life for people who function effectively in society. Rules are the basis of the social contract. Most people learn to follow basic rules and comply with appropriate limits. One begins to learn in early childhood that reward and punishment are based on compliance with rules. Children learn frustration tolerance when parents set appropriate limits; i.e.: how to deal with feelings and be aware of the needs of others. Those who do not learn to master frustration become miserable, demanding, unhappy adults. Compliance is a baseline, a beginning, neither the ultimate nor the only effective strategy.

Toddlers cannot run out in the street when they have appropriate boundaries set for them, such as playpens or fences, and when playing near an attending grownup. Because they do not have the ability to anticipate or understand the abstract concept of "*a car might come and hit you,*" it is up to the parent to provide protection in the form of appropriate limits. Too much or too little protection at this stage leads to doubt in one's ability to function effectively in the world. When parents fail to be responsible and are inconsistent with love and discipline, children do not learn compliance. Many offenders have reported being alternately hit or hugged for the same behavior, depending on the parent's "mood." Children cannot learn to make distinctions when limit-setting is inconsistent. Without consistency, compliance makes no sense; children cannot learn the necessary rules. This in turn can threaten their need for survival, belonging, and power over their own choices. One does not gain true freedom without a clear understanding of compliance.

A character on the 1990's television series *Homicide*, Frank Pembleton, was discussing his strict Roman Catholic upbringing as he tries to understand the mind of a serial killer whose profile indicates a Roman Catholic religious background. Pembleton wonders what went wrong as he says: "*The Brothers and Sisters taught us discipline. The rules were strict. ... but it didn't make me rebel. ... The rules made me feel important. They made me feel special. They made me feel like I was worth protecting.*"

The overwhelming majority of the men and women, who are brought through the gates to the TLE™ in chains, handcuffs and shackles, suffer from not knowing that they are worth protecting. They have learned to rebel against rules that were inconsistent or with no obvious point; against limits set by authority figures that ranged from being too harsh to completely absent, often from day to day or event to event. They have not learned to make clear distinctions between rules that are arbitrary and capricious versus those that are protective and reasonable. They could not predict the response they would receive for the same behaviors in similar situations. They do not know the difference between discipline and punishment. This is particularly true of the children of addicts and alcoholics, as many of them are. As a group, these people, Adult Children of Alcoholics or Addicts (ACOA), offenders or not, are unable to operate effectively because they never learned how to regulate their behavior based on appropriate, reasonable feedback from the adults around them.

Every experience while in the TLE™ requires that participants think before they act. Each time they speak to staff, ask a question or respond to one, they must pause to think about what they are going to say and how they will say it. They learn that the first and last word they say must be “*Ma’am or Sir*”. They refer to themselves as “*Inmate (Name)*”, not “I” or “me.” These simple strategies cannot be executed without thinking first. While some critics have labeled this discipline “dehumanizing”, in fact, the purpose is exactly the opposite. People say, “*I, me, my, mine*” without thinking about it. Offenders cannot afford to act without thinking first. They are marked, scrutinized, criticized and will continue to be, even when they are labeled ex-offenders.

Thinking before acting requires discipline. Discipline is not punishment. Discipline is the ability to perform a task to clearly articulated specifications. Addicts and offenders have problems with impulse control. The daily discipline of thinking before one speaks, eventually translates into thinking before one acts. Offenders are not a group who are welcomed back into society with open arms, by anyone other than their families, and sometimes not even then. It is absolutely essential that they learn self-control before they return to a society where they are unwelcome and the object of suspicion.

Moral development and ethical judgment are a result of a healthy respect for boundaries and compliance with the social contract, the standards for how human beings relate to each other. Rules and limits are initially imposed externally—no toddler shares gracefully at first, they are still discovering "*mine*" and do not understand that Johnny's toy is not theirs to take, even if they do want it. Throughout one's life, authority figures (parents, teachers, clergy, police, judges and others) impose and enforce the standards of the social contract. Boundaries and limits create the social order that allows freedom. Everyone at some point is subject to authority. It is the abuse of authority that becomes a problem, not the fact of authority or the need to comply with rules.

When people see limits as limitations, they become frustrated and rebellious. Learning to comply with limits, to accept and understand them is freeing. One simple example: citizens of the United States can drive anywhere they want to go in the country, as long as they obey the speed limit, follow the rules of the road, and drive on the right hand side. Driving on the left, or wherever "feels good" results in accidents and pain. Without appropriate limits, people suffer. Those who do not understand basic, appropriate rules, or refuse to follow them, flounder and become lost. If rules are too harsh, people learn cowardice, cruelty and weakness.

Some of the most damaged and dysfunctional of offenders who enter the criminal justice system are those who were most neglected, ones who were not provided the safety of appropriate boundaries. Many were abused and have become abusers themselves. It is rare to find a child abuser, who in their frustration and inability to cope, beat their children to the point of broken bones, brain injury or death, who were not themselves victims of child abuse. They know no other way to parent than the one they learned as children. They never learned that acting on rage was inappropriate, or that a strong feeling does not have to lead to a violent action, or any action at all. Suffocating their children with pillows was a way to stop their crying, not one intended to kill them. Until one learns to deal with limits, learning is impossible. One must be able to focus, to see what is there, in order to make decisions.⁶⁷

Acknowledging the importance of compliance to rules and consistent discipline, Dale Parent, an observer of boot camps and Shock Incarceration programs nationally, concluded:

“The programs we observed varied in the consistency with which rules were enforced. Where rules were less consistently enforced, it appeared inmates were more prone to test the limits of enforcement. Confrontations with staff seemed more numerous and overall tension levels seemed higher. Where rule enforcement was consistent, inmates seemed less prone to test their limits, confrontations were less evident, and tension levels seemed lower. ... In terms of molding offender behavior, consistency and accountability in expulsion practices are important factors. The offender learns that his or her actions have clear, well defined consequences: that appropriate self control will be rewarded and inappropriate behavior punished.”⁶⁸

Consistent rules that are reasonable, appropriate and equitably enforced are essential to learning and are the foundation of the TLE™. For example, the Shock program has 10 General Orders that all inmates must learn. The first says, *“I will follow all orders given by all staff, at all times.”*⁶⁹ It is therefore incumbent upon staff to ensure that orders are lawful, ethical and moral. Because the TLE™ only have three to six months to teach and reinforce these skills, discipline is a daily practice. Participants in the TLE™ learn that acting without thinking resulted in their incarceration, that criminal behavior is thoughtless, and that successful people think before they act. Since the primary goal of the programs is *“successful living”*, thinking has to be clear and intentional to achieve success.

The military components of the TLE™: drill and ceremony, military bearing, physical training, and the formal structure of those methods, create the space for offenders to stop and think before they act. Military bearing and courtesies are required of all participants. The rationale for the military discipline comes from the short amount of time these offenders spend in the programs. The goal is to get their attention quickly, support a focused effort on learning critical life-skills in a very brief period of time, while overcoming ingrained habits that have been self-defeating in the past. Military discipline provides that focus and structure.

Offenders often have a great deal of trouble with moral development, because of inconsistencies that led them to stay on the negative end of the continuum of growth and development, rather than embrace the trust, autonomy, initiative, industry and identity, that is every human being's inherent birthright.⁷⁰ The negative end of the continuum, —mistrust,

doubt, guilt, inferiority and role confusion results in defensive behavior or "games" as described by Eric Berne. By the end of the decision-making classes in the TLE™, participants have learned basic thinking skills and are able to consider the possibility that limits are simply facts of life and freedom comes from learning to take responsibility for one's own attitude and feelings, no matter what the situation. The essence of the decision making course taught in the TLE™ is that one may not always have the freedom to choose what events might happen in life, but no one, and no situation, can take away the "Freedom to Choose Your Attitude."⁷¹

The TLE™ support offenders to master the stages of moral development that they missed as they grew from infancy to adulthood. Each stage of moral development builds on the previous stage. Failure to successfully learn trust results in disfunction, therefore the developing child does not learn autonomy. Without a strong foundation of love and appropriate discipline, children do not learn the fundamental skills that allow them to be successful in their lives. As Glasser says, *"The responsible parent ... teaches responsibility through the proper combination of love and discipline."*⁷² People who understand and respect the social contract, learn how to get their needs met appropriately. Those who do not, live their lives in drama, in games. They blame others or situations for their failure to be successful and justify their failures with excuses. This forms the basis for self-destructive "games" that result in their incarceration.

The 10 General Orders are one example of appropriate limits that all offenders are expected to follow throughout their stay in the TLE™. The 10 General Orders are similar to general orders in the military, and are consistent with the Community Standards set for the environments. These orders establish the social contract for the TLE™ and are supported by the Community Standards. Together the 10 General Orders and Community Standards support the philosophy of the TLE™. The 10 General Orders are listed on the facing page.

Note that each of the 10 General Orders begin with "I will ...". While offenders are expected to use formal modes of address for themselves and others, the 10 General Orders are rules that one must personalize and internalize in order to live successfully outside of prison. Therefore, the 10 General Orders are written in first person singular and are a personal commitment on the part of each participant. Participants learn the 10 General Orders during Zero

10 GENERAL ORDERS

1. I will follow all orders given by all staff at all times.
2. I will refrain from violence and threats of violence.
3. I will not use drugs and alcohol.
4. I will tell the truth with compassion.
5. I will speak and act with good purpose.
6. I will remain alert and participate in Network during all sessions.
7. I will adhere to the Network group contract.
8. I will maintain a positive attitude at all times.
9. I will maintain military bearing at all times.
10. I will remain alert and participate in ASAT, education and recreation during all sessions.

Weeks, the first two weeks in the program. The term Zero Weeks refers to the introductory learning stage during which participants are not formally evaluated. It is a time for teaching and learning the step-by-step strategies for functioning effectively as a member of the TLE™, to learn the rules, norms and standards of the community and to get to know each other.

Staff are expected to know and follow the 10 General Orders as well, and to fairly enforce them among participants. Staff learn the 10 General Orders during training. Both staff and inmates carry S.M.A.R.T. Books as study guides with the basic terms, rules, guidelines for sessions, the 5 Steps to Decisions and 12 Steps to Recovery, and Community Standards listed in English and Spanish. They refer to these books as reminders and use them throughout their participation.

Identification

Nye's second type of social control, "*indirect control, primarily based on affectional attachment to, or identification with conventional persons, (especially parents),*" emphasizes the importance of positive role models to support changing behavior. Role models offenders emulate are often deviant, inconsistent and sadly, influential, more so than even positive role models in their own families. The music and videos they choose often depict violence and glorify deviance. Offenders too often identify certain authority figures, i.e.: teachers, police, truant and probation officers as the "enemy" while considering drug dealers and pimps heroes. In the TLE™, the goal is to turn these assumptions around. Offenders need to identify with prosocial role models and recognize the shortcomings of emulating antisocial behavior if they expect to be allowed to live freely in the larger society. They need to learn how to make distinctions between effective and ineffective models.

Offenders enter the prison system with low self-esteem. They mistrust authority and are full of doubt and guilt. They act from a self-image of inferiority and are defensive as a result. They experience role confusion because of their failure to successfully manage their lives, which has resulted in their incarceration. The TLE™ account for the fact that, for whatever reason, offenders have not successfully mastered the stages of human development that support them to get their needs met appropriately. Staff are expected to teach and model how to make effective decisions.

Like most human beings, not all staff have perfectly mastered the stages of human development. They are as fallible as any parent, teacher or other "grown-up" who believed that once they got older, they would have "the" answers. Just as adolescents rebel against their parents when they detect human flaws in them, inmates look for flaws in staff, so that they can continue to validate their beliefs that authority figures cannot be trusted. This is true of every generation, in that before one can learn from one's role models, one also tests the limits imposed by authority figures and challenges their rules. Staff need to be open to examining their own attitudes and behaviors and do the best they can to help the inmates learn the skills they need to live successful lives.

Staff are the primary role models in correctional facilities. Their attitudes and behavior influence inmates' attitudes toward change, growth, and the development of positive social norms and values. In the TLE™, staff are crucial to this model of change. They lead, teach, demonstrate, and support participants to learn the values of the program. Though not expected to be infallible, staff are expected to do the best they can to lead by example, demonstrating how to act in a variety of situations. Proceeding from an understanding that one may never reach total perfection in this life, staff are encouraged to operate from commitment to the goals and standards of the program, to model how one can learn from mistakes. The TLE™ are not "do as I say, not as I do" programs. A role model "demonstrates a way of acting." Staff must be able to demonstrate strategies that are effective and functional. Staff, regardless of rank or position, who do not model successful standards of behavior, undermine the actions of those who are committed. Drill instructors with gravy stains on their uniforms and a day-old growth of beard cannot effectively instruct inmates on grooming standards.

Because staff in the TLE™ so strongly influence results, they must be clear about the examples they set. The values of staff are reflected in their behavior, and the values they reinforce among inmates are influenced by the congruency of their words and actions. The S.M.A.R.T. rule is emphasized in every aspect of the program. Orders and directions must be **Specific, Measurable, Attainable, Realistic and Time limited.**

An officer who is out of shape and unable to do 10 pushups on a good day should not be ordering an inmate to "drop, and give me 100." To this end, staff are expected to model what is taught in the TLE™ and to demonstrate through their actions that the model works. The program also emphasizes an interdisciplinary approach to inmate instruction and supervision, to maintain consistency among the security, treatment and administrative staff. If inmates can play one discipline against another, the foundation of the program is undermined. The TLE™ are not Corrections as usual. Because of the commitment to confronting "game" behavior, it is important that the staff who are expected to model the program clearly understand the philosophy, mission, goals and methods of teaching inmates what is expected.

One important way to promote program integrity is through proper staff training. All

staff who work in the TLE™ are required to attend a comprehensive, highly structured, rigorous four-week training program that is similar to the regimen for offenders in the program. The goal of the training is to give all correctional employees, regardless of discipline, a thorough understanding of the program's concepts, goals and structure.

Training is designed to help employees better understand the offenders with whom they will work, as well as the interrelationships among security, treatment and administrative staff. *"Cops, Cons and Counselors"* and similar games have no place in the TLE™ and seriously undermine staff effectiveness. Staff training focuses on how to avoid the Games Criminals Play,⁷³ and gives employees an opportunity to increase their understanding of themselves and others. Group unity and teamwork are fostered among staff, who learn how to teach inmates to get their needs met appropriately through group dynamics and community living skills.

The course content includes all of the Network Program methods, Control Theory, elements of a therapeutic community, leadership skills, instructor development, decision making skills and how to teach those skills, the Alcohol and Substance Abuse Treatment (ASAT) curriculum, including DOING LIFE! A Life Skills Program for Recovery, Drill and Ceremony, physical training, command presence and military bearing. Training emphasizes an interdisciplinary approach so that all staff become familiar with all aspects of the program, at least understand the roles other members play in the TLE™ and learn accelerated teaching strategies. This common understanding and shared Vision is important to the effective functioning of the TLE™.

The training schedule is a modified version of a typical day for TLE™ participants, beginning with physical training each morning and concluding with community meetings each evening. Each day's instruction includes drill and ceremony and is designed to cover some aspect of the six-month treatment curriculum. As with the full inmate program, all staff training uses accelerated learning strategies. To work in a Shock Incarceration facility or in Willard DTC, staff agree to undergo this rigorous training and commit to the principles of the TLE™. It is made clear that the TLE™ may not work for everyone, but that they work most effectively when those who choose to work there are committed to maintaining the integrity of the environment. A sample schedule follows the footnotes for this chapter.

Internalization

Nye's third type of social control, "*internalized control, based on the development of autonomous patterns of conformity located in the individual personality, self-concept or conscience,*" while complex, time consuming and difficult to achieve, is most desirable to accomplish, with the greatest long term effects. Internalization flows from a clear understanding of why it is important to comply with limits, and to values learned from role models. Internalization of beliefs and values is fundamental to an understanding of one's identity and depends on one's experience, which provides evidence that certain values have a positive payoff. For example, individuals often take a position of absolute certainty that what they believe is right, when discussing religion or politics. It is very difficult to change another person's values. No one changes beliefs out of compliance, values change only when people see a clear benefit to their interests.

Participants in the TLE™ are taught that the only people they can change are themselves. They are asked to examine their beliefs and attitudes to determine if the results they are getting in their lives are satisfying and fulfilling. Through this self-assessment, participants can begin to see the need to change certain of their values and approaches to life.

Internalization deals with one's beliefs, the stories one tells oneself about what is true. Internalization requires willingness and therein lies the difficulty. Very few people really want to change their beliefs; beliefs are essential to self-image and attitudes toward life. Beliefs are challenging to confront partly because they are often unconscious. Internalization is what Hirschi refers to when he speaks of the four elements that constitute the social bond: *attachment, belief, commitment and involvement*. The social bond implies making a commitment to conventional beliefs and activities and understanding that decisions and behaviors have consequences.⁷⁴

The TLE™ seek to have participants internalize a positive, prosocial system of values designed to raise self-esteem. The programs emphasize helping offenders acknowledge how their old values and choices led to their exclusion from society and restriction of freedom. In the TLE™ participants learn experientially that positive values produce positive results—an important step toward realizing that a positive system of values is the key to changing behavior.

The decision making curriculum taught in the Network therapeutic community component of the TLE™ reinforces the principle "ENVIRONMENT IS STRONGER THAN WILL" and recognizes that social and cultural values greatly influence experiences and choices. The TLE™ are environments that support positive growth and change, making distinctions among people, places and things that influence one's behavior for good or ill. The culture is one dedicated to reinforcing involvement in positive activities. The decision making curriculum emphasizes the idea that learning from mistakes is the key to success. Stories about historical figures who experienced failures are used to reinforce this concept. Abraham Lincoln, Thomas Edison, Malcolm X, Claude Brown, Col. Sanders, Maya Angelou, Helen Keller, Flo Jo Joiner, Nelson Mandela and many others are cited as examples of people who learned from their mistakes and/or refused to let failure or limits get in the way of what they wanted to accomplish.

The underlying philosophy of the program is "The Only Failure is the Failure to Participate." Supporting that belief are other slogans that remind all that "Failure is Feedback." Signs painted on the walls of the TLE™ reinforce positive values the TLE™ hope to instill. "ATTITUDE DETERMINES ALTITUDE" reminds participants that they are responsible for how their thoughts, beliefs, behaviors and feelings affect the quality of their lives. Another sign says: "MOST PEOPLE CHANGE, NOT BECAUSE THEY SEE THE LIGHT, BUT BECAUSE THEY FEEL THE HEAT." Inmates have felt the "heat" (a slang term for guns, police, aggravation and court appearances) in many ways by the time they show up at the locked gates of a prison. While in the new environment, committed to change, inmates have the opportunity to shed a "mask" that has kept them locked up in a pattern of failure.

They rediscover the joy of learning that is natural to children. Children do not agonize over falling down when they learn to walk. They just keep going. Children do not understand the concept of failure until they are taught it by adults who themselves learned to be embarrassed by "falling down." Through experiential learning exercises, participants come to learn that they do not need to hide their failures, be ashamed of their mistakes, or defend them. It is a freeing experience for most of them, although some are so damaged from experience that the very idea of success is too overwhelming and a few ask to leave the program. Those



who stay study the 12 Steps to Recovery of AA and NA, which reinforces that the only failure is the failure to "admit" their "addiction ...defects of character ... wrongs."

Fuller says, "Mistakes are sins only when not admitted. Etymologically, sin means omission where admission should have occurred."⁷⁵ Tillich too, in his Sermon, "You Are Accepted" says, "I should like to suggest another word to you, not as a substitute for the word 'sin', but as useful clue in the interpretation of the word 'sin': separation."⁷⁶ Both address the idea of mistakes, "sins," as gaps in the whole, like the sinus, the break in a circle, geometrically. AA and NA say that the gaps are what blind people, thereby making them "... powerless over (their) addiction." AA calls these gaps "blackouts." The goal in the TLE™ is to offer the culture of recovery to participants and teach them the values new role models, called Sponsors, have to offer them as they learn to live without dependence on a substance.

Every event of the day in the TLE™, from 5:30 a.m. until 9:30 p.m., reinforce these values. Cadences sung as inmates run in the morning and march to and from work, school and programs, reinforce the message of the fun and freedom of recovery and learning. Movement in step to the rhythm of the cadences is a kinesthetic learning strategy, incorporating whole brain learning techniques to accelerate Internalization of a new system of values that have proven to be effective in successful reintegration to the community after release from prison.

Despite the value of this model of change, there are a number of challenges associated with Internalization as a treatment goal. The first and key challenge is that Internalization means just that, "internalized control, based on the development of autonomous patterns of conformity located in the individual personality, self-concept or conscience." Whether or not an individual will choose to internalize a positive system of values that are prosocial in their orientation is entirely up to the person. This process is part of human development and is influenced by familial and cultural heritage, individual interpretations, and integration of all of those factors in the environment. It is difficult to give up values learned in families of origin, however dysfunctional. External influences impact on one's daily choices. Many decisions about the meaning of events are made with inadequate information or life experience.



"Up in the morning with the rising sun. We run all day 'til the running's done."



MARCHING TO EVENING CLASSES

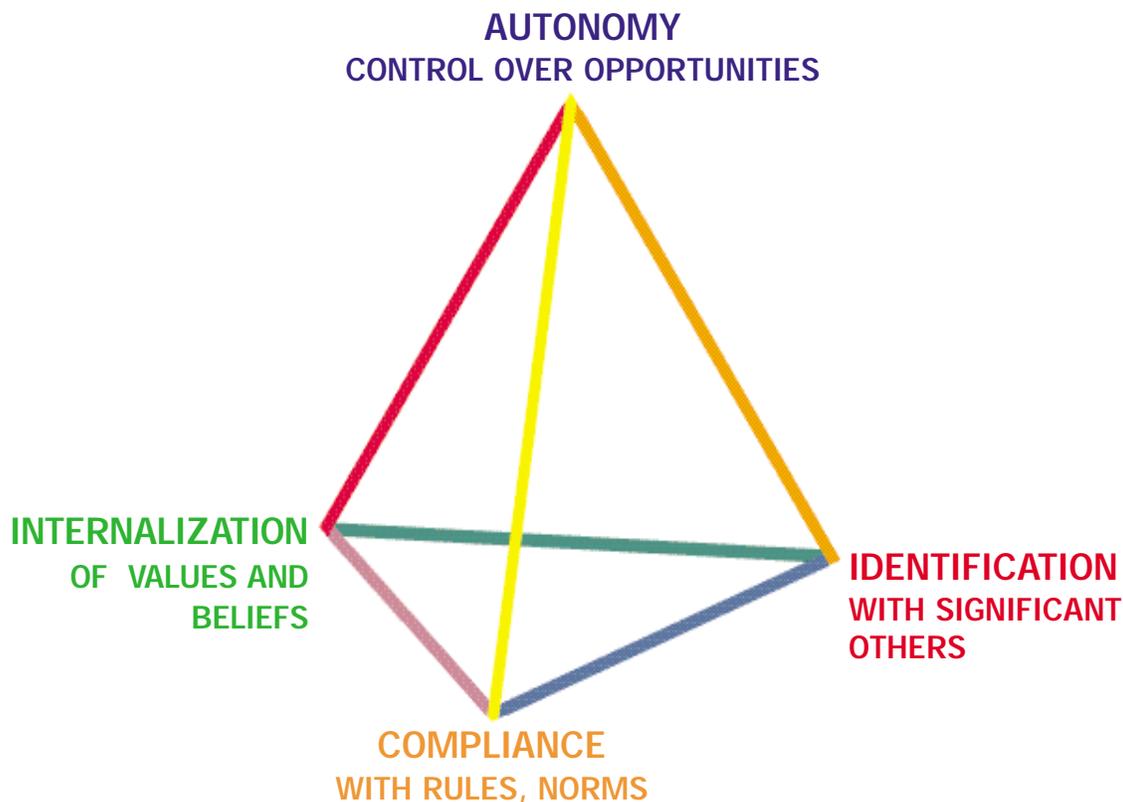
Autonomy

Nye's fourth type of social control is concerned with the integration of the first three and flows from those models of change. Autonomy implies the ability to make distinctions and involves *"control over opportunities for conventional and deviant activities whereby compliance results from restricted choices or alternatives."*⁷⁷ Individuals who have gained internal control over thoughts, feelings and behaviors, through study and practice, have a wider range of choices about how to live their lives. Autonomy recognizes that choices are determined by internalized standards of behavior, not external circumstances. While circumstances influence choices, one can always control one's response to circumstances. Autonomy is the ability to know when and how to act in any situation. It is being able to make the distinction that there may not be a "hard and fast" rule for every situation, while still knowing how to choose the best response given the circumstances. Autonomous choices are based on a clear understanding of the rules, the ways others have effectively handled similar situations, and one's own beliefs about how a person of integrity would deal with the problem.

Eric Berne describes Autonomy as *"the capacity for awareness, spontaneity and intimacy."*⁷⁸ Awareness is the capacity to see, hear and feel in present time, in the moment. Berne says most people filter their experiences through a system of beliefs taught by parents and other adults who are important influences in their lives. Beliefs are shaped by experiences and ideas taught by significant adults who influence children's beliefs about life. Problems result from inconsistency in role models.

Berne's definition of spontaneity is the capacity and *"freedom to choose and express one's feelings,"* not just the ones approved of by role models in the past.⁷⁹ *"Big boys don't cry."* is an example of a belief that limits the capacity for spontaneity. Similarly, *"Act like a lady. Young ladies don't get angry"*, interferes with the capacity for expressing a full range of feelings and results in games. Both limit the capacity for intimacy between men and women. Intimacy is the *"spontaneous, game-free candidness of an aware person, the liberation of the eidetically perceptive, uncorrupted Child in all its naiveté living in the here and now."*⁸⁰ The vast majority of offenders lost their capacity for intimacy long before they began to engage in criminal activity. They have been damaged by life experiences that have labeled them failures and continue to reinforce that belief.

INTEGRATION OF FOUR MODELS OF CHANGE



There is a dynamic tension between Autonomy and Compliance. Compliance grounds Autonomy in practical reality and is influenced by Internalization of values and beliefs as taught through Identification with influential role models. Compliance, Identification and Internalization have been placed on the gravitational vectors of the tetrahedron because they are **Specific, Measurable, Attainable, Realistic** and **Time-limited** strategies for control of self, and over one's choices. Autonomy is ephemeral, changing, immediate and intuitive, thus its placement at the apex of the radiation vectors. Autonomy is the result of the successful integration of the first three types of social control. Autonomy is the ability to envision the outcome of an act and to consciously choose an appropriate action based on one's experience, combined with the ability to "future pace", to envision how a particular response can help one reach an intended outcome. Autonomy is the ability to handle unexpected situations while *"moving at unannounced variable speeds on a heaving sea"* of life's challenges.

From Compliance To Autonomy

On a continuum from Compliance to Autonomy, with compliance to external rules as the first step, and gradually raising expectations so participants can learn to be more intrinsically motivated, they learn how to make autonomous choices and thus control their own lives. Through a gradual increase in clearly articulated expectations, inmates learn quickly and have proved to be eager to replace punishment for deviation from society's standards (expulsion, probation, incarceration) with the reward of successful accomplishment of goals they set for themselves.

It is expected that inmates will first learn from compliance to external standards, since their primary motivation for enrolling in the TLE™ initially is to earn early release, not to change their lives. Even three to six months, for a population whose primary clinical diagnosis is *"Personality (Character) Disorders,"*⁸¹ is a long time off in the future. Character Disorders are most typified by impulsive, acting-out behaviors that usually result in exclusion from society. Rarely does someone with a personality disorder seek treatment willingly. Treatment is usually prescribed by an authority figure, a truant officer, a judge, probation or parole officer. As Dr. Brown says, *"Motivating a person with a personality disorder to change his behavior takes considerable skill... In fact, among traditional practitioners the term 'personality disorder' has come to imply 'untreatable.'"*⁸² Obviously, this is not the philosophy of the TLE™. Results have shown that when one accounts for the needs that motivate these clients, it is possible to provide a program from which they can learn to operate effectively in society.

The average offender typically enters the criminal justice system for the first time as an adolescent, on probation, in trouble at school and with the courts. Their experiences result in feelings of anger, pain, frustration, fear and sadness. These feelings permeate their lives. In an attempt to ease the pain, they turn to drugs and alcohol which appear to relieve their pain, to numb it for awhile. On average, their first incarceration occurs at about age 18, though those who have been adjudicated to juvenile systems are usually 11 to 14, though may enter as young as eight or nine. They know without a doubt that they are failures. To teach this population how to live autonomously requires a Total Learning Environment™ dedicated to reinforcing awareness, spontaneity and intimacy, to teaching freedom and choice.

William Glasser, M.D., another proponent of Control Theory, said "... *to be worthwhile we must maintain a satisfactory standard of behavior.*"⁸³ In the forward to Glasser's Reality Therapy, O. Hobart Mower emphasized, "... *human beings get into emotional binds, not because their standards are too high, but because their performance has been, and is, too low.*"⁸⁴ It flows from this premise that when standards of behavior are raised, self-esteem also rises. Offenders' standards have been lowered by their lack of skill and expectations about their ability to achieve success. The core of the approach of the TLE™ is an emphasis on setting and living up to high standards of performance.

The decision-making curriculum in the TLE™ is designed to teach inmates how to get their needs met appropriately. William Glasser's approach to control theory emphasizes the impact of internal controls and how they stem from basic needs. Glasser's theory proposes that the innate drive to meet one's needs is so strong that if needs are not met in positive and constructive ways they will be met in negative and destructive ways. As Berne says, "*games*" are a result. Gangs and gang behavior are organized ways to get needs met. When gangs escalate to third degree games, someone always gets seriously burned. Inmates need to learn how to get their needs met in responsible ways, that is by avoiding games, and by not interfering with someone else getting their needs met.

It is not easy for offenders to break out of their old negative patterns. Everybody has their number— literally, their Department Identification Number. (D.I.N.) The police, their "friends" and in many cases sadly, their families expect that they should be the "same way" they were before they learned how to make S.M.A.R.T. Choices. Without a strong supportive environment, the temptation to regress to their old lifestyles and patterns is strong. An ex-offender who became an internationally renowned therapist and trainer, reported that his mother was dismayed because she was not always sure where he was, as he traveled extensively. She complained, "*At least when you were in prison, I always knew where you were.*"

Breaking old, negative patterns is the first goal as inmates enter the TLE™. Some programs and staff around the country think of this process as "breaking inmates down." This is counterproductive. Offenders entering the system, even the most arrogant and hardened, are

already broken. Their spirits are broken; their self-esteem is low; they are angry and depressed about still more evidence of their failure to manage their lives. Negative acting out is a manifestation of their low self-esteem. The last thing they need is to have their self-esteem driven lower than it is. There is a vast difference between "breaking" a self-defeating pattern and undermining the fragile confidence of people convinced that they are failures.

Offenders entering Shock Incarceration in New York are young, first time incarcerants, sentenced for crimes related to drugs and alcohol. Most are scared to death of prison, despite any posturing they may try. They are not hardened criminals. They may feign an air of brava-do as they arrive, but it generally dissipates with the sound of prison doors slamming. Shock Incarceration has been consciously designed to interrupt the pattern of failure quickly. It is an "in your face" program, established specifically to confront budding criminal behavior and nip it before it gets out of hand. Many of these offenders, male and female alike, joined gangs to "protect" them from stronger, better organized predators. As they enter Shock, they try to maintain the bonds they have developed out of a need for protection and safety. To prevent the negative behavior that can result from negative bonding, Shock staff provide a new, safe structure for the inmates, a positive group identity based in mutual support.

In order to bring about the kinds of changes necessary for these offenders to transform their Operating Image in just six short months, staff have to get their attention quickly. The old negative patterns have to be interrupted immediately and a new frame of reference introduced. From the moment inmates arrive at the reception unit at Lakeview Shock Incarceration Correctional Facility the message is, *"Things are different here."* Inmates arriving for their first exposure to Shock have been in at least two other jails or prisons, where they were strip searched to ensure that they had no razor blades, cuff keys, paper clips, drugs in their rectum, armpits or other bodily orifices, no weapons, escape paraphernalia, or other contraband. When society takes away basic freedom, people will do anything to get it back, including cutting into their bodies to conceal keys. They were chained, cuffed and shackled for the long ride from the general confinement reception center to Shock, to provide secure transportation and to keep them from continuing the fights that started in the last jail or on the streets.

Each, in the miserable, solitary isolation of their minds, has had time on the long ride away from secure turf, (even if it was just the last jail where they may have spent three or more months) to think about what they should have done to avoid getting caught; to curse the "*po-lice*" for busting them, Flaco for "*ratting them out*"; to think of a plan for next time; to worry about whether grandma will accept a collect call and what they will say to her if she does. He wonders if Shaniqua will run around on him while he is upstate and tries to figure out a strategy to keep the "King" and his capos from taking the rest of his cigarettes and thumping him in the shower when he gets to this next "hole" they are going to.

On her bus, she cries about her children, worried that they will forget her or, worse, hate her. Both wonder if all the *po-lice* in this new dump are as stupid as the last ones were and what they can do to keep them off their backs. Will the gang they joined in the last jail help them out here or will they "*roll over*" on them like everybody else has in their lives? In the silence of the long ride, none can escape the sure knowledge that they have failed. To keep from crying or shaking apart, they talk tough if they are allowed to talk at all, or run their story in their heads if they can't. They puff up to cover their fear, but in the back of their minds, the tape is running: **"FAILED AGAIN, YOU IDIOT!"**

That undeniable fact is screaming in their heads. Drill Instructors are trained to talk over the noise, to get their attention. Many states and jurisdictions either do not train their staff at all, or they are being trained in the context of a punishment model. The public's lust for vengeance is such that programs that are brutal and harsh are seen as "*Just what these idiots deserve.*" They do not. Punishment, especially harsh punishment, is counter-productive. Programs that operate from that philosophy produce offenders who are more likely to return to crime. Research indicates that offenders from those programs are more likely to return to prison than those from general confinement prisons. The result is headlines that read, "*Boot Camps Don't Work!*" Why people believe that harsh and cruel punishment will do anything except produce harsh and cruel people is perplexing. It is a manifestation of the Drama Triangle in society, a search for victims to persecute or rescue. Yet, the demand for vengeance is strong and the public continues to cry for harsh punishment for this population.

Even the toughest acting offender is scared and upset when entering prison. They are upset and in pain when they arrive in a Shock facility. If what the Drill Instructor says adds to the scrambled upset in their heads, it is worse than counter-productive; it is abusive. There is no excuse for brutality, no reason to shout epithets like "*Scumbucket! Dirtbag!*" at someone who is already convinced that it is true anyway. There is certainly no reason to hit, slap, throw or shove them into a fence or wall right off the bus, as has been done in some programs. They are scared and upset already, the last thing they need is more hysteria. The first thing they see is that the D.I. is in charge, in control of the situation, not trying to show how tough he/she is, but calmly, firmly, providing direction. Staff need to be in command, standing tall, in charge, seeing and hearing everything. A good Drill Instructor knows how to create that impression. Bad ones just sweat, spit, curse and shout a lot.

There is a need to get the inmates' attention, to let them know quickly that "*Things are different here.*" The little, skinny ones need to know that the bullies will be in check; to see that the tough talking, muscle-head who just threatened them on the bus, is as locked up at attention, with his big mouth shut, as are the timid ones who are afraid and trying to keep from crying. When everyone is shouting "*Sir, yes Sir!*" or "*Ma'am, yes Ma'am!*" together in response to all questions, the games that started on the bus or in the previous jail get put in check very quickly. The orientation program is carefully orchestrated to ensure that inmates will know that Shock will be different from the jails they may have been in before.

Six months is all the time Shock Incarceration has to teach them how to "escape" from the prison of negative beliefs. To do that, they first have to understand that their old strategies have not worked. In fact those old strategies have resulted in their incarceration, the loss of their freedom. They must begin to understand that actions have consequences. They have to start paying more attention to what is going on outside them than to the jumble in their heads. Staff establish clear boundaries and rules immediately. They keep participants moving together, in formation, on command. As "*Sir*" or "*Ma'am*" must be their first and last words, that strategy interrupts an old, unconscious habit pattern and requires them to stay alert and learn a new, conscious way of responding to limits. At the same time, they are told to stick their chests out with pride, to hold their heads up, that they can do this. This throws them off bal-



Orientation For New Arrivals - Lakeview Reception Unit (Males)

ance. It is unexpected. It begins to teach them to listen and pay attention to what is going on around them. It also provides a kind of protection, as everyone is playing by the same rules: both the big, tough-talking, 300-pound bully and the 98-pound, terrified kid.

What they are not aware of at first is that it is also giving them time to think before they say something, to think before they act. It is the first step to giving their brain time to engage before they take action; the first step to enhancing their perceptual acuity. Having to comply immediately to clearly stated rules is not comfortable, but it does provide a stable structure. It is necessary to demand this level of compliance immediately, especially with the large groups incoming nightly into Lakeview, to establish clearly defined limits that put everyone on an equal footing. Their thoughts and feelings are swirling around in their bodies and heads. They want to make up a new story to justify why they should not have to do this, but there is no time to do so. They are moving constantly, in an orderly way, from the time they arrive until they go to bed at night.

When the first event after arrival is a "head call" and a hot meal, inmates experience that their basic needs are going to be attended to, that they do not have to be defensive. A hot meal upon arrival is good security. Inmates arrive in the Shock reception unit at night, sometimes as late as seven or eight o'clock. Superintendent Moscicki's policy is inflexible on this point. *"No cold cheese and baloney sandwiches. No kool-aid. Every inmate gets a hot meal upon arrival, I don't care when they get here. It gets them settled down and calm. It's the cheapest security there is. It throws them off balance. They expect baloney and cheese. Consciously or unconsciously, they know that things are different here."*

Inmates are taught from the first to stand at attention, to step off on their left foot and march in step with each other, and to side-step through the serving line in the mess hall. Even those who know that staff will discover a reason to disqualify them as ineligible the next morning in screening, wait at attention with the others at their table until the D.I. orders them to sit before they eat. No one has their food grabbed, everyone gets a full meal. After the meal they start arrival phone calls, learn to make their bunk properly, take showers and "hit the rack."

The next morning, they are up at 5:30 am when reveille sounds, with the rest of the more than 1,000 inmates on site at Lakeview. The morning reception team first talks them through wakeup and count procedures, then walks them through each procedure, one step at a time. The emphasis in the 80 bed, reception squad bay is on order, on quiet, disciplined control. That group has a half hour to get beds made, take care of personal hygiene needs, get dressed and lock up at attention again before moving out to breakfast. They can see and hear the Shock inmates on the "grinder" at physical training as they move in their best imitation of a formation to the mess hall where they have their second meal in silence.

After breakfast, they are moved back to a smoke break in formation in front of the dorm, in time to watch Shock platoons on the run. The cadences they hear are about the 12 Steps to Recovery, 5 Steps to Decisions, education, pride in platoon identity and strategies for success. The old Ranger cadences are there in deference to staff who are Army veterans, and the Navy and Marine's for staff from those branches of the service. The words have been changed, to reflect commitment to a program dedicated to substance abuse treatment and



Parade Rest



Side Straddle Hop



Military Corners



Breakfast After The Run

alternatives to violence. The rhythm sounds enough like rap for the reception inmates to try to catch some words and sing along.

The inmates' lives are in disarray when they arrive. Even though their lives have been a mess, unsatisfactory and upsetting, they knew what to expect. Predictability lends a certain amount of comfort, of stability, even when the predicted outcome is grim. That is why "brushes with the law," arrests, probation, even short periods of time in jail have not resulted in the kinds of behavior change in these offenders, desired by society. These are only "*minor fluctuations*" for this population, events that can be justified or forgotten.

In the 1970s a program called Scared Straight got a great deal of attention because it was believed that bringing young probationers to see "hardened" criminals scream at them and call them names would somehow "straighten them out." The program had a great short term effect, teenagers left the prison feeling scared, but follow-up studies indicated no long term results on the group of probationers. The population on whom the program seemed to have the most positive effect was on the participating "lifers" who held the programs about once a week and felt good about being able to make a contribution to others. They hoped that their presentations might result in a young person avoiding the self-destructive path to prison they had stumbled upon. After the probationers were home and "safe" the effects seemed to wear off because it was only a short-term intervention. They could redefine what happened after they were no longer in the prison setting. "*...if [the fluctuations] are minor, the system damps them down and they do not alter its structural integrity.*" Research does suggest that sustained involvement in the program (the lifers) experienced many beneficial, pro-social effects.

People do not learn from fear. They learn from experience and practice. They must develop new habits, over time, for change to be lasting. In the TLE™, the slogans, "Practice Makes Permanent ... If You Talk The Talk, You've Got To Walk The Walk. ... Act As If ... Environment is Stronger than Will. ... A Diamond is Coal Under Pressure" and others reflect the philosophy that change, to be lasting, takes time, experience, practice and reinforcement. Change requires discipline, therefore people must be motivated to change. They must want to expend the necessary energy to make lasting changes. Change is uncomfortable, no mat-

ter how miserable things might have been before one begins the change process. That is why diets fail; new runners do not keep running even after they buy \$180 running shoes; it is difficult for an alcoholic to stop drinking. Add a chemical predisposition towards addiction, or physical dependency to the mix, and change can feel overwhelming and impossible. That is why a supportive environment is so critical to change.

That is why Alcoholics Anonymous continues to be recognized as the single most effective self-help program after more than 60 years. AA's culture is one that has clearly defined rules, principles, traditions and guidelines in the context of a supportive environment. AA has the added advantage of being available worldwide and free to anyone, thus the emphasis on that program in the TLE™, so that offenders have a familiar context for their continued recovery after release.

The Decision Making curriculum used in the TLE™ teaches 5 Steps to Decisions to offenders, to help them learn how to take charge of their lives. This curriculum, in combination with the 12 Steps to Recovery of Alcoholics Anonymous and Narcotics Anonymous, in the context of a Total Learning Environment™, carefully structured to reinforce social learning skills and life skills, has resulted in dramatic changes in many offenders' lives.

Change is the goal of the TLE™. Transformation to a higher, reordered level is the ultimate, positive, intended result. Therefore, all staff are expected to reinforce learning, to gradually, steadily and consistently increase expectations as inmates move through the program. Everything is carefully planned and orchestrated throughout the program, each area reinforcing the other. If Drill Instructors think that the 12 Steps to Recovery are not important, the inmates will not either. If teachers or counselors say, "*Forget the 'Sir, Ma'am' stuff in here.*" they undermine the drill instructors. Everyone loses, staff and inmates. They give them a wedge to drive between staff, a way to use inconsistencies against each other

*"The more complex or coherent a structure, the greater the next level of complexity. Each transformation makes the next one likelier. Each new level is even more integrated and connected than the one before, requiring a greater flow of energy for maintenance, and is therefore still less stable. To put it another way, flexibility begets flexibility."*⁸⁵

Human beings are the most complex of nature's creatures. Offenders who learn to become more effective in their own lives, to be successful, contribute to their own betterment, to that of their families and to society as a whole, rather than increase the burden on it. Learning and growth lead to still more learning and growth. Strategies employed in the TLE™ are designed to increase flexibility among participants, to open them up to a range of options in their lives, to offer them more choices.

Increased flexibility is also one explanation for why all graduates are not successful post-release. Their transformation was made possible and reinforced by the consistent, structured, integrated environment of the TLE™. The "new" system participants learn is one *"requiring a greater flow of energy for maintenance, and is therefore still less stable."* Without a strong, stable aftercare component to continue to support changes, the momentum built in Shock dissipates. The differences between first year out results and three year out studies appear to confirm this. Budget constraints limit funding for aftercare programs to three to six months. Work training programs are limited by Federal funding sources to 75 days. If an offender has not found a job in that period of time, income dries up. The drug trade is a guaranteed source of income. Some believe that they are "smarter" now and regress to the magical belief that, *"This time I won't get caught."* Invariably, they do and some "new jack" is ready to take their place on the corner. They have forgotten that in the drug business, street level dealers are a dime a dozen, all of them expendable.

Offenders who have learned to expand options, do not appear to regress to old, limited thinking patterns. Research indicates that graduates of the TLE™ are less likely to be returned for new crimes. When they return to prison it is for technical violations of parole. Even when returned for new crimes, TLE™ graduates are more likely to be returned for the same types of non-violent crimes, related to drugs and alcohol. This appears to speak more to the lack of community resources than to a failure in the program. No hospital is judged a failure when an illness recurs in a patient who had recovered and was subsequently discharged from care. Why must prisons be expected to have better track records than every other treatment facility?

"ENVIRONMENT IS STRONGER THAN WILL" works both ways. Social values greatly

influence experiences and choices. The bonding reinforced in the TLE™, supports inmates in platoons to work together to get through the program, then is tested upon release. They are taught, and reminded daily, that programs like AA and NA, *Weight Watchers*, churches, health clubs and other community organizations were founded on the same principles of support which they learned in Shock. They are encouraged to seek out and join support groups like these upon release. The bonds which inmates formed with each other and the staff while in the TLE™ have proved to remain constant for many. For some the old habits die hard; the pull to old people, places and things too strong to resist. Approximately 10% to 15% of graduates are undomiciled, with no community ties at all. Despite emphasis on academic education, some have started from too far behind to have earned a GED before release.

After offenders are released from the TLE™, they return to the same environments that contributed to their problems. Even when some have strong family support, the largely inner-city neighborhoods to which they return are often steeped in drug culture, with crack houses and dealers on every corner. Gangs and "old friends" offer the familiar environment that embraced and accepted them before they went to prison and are most certainly ready and willing to seduce them again. All they have to do is denounce what they learned, —as "brain-washing." In ASAT and Network classes, the emphasis is on the need to change "*people, places and things*" and "90 MEETINGS IN 90 DAYS", as well as the importance of a sponsor to support and mentor them in their continuing sobriety. The need to belong is a powerful driving force in human beings and graduates are encouraged to seek support from post release groups that will continue to reinforce their positive growth.

For some graduates this is too difficult. Unfortunately, the return to the old neighborhood and the old gang triggers old behaviors, values and attitudes in some of them. As stated earlier, the drive to get needs met is so strong that people actively seek opportunities for belonging, power, freedom and fun. If the old neighborhood environment meets their needs and aftercare resources are limited or non-existent, then a return to old patterns is to be expected. As with any other life threatening disease, the deadly disease of addiction requires constant maintenance and appropriate support to combat and overcome. It is overwhelming for some. Nonetheless, many withstand the pressures and have overcome tremendous odds.

GRADUATION FROM PRISON

What a concept! Inmates do not graduate from prison. They are released. Sometimes they are given some “gate” money, prison issue clothes and a bus ticket. Shock inmates graduate. Parents tell us gratefully that it is the first graduation they have ever been able to attend. In Yolanda's words *"I **graduated** from Shock! and I'm proud. I'm never going back to prison."* She has not gone back to the drug which she says she still craves; at this writing, more than eleven years after graduation. She told a story of walking back to her office, just off Times Square on 42nd Street in New York, right after her parole supervision ended in 1993. In the gutter was a full vial of crack. In less than a second, she noticed it. She said, *"Only a crack-head would see it! You know what gutters are like around Times Square."* She thought, *"No one is going to check my urine again. No one would ever know. — Then I thought, 'Girl, are you crazy?' and I just walked on by."* She demonstrated her freedom strut, head high, to a group of 700 Shock inmates to whom she was speaking at the time.

Those who graduate are proud of their accomplishments. For them, it is usually their first taste of success. The following is a speech by a graduate who was receiving a certificate for being the "Most Improved" in his platoon. This speech, typical of many, is presented as it was written and spoken by a 17-year-old who had a fourth grade reading level when he came into Shock at 16, spoke only halting English, and left after six months with a GED, fluently bilingual, having improved four grade levels in math and reading. The poignant poetry of his words is reflected in the talks given by inmates who graduate each week. This young man was returning to family who themselves have been in and out of prison and to a neighborhood whose principal source of income is the heroin, crack, marijuana and cocaine trade.

"Good morning Lakeview.

My name is Luciano Q.

I'm 17 years old.

I grew up on the streets of Brooklyn.

My parents were both drug addicts.

I had a rough childhood.

I started dealing drugs at the age of 13.

I thought I had it made.

*I had a little money.
I had new sneakers every week,
And I thought I could do whatever I wanted.
At 16, I was in Rikers.
I had a mad attitude and I brought it with me to Shock.
I went to A-1* and laughed at what I saw.
Pretty soon I was in zero weeks
and they started to say I was going to be a problem.
I couldn't even stay awake in Community Meetings.
I just didn't care about Shock and I didn't care about myself.
After a couple of weeks, I gave myself a chance
because I thought I could always go back to jail.
After a couple of more weeks, I started to catch myself
understanding what they were trying to say.
A couple of more weeks went by and it all made sense.
Shock probably saved my life.
Today I'm going home to see my family.
And I will take with me all the tools Shock taught me.
It won't be easy, but if I do it right I'll never be back in jail."*

* reception orientation unit at Lakeview S.I.C.F.

Each week as staff watch the hopeful, fresh faces of these young men and women, their eyes bright with hope, and see them leave, clean and sober after their six or eight months in Shock, hearts ache for them and their struggle. Graduation is on a Thursday. By Monday, one may already be back in shackles, cuffs and chains, on their way back to prison, defeated by a ravenous world that swallows them up like "fresh meat", having offered them their first "free taste" to welcome them home as they step off the bus.

Most are not though; of the more than 24,000 graduates released from New York State Shock Incarceration from March of 1988 through September 2000, an impressive number have never returned to prison. They are living "proud" and free, contributing to society, raising their children, working for fast food chains, or as stock clerks, construction workers, typists, truck drivers, messengers, teachers, counselors, business leaders and owners, in auto or

other retail sales, as employees of State and local government agencies, as bankers and clerks, store owners and designers, as cooks, dishwashers and master chefs of five star restaurants. They write back to thank their drill instructors and counselors, sharing their successes with the staff who taught them how to win at the game of life. One graduate was proud to have his drill instructors attend his college championship basketball game where he was named **Most Valuable Player** of the year. He acknowledged them as his only family. His parents had been dead to him for years.

The failures are as likely to be the young man from a “great” family who spoke the same day as Luciano, as is a graduate whose only place is a homeless shelter after release. The two had not planned their speeches together, but the contrast between the two young men who spoke that day was striking as the audience listened to what they said. They represent both ends of a continuum. Dave G. was one of the privileged, one whose local legislator or Senator makes personal phone calls to ensure that their constituents are being treated well while the *"basically good kid learns his lesson"* for his *"little indiscretion"*, in this case, a fraud in which he embezzled more than \$60,000 from his employer. Somehow this cost is forgiven far more readily than the 10 vials of \$5.00 "rocks" that Rivera, Torres, Harris, Malik or Jones sell to junkies on the corner. Dave said:

"Good morning Lakeview. Big Up to 'Dog Pound'!

My name is Dave G.... I'm the other guy. I'm the one who came from a great family. I'm the one who went to good schools. I'm the one whose family had a lot of money. I have a college education. I don't do drugs. I don't sell drugs. I'm the other guy.

The other guy is just like you though. I like money. I like very expensive things and I like to do what I want to do. Suddenly, I'm not the other guy. I'm just like a lot of the people here. I caught a 2 to 6 for a white collar crime. I did my time at Rikers, Downstate and then got sent to prison. I went to Watertown and then Riverview. After 9 months I found out I was coming to Shock. I had a lot of misgivings about coming here. I could have just laid up in prison and watched TV, used the phone everyday, read my books and played basketball. I wanted to go home though.

You see, my judge said 2 years minimum and I had a real likelihood of seeing my C.R. (conditional release date) which is 1998. Shock was six months and home. And along the way I'd learn how to survive the rest of my life.

When I hit A-1 then A-2, I laid up and wondered what I was getting myself into. Everyone looked like a robot to me. I was nervous. When I hit the 'Dog Pound' I realized I had 53 peers feeling the same way I did. For months we learned together. We felt pain together. We worked together, we suffered together. We were a family. We argued together. We hated each other and ultimately, we loved each other. Now we're sitting here on our last day.

We've taken everything they've given us and survived. Now we laugh about it. Shock was actually pretty good. I've made friends with people I never would have spoken to before. My people tell me I sound different.

I am different.

I've learned how to be me, how to appreciate what I have and who I am. I've survived. And a platoon goes home to be with their family, where they belong. As for me, even though I've never failed an evaluation, I'm part of the 2% that does not get Shock Parole. I got hit at the board for 9 more months. This was always about me though. What I've learned here will keep me out of jail for the rest of my life. That's the whole point - to stop the cycle!

Soon I'll be home with my mom, seeing my brother and sister and living the rest of my life, proud of myself. And you know why? I found out that I was approved for Work Release this week, all because of Shock.

The last thing I want to say to you 'new Jacks' in the back is 'Give yourself the chance to go home and take a deep breath before you make a decision.' Peace."

These graduates have learned how to make the changes in their lives. The program is designed to teach the skills considered critical to success. The problem is like all skills, they require constant nurturing, practice, and an environment which acknowledges their benefit and encourages their use. Many make it in spite of the lack of support, but most need a supportive environment to continue to stay focused and remain at liberty in the community.

Many graduates write back to the staff after their release, to thank them for all they learned, to thank them for the freedom that comes with taking responsibility for their lives.

One, who graduated in March of 1992, wrote to the staff at Monterey Shock Incarceration Correctional Facility.

"Dear D.I.s and Staff,

I am pleased to announce that on March 19, (1995) will mark three successful years since I've been released from the Monterey Shock Incarceration program. My name is G...W..., former number 91-A-XXXX and I was in the sixth platoon, eighth session. Today I'm proud to say that I am a ... Christian, in my final term in college, and overall adapting to the adversities of society.

The Shock program still plays a part in my life today. Since my departure from your facility three years ago the discipline that was instilled into me is still, the contributing factor that has enhance (sic) my day to day life. I have no problem getting up in the morning. ... my body has seem to stay fine toned to the conditioning I received at Shock ... When I wake up in the morning I get out of bed, neatly make it up, wash up, and clothe myself in less than a half hour ... I promptly make all engagements associated with my life, consistently. ... I can't help but to think about Shock every time close friends compliment me about my neatness in appearance and how well kept my residence is maintained. I'm a stickler for neatness and cleanliness. I attribute it all to the positive attitude I gained through ... God and the Shock ... program.

After my release from Shock ..., I first worried about the adverse effects society would impose on me. Because I was what most people consider an ex-con or ex-druggie, I had to be aware of old hang-out buddies. The anxieties were overwhelming at times. It was then that I gained better control of my life when I surrendered it over to my Lord... It was only God's grace, and me keeping the faith I learned through Shock that brought me to where I am today.

Parole wasn't as difficult as I imagined. When they told me they would impose a curfew on me, I felt like a child. It disturbed me, but nevertheless it was a great help. My Parole Officer and I worked together. I felt my Parole Officer was fair to me. Attitude is a key factor concerning parole. ... following the stipulation of my parole guidelines, drug counseling, drug testing and periodic visits, made parole a breeze. I simply discovered ... doing what's expected of me made my parole that much easier and kept me from going back to jail. When I was placed on the inactive status of parole supervision, with no intervening revocations, that demonstrated my ability to live and remain at liberty, without violating the law, proving to myself that I can make it.

Within three years of being home, I've had two jobs. The first job I received was about two weeks after being released from Shock. I was working for a hardware store, driving and delivering plumbing supplies throughout the New York City area. It was a great blessing and encouraging to know I was still employable in spite of my past. I left the hardware store after eleven months of working there for \$5.50 an hour, for a better paying job with ... paint company ... after several months ..., I enrolled in a two year Technical college ... My projected graduation date is June of this year. ... I'll earn an Associates Degree in occupational studies and be licensed as an operating Heating and Cooling Technician. ...

...I wish to extend my deepest appreciation to the D.I.s and Staff members ... who played a part in my rehabilitation. I remember certain D.I.s, Simiele, Tucker, Wright... who had such a large impact on me. I can never forget them. It's a wonderful thing that after three years you really realize you love the ones you hate. I welcome the opportunity to go back to Shock to drill and sing cadences running up and down the road in the early morning with the D.I.s again. ... And to be able to speak to the inmates and share my experiences with them by stressing the importance of keeping a positive attitude, keeping clean, setting goals, seeking education and, of course, believing in God and yourself.

Once again, I reiterate to the D.I.s and staff of Shock..., through God, it was your efforts and contribution that helped developed me into what I am today. God bless you and may heaven smile upon you.

These letters are typical of speeches given at Graduations every week from one of the Shock facilities. It is not unusual to hear that but for Shock a graduating inmate would be dead, to hear graduates emotionally express their gratitude that Shock “saved” their lives. They often speak of friends who have died since they have been incarcerated. Many—men and women alike—speak of how grateful they are to finally have the opportunity to be parents to their children, opportunities they neglected when they were running the streets. Their own parents are equally grateful to have their sons and daughters “back”, for the respect they are shown by these formerly defiant children, for the first opportunity to attend a graduation of any kind, for the pride they feel in the children they had despaired of for so long. Many also express their thanks that they were not made to feel “blamed” for their children’s failures.

Results Unpredicted By The Behavior of Individual Components Alone

Graduates are studied for at least three years after release. Research is published in the Annual Report to the Legislature each January and, since the first report was published in 1988, has consistently shown that graduates are more likely to live without a return to prison for either new crimes or parole violations than are comparison groups who have served a minimum of nine to fourteen months longer in the system than the Shock cohort. The results of Shock Incarceration are even more positive than those reported for the Network population in 1987.

While the Willard DTC has not yet produced results as dramatic as those of Shock due to a number of mitigating factors, including the shorter period of time (90 days) allowed for this intervention, there have been a number of positive outcomes of the DTC. Recent modifications have led to a trend toward even more positive results. The primary focus of this section will be on the Shock Incarceration program as results have been studied over a longer period of time, since the first facility, Monterey SICF, with a capacity of 250 inmates, was established in 1987. Annual reports to the Legislature⁸⁶ have yielded important policy recommendations, including that of establishing the DTC as a relapse intervention in 1995.

Screening for Shock eligible offenders began in July 1987, with staff training in August of that year and the first cohort (platoon) of inmate participants arriving September 11, 1987, graduating in March 1988. From July 1987 through September 2000, 68,657 Shock-eligible inmates were screened for participation. Of that number, 37,132 inmates were sent to Shock and 24,001 (including 1,734 females) graduated. Most of those disqualified were because of serious medical problems, including psychiatric conditions, however the rate of medical disqualifications has decreased in recent years. A total of 11,512 inmates were removed from the program due to either poor evaluations, disciplinary problems or medical reasons.

From September 1987 through August 1989, five SICF were opened, to accommodate the larger pool of eligible inmates. Summit SICF opened in March 1988 with staff training. The first platoon of inmates arrived in April 1988. To this point all participants had been male, though commensurate with Summit opening, planning for including female participants began. The first platoon of female participants arrived at Summit in December 1988.

Moriah SICF (250 inmates) opened with staff training on February 23, 1989 and received the first platoon of inmate participants in April 1989. Butler SICF opened in May 1989 and was subsequently converted to a general confinement facility in mid-1993, due to a decline in Shock eligible offenders. Staff training for Lakeview SICF began in August 1989 with two consecutive staff training sessions operated from August through October for more than 400 staff. The first platoon of inmates arrived at Lakeview in September 1989. Lakeview had a more expanded mission, as it was intended to be the first dedicated reception center for Shock Incarceration in addition to housing 540 male inmate participants.

Because of its function as a reception center, Lakeview was built with a medium security perimeter, thereby allowing offenders who would previously been excluded from Shock to participate. Due to the perimeter fence, offenders who might have been found unsuitable for a minimum security camp, though still eligible and suitable for Shock, were allowed to participate in the program at Lakeview.

In May 1992, the women were moved from Summit to Lakeview due to the availability of more comprehensive medical services in the larger facility. Two adjoining housing units with the capacity to include 120 women were dedicated to the program for female inmates. Lakeview has expanded capacity for reception over the years, 160 beds for men, and a 250 bed annex for disqualified males awaiting assignment to an appropriate facility for a program for which they do qualify. During a six year period from 1994 to 2000, capacity for women was expanded to 180, including reception, to accommodate all participants. Since 2000, alternatives to incarceration for women has reduced the need for 60 beds, thus the women's program has been restored to a 120-bed capacity. As public policy changes, adjustments are made. There remain 540 beds for male participants at Lakeview. Of the 120 beds for women, 20 are reception beds, 100 are for Shock participants.

Over the years, the upper age limit for participation has increased. In 1987, the upper age limit was 24 years of age. In 1988 the age limit was increased to 26 and in 1989, with the opening of Lakeview, offenders between the ages of 26 and 29 were allowed to participate with additional restrictions. Because of the likelihood of longer criminal histories, the sen-

tencing judge was required to give permission for the older pool. In 1992, inmates up to the age of 34 were allowed to participate and the requirement for judge's approval was eliminated. In August of 1999, the age limit was again raised to include offenders who had not yet reached their 40th birthday at the time they are received in reception.

Willard DTC began by legislative mandate in September 1995 and opened with staff training for more than 400 staff. Willard DTC has never had an age restriction, therefore there is not as great an emphasis on physical abilities in that TLE™ as there has been in Shock Incarceration. While the structure and basic components are the same in each program, physical training is optional for those with medical problems in the DTC, though legislatively mandated in Shock for all participants. As Lakeview was the largest facility up to that time, annual staff training for new hires had been held at Lakeview every year until 1995. The first group of staff assigned to Willard were trained at Lakeview and the second of those two sessions was held on the grounds at Willard DTC. Since 1995, annual staff training sessions, including all newly hired staff of all five of the TLE™, have alternated between Lakeview and the DTC, depending upon which facility had the most staff requiring training.

Only comparison group research has been done in studies of either program. To do control group research would require excluding a randomly selected group of eligible offenders, something that would unfairly discriminate against the control group, be counter to the best interests of the state in reducing the demand for bed space, and to the taxpayers who support this initiative with their tax dollars. Excluding eligible offenders for the sake of "pure" research has come to be considered unethical among practitioners and inmate advocate groups. Practically it is counter-productive for the intent of the program. Therefore the comparison groups have been selected to reflect the same demographics of the Shock population.

One such pool are parolees who were technically eligible when they entered the system, yet for some reason were not selected. This group of Eligible But Not Sent offenders were excluded for any of several reasons, primarily because of serious medical conditions that could not be accommodated in Shock. Another group in this pool are those who were in the system prior to a change in criteria and were excluded because they did not meet the criteria upon

entry. Finally, those whose criminal histories were determined to pose “a substantial risk” to the community, despite being technically eligible due to their sentence, were also excluded and placed in the Eligible But Not Sent group. The Department is not mandated to accept everyone who qualifies on a technical basis into Shock. The Commissioner has sole discretion in selection and a number of factors are considered in the selection process.

The second group in the Shock comparison group are those in the Removal group. This group is composed of offenders who either refused to volunteer for the program, or entered the program and were later removed due to serious medical problems that could not be corrected, or those who failed to meet standards, either because of disciplinary problems or continuously unsatisfactory evaluations. Those who fail evaluations are given a number of opportunities to pass, with graduated sanctions ranging from Learning Experiences, through placement in a “Recycle” unit, to restarting the program after removal. Some in the Removal group become ineligible after entering the program due to resolution of charges that were pending at entry or other security considerations.⁸⁷

The approval rate for Shock-Eligible inmates has ranged from a high of 60.2% to a low of 51.9% prior to Lakeview opening. From September 1989, when Lakeview began screening, to September 2000, the average approval rate was 55.6%. Over the years, 36% of offenders who began Shock were removed due to reasons noted above. Thus, these groups represent a substantial pool for comparison.⁸⁸

Shock Success Rates

The first question asked of any prison program is, “*What is your recidivism rate?*” A valid question. Why spend the time, effort and additional costs on a program that does not result in a benefit to the taxpayers? Nonetheless, what that question is really asking is, “*How do parolees do after they leave you; when they are no longer in a carefully structured, positive environment and are trying to make it on their own?*” They are, in many cases, trying to make it in the midst of overwhelmingly hostile environments, with no support and managing pressures the majority of society has never had to face. That any make it at all is remarkable. That so many succeed beyond expectations for this highly at-risk population is a miracle.

Research since the first graduates were released in March 1988 has shown that Shock graduates are more likely than comparison group parolees to be successful on parole supervision despite remaining at risk for longer periods of time. Studies show that 92% of Shock graduates remain in the community during the first year after release compared to 85% of the Eligible But Not Sent group and 81% of those removed from the program. Two years out, 76% of Shock graduates continue to remain in the community; as compared with 67% of the eligible and not sent group and 61% of the Removal group. After three years, 65% of Shock graduates remain at liberty as compared with 60% of the Eligible But Not Sent group and 51% of the Removal group. Over time, as follow up support and community-based resources diminish, rates become similar to those of comparison groups of inmates post-release who were incarcerated for longer periods of time; as much as 24 to 28 months longer in some cases. Table 23a in the 2001 Annual Report to the Legislature reflects that of the returns, Shock graduates were less likely to commit new crimes than those who were Eligible and Not Sent and those who were Removed from the program since the first releases in March 1988. The following shows one year out figures:

Return Rates for Shock Graduates and Comparison Groups

12 Months	March 1988—March 1997			April 1997—March 1998			April 1998—March 1999		
	Shock Grads	Eligible Not Sent	Removed	Shock Grads	Eligible Not Sent	Removed	Shock Grads	Eligible Not Sent	Removed
# of Cases	16,620	24,957	7,420	2,222	2,387	1,057	2,040	2,154	866
All Returns	1,572	3,773	1,409	122	315	195	131	339	142
% Of Cases	10%	15%	19%	5%	13%	18%	7%	16%	8%
New Crimes	753	1,555	579	68	77	66	73	67	37
% Of Cases	5%	6%	8%	3%	3%	6%	4%	3%	6%
Rule Violators	819	2,218	830	54	238	129	58	272	105
% Of Cases	5%	9%	11%	2%	10%	12%	3%	13%	12%

From March 1988 through March 1999, 10% of Shock Graduates were returned to prison after one year of release, as compared with 15% of those found Eligible, Not Sent and 19% of those Removed from the program. After two years out, 76% of Shock Graduates released by March 1998 remained at liberty as compared with 67% of ENS and 51% of those Removed. After three years out, 65% of Shock Graduates remained at liberty as compared with 60% of ENS and 51% of those Removed, yet released by March 1997.

Cost Savings

The success of the Shock Incarceration program has resulted in cost savings to New York State taxpayers of more than \$772.1 million as of September 2000. As one of the primary goals of the Shock Incarceration program is reduction in the demand for bed space in the corrections system, cost savings are calculated based on cost avoidance due to early release and capital construction costs. The following is an excerpt from the 2001 annual report showing calculations used in determining cost avoidance savings for the 24,001 releases as of September 2000.

Type of Facility	Cost Per Day Per Inmate	Time to Parole Eligibility Including Reception	Cost Per Day Multiplied By Days to PE
Shock	\$63.69	222	\$14,139.18
Minimum	\$52.45	576	\$30,211.20
Medium	\$58.99	576	\$33,978.24
 Average costs of Minimum & Medium	 \$55.07	 576	 \$31,718.02
 Cost for housing 100 inmates in Shock		 \$1,413,918.00	
 If shock were not available 60% of these inmates would go to Minimum Security Facilities and 40% would go to Medium Security Facilities.			
Cost of housing 60 inmates in minimum		\$1,812,672.00	
Cost of housing 40 inmates in medium		<u>\$1,359,129.60</u>	
Total non-Shock housing costs		\$3,171,801.60	
 Savings gained by sending inmates to Shock		 \$1,757,883.60	

The average Shock participant would have been required to spend an additional 354 days (11.7 months) in prison beyond his or her Shock release date had they had to remain in prison until their court-mandated parole eligibility date. Since Shock is one of only a few ways in which these inmates can be released to parole supervision, it is clear from these figures that early release from Shock Incarceration does result in considerable cost savings.

Parole does not release all inmates at their parole eligibility date. The annual report goes on to point out:

“Based on Department data we have determined that the proportion of inmates who have been released at their initial parole hearings since March 1988 is 58

percent, while a much greater proportion of Shock graduates (97%) have been granted parole releases at their initial hearings. Based on these estimates, if Shock were not available, DOCS expects that 58 percent of the graduates would be released at their Parole Eligibility dates, while 42 percent would be given additional time (which is estimated to be ten months by analyzing parole outcomes for Earned Eligibility Program certified inmates.)⁸⁹

Therefore, the total cost avoidance savings for each 100 Shock releases is estimated at \$2.73 million when the actual time past PE dates are included in the computation.

Savings Post PE Date Since Not All Inmates Are Released At Their First Board Hearing

Average Number of Inmates Held By Board	42
Additional Months Spent In Custody	10
Annual Cost For Care Per Inmate In DOCS	\$27,638.51
Savings Per Inmate	\$23,032.00
Post PE Savings For the 42 Inmates	\$967,343.98
Savings Total In Care and Custody Per 100 Shock releases	\$2,725,227.58

Thus, for the first 24,001 inmates released from Shock as of September 30, 2000, there was an estimated savings in program costs of \$654.1 million. The 2001 Annual Report says:

“While ... the average daily cost for inmate is higher for Shock than the comparison Minimum and Medium facilities, the number of days spent under custody by a released Shock graduate is substantially less than if that inmate had to serve a full sentence at the other facilities. ... for every 100 inmates who graduate from Shock, there is a savings of \$1.76 million because we housed them for less time. These savings are due to the early release of inmates prior to their PE dates.

Additionally, if Shock was not available, it is estimated that 58 of these 100 inmates would be granted release by the Board of Parole at their initial release consideration. The other 42 inmates would stay incarcerated for an average of ten months. DOCS estimates the annual operational and administrative costs per inmate at \$25,000. Therefore, 10 months or 83.3% of a year of incarceration costs \$20,833. For our purposes, that is an additional saving of \$967,343.98 for the 42 inmates released after their PE date.

So, for every 100 Shock releases, it is estimated that the Department saves \$2.73 million, which it otherwise would have had to expend for the care and

*custody of these inmates. Thus, for the first 24,001 releases from Shock, as of September 30, 2000, there was an estimated savings in program costs of \$654.1 million. ...*⁹⁰

Relative to Capital Construction Savings, estimates of the number of beds required to house Shock participants had they served their full minimum sentences in Medium or Minimum Security correctional facilities is computed based on the number of successful graduates, that is, the percentage who do not return to prison. Research estimates cost savings for housing of offenders at \$363 per month or \$4,356 per year. This figure is based on a formula averaging construction costs, amortized by dividing the cost of the facility bonded over the 30 year average life of a prison. Because Shock releases inmates an average of 11.7 months earlier than their court mandated minimum period of incarceration. The savings here are realized from cost avoidance, that is in the reduction in the number of beds required to house the same number of inmates over a longer period than is necessary in Shock Incarceration.

"For the 24,001 Shock graduates as of September 30, 2000, DOCS has saved 31,399 man-year beds, which when multiplied by \$4,356 results in a cost avoidance of \$136,809,180. ...

*By using these figures, the saving for DOCS through September 30, 2000, for the 24,001 released graduates is equal to \$126.0 million. **Thus, the combined total cost avoidance value of the program is \$772.1 million, which includes savings in the provision of care and custody and savings in the cost of capital construction.**"*⁹¹

Since approximately 75% of all TLE™ participants have an average of two children, the savings that cannot be quantified increase considerably, to say nothing of the effect on human lives, both graduates and their family members. However, Shock is not a panacea, despite enthusiasts who try to promote it as "the answer." Michael Gottfredson and Robert Martinson warned readers about this, yet some persist in looking for one "final" answer. Just as being graded in school, this kind of thinking leads to pass-fail thinking rather than the lateral thinking so critical to success. Shock Incarceration and the Willard DTC, as they operate in New York, offer a similar approach to a very effective intervention. The TLE™ are not, nor were they intended to be, cure-alls.

Community Service Projects

Another substantial cost benefit of the TLE™ is the value added to communities from community service work provided by inmates to local areas. Services provided by Shock inmates represent more than \$7 million annually. Services provided by the DTC represent approximately \$4 million annually, as there is less time available for these services due to the shorter amount of time allowed for the program. Emphasis is on intensive substance abuse treatment. Community service crews provide thousands of hours of service to cash-strapped municipalities as part of their daily routine. Services are provided only in situations when no paid position is available to do the job. In no case is a paid position replaced by an inmate service crew. Cost benefits are estimated based on number of hours worked multiplied by the federal minimum wage rate of \$5.15 per hour. Tasks include such things as:

- Environmental Conservation Projects
- Improving, maintaining and cleaning State Parks
- Clearing roadsides and repairing fences along roadways
- Constructing community playgrounds and recreational facilities
- Painting and renovating churches and historical structures
- Clearing brush from abandoned cemetery sites
- Emergency response for major storm damage
- Clearing snow off structures to minimize winter storm damage
- Repair of toys for distribution to disadvantaged children

A particularly heartwarming project is a toy repair program operated out of Lakeview, directed by a retired State Trooper, who decided in 1970 that he no longer wanted to answer domestic violence calls on Christmas Eve due to families not having toys for their children. Starting on a shoestring, Jack Miller began going to local stores for donations and to community volunteers for support. When Lakeview opened in 1989, he had been given an old ice cream factory as a base of operations. He approached Superintendent Moscicki for help and inmates renovated the factory. The North Pole opens for visits to Santa every holiday season for local children. Inmates work to repair and box toys all year for distribution locally and around the world when disasters have hit communities. They are Santa's helpers for the holiday season, distributing toys to pediatric wards and local service organizations.



HORTICULTURE PROGRAM

SANTA'S HELPERS



High School Equivalency Program

A significant accomplishment of both the Shock Incarceration program and the Willard DTC is the high number of General Educational Development certificates (GED) issued to Shock participants in just six months and to DTC participants in just 90 days of participation. While the academic program is limited in the TLE™ to 12 hours each week due to other mandates of the programs, participants realize significant gains in academic skills despite the short amount of time spent in academic classes. On average, participants in the TLE™ improve an average of two grade levels during their participation, though many have improved more than five grades. Within six months, 89% of Shock graduates had increased their math scores and 79% increased their reading scores. The DTC reports similar results. The TLE™ consistently produce the highest percentage of offenders taking and passing the GED in the NYSDOCS.⁹²

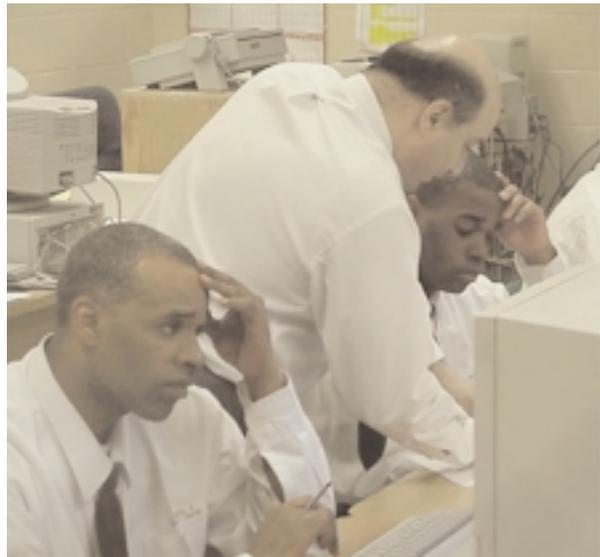
The higher passing rates are attributed to the use of accelerated learning techniques, the greater discipline among participants and the reduction of the distractions that are available to inmates in general confinement facilities. There are no televisions, movies (other than recovery-oriented videos), newspapers, magazines or other distractions in the TLE™. Academic classes are mandatory; there are no call-outs for visits or other activities and TLE™ participants are expected to concentrate on their studies while in classes.

Inmates in general confinement facilities are scheduled for 20 to 30 hours of academic classes each week, depending upon grade level and age of offenders. TLE™ participants attend academic classes one day and two evenings each week. Network and ASAT classes are also educationally based programs, so the work done in those classes counts toward a full-time educational program. Five minimum security and six medium security correctional facilities were selected as comparison facilities for the TLE™ in GED achievement. The GED passing rate for Shock inmates was 80%, considerably higher than the passing rates at comparison medium (55%) and minimum (42%) facilities. The passing rate for the DTC is 81% as compared with the medium and minimum facilities. Shock participants spend an average of 9 to 14 months less in classes than do inmates in medium and minimum facilities. DTC participants spend an average of a year to 17 months less. Passing rates are considerably higher and more offenders are tested each year in the TLE™ than in comparison facilities.

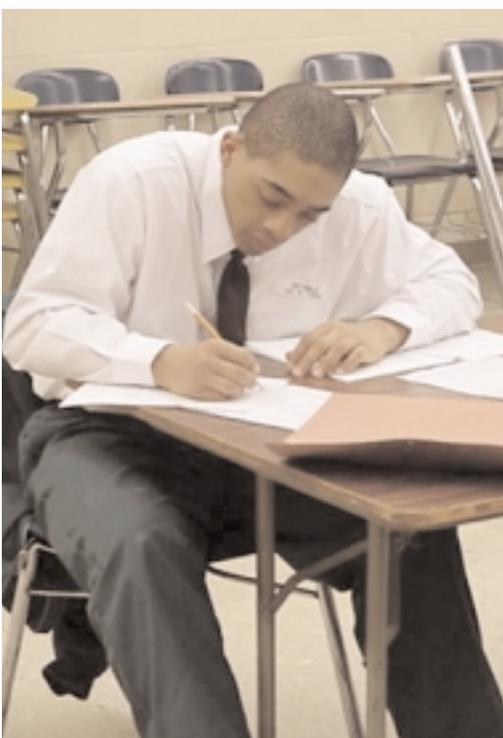
LEARNING IS TAKING PLACE



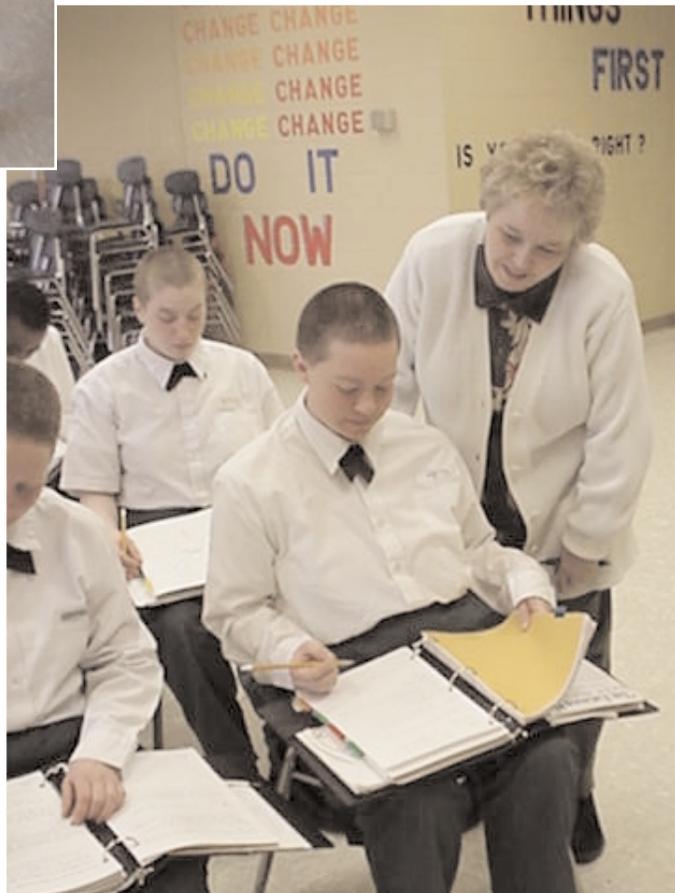
DRILL INSTRUCTORS assist with classes and check homework.



COMPUTER LAB



Taking the GED



Network and Alcohol and Substance Abuse Treatment Classes reinforce learning skills.

AfterShock and After Care

This chapter began with, “*I would never try to reform man, that’s much too difficult.*” Indeed, reform of addicts is very difficult to accomplish. Thus, the emphasis here on Total Learning Environments™ in prisons. The next key to a successful intervention is to establish supportive environments for offenders post-release. Unless environments to which offenders and addicts return to live support growth and change, a percentage will relapse to old behaviors, no matter how much they may wish to continue the changes begun in structured residential programs. Even with very supportive families and environments, some relapse almost immediately. The seduction of drugs is stronger than the will to avoid them. Environment is stronger than all but the most disciplined will. Even people with highly disciplined will power choose environments that help them to practice skills that enhance their continued growth. Monasteries, ashrams, retreat centers, churches, health clubs and social organizations are formed to support those who follow a particular discipline. There is a great need to have supportive environments available in society for those who have been damaged by lives of poverty, failure and defeat, perhaps even more so for those who have experienced the transformative power of a TLE™ and have learned the value of such support. With this in mind, the *AfterShock* program was designed at the same time as the Shock Incarceration program, to provide follow-up support for graduates upon release to their home communities.

AfterShock begins with a six-month period of intensive Parole supervision that includes biweekly contact with Parole Officers, a vocational training program and job placement services, as well as weekly Alcohol and Substance Abuse Treatment sessions and Network Community meetings. Parolees are expected to observe a curfew for the first three months—to be in their residence from 11 PM until 7 AM—unless their work schedule requires modification. The curfew may be extended or shortened according to the judgment of the Parole Officer. Offenders who complete the first six-month period of intensive supervision, graduate to regular supervision, which includes at least monthly meetings with Parole Officers, continued employment and other special conditions set according to their need and progress. After the first 18 months, conditions are modified according to need. Offenders who successfully complete three years of Parole supervision may be awarded a Certificate of Relief from Disabilities, something of which they are most proud. In any case, continued fol-

low-up with Network and ASAT is optional and available for any who wish to attend. Many Shock graduates work for *AfterShock* service providers, assisting new releasees with transitional services upon their return home.

The lessons learned from *AfterShock* contributed to the development of the After Care component of the DTC, which also provides a supportive environment for offenders returning to their communities. The DTC After Care program can include a period of further, community-based residential treatment for select judicially sanctioned offenders, as specified by an individualized treatment plan begun at sentencing. Each participant in the DTC has a treatment plan, begun upon entry if not before, that specifies a plan for After Care. This plan is reviewed prior to release. Those who are Parole violators returned to the DTC, including Shock graduates, are required to follow the same plan as Shock graduates. Since it opened in 1995, Parole prefers to return Shock graduates to the DTC rather than to general confinement correctional facilities. Often this 90-day return is all that is needed for relapse prevention.

There is encouraging evidence that shows that when there is a solid support network available and offenders use it, that the changes they made while in the TLE™ are lasting. Even among those formally classified as "failures" due to their return to prison or relapse, there is evidence to suggest that the TLE™ produce a positive effect. Some "failures" are identified as such because their relapse to drugs resulted in a placement in a residential treatment facility for more treatment. The fact that they accept and appear to respond well to further treatment qualifies as a success. Many request the treatment placement, admitting that they need further help in overcoming their addiction. Others, while not requesting help overtly, let their parole officers know that it is time for confrontation by their actions. Most are returned to the DTC when they are rule violators. They too appear to respond to treatment, even when it is involuntary. There are those who have committed new crimes, resulting in further confinement, who write to tell staff that despite everything, they learned from their experience; they just did not apply it in critical situations.

A poignant reminder of how important the TLE™ experience is for many came from one young offender, sent to the maximum security disciplinary housing unit at Lakeview after receiving a disciplinary sanction in his second incarceration. The staff who unpacked his

belongings found his Shock graduation picture in his personal property. It is heartbreaking to think that of all the personal possessions he chose to bring back to prison with him, his auto-graphed platoon picture from Shock was one of his most prized.

It is the focus on a continuum of treatment, commencing in the residential phase and continuing into the community, that has produced the significant results that the TLE™ in New York are noted for throughout the nation. Indeed, the IMPACT Program in Louisiana has also noted significant improvements in results since adopting the *AfterShock* model. Prior to 1996, there was no dedicated aftercare program in Louisiana. After consultation and recommendations following the model presented here, an aftercare program was implemented in Parishes throughout Louisiana in 1996. Research has shown steady improvement in success rates, down from a high of 53.4% return rate of graduates released in 1994, to 43.8% for the 1997 release cohort through May 2001. The return rate for the 1998 cohort dropped to 28.4% as of 2001, as compared with a return rate of 41.3% of similar general confinement releases. 1999 graduates returned at a rate of 17.8% as compared with 31.2% of general population inmates.

Improvements continue to be made in Shock Incarceration and Willard DTC. Each year leads to new learning and growth. Methods are refined and enhanced and expanded upon. New learning is incorporated into the model, based in the same solid structure anchored in Synergetic principles. It is a testament to the strength of the model that political influences, staffing cuts, diminished resources and inconsistencies from without have not severely affected the success of the TLE™. While it would be preferable to not have to continuously do battle on so many fronts, in keeping with the slogan painted on the walls of the housing units, "THAT WHICH DOES NOT KILL US MAKES US STRONGER."⁹³

The next chapter focuses on the purpose, methods and intended results of the curriculum which was an outgrowth of the TLE™. DOING LIFE!: A Life-Skills Approach to Recovery From Addictions, is one precessional effect of the work described here. DOING LIFE! was developed to leverage the learning strategies of the TLE™ to the greatest number of people possible. Many who have come to be trained in the methods over the years asked for such a curriculum. In 1994, Lisa Matheson made it possible for Cherie Clark and Mary Bogan to write this workbook series through a carefully crafted structure and format. Prior to Lisa's influence the curriculum was a dream. Lisa made it a reality.

FOOTNOTES

A Comprehensivist's Approach

1. Fuller, R. Buckminster with Kiyoshi Kuromiya, Adjuvant, Critical Path, p. 125, ©1981, St. Martin's Press, NY
2. Eric Berne, M.D. developed Transactional Analysis, a cognitive approach to psychotherapy, based in his traditional, formal training as a Freudian analyst. His books include:
 - Beyond Games and Scripts, ©1968, Grove Press, Inc., NY
 - Games People Play, ©1954, Grove Press, Inc., NY
 - INTUITION And Ego States, ©1977, TA Press, San Francisco, CA
 - A Layman's Guide to Psychiatry and Psychoanalysis, ©1947 Simon and Schuster, NY
 - Principles of Group Treatment, ©1966, Grove Press, Inc., NY
 - The Structure and Dynamics of Organizations and Groups, ©1963 Grove Press, Inc.
 - Transactional Analysis in Psychotherapy, ©1961 Grove Press, Inc., NY
 - What do You Say After You Say Hello?, ©1981 by the estate of Eric Berne, Grove Press, NY
3. Fuller, R. Buckminster in collaboration with E. J. Applewhite, Synergetics I: Explorations in the Geometry of Thinking, Preface and Contribution by Arthur L. Loeb, Harvard University, ©1975, Macmillan Publishing Co. Inc., NY
 - Synergetics 2: Explorations in the Geometry of Thinking, ©1979, Macmillan Publishing Co. Inc., NY
4. Clark, Cheryl L. - Network Program Plan, 1978, unpublished document of the New York State Commission of Correction, Albany, NY. The term Total Learning Environment™ was first coined by Ken Windes during his consultancy with Clark in 1977-1978 and offered as a means to understand the comprehensive nature of this approach to treatment
 - Network Program Procedural Manual 1979, revised and updated: 1981, 1983, 1985, unpublished document of the New York State Commission of Correction and the Department of Correctional Services, Albany, NY
 - Shock Incarceration, Program Procedural Manual, 1987, 1988, unpublished document of the New York State Department of Correctional Services, Albany, NY, updates with R. W. Moscicki, 1989, 1991, 1994, 1996, 1998
 - Willard Drug Treatment Campus, Program Procedural Manual, 1995, 1996, with Mary T. Bogan, Ronald W. Moscicki, Sandra Polakow and Edna Smith
5. Much of 1978 was spent traveling to as many TC's as possible in order to study how they operated. Some of the programs visited included Daytop, Phoenix House, Delancey Street, Portage (Canada) and several others, including both prison-based and community-based residential treatment programs. Research into the TC movement included interviews with founding members, participation in program activities and reading, including, but not limited to these titles:
 - Austin, Barbara Leslie - Sad Nun at Synanon, ©1970, Holt, Rinehart and Winston, Inc., NY
 - Casriel, Daniel, M.D. and Grover Amen, - Daytop, ©1971, Hill and Wang, NY
 - Mower, O. Hobart - The New Group Therapy, ©1964, D. Van Nostrand Company, Inc., Canada
 - Steiner, Claude M. Steiner, Claude M. - Healing Alcoholism, ©1979, Grove Press, NY

Sugarman, Barry - Day Top Village, A Therapeutic Community, ©1974, Holt, Rinehart and Winston, Inc., NY

White, William L. -Slaying the Dragon, The History of Addiction Treatment and Recovery in America, ©1998, Chestnut Health Systems/Lighthouse Institute, Bloomington, IL

Yablonsky, Lewis - The Tunnel Back: Synanon, ©1965, Macmillan Publishing Co., Inc., NY

6. Fuller, R. Buckminster, "*Mistake Mystique*", Intuition, p. 91, ©1970, Impact Publishers, San Luis Obispo, CA
7. Command Sergeant Major (retired) Joshua Perry's name for certain of those "couch potatoes" who sit in front of televisions, consuming—beer, junk food, other people's opinions—while making no contributions themselves.
8. Mother's Against Drunk Drivers (MADD) is organized to provide information on alcohol-related driving offenses, publishes a newsletter, erects informational billboards, and has successfully lobbied for more restrictive sentences for offenses related to Driving While Intoxicated (DWI) and other offenses related to alcohol abuse.

Specialization Leads to Extinction

9. Bureau of Justice Statistics, August 2000
10. Ibid.
11. Associated Press Report, Michael Sniffen, August 30, 2000
12. Ibid.
13. Fuller discusses how overspecialization leads to extinction in Critical Path, op. cit., p. 6:
"We note that inbreeding of special, frequently employed capabilities has always been accomplished only at the cost of outbreeding general adaptability to cope with infrequently occurring, high-energy-concentrating events."
and p. 214: *"The division of world political power into 150 sovereign nations is a consequence of thousands of years of successive and individually independent contriving of history's most powerful leaders. The number-one strategy of the successful leaders of history's successively established supreme socioeconomic control systems has always been to induce the spontaneous self-divisioning of those designed to be conquered and to keep them spontaneously self-dividing and their divisions lethally interarrayed against one another in order to keep them conquered."*
14. Fuller, R. Buckminster - Nine Chains to the Moon, ©1938, 1963
- Operating Manual for SpaceshipEarth, ©1969, Southern Illinois University Press
15. Fuller's Aunt Margaret Fuller Assoli was a respected philosopher, who with Ralph Waldo Emerson, co-edited the Transcendentalist magazine, *The Dial*. A social reformer and feminist, she was the author of Woman in the Nineteenth Century, a landmark treatise on the emerging role of women in the 19th Century.
- Fuller, R. Buckminster with Kiyoshi Kuromiya, Adjuvant - COSMOGRAPHY: A Posthumous Scenario for the Future of Humanity, ©1992, Macmillan Publishing Co. Inc., NY

- Zung, Thomas T. K. - Buckminster Fuller: Anthology for the New Millenium, ©2001, pp. xix, 139, St. Martin's Press, NY

16. Associated Press report by Anjetta McQueen, April 16, 2000

"From Plantations, To Projects, To Prisons"

17. Souljah, Sister - No Disrespect, pp. 9-13

18. Ibid., pp. 3 - 4

19. Ibid., pp.349 - 350

20. Fuller - Critical Path, op. cit., p. xxii:

"In 1800 Thomas Malthus, later professor of political economics of the East India Company College, was the first human in history to receive a comprehensively complete inventory of the world's vital and economic statistics. The accuracy of the pre-Trafalgar 1800 inventory was verified by a similar world inventory taken by the East India Company in 1810. ... Malthus confirmed in 1810 his 1800 finding that world-around humanity was increasing it's numbers at a geometrical rate while increasing its life-support production at only an arithmetical preogression rate, ergo, an increasing majority of humans would have to lkive outr their short years in want and misery.

'Pray all you want,' said Malthus, 'it will do you no good. There is no more!'"

Fuller inventoried all of the technological advances that Malthus had not imagined, beginning with the telegraph and including such things as refrigeration, machinery and advanced engineering, to challenge the assumptions of Malthusian Economics. Despite Fuller's findings, Malthusian Economics remains the basis for Economic decisions in the 21st Century, resulting in "haves" and "have nots", an extension of the belief that there is "not enough" for everyone.

21. Hirschi, Travis - Causes of Delinquency ©1969 by the Regents of the University of California, University of California Press, Berkeley and Los Angeles, CA

Environments For Change In Prison

22. Clark - Network Program Procedural Manual, op. cit.

23. Clark, - Shock Incarceration, Program Procedural Manual, 1998 edition, p. 39, op. cit.
- Willard Drug Treatment Campus, Program Procedural Manual, 1995, op. cit.

24. Thurber, Marshall - *"Money and You: Management By Agreement"*, Department of Correctional Services Training Academy, Albany, NY, December 1982. Evidence of the Universal Principles was evident in that the Community Standards developed for Network in 1979 paralleled those taught in \$&U. Ken Windes called Cherie Clark to encourage her to bring the workshop to NYDOCS to support Network. From there she began working with Thurber and attended the Burklyn business School in July 1983.

25. Fuller, *"Emergent Humanity: Its Environment and Education"*, p. 102, ©1965, in R. Buckminster Fuller on Education, 1965 - 1979, The University of Massachusetts Press, Amherst

26. Whitely, Stuart - Dealing With Deviants: The Treatment of Anti-Social Behavior, p. 56, ©1973, Schocken Books, NY

Treatment Models

27. Crews, Richard, M.D., President and Faculty of Columbia Pacific University - Project IV GUIDELINES: The Versatile Independent Scholar, p. 29, Core Curriculum Course Number IS341, Columbia Pacific University Press, ©1993
28. The Bibliography includes a comprehensive listing of models employed, grouped in categories such as learning, psychology, control theory, etc. The primary models employed in the TLE™ were discussed in the Review of Literature. Dr. Carl Rogers, an eminent psychiatrist who developed non-directive counseling, once said that it was not the model employed that made the difference, rather it was the therapist's (counselor's) understanding of and commitment to providing the client with the best possible help. Staff in the TLE™ come from many different backgrounds and learn the synergetic approach to treatment, which allows for inclusion of many different models in a focused approach.
29. Volkow, N. D., G.J. Wang, M.W. Fischman, R.W Foltin, J. S. Fowler, N.N. Abumrad, S. Vitkun, J. Logan, S.J. Gatley, N. Pappas, R. Hitzemann, & C.E. Shea- *Relationship between subjective effects of cocaine and dopamine transporter occupancy*, NATURE, Vol. 386, April 1997, pp. 827-830
- *Decreased striatal dopamine responsiveness in detoxified cocaine-dependent subjects*, NATURE, Vol. 386, April 1997, pp. 830 - 833
30. Nash, Madeleine - *The Chemistry of Addiction*, TIME, Vol. 149, No. 18, May 5, 1997, pp. 68-76
31. Ibid., p. 76
32. April 23-25, 1997
33. Nestler, Eric J. - *Molecular Mechanisms of Drug Addiction*, The Journal of Neuroscience, July 1992, 12(7): pp. 2439 - 2450
34. Volkow, et al, NATURE, Vol. 386, op. cit.
35. Fuller with Kuromiya - Critical Path, pp. 249 - 251, op. cit.
36. Ibid., p. 250

A Wholistic Approach

37. Fuller with Kuromiya - Critical Path, p. 248, op. cit.
38. Crews, The Versatile Independent Scholar, p. 28, op. cit.
39. Fuller with Kuromiya - Critical Path, p. 251, op. cit.
40. Thanks to Paulette Parfitt Strong for introducing this slogan to Network training.
41. Toch, Hans, Ph.D. - Therapeutic Communities in Corrections, ©1980, Prager Publishers, A

Division of CBS Inc., NY

42. Omnibus Crime and Corrections Bill, Chapter 261 of the Laws of New York, July 13, 1987. *"Pursuant to this legislation, the DOCS amended Title 7 of the New York Codes Rules and Regulations (NYCRR) by adding Part 1800 which provided the rules that govern the Shock Incarceration Program."* p.1, Shock Legislative Report. 1988 - 2001
43. Governor's Omnibus Crime and Corrections Legislation, George E. Pataki, Governor, 1995, NY
44. Kozol, Jonathan - Ordinary Resurrections, p. 354, ©2000, HarperCollins Books, NY
45. Ibid., p. 155
46. Beers, William and Chris Duval - The Oregon Summit Program, Juvenile and Adult Boot Camps, ©1996, American Correctional Association, Lanham, MD
Cheryl L. Clark, Chair - with William Beers, C. Martin Lensing, Ronald Moscicki and Joshua Perry - *"Best Practices in Shock Incarceration"*, Monograph, American Correctional Association, August, 1998
Cheryl L., with C. Martin Lensing, Ronald Moscicki and CSM (ret) Joshua Perry - *Boot Camps: Fad or Formula for Success?*, January 27, 1997 Presentation, American Correctional Association Winter Conference
MSNBC, *Boot Camp*, An overview of the IMPACT Program of the Louisiana Department of Public Safety and Corrections, ©2000, Richard Stalter, Secretary (Intensive Motivational Program of Alternative Correctional Treatment)
47. Martin Mitchell (7/97). Martin spent 2.5 years at Lakeview, first in the Shock program and then as cadre. Because he could not read well at the time he was sentenced, he signed an agreement that he would not seek any early release program in exchange for a 2.5 to 5 year sentence for drug sales. Had he not signed the agreement, he would have been sentenced to 3 years to life for the same crime, a sentence that would have made him Shock-eligible. He was in the program for five months when the agreement was forwarded by the court. He was slated to graduate as most improved, and instead was unable to "officially" graduate. His drill instructors requested to have him remain in the program to complete Shock, and then Martin asked to remain as cadre. He worked in various jobs in the program throughout his stay, including assisting with orientation of young offenders and zero weeks. He finally "graduated" with a platoon right before his official parole eligibility date in 1997, though was not able to pass the GED despite taking it three times. He remains at liberty, and last cheerfully reported working three jobs, *"to keep me out of trouble"*, in one of his phone calls back to the facility.
48. Clark, Cheryl L., Mary Bogan and Lisa Matheson - DOING LIFE! A Life Skills Program for Recovery from Addictions, ©1996, DOING LIFE! International Inc., Buffalo, NY, Toronto
Clark, Cheryl L. and Lisa Matheson - Facilitator's Guide to DOING LIFE!, ©1997, DOING LIFE! International Inc., Buffalo, NY, Toronto, Ontario
Clark, Cheryl L. and Lisa Matheson - S.M.A.R.T. CHOICES! Accelerated Life Skills for Making Decisions that Work, ©1999, DOING LIFE! International Inc., Buffalo, NY, Toronto
- Facilitator's guide to S.M.A.R.T. CHOICES!, ©2000, DOING LIFE! International Inc., Buffalo, NY,

Toronto

49. Reinhold Niebuhr was a minister associated closely with the Alcoholics Anonymous program who wrote that prayer for the program.
50. Fuller, Buckminster in collaboration with E. J. Applewhite, - Synergetics 2: Explorations in the Geometry of Thinking, p. 239, ©1979, Macmillan Publishing Co. Inc., NY
51. Ibid., p.238
52. Ibid., p.239
53. Canfield, Jack and Mark Victor Hansen - The Aladdin Factor, ©1995, Berkeley Books, NY
- Chicken Soup for the Soul™, ©1993, Health Communications, Inc., Deerfield Beach, FL
- A 2nd Helping of Chicken Soup for the Soul, ©1995, Health Communications, Inc.
- A 3rd Serving of Chicken Soup for the Soul, ©1996, Health Communications, Inc.
- Chicken Soup for the Soul at Work, ©1996, Health Communications, Inc.
- Dare To Win, ©1994, Berkeley Books, NY
Canfield, Jack, Mark Victor Hansen, Kimberly Kirberger - Chicken Soup for the Teenage Soul, ©1997, Health Communications, Inc. Deerfield Beach, FL
Canfield, Jack, Mark Victor Hansen, HaFnoch McCarty and Medalee McCarty - A 4th Course of Chicken Soup for the Soul™, ©1997, Health Communications, Inc.
54. Canfield and Hansen - A 2nd Helping of Chicken Soup for the Soul, op. cit., pp. 254-255
55. Shock Incarceration Program Procedural Manual, op. cit., Section VII
56. Ibid.

"Keep Hope Alive"

57. Annual Report to the Legislature, 2001, Unpublished document of the NYSDOCS, Division of Program Planning and Research, op. cit.
58. Her story is told with permission from Yolanda. She is now enrolled in a Master's Degree program in Social Work. A dynamic speaker, she has borrowed the phrase, "Keep Hope Alive", from Jessie Jackson as her watchword in her work with offenders as the Assistant Director of the Network Program, operating in prisons and in community-based meetings.
59. Bedford Hills Correctional Facility is the Maximum Security Correctional Facility for women in New York State and serves as the reception center for all state offenders.
60. Prigogine, Ilya - Order Out of Chaos, pp. 12-14, pp. 142-143, ©1984, Bantam Books, NY, Toronto, London
Ferguson, Marilyn - The Brain Revolution, ©1973, pp. 163 - 169, definition from page 342 Taplinger Publishing Co., NY
- The Aquarian Conspiracy, ©1980, J. P. Tarcher, NY
61. Prigogine, op. cit., Irreversibility P. 128; Unrecognizable PP. 175-176; Unpredictable P. 176
Note that these properties are the properties of open, living systems. A cup of coffee is a closed

system. Heat dissipates when the coffee sits in a cup. The coffee cannot generate heat by itself. Human beings are open, complex, living systems. Just as nature is alive with patterns, so humans develop and grow from a highly complex, evolving pattern. Once a living being begins to grow, it does not revert to infancy or to the sperm and egg that joined to create life. That process of growth is irreversible. The adult human is unrecognizable from the fetus. Advances in science have shown that DNA forms the essential pattern of physical and intellectual makeup; but humans develop in ever more complex ways as they mature. What the adult will look, act or be like is unpredictable at the moment of conception. Too many factors influence human development for personality to be determined at birth.

It is the same with the development of consciousness, of thought. The brain develops as an increasingly complex structure, just as thought and intellectual abilities become more and more complex. Intellectual development is progressive, always transforming, from the stimulation in the environment, from an inherent curiosity and desire to know, to seek, to learn. Humans show a unique ability to develop intellectually throughout life, to learn from experience and to pursue learning for the sake of learning. Providing an environment conducive to thriving intellectual, emotional and spiritual growth leads to more growth. The growth of the population that goes to prison has been stunted by a wide variety of complex factors and they have embraced a belief in themselves as failures, yet repeatedly, their struggles to evolve, to grow, to learn, result in miracles of transformation.

62. Ferguson, op. cit., 1980, p. 164

63. Berne, op.cit.

Gangs To Graduates

64. Biehler, Robert F. - Psychology Applied to Teaching, second edition, ©1974, ©1971, pp. 108-109, p. 266, Houghton Mifflin Company, Boston, MA
Crain, William - Theories of Development, Third Edition, ©1992, 1985, 1980, p. 109 and pp. 264-267, by Prentice-Hall, Inc. A Simon & Schuster Company, NJ
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Piaget, Jean - The Child and His Image, ©1972, Houghton Mifflin Company, Boston
Singer, Dorothy G. and Tracey A. Revenson - A Piaget Primer: How a Child Thinks, ©1978, New American Library, NY
65. Wells, L. Edward and Joseph H. Rankin - Direct Parental Controls and Delinquency, Criminology, Volume 26, no. 2, 1988, pp. 265
66. Glasser, William, MD - Choice Theory, A New Psychology of Personal Freedom, p. 72, ©1998, HarperCollins Publishers, NY. Glasser updated Control Theory to Choice Theory with this book.
67. Burglass, Milton, M.D. and Mary Grace Duffy, M.S. - Thresholds: a decision making course, 1966, 1972, Bucks County, PA 1974 Correctional Solutions Foundation, Cambridge, MA

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- The Mechanism of Mind, ©1969, Simon and Schuster, NY
- Glasser, William, M.D., - Control Theory, ©1984, Harper & Row Publishers, NY
- Control Theory in the Classroom, ©1986, Harper & Row Publishers, NY
- Reality Therapy, ©1965, p. 65, Harper & Row Publishers, NY
68. Parent, D. G. *Shock Incarceration: An Overview of Existing Programs*, Washington, DC: NIJ Issues and Practices Report, pp. 25-26, 1989, National Institute of Justice, NCJRS 114902
69. Shock Incarceration Program Procedural Manual, op. cit., p. 40
70. Elkind, David - Children and Adolescents, op. cit.
Crain, William - Theories of Development, op. cit.
71. Step 7, *Choose Your Life, Live Your Choice*, Mary T. Bogan and Bruce Jarvis, Edited by Cherie Clark, 1990; and Clark, Bogan and Matheson - DOING LIFE! A Life Skills Program for Recovery from Addictions, op. cit.
72. Glasser, Reality Therapy, op. cit., p. 65
73. Allen, Bud & Diana Bosta, - Games Criminals Play, ©1981, Rae John Publishers, Sacramento, CA
74. Hirschi, op. cit.
Wells and Rankin, op. cit.
75. Fuller, R. Buckminster - "*Mistake Mystique*", (pp. 91-100) 1970, Intuition, ©1970, Impact Publishers, San Luis Obispo, CA, and in - R. Buckminster Fuller on Education, ©1979, (pp. 142-148) The University of Massachusetts Press, Amherst
76. Tillich, Paul, "*You Are Accepted*", pp. 153-163, The Shaking of the Foundations, ©1948, Charles Scribner's Sons, NY
77. Wells and Rankin, *Direct Parental Controls and Delinquency*, p. 265, op. cit.
78. Eric Berne, M.D. - Games People Play, p. 179, ©1954, Grove Press, Inc., NY
79. Ibid., p. 180
80. Ibid.

Compliance To Autonomy

81. Brown, Michael, Ph.D. - Psycho-Diagnosis in Brief, ©1977, Huron Valley Institute, MI
82. Ibid.
83. Glasser - Control Theory, op. cit.
84. Glasser - Reality Therapy, op. cit.
85. Ferguson, Aquarian Conspiracy, p. 165, op.cit.

Results Unpredicted By The Behavior Of Individual Components Alone

86. New York State Department of Correctional Services and New York State Division of Parole,
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Unpublished reports by the Division of Program Planning, Research and Evaluation and the Office of Policy Analysis and Information, Albany, NY, Dr. David W. Aziz, and from 1998, Leslie Kellam authors, with Cheryl L. Clark
87. This is another difference between Shock and the DTC. Legislation for the DTC mandates that DOCS include any *judicially sanctioned offender* in that program and makes no distinctions among those who might be unsuitable for a group milieu. In cases where an offender is *judicially sanctioned* and cannot actively participate in the regimen of the DTC, an alternative 90-day drug treatment program is provided at an appropriate facility. For example, a woman in her third trimester of pregnancy must be placed in a facility with OB-GYN services to avoid risking her or her baby's health. As such services are not available at the DTC, an alternative program is offered where there are such services. The same type of alternatives are offered for those needing dialysis two to three times a week, or a level of psychiatric care unavailable at the DTC.
88. Annual Reports, op. cit.
89. 2001 Annual Report, op. cit., p. 13
90. Ibid., p. 14
91. Ibid., p. 14
92. Academic Achievements 1995 - 1999, Division of Educational Services, NYSDOCS and Annual Report to the Legislature for Shock Incarceration, 1988- 2001
93. Painted on all the dormitory walls and attributed to Superintendent Moscicki at Lakeview, this quote from the German philosopher Nietzsche is a reminder to continue to maintain one's focus during the hard times.