

AIRWAY HEIGHTS CORRECTIONS CENTER
RIGHT LIVING COMMUNITY



COMMUNITY MEMBER HANDBOOK



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THE GOAL FOR THIS HANDBOOK

This handbook is designed for those who need to recover from criminal and other self-defeating/self-destructive behaviors and are doing so with the help of a Right Living Community.

The community offers a perspective of “Right Living” which includes choices and tools that serve as guides in living a healthy, pro-social lifestyle.

This handbook provides information about the Right Living model, design and structure.

Throughout this handbook are the thoughts and philosophies of the Washington State Department of Corrections Right Living Communities and their community members, both past and present.

It is your right and responsibility to know this information.

It is ultimately up to you whether you choose to make the necessary choices and changes that are required for Right Living. Change always demands hard work and personal sacrifice.

**Right Living has been proven effective in successfully reducing
self-destructive/self-defeating behaviors.**

Act as if what you do makes a difference, It does.

Ellis

WHAT IS RECOVERY?

In Right Living, recovery means a change of lifestyle and identity, which can only be achieved by living differently – not only in behaviors and attitudes, but also in values and beliefs.

Recovery is a verb - an action word - that requires action!

Recovery unfolds as a developmental process, involving step-by-step, phase-by-phase, and day-by-day passages through states of progressive building blocks of learning.

Recovery is a medically oriented concept, indicating “regaining lost or diminished capability, health, or previous level of functioning.” More broadly, it implies returning to or creating a state of physical or mental health from a state of sickness or disease.

Recovery includes regaining a healthy balance from a self-destructive lifestyle.

Regardless of our differences in social background, neighborhoods, gender, culture, race, or addictions, we have lost - or never acquired - values to guide healthy, productive lifestyles.

Learning or relearning these values requires practice in a real community that reinforces how we can live right with ourselves, others, and society.

One thing that we have in common that links us together is our Self Defeating Criminal Behavior.

For all community members, recovery is associated with achieving conventional social expectations: being consistent, reliable, responsible, self reliant, being a good parent, spouse or child, having and pursuing goals of education, career, money, home, and relationships.

Recovery through Right Living in a community inspires us to serve others, further shaping our new identity in terms of individual purpose, meaning and hope.

Recovery is viewed as a possession earned with difficulty through a learning process of painful self-change. However, recovery is also a gift to be given. Recovery is learned and maintained through interaction with others. Helping and teaching others is continually helping oneself through practicing, rehearsing, and reinforcing recovery teachings.

I have gained this by philosophy: that I do without being commanded what others do only from fear of the law
Aristotle, Greek critic, philosopher, physicist, & zoologist (384 BC - 322 BC)

WHAT IS RIGHT LIVING?

BY LIVING RIGHT, ONE COMES TO UNDERSTAND WHY THEY HAVE BEEN LIVING WRONG

Living right means abiding by community rules, remaining drug free, steadily participating in the daily routine of community, meetings, activities, work and educational functions, meeting obligations, maintaining a clean physical space and personal hygiene, acting responsibly to self, others, and the community and displaying socialized behavior such as civility, manners, respect, and keeping Right Living principles, such as honesty, self-reliance, responsible concern, and work ethic.

The daily practice of living right within the community helps a community member adopt a permanent change in lifestyle and identity.

Frustrations will arise, and old behaviors are likely to resurface, so it is vital that you discuss these issues using the proper behavior rather than act out or react in a negative way that could be harmful to yourself or others.

THE PRIMARY VALUES OF RIGHT LIVING

There are specific values and tools that guide Right Living. These apply to all situations and all people and rise above the shortcomings of the particular individuals teaching and role modeling, as illustrated in the phrase “principles before personalities.”

Everyone helps one another, which creates a win-win outcome ----- look for the solution.

Principles Before Personalities

What does this phrase mean to you?

A new day has dawned with a spirit that conveys Right Living and recovery. Accepting the responsibility and enduring the pain necessary to achieve life at its highest standard. Changing old behaviors in search of a new freedom. To be role models, to practice these principles, establishing a richer legacy for those family members both within and outside our own walls.

LEGACY – Coyote Ridge Corrections Center

WELCOME TO THE RIGHT LIVING COMMUNITY

Worth, (1) the value of something measured by its qualities or by the esteem in which it is held; (2) to the fullest extent of one's value or ability.

1. **Willingness:** follow suggestions
2. **Open-mindedness:** take a look at all views
3. **Respect:** give and receive
4. **Truthfulness:** honesty, talk about anything
5. **Humility:** put false pride away

TO BE WORTHY

These principles include being truthful, establishing a work ethic, earning rewards, personal accountability, economic self-reliance, responsible concern toward community members and staff, community involvement, and good citizenry.

We have grown in our lives; we have developed principles that set our standard of living. Once we entered into our self-destructive lifestyles, we made a choice to leave many of those principles behind as we traveled the road of self-destruction.

Many of us have been on this road in life so long we can no longer see where we came from.

We have either lost, or never acquired, values to guide healthy, productive lifestyles. Learning or relearning requires practicing Right Living in a Right Living Community (RLC) that reinforces how individuals can "live right" with ourselves, others, and society.

As the sun rises over the moon a new day begins and another ends
One hand helps another
We can do together what we cannot do alone
We cannot change the past, but we can work on the future
To better ourselves - spiritually, mentally, emotionally, and physically
Serenity Philosophy - Lincoln Park Work Release

RIGHT LIVING COMMUNITY EXPECTATIONS

To live right means there is a healthy and ethical standard of behavior that is expected from each community member. Community expectations extend beyond observance of the rules of conduct. They define the member's participation and integrity in the community, and their involvement in the process of change and recovery.

Out of respect, community members observe each other's participation in all the activities and roles of the community, as well as how they use these activities and roles for self-change. We do need to respect others and be concerned for the health of the community.

How can change be expected if the need to change is not respectfully brought to one's attention?

When people respect each other they accept the responsibility of helping each other to grow and change in positive ways. Through the act of bringing self-destructive behaviors to another's awareness, the need for change is identified and the choice for change can be decided through:

PERFORMANCE:

As members move through the model, community expectations increase with respect to the members' demonstrated behavior in all activities. Their focus and efforts are expected to be at their highest level and be consistent in their various roles and obligations in work, groups, meetings, seminars, and recreation.

RESPONSIBILITY:

As community members move through the phases of the model, the community expects them to increase their responsibility and to be accountable. Members initially assume responsibility for self, which then extends to immediate peers, and finally expands to the entire community.

SELF EXAMINATION:

As members move through the model phases, the community expects increases in self-examination. This is evident in their self-awareness and self-disclosure with respect to issues of personal change. Their focus shifts from peer identification of their behavior, attitude, and emotional problems, to self-identification of issues and then begins to actively work on them.

SELF SUFFICIENCY:

As members move through the model phases, the community expects changes in all of the above areas to unfold with lessening dependence on others. Independence is evident when individuals initiate change in all areas without dependence on others. The community members require less awareness-raising from peers and staff. They maximize their performance in their roles and tasks to seek and assume greater responsibility and obligations in the community, to freely engage in honest personal disclosures, and to be vigilantly self-aware and self-correcting.

Regardless of how we came to be here, whatever the reason, our problems are common. In this community, we can view each other from this shared perspective while we work towards our recovery. Learning to make healthy decisions, accepting responsibility for our behaviors, while helping others to own up to theirs. Together our recovery will shine through permanently as we grow, establishing necessary tools to become happy, positive, functioning members of society.

ODYSSEY Philosophy - Stafford Creek Corrections Center

PURPOSE OF A RIGHT LIVING COMMUNITY (RLC)

- The primary goal of the community is to provide members with a sense of belonging, acceptance, and skills for living without self destructive behavior patterns.
- The community is a highly structured environment with a specific moral and ethical code of conduct.
- It employs community-imposed levels of interaction, earned advancement or status, and privileges as part of the recovery from self destructive behavior and growth process.
- Being part of something greater than oneself is an especially important part of recovery from a criminal life style.
- The community helps members develop attitudes, behaviors, and lifestyle changes that will enhance and maintain recovery from addiction, criminal behavior, and other self-defeating behaviors.
- Members and professional staff work together to support the community and the community is the vehicle by which individual members gain personal insight and positive change.

The community offers you a clear choice that will help you live a life guided by a foundation of Right Living, and a healthy and appropriate recovery model.

RIGHT LIVING GOALS

- **TO UTILIZE MY TIME AWAY FROM SOCIETY IN A POSITIVE MANNER**
- **TO GAIN AN UNDERSTANDING OF MYSELF, MENTALLY AND EMOTIONALLY**
- **TO GAIN AN UNDERSTANDING OF MY SELF-DESTRUCTIVE, SELF DEFEATING BEHAVIORS**
- **TO PREPARE MYSELF FOR RE-ENTRY INTO SOCIETY FREE OF MY SELF-DESTRUCTIVE, SELF DEFEATING BEHAVIORS**
- **TO BUILD MY SELF-ESTEEM BY RESPECTING OTHERS AND MYSELF**
- **TO LEARN HOW TO EXPRESS MYSELF IN A POSITIVE AND APPROPRIATE MANNER**
- **TO LEARN ABOUT SELF-HELP AND HOW IT APPLIES TO ME**
- **TO GAIN AN UNDERSTANDING OF OTHERS**
- **TO LEARN HOW TO BECOME PRO-ACTIVE, RATHER THAN REACTIVE**
- **TO LEARN THE IMPORTANCE OF BEING RESPONSIBLE AND PRACTICE DOING SO**
- **TO GAIN A SENSE OF POSITIVE DIRECTION IN LIFE**

Self-respect is the cornerstone of all virtue.

John Hershel-English astronomer

VIEW OF THE COMMUNITY MEMBER

In the view of Right Living, certain beliefs and values are essential to recovery, personal growth, and healthy living. ***“Right Living”*** refers to an understanding that a particular lifestyle and behavioral choice lead to physical and mental health, and a positive pro-social outlook on life.

THE SELF IS ESSENTIALLY GOOD

While the conduct, attitudes, and thinking of a community member may be unhealthy, the inner person is fundamentally good. In the recovery process, when a person is respected, understood, and accepted by others, their inner person can emerge. Many community members connect their inner person with their bad behavior (inner self – habit self). Teaching the distinction between outward behavior and inner self is essential for initiating a change in identity. Learning to distinguish how they have behaved and what they have done from who they really are versus who they can be, offers community members hope and the choice to change. A changing perspective on self unfolds as they change their negative behavior through Right Living.

Personal reflections and notes:

VIEW OF CRIMINAL BEHAVIOR

Criminal behavior is viewed as affecting the whole person involving all of the following areas: ***physical, emotional, social, and spiritual***. Which part do you need to work on first and why do you think that?

Personal reflection and notes:

VIEW OF RECOVERY

RETURN TO WHO YOU WANT TO BE

The terms habilitation and rehabilitation distinguish between building or rebuilding lifestyles for different community members and capture the Right Living goals of recovery. The assumptions underlying the change process is grounded in the Right Living approach to changing lifestyles. Change unfolds as a developmental process of social learning, which occurs through mutual self-help in the community.

Personal reflection and notes:

HOW DO YOU USE THEM IN YOUR DAY TO DAY LIFE?

Personal reflection and notes:

The Integrity Community is a combination of our positive ideas, conviction, beliefs, and behaviors. When our behavior matches our values, when our inward soul and outward behavior are aligned, we have integrity.

We believe the Integrity Community provides the environment to show members those value systems that will support and enhance our personal recovery while achieving integrity.

This is the true concept of community—that we are supported and given the opportunity to accept responsibility for ourselves and our actions so that we may become useful and productive members of society.

INTEGRITY – Philosophy – Olympic Corrections Center

RIGHT LIVING STATEMENT

The Community is committed to developing persons of integrity by establishing a clean and sober, crime-free lifestyle through active dedication to the soundness of body, mind, emotions, and spirit.

COMMUNITIES

- ◆ LIVE AND WORK TOGETHER WITH THE PURPOSE OF DEVELOPING HEALTHY LIFESTYLES.

- ◆ ENCOURAGE EACH OTHER TO IDENTIFY, DEVELOP, AND PRACTICE HEALTHY THINKING AND BEHAVIORS.

- ◆ RECOGNIZE SIMILARITIES AND RESPECT INDIVIDUAL DIFFERENCES.

- ◆ LEARN NEW SKILLS THAT ENABLE US TO DEVELOP HEALTHY RELATIONSHIPS IN SOCIETY.

- ◆ DEMONSTRATE RIGHT LIVING BY HELPING OTHERS.

- ◆ SATISFY OUR PERSONAL NEEDS AND DESIRES THROUGH HEALTHY AND RESPONSIBLE BEHAVIOR.

Your thoughts:

WHAT IS A COMMUNITY?

According to Webster's Dictionary:

1. a) A group of people residing in the same locality and under the same government.
b) The area or locality in which such a group resides.
2. Group or class having common interests.
3. Likeness or identity.
4. Society as a whole.

In a community individuals learn how to conduct themselves in relationships.

In a Right Living community individuals help each other to maintain a healthy, crime-free, sober lifestyle.

Community members gradually extend their orientation beyond their immediate peers to the larger community.

What is your definition of Community? _____

We believe that it is better to declare the truth and be rejected, than to withhold the truth and be accepted.

We realize that to effect change, we must challenge the way we act, think, and react and adopt an attitude that promotes a positive environment and healthy lifestyle.

By learning to accept new concepts that promote Right Living, we will grow in integrity by being honest, compassionate, and patient with ourselves and others. We accept the fact that we need not fail any longer.

Tired of the life we have lived, from this moment forward we choose to take responsibility by practicing self-enhancing behaviors and letting go of behaviors that are injurious to self and others.

We will no longer harm ourselves or those around us.

By gaining a better understanding of self and others through increased awareness of personal challenges and strengths, we will work together as a family to ensure that no one gets left behind.

Phoenix Philosophy – Monroe Correctional Complex, Special Offender Unit

COMMUNITY AND THE WHOLE PERSON

You cannot change in isolation. It is difficult to imagine changing a person separately from a community of others. Who you really are is gradually revealed in community life. In the 24-hour community, members can be observed in all of their roles: how they work, relate to peers and staff, maintain their rooms and personal hygiene, and participate in groups and community meetings.

Out of respect, community members help one another by bringing negative attitudes, values, and behaviors to their awareness. How else would they be identified and increase the opportunity for change?

THE SOCIAL LEARNING PROCESS

A lifestyle change occurs in a social context (a community).

- Negative patterns, attitudes, and roles were not acquired in isolation, nor can they be altered in isolation. Thus, recovery depends not only upon what has been learned but how and where learning occurs.
- Criminal behavior is learned.
- This is the basis for the community itself, serving as teacher. **Community is the method of change.**
- Learning is active: by doing and participating.

The community initiates change in the individual. With its focus on social participation, mutual responsibility, and relationships based on respect and the values of Right Living, the community provides the opportunity for developing healthy and appropriate behavior to include:

- ↳ Being a role model for others,
- ↳ Advancing in the work structure and community hierarchy,
- ↳ Progressing through the phases of the model, and
- ↳ Relating in new ways to community members and staff.

Our philosophy as a Therapeutic Community is for each member to participate and learn new living skills for growth and self-awareness. We address our social, physical, emotional, and spiritual needs to nurture an honest, respectful, responsible, and healthy living environment. United in recovery, we strive to better ourselves and to encourage other family members in their recovery without the aid of chemicals or criminal thinking. Through recovery, we restore our dignity.

INFINITY – Mission Creek Corrections Center for Women

THE FOUR AGREEMENTS

BE IMPECCABLE WITH YOUR WORD

Speak with Integrity. Say only what you mean. Avoid using the word to speak against yourself or to gossip about others. Use the power of your word in the direction of truth and love.

DON'T TAKE ANYTHING PERSONALLY

Nothing others do is because of you. What others say and do is a projection of their own reality, their own dream. When you are immune to the opinions and actions of others, you won't be the victim of needless suffering.

DON'T MAKE ASSUMPTIONS

Find the courage to ask questions and to express what you really want. Communicate with others as clearly as you can to avoid misunderstandings, sadness, and drama. With just this one agreement, you can completely transform your life.

ALWAYS DO YOUR BEST

Your best is going to change from moment to moment; it will be different when you are healthy as opposed to sick. Under any circumstance, simply do your best, and you will avoid self-judgment, self-abuse, and regret.

Don Miguel Ruiz



AS I MOVE FORWARD

Integrity has given me the opportunity to face my past behaviors that led me to crime and drugs. I have accepted the knowledge of a higher power, which has given me a positive understanding of myself, my disease, and the feelings of my victims.

I today trust myself to make better positive choices, pertaining to my survival. For an example, when I arrived at the Larch Corrections Center, I was rebellious to change due to the new environment. In the past, I had already gone through every other treatment there was, and did not benefit. So, I couldn't understand how I would benefit from this one. Until I started accepting my past, and stopped being embarrassed about my negative actions and came to realize my self-worth and the understanding that I could be a better person. Not because I wanted to be, but because I (yes you know me) deserve to be.

As I move forward, not alone anymore, as in death, but alive to myself and to others, I can accept responsibility for my actions, one day at time for the rest of my life.

Thank you *Integrity* for giving me the opportunity to develop the insight within me.

Roy

Integrity family member '99

“Letter to Legacy”

*Today, every day, it’s class after class and meeting upon meeting.
Day in, day out, we hear the same old drill. Sure I know that change takes
time and the more times we go over things, then maybe we will stand a
better chance of getting something out of what we hear.*

*Somewhere, somehow, I hope to put to good use
all of the things we go over.*

*If any of this can help me to be drug-free and stay free whenever I become a
member in the community again,
then this will have been time well spent.*

For now, my biggest fear is, will I be able to put all of this to use?

*In prison, it’s easy to go through this recovery community,
but what’s to become of me when I come home?*

Will my community be strong enough to keep me from using?

*Is my wall around me strong enough
to stand up to the free-world community?*

Have I been honest with myself and family enough to win their trust?

Am I really happy with the change in the new me?

*I can only hope that the answer to these questions is yes,
for any other answer would mean the death of me!!!!!!*

One-half and one-third was given to me because of my addiction; M.R.T.,

*C.D. and T.C. have given me my addiction
as well as tools I can use to keep me free!*

*Freedom, that’s what this community means to me,
“freedom” from guilt, “freedom” from the pain of using,
“freedom” from the hurt my addiction has caused my family,
“freedom” from all the lies I’ve told to myself as well as others.*

*I guess what freedom really means the most to me is that if I honestly work
my recovery, then freedom means life!*

*It’s not going to be easy nor is it going to come quick,
nor am I always going to be happy.*

COMMUNITY BEHAVIOR EXPECTATIONS

As monitors of the entire community, each member is expected to observe the behavior and attitudes of other members for signs of self-destructive behavior, and confront these directly through the proper steps of interaction.

This accountability extends beyond the individual to the condition of the facility and the welfare of the general community. As community members, each member is expected to remain alert to the signs of community neglect, as well as individual and collective problems that may be potential threats to the community itself. To this end, each member is expected to use the levels of interaction and communicate to others their observations.

To ignore negative behavior in others not only undermines the integrity of the community, but threatens the recovery of the individual who ignores the self-destructive behavior of other community members. Some community members have developed personal patterns and habits of secrecy and dishonesty which are related to their difficulties in trusting and being trusted. Condoning self-destructive behavior is disrespectful to self and the community.

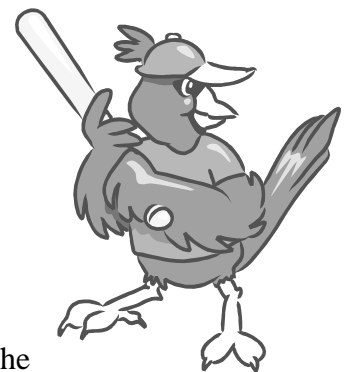
- The *Community Behavioral Expectations* are the foundation for the safety of all community members and security of the community.
- All rules and regulations will be followed, and if violated, will result in consequences outlined by policy and WAC rules.

There are three categories of behavior expectations in a Right Living Community (RLC):
CARDINAL, MAJOR, & HOUSE

CARDINAL – FOR THE SAFETY AND SECURITY OF THE COMMUNITY

At the top of the list in a RLC are those expectations considered absolute. These are called *Cardinal Rules* and violation of many of these rules may result in an infraction.

1. No physical violence, threats of physical violence, or intimidation against any person.
2. No possession or use of drugs or alcoholic beverages.
3. No sexual acting out of any kind.
4. No racial or ethnic slurs.
5. No gambling.
6. No pornography.
7. No theft
8. No possession of a weapon of any kind
9. No destruction of property.
10. No gang representation, participation, or recruiting at any time.
11. No contraband.
12. No violation of any act defined as a misdemeanor and/or felony by the laws of the state of Washington or the United States of America.



COMMUNITY BEHAVIOR EXPECTATIONS

MAJOR – STANDARDS & BOUNDARIES FOR THE BEHAVIOR OF THE COMMUNITY

These are the rules that govern how people will interact with each other and how they go about their daily lives in the RLC, in order to maintain a safe environment. Whether an infraction is upheld or not, there may be RLC levels of interaction implemented.

1. No dishonesty to community members or staff.
2. No disrespect to peers or staff.
3. Follow written policies, rules, and guidelines.
4. No TV or sleeping during community activities unless responsibilities are completed.
5. Give correct respectful response after receiving awareness or when receiving consequences.
6. Be on time for all scheduled work and community activities.
7. Follow all proper lines of communication.
8. No misuse of the levels of interaction to include vindictive abuse.
9. No lending or borrowing.
10. No horseplay.
11. While passing individuals on the breezeway, or hallways, community members will step to the right and walk out of common courtesy and respect for oncoming traffic
12. No cutting in or out of line.
13. During all Right Living Community activities:
 - A. Follow Code of Conduct
 - B. Dress Code:
 1. For all Right Living Community activities, you are required to wear your community shirt as an outer shirt (in cold weather a thermal shirt may be worn underneath), and state issue pants.
 - Community Activities include:
 - 1) All community and progressive Right Living Interactions,
 - 2) Seminar presentations,
 - 3) Crew meetings,
 - 4) Phase Up Boards and
 - 5) Other meetings scheduled by Rational Authority where the purpose is to discuss Right Living Community business.
 2. Dress codes for all areas/buildings identified in the MSU and Main Offender Orientation Handbooks will be adhered to *unless* the purpose for a community member's presence in an area is to attend a Right Living Community activity.
14. You are required to wear your state ID and phase/crew card, at all times, as issued by rational authority.
15. No profanity.
16. Must use the facilities on your own tier. "Do not go out of bounds."
17. No food or drink, of any kind, during formal community activities, classes or meetings unless authorized by rational authority.
18. Give proper introduction when addressing the community in any group or during community activities, unless directed by rational authority.
19. No unauthorized sub-grouping.
20. No walking out of any RLC activities unless excused by staff.

COMMUNITY BEHAVIOR EXPECTATIONS

HOUSE RULES: KEEP THE ENVIRONMENT OF THE COMMUNITY SAFE

Involve how jobs are performed, how people address each other, how feedback is given, and things like standing if you get sleepy in a group activity, etc.

1. Community members will use their own assigned bunk and locker and/or cubicle area only. No going into another community member's locker, even with permission.
2. Locker must be secure at all times.
3. No slamming of locker doors.
4. RLC members will shower, brush teeth, comb hair (neat and tied back during formal community activities), and wear clean clothes.
5. RLC members must participate in weekly linen exchange.
6. RLC members will be in proper attire prior to leaving the shower area.
7. All personal items will be stored only in your own area.
8. No loitering.
9. Follow posted TV schedule.
10. Clothing must be clean, neat, in good repair, and unaltered.
11. No hats or sunglasses worn in any building unless authorized by rational authority.
12. Pick up after yourself and dispose of any trash properly, whether yours or not (personal space and RLC environment).
13. No talking through windows.
14. No spitting.
15. Silence will be indicated by a raised hand and will be followed by all members raising a hand and remaining silent during community events.
16. No sagging pants.
17. No hands in pockets during any group or community activities.
18. Do not put feet up on furniture.
19. No sliding of any furniture chairs or tables for example.
20. No saving seats.
21. No impulsive verbal reactions or blurting out.
22. Must have handbook and materials for community activities.
23. Must demonstrate "Proper Respect of People" (PROPs) during all groups and interactions with community members and staff.
24. No throwing object on tier or in dayrooms or anywhere else.

This is your house - your community - respect it and keep it clean. It is a reflection of yourself and your community and your recovery.

CODE OF CONDUCT DURING COMMUNITY ACTIVITIES

- 1. You must demonstrate PROPS: Proper Respect of People during all interactions with community members and staff, House Rule #23.**
- 2. No blurting out, no impulsive verbal reactions, House Rule #21.**
- 3. No loud and/or profane language or any other rude or offensive behavior, Major Rule #15.**
- 4. Raise your hand for all questions, comments and reflections.**
- 5. Be on time for all scheduled activities, Major Rule #6.**
- 6. Follow the Formal Community Activities Dress Code, Major Rule #13.**
- 7. Bring your handbook for all community activities, House Rule #22.**
- 8. No food or drink in formal community activities, Major Rule #17.**
- 9. Use communication, not confrontation.**
- 10. No sidebars. A sidebar is when two or more people are having any conversation, written, verbal or non verbal, while someone else is talking, to the point of distraction and disrespectful behavior.**
- 11. No breaks or leaving a formal community activity without rational authority's approval, Major Rule #20.**
- 12. Community members will follow the principles of WORTH:**

W **Willingness; follow suggestions**
O **Open mindedness; take a look at all views**
R **Respect; give it and receive it**
T **Truthfulness; honesty, talk about anything**
H **Humility; put false pride away**

RIGHT LIVING INTERACTION TOOLS

“**Right Living**” refers to an understanding that a particular lifestyle leads to a positive reintegration into non-destructive self-defeating behavior, which is a process and a goal.

“**Right Living**” interaction refers to the individual’s *communication* style, within their social environment of peers, friends, family, self, employers, community and the identification of negative interactions that have resulted in negative consequences.

Right Living results in positive interaction and positive consequences.

Right Living Interaction Tools identify your communication style and teach you how to interact with others.

Interaction tools assist in the identification of both positive and negative behaviors to maintain and or change those actions that become self-destructive.

Right Living Interactions Tools include:

- Relating Tables
- Push Ups in Life
- Verbal Check
- Behavior check
- Peer Accountability Group
- Crisis Intervention

Self-examination: As members move through the phases, a strong community expects self-examination. This is evident in the way community members self-check, identify and disclose self-defeating/ self-destructive behavior that results in negative consequences.

Responsibility: As community members move through each phase, the expectation is to increase personal responsibility and to be accountable for ones behavior. Each member initially practices and identifies responsibility for self, which then extends to immediate peers, and finally expands to the entire community

Community members seeking to achieve positive consequences work to discipline themselves to follow Right Living values and support others to do so by interacting in an appropriate manner.

TIMING IS EVERYTHING

- New community members are not required, nor expected, to interact or **check** another community member’s behavior unless they are comfortable with the process and able to follow proper procedure and protocol. However, they do need to begin the process of self-examination so they learn to identify their self-defeating behavior patterns.
- Community members are to use the Steps as a learning experience, easing into the process and not bombarding members with behavior checks’ that would create or increase resentment, resistance and defensiveness towards other community members or the community process.
- Unless otherwise directed by staff, Community Members are not to check the behavior of Staff

COMMON SENSE RULE

- Common sense and sincere intentions are very important with the use of the interaction tools.
- Upper Structure, crew leads, community representatives and staff are to practice, role model and teach Right Living behavior to all community members.

Everyone is Equal

RIGHT LIVING INTERACTION TOOLS

Interaction tools are a step-by-step process in achieving behavior changes used by Staff and Community members when helping a community member identify the use of self-destructive, self-defeating behavior.

This progression may include at any time a Relating table and/or UPS that may be used as a tool for positive reinforcement, intervention and incentives for change.

PROGRESSION

Step 1: Verbal check
Step 2: Behavior check

Step 3: Peer Accountability Group
Step 4: Crisis Intervention

When a community member is exhibiting negative behavior the steps to change that behavior usually begins with a verbal check:

STEP ONE: VERBAL CHECK



How to approach a community member and respond in a non threatening, appropriate manner

When checking a community member's self-destructive behavior, the focus is on their behavior not the rule. The process begins in observing the behavior with the intention to help the person identify their actions in a respectful non-threatening manner

"Out of Respect" is a simple reminder that the intention is not to harm but help

1. The giver (community member/staff) needs to inform the receiver and may begin by saying, *"Out of respect, I am checking your behavior for being late to work."*
2. If the community member does not want to hear it, then wait a bit for that person to calm down and try the approach again in a very respectable manner ~ **TIMING IS EVERYTHING**
3. The receiver then gives the proper response, "Thank you" or Thanks, or, thank you, I will take care of that" which does not mean they own or are even aware of their behavior, it means they acknowledge the check – this process is intended to give a community member time to **STOP and THINK before REACTING.**
4. They then journal their feelings in the behavior log in the back of the community member handbook

Example: Mr. Doe is in a community meeting and when he arrives, attempts to sit down next to Mr. Jones, who states, "I am saving this seat for Mr. Smith."

Mr. Doe states, "Mr. Jones, out of respect, I am checking your behavior we cannot save seats for anyone.

Mr. Jones takes a deep breath, looks at Mr. Doe and responds, "Thanks for reminding me" and removes his books from the chair and offers for Mr. Doe to sit down next to him.

- ❖ Mr. Jones then journals in his behavior log, the date, behavior, his reaction, and how this behavior is self-defeating.
- ❖ Now if Mr. Jones has the opportunity during the community meeting or a community activity to share that he acted inappropriately and apologize to Mr. Doe, this reinforces the community principles and standards of respect and Mr. Jones's commitment to change self-defeating behaviors.
- ❖ When this is expressed at a community meeting, all members are aware of the behavior and can help Mr. Jones to establish healthy boundaries but also as a reminder to us all of negative behaviors that we can fall back in to. For example, when we are driving down the road and see someone else be pulled over for speeding, the correct response is to immediately check our own speed and, if necessary, adjust it according to the law. Growth by example

RIGHT LIVING INTERACTION TOOLS

STEP TWO: BEHAVIOR CHECK



Fair and respectful treatment regardless of the outcome may reduce the natural anger often associated with anyone trying to help you become aware of your self defeating behaviors, especially when you may not be consciously aware of them yourself. In turn, that positive experience of being treated with respect increases the motivation to change.

It is easy to walk by someone who is emotionally, spiritually, and/or behaviorally self-destructing. However, this is not about you, it is about helping others become aware of their behavior and, like you, they do not want to look at it or simply do not see it.

We want to change but we do not want to put the work into changing because it hurts and takes time, and ignoring or denial of the behavior appears to be easier. It makes us vulnerable to being rejected, brings up the pain and shame, insecurities, and all the garbage we are trying to avoid by using criminal and addictive behavior.

- But guess what, in the long run, that behavior has not been working for you or you wouldn't be where you are, right now reading this.

This step takes us deeper into our own issues while bringing them to the awareness of others. This is accomplished by self check and/ or staff check and /or community member check

If Staff witnesses this behavior they can also write out a behavior check form and place it in the proposal/form box.

Example: Mr. Belkin is working on updating the community member's names on the structure board in the crowded main hallway of the community and drops all the name tags on the floor; he proceeds to let loose a river of profanity.

Mr. Gateway, a Phase 2 member of the community walks up to Mr. Belkin and while helping him pick up the name tags states, "Mr. Belkin, I am checking your behavior again, you have been cussing up a storm lately" Mr. Belkin takes a step back, takes a deep breath and responds, "Thank you, I know, I really need to check it.

Mr. Belkin, then out of "self accountability" fills out a behavior check form, thereby acknowledging and checking his own behavior and when the Assistant Clerk on his designated route comes by at noon, 5:00 PM or 9:00 PM can place it in the proposal/form box.

The process for collecting proposals, forms, and any right living information is to send it up the proper lines of communication.

Crew Lead → Assistant Coordinator → Senior Coordinator → SOD

RIGHT LIVING INTERACTION TOOLS

Behavior Check – please ✓STEP 2 □LE STEP 3□PA

Date and Time of Self Defeating Behavior: August 15 0007 1:15 pm

From: Mr. Gateway

Self-destructive Behavior:

(Provide specific description of behavior) While I was working on the structure board in the hallway, I dropped the nametags and cussed up a storm in front of staff and visitors. A community member respectfully came over and checked my behavior

SOD initial and date of Behavior Check Interview: KH August 16 0000 9 am

Learning experience ~ assignments, commitments and date of presentation –

Mr. Belkin identified his self-destructive behavior as impulsive and disrespectful to himself and the community. He agrees to the following learning experience. Since Mr. Belkin is poetically skilled, he will compose a poem about the benefits of thinking before reacting and how profanity is the “poverty of the intellect.” This is to be presented to the community at the morning meeting on August 18 at 7:30 am.

STAFF ON DUTY: BEHAVIOR CHECK INTERVIEW PROCESS AND PROCEDURE

Staff/Business Crew lead will inform the Expeditor Crew Lead of all community members required to report to SOD office, who will be facilitating the behavior check interviews

The community member who wrote the behavior check and support person if requested, are present in the line together if it is appropriate.

1. Expeditor will call those community members to the staff office at the designated time for interview.
2. State all possible community or work responsibilities to the Expeditor to ensure any conflicts during Behavior Check interview procedure. (e.g., community responsibilities, work, medical callouts, visitations etc.)
3. When called into staff office use proper protocol:
 - Respond with respect for self and others and wait for staff introduction and instructions,
 - Come in and sit down,
 - Formal greetings and explanations of process.
4. Remember that this is a right living interaction, a learning experience, not a punitive process.
5. Behavior form reviewed and the behavior is discussed. Communicate with honesty and with integrity.
6. This whole process is a about getting honest with yourself.
7. The purpose is to identify behavior behind the rule violation, identify self-destructive behavior collaboratively with each other and work together to find a learning experience to match the destructive behavior.
 - The learning experience is approved by staff before presentation through the proper line of communication (proposal)
 - The learning experience is presented, either at a community meeting, seminar or crew meeting

RIGHT LIVING INTERACTION TOOLS

LEARNING EXPERIENCES (LE)

Learning Experience is an opportunity to apply positive actions of change to a negative behavior habit. These Learning experiences are identified by the community member with the assistance of staff and fellow community members present during the Behavior Check Interview.

Learning Experiences utilize the community member's personal strengths. The LEs are to be practical, realistic, and not punitive. They may not feel good at first, but you are changing the road map in your head to a new direction of thinking and behaving, which is not easy.

The goal is to learn and change through *doing*. Using a Right Living theme, have a writer make up a story and present it. Poets can create and read a poem. An artist or singer can present in that medium to which they can relate.

Examples of assignments may include, but are not limited to the use of core skills, RLC components and concepts, and activities that promote healthy change. (See appendix for examples)

Having another community member assist during the presentation is included in the proposal to staff before any presentation and may also be assigned by staff during the collaborative decision making process on what would best fit the LE to the self-destructive behavior and the individual. These learning experiences are presented to the community during morning or afternoon meetings, scheduled seminar times, and where it may be convenient for the community member's school/work schedule etc.

EXAMPLES OF LEARNING EXPERIENCES

Dishonesty

- Song - Sing a song about lying to the tune of Garth Brooks "The Thunder Rolls"
- (Lying to staff) Poem on "Being honest with self and others."

Disrespect

- 2 Page paper "Describe the feelings you might have if you were presenting material that was difficult or painful to talk about and someone laughed at you and thought it was funny."
- Song - (for disrespect) to the tune of "Help" by the Beatles.

Following written policies rules and guidelines

- 2 Page paper on how paying attention to the smallest details will keep me on track in society.
- 3 Day verbal greeting at meetings to keep my mind on my behavior and my behavior on my mind.
- 1 Page paper "When I know right from wrong, why do I like to go with the wrong."
- Community Meeting Greeting: example "Remember to use your line of communication."
- Skit on how not following the rules is a Habit-Self behavior and how you plan to work on this.

Disrespect, Intimidation, Control

- 1 Page paper "How not using profanity reflects my growth in recovery."
- 25 reasons how profanity is intimidating and disrespectful to self and others, how do I control by profanity.
- (Profanity) 3 Day Door Commitment stating, "Not using profanity demonstrates right living right now."

Self-entitlement, Lack of forecasting, Not thinking

- (Out of Bounds) Poem on "How addressing your Boundaries will be essential to your criminal thinking recovery."
- (Out of Bounds) 2 Page paper on " How going out of bounds is like going into an unhealthy environment" .

RIGHT LIVING INTERACTION TOOLS

STEP THREE – PEER ACCOUNTABILITY GROUP (PA)

As with all groups in the RLC, the purpose of Peer Accountability is to identify and change self-destructive, self-defeating behaviors, thoughts and resolve feelings. The simplicity of its goal should not be confused with the complexity of the process. Individuals may undergo powerful experiences, which ultimately contribute to personal growth and change.

If a community member demonstrates the same self-destructive behavior within 30-days after receiving a verbal and a written check, they are scheduled for a PA. If they repeat the same behavior again (4 times in the same 30-day period) they are scheduled for another PA. If they violate the same behavior code, again in the same 30-days they will move to a level four, crisis intervention.



BEHAVIOR CODE VIOLATION

1. Verbal Check
2. Written Check (LE)
3. Peer accountability
4. 2nd Peer Accountability
5. Crisis Intervention

CARDINAL RULES (SOD responsibilities)

1. Advise DOC ASAP safety/security is an issue
2. Decide w/DOC when to investigate
3. Report findings to DOC
4. Crisis Intervention if applicable

- If multiple slips come in for the same behavior/event, they are put together and dealt with as one violation: one incident, multiple slips for the same behavior = one consequence.
- The only person who knows and can check the number of violations a community member has is the SOD by reviewing the behavior log.
- The SOD is responsible for upgrading forms based on how many times the same self-destructive behavior is demonstrated in 30 days.

Example

Mr. Health is aware that Mr. Smith is not getting to work on time, again. Concerned, Mr. Health gives Mr. Smith a verbal Check, and knows that Mr. Smith just completed a learning experience at the afternoon meeting two days ago on procrastinating and not being on time. Both are aware that if Mr. Smith is late for work again he will lose his job and EFV. This same behavior has been brought up for a third time and now has become a continuous problem, not only for Mr. Smiths but to his crew and job responsibilities, so the Peer Accountability Group will be set up.

BEHAVIOR CHECK – please LEVEL 2 LE Level 3 PA

Date and Time of Self Defeating Behavior: May 14, 0000 7 am

From: employer, self and community member

Self-destructive Behavior: not getting to work on time again
(Provide specific description of behavior)

Support: Mr. Planner and Mr. Glass will support Mr. Smith in the PA group

SOD initial and date of interview: KH May 15 0000 9 am

Learning experience or PA: assignments, commitments and date of presentation – PA
SOD Interview: Mr. Smith owned this behavior, PA scheduled for May 17, 2008.

RIGHT LIVING INTERACTION TOOLS

STEP THREE: PEER ACCOUNTABILITY PROCESS

For the new community members, this is where our self-destructive/self-defeating behaviors are identified & brought to our attention in order to promote individual change and growth. It will consist of addressing specific behaviors and their outcomes. This is a formal community function, and is held in small group seminars or crew meetings, whichever is decided on by the community member whose behavior is being addressed. Community members will sit in PROPs until otherwise directed by staff.

Those present are the Staff, community and crewmembers whom the individual respects and trusts

Peer accountability is held in a confidential setting, following the Code of Conduct with no more than 12 participants in a group circle.

1. Senior Coordinator or designee calls all participants together
2. Senior Coordinator calls the person addressing the behavior to begin.
3. Senior Coordinator reads the form (time, date, self-destructive behavior).
4. The person having their behavior addressed is asked, "Can you identify the self destructive behavior?"
5. The person (s) with concern will share how this behavior affects them and may include the crew, the community and the individual's recovery.
 - The community member will reflect what they just heard from each community member who chooses to share their reflection on the self-destructive behavior that the individual continues to act out.
 - The community member will make a commitment to change the behavior that is measurable and behavior specific.
 - The community member will make a voluntary service commitment to give back to the community.
 - The community member will identify *what skill* they can use in order to help them change their behavior. (e.g., core skills, concept, components,)
 - The community member will identify what this behavior says about his own recovery from the self-destructive behavior pattern.
 - The community member will then close the process.

These commitments are placed on a commitment note and tracked by the designated crew.

The community shares with the member their concern and reinforces the individual's value as a member of the community.

RIGHT LIVING INTERACTION TOOLS

STEP FOUR –LEVEL 4 CRISIS INTERVENTION

To receive a Level 4 Crisis Intervention:

- A community member has received a verbal, a written, has appeared in PA group twice, and violated the same self-destructive behavior on the same rule violation, in less than 30 days, or
- The community member has violated a Cardinal Rule.

PROCESS

Unit team meeting to include staff involved with the community member.

This team may include community members, if applicable (Community Representative/Senior Coordinator). The group will develop a strategy prior to the intervention, which may include:

- Other forms of crisis interventions agreed upon by the unit team, e.g., learning experience, service commitments, peer accountability group, or a combination of existing step of interaction,
- A comprehensive behavior contract on how to assist the community member in halting their self-destructive behavior. This contract is a collaborative effort with the community member who is receiving this level of intervention.
- Where applicable
 - a. A community member may be suspended in their current phase in order to attain the necessary educational and crisis interventions to assist them in gaining the knowledge, attitude and phase expectation requirements to phase up.
 - b. In a long-term right living community a member may, due to behavior not meeting phase expectations, be returned to a lower phase and lose the concurrent incentives that parallel each phase expectation requirements and incentives.

A ***behavior contract*** is not a punishment. It is a crisis intervention, to include:

- A collaborative agreement between the community member and staff on behavior changes
- What the member needs to do to facilitate behavior changes, and
- An outline of the consequences they will face if they fail to attain the goals and objectives outlined in the behavior contract.

A therapeutic *Group Process* format is followed. The unit team addresses the member's consistent, self-destructive behavior, lack of responsibility and commitment to change the self-destructive behavior.

Clear, specific consequences are stated in the contract if the behavior continues.

The behavior contract is reviewed and may have additions that the community member feels would assist him in becoming a pro-social member of the community.

If available, a community representative may be assigned to the community member for support and assistance.

Community member signs the behavior contract and the contract is placed in the unit file.

The community member will remain in their current phase 30 days after they have successfully completed the contract to establish and maintain new behaviors.

Contracts will be shared with the community for awareness and support at the next afternoon meeting.

Human beings, by changing the inner attitudes of their minds, can change the outer aspects of their lives.

William James, US Pragmatist philosopher & psychologist (1842 - 1910)

RIGHT LIVING INTERACTION TOOLS

PUSH UPS IN LIFE

This interaction is used when community members go out of their normal “old” behavior without being asked and assist another member or do something for the community. It is *Doing The Right Thing When No One Is Looking*, and/or assisting the community or a specific member without expecting anything in return (unconditionally).

Example:

- Helping someone with their testimony when they never helped anyone before.
- Clean up after someone else or straighten up a community room.
- Work with a community member that is defensive or resistive and help monitor their behavior.
- Leaving behind your self-centered behavior and doing something unconditionally.

PUSH UPS IN LIFE

DATE: November 2, 0000
TO: Mr. Desk
Behavior unselfishness and empathetic: I witnessed Mr. Desk (phase one) helping Mr. Tree (phase one) out by showing him how to keep his Living area clean, helped make his bed, get up and ready after he learned that his girlfriend sent him a Dear John letter. They never got along before; in fact, it was obvious they did not like each other. Somehow, this experience changed all that, it was good to see.

FROM: Mr. Clark

RELATING TABLE

A relating table is an interaction between two community members to resolve an issue quickly and efficiently.

The goal of a Relating Table is conflict resolution using the lowest step of interaction to teach communication, social and problem-solving skills.

This intervention may be used in any step as a tool to intervene and de-escalate any conflict or dispute between two community members. If this step does not resolve the issue then staff and peers decide which next steps to take.

This is accomplished with the two community members and staff in a confidential group process. The issue is discussed and resolved with commitments and resolution from both community members.

- When applicable, Community Representative may co-facilitate this process with a staff member.
- Community members may request relating tables by using the Relating Table form and placing them in the RLC box on their tier.
- Relating tables last a maximum of 30 minutes.

RIGHT LIVING INTERACTION TOOLS

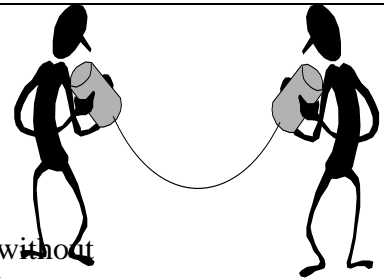
Example:

Crew and work issues, not using the interaction tools appropriately, and a lack of healthy communication between two people, are the most common examples of what issues can be resolved with a relating table.

The community members:

1. Identify the conflict.
2. Identify their part in the conflict.
3. Identify how they could have behaved in a pro-social manner.
4. Make a commitment to change.
5. If resolution is not attained, the consequences then are moved to rational authority and the next step of intervention.

RELATING TABLE



DATE BROUGHT TO SOD: August 9, 0000

ISSUE: Mr. Jung and Mr. Chair cannot seem to speak to each other without getting angry with one another; they are on the same crew (business).

BETWEEN: Mr. Jung & Mr. Chair

SELF-DESTRUCTIVE BEHAVIORS: Not being able to compromise or listen to each other in a healthy and appropriate manner.

DATE OF RELATING TABLE: August 10, 0000

COMMITMENT TO CHANGE: Mr. Jung and Mr. Chair were able to express their feelings of frustration with each other in a healthy and appropriate way, and decided to role model a skit to the community about not telling each other how they felt right away but by holding these feelings in, created frustration and hostility between them. Mr. Jung did not feel Mr. Chair was actively involved in the crew work but never shared that with him. They both learned to express their feelings and listen to each other. This will be role modeled during the skit with the commitment to each other and to the community that they would keep their communications with each other open and honest.

RIGHT LIVING INTERACTION TOOLS

COMMUNITY INTERVENTIONS: COMMUNITY AS METHOD

Community Meetings are administered as the first level of Community Intervention. If the behavior of the community does not change or increases in self-destructive behavior, then a general meeting is scheduled.

Community meetings are called by Rational Authority and/or community members for:

1. Information
2. Communication
3. Problem Solving
4. Follow-up on assignments after a general meeting or previous community meeting.
5. Special guest speakers.
6. Community issues, for the community to brainstorm improvements, and team building.
7. Special holidays, commencements, graduations, and recreation activities.
8. All meetings follow proposal protocol.

GUIDELINES

- Staff are present at all times
- All community members arrive on time and participate
- No interruptions, PROPs until otherwise indicated
- No leaving the room without addressing the Expeditor and Rational Authority approval.

FORMAT

1. **SENIOR COORDINATOR:** Opens the meeting, greets the community and announces the pre- approved agenda.
2. **ASSISTANT COORDINATOR:** Opens the meeting and set the tone for the closing of the day. Greets community members.
3. **STAFF:** Participation as outlined in the agenda.
4. **MOTIVATION CREW:** Awards, philosophy, mission statement, and other duties as appropriate for the occasion.
5. **ORIENTATION and RE-ENTRY CREW:** Crew Leader announces any relevant information.
6. **EDUCATION CREW:** Crew Leader announces any new information.
7. **BUSINESS CREW:** Any announcements from Crew Leaders, community, or staff.
8. **ENVIRONMENTAL:** Sets up meeting room per Rational Authority instructions.
9. **EXPEDITOR CREW:** As in any meeting monitors entrance, exit, and roll call.
10. **SENIOR COORDINATOR:** Closes the meeting.

RIGHT LIVING INTERACTION TOOLS

The General Meeting is a *corrective community intervention* called to address issues and correct problems that threaten the integrity of the community and to refocus the members to a healthier, less self-destructive environment.

- ☉ GMs are authorized, organized and confirmed by DOC institutional staff for safety and security.
- ☉ GMs are not punitive, demeaning, nor degrading to the community or individual members.
- ☉ GMs are called by the Rational Authority and/or the community and are held in response to behaviors that endanger the community, e.g., violence, drugs, sexual acting out, stealing, possession of weapons, destruction of property, contraband, refusal to participate in community activities, and confidentiality violation.
- ☉ GMs are used for community identification of problems and solutions, action plans and strategies.
- ☉ The outcome of general meetings include making amends to the community, public commitment to personal change; demonstration of positive change, strategies and solutions for change.
- ☉ General meetings are no longer than one day.
- ☉ Unit team and community members plan the goals and agenda and collaboratively are involved in the meeting with the community.

GOALS

- Identify and correct problem people or community conditions, reaffirm motivation, and reinforce positive behavior and attitude.
- Utilize problems to teach the Right Living Community perception on recovery and Right Living and reaffirm the existing strength and support of the full community for its individual members.
- The entire community staff and peers are utilized to achieve the goals of the GM, and are assembled in the largest communal space until the problems are identified and the process is complete.

PROBLEM CLARIFICATION

The scope and severity of the problems must be specified and those directly and indirectly involved in the incident(s) identified. This aim is usually achieved prior to and during the GM through staff and member observations, disclosures, through experiential process, and community participation.

COMMUNITY EXPRESSION

Members and staff are asked to face the community, state their concerns and/or confessions of self-destructive behaviors, and then listen without responding to the reactions of the community. Members and staff voluntarily stand up one at a time and speak to all or a particular problem.

This phase encourages collective ventilation of members and staff reactions to the individual and community problems or incidents. These include anger, hurt, and disappointment at the errors of others, the disillusion concerning fallen role models, and the fear and anxiety concerning their own recovery. Balancing these reactions are expressions of respect, care and concern, assertions of the value of friendships, the need for mutual support in the fragile process of recovery, and in maintaining a healthy community.

CLOSURE

This phase involves public re-affirmation of community teachings, application of specific disciplinary actions, and the convening of follow-up groups. A crucial step toward community harmony is surfacing any covert problems within the community. This process may continue beyond the period of the meeting itself as part of a general healing process.

TO SUCCEED-I WILL “ACT AS IF” UNTIL I GET IT

Acting as if is to engage in positive behaviors and attitudes regardless of how you usually behave or actually perceive yourself. Continued “acting as if” gradually leads to real change, and will maintain your progress in the change process.

It includes assuming a role or attitude even though you are not comfortable or do not want to, but acting “as if” you do. It is a basic RLC concept instructing community members and staff to behave as the persons they should be rather than the persons they have been.

To achieve Right Living, I feel right, I think right, I do right, and then I am right!

- I am willing to learn, and act as if.
- I do not hate.
- I will accept things that are not in my control.
- I will work on not being afraid.
- I am not afraid, and if I am, it is okay, it will not stop me from doing the right thing.
- I am willing to take risks for the sake of changing for the better.
- I am honest with others as well as myself.
- I set goals that are realistic and I will work toward those goals.
- I take responsibility for my past and present self.
- I am optimistic and think positive.
- I am patient and tolerant with myself and others.
- I trust myself.
- I trust the Right Living model will work.

Write your own positive self-affirmation statement:

COMMUNITY AS A METHOD

YOU CANNOT CHANGE IN ISOLATION

The term Right Living Community (RLC) means that the community can remedy and restore. The profound distinction between the RLC and other models is the use of “Community as a Method” for changing the whole person.

A method refers to the activities, strategies, materials, procedures, and techniques that are employed to achieve a desired goal. In a RLC the goal is to maintain the individual’s full participation, so members can achieve the social and psychological goals of lifestyle and identity change.

“*Community as a Method*” means teaching individuals to use community life to learn about themselves. It takes place through ideas (concepts), expectations (behavior), and components (mechanics) of a Right Living-Community.

RIGHT LIVING CONCEPTS

1. **Community Member Roles** – Each community member contributes to all activities of daily life in the RLC. This provides them with the opportunity to learn by taking on a variety of social roles such as peer, friend, coordinator, and tutor. Community members are active participants in the process of changing themselves and others.

What does it mean to you? _____

2. **Steps of Interaction** – Peer members are the primary source of instruction and support for individual change. Providing observations, authentic reactions, and feedback to help identify self-destructive behaviors in ourselves and others is the shared responsibility of all. Feedback is expressed with respect.

Your thoughts? _____

3. **Role Models** – Each participant strives to be a role model of the change process. Along with this responsibility, each member has to provide feedback to others as to what *they* must change. Each RLC member must strive and work at *being (Acting As If)* a living example of such change. Along with their responsibility to provide feedback to others as to what they must change, members must also provide examples of *how* they can change.

How will you be a positive role model? _____

COMMUNITY AS A METHOD

4. **Community as the Agent of Change** – The RLC members engage in the process of change primarily with their peers. Education, training, and therapeutic activities occur in groups, meetings, seminars, job functions, and recreation. The learning and healing experiences essential to recovery and personal growth develop in the community.

Is this different from how you normally work? _____

5. **Relationships** – Relationships are used to encourage recovery and personal growth in various ways. They can facilitate engagement, develop trust, encourage emotional risk taking, and self-learning. Relationships are essential to encourage the individual to engage and remain in the change process. Healthy relationships developed in the community are the basis for the social network needed to sustain recovery.

Your thoughts? _____

6. **Culture and Language** – The RLC is a culture of change. Celebrations, traditions, and structure are used to enhance Community cohesiveness and to reinforce individual progress. In particular the concepts, beliefs, values, norms, and philosophy that guide recovery and Right Living are expressed in the unique language of the RLC. Learning the RLC language reflects adjustment into the culture of the RLC and a gradual process of identity change.

What is the difference between the RLC culture and your past criminal culture?

COMMUNITY AS A METHOD

7. **Open Communication** – The public nature of shared experiences in the community is used for therapeutic purposes for the individual and for others. The private life of the individual, their feelings and thoughts are matters of importance to the recovery and change process. When and how private issues are publicly shared are always at the good judgment of the individual participant. Sensitive private issues may be initially shared with a close peer or staff member who preserves the confidentiality, but encourages eventual disclosure to the community through the proper use of the levels of interaction, at the discretion of rational authority.

An individual can manipulate or con another individual; it is much more difficult, if not impossible, for an individual to manipulate a community.

Why is honesty always the best policy? _____

8. **Organization, Time Management, Work Ethic** – Job functions, chores, and work in the community includes the many structure board, crew, and management roles needed to maintain the daily operations of the community. The organization of this work is a primary vehicle for teaching self-development. Learning occurs not only through specific skill training, but also in adhering to procedures, in accepting and respecting the role of others, and in behaving as a responsible member of the community – being someone on whom others depend.

What is the value of structure and organization? _____

9. **Community and Individual Balance** – The purpose of the community is to serve the individual, but the relationship between the individual and the community is mutual. The needs of the community and of the individual must be balanced to maintain an authentic and credible community. This requires that the community has a capacity for self-analysis through continued self-examination of the behavior and attitudes of community members as well as staff. The membership itself, and staff, have the responsibility to confront, affirm, and correct the community.

How is this Right Living Community different from any other model or general population environment you have been in or heard about? _____

COMPONENTS OF A RIGHT LIVING COMMUNITY

The Right Living Community has proven to be a powerful model changing criminal addictive and other self-defeating behaviors, and related problems in living a criminal free lifestyle.

THERE ARE 14 KEY COMPONENTS THAT MAKE THE RLC OPERATE.

- 1. COMMUNITY SEPARATENESS** – General population community members do not reside here as a means to avoid the negative attitudes and self-defeating behaviors, the criminal culture, attitudes-codes that enhance self destructive behaviors.
- 2. COMMUNITY ENVIRONMENT** – The Right Living environment promotes a sense of commonality and collective activities, such as community meetings. The walls display signs that state in simple terms, the philosophy of the model and the message of Right Living and recovery. Structure boards identify all participants by name, seniority level, and job function in the community, and daily schedules are posted. These visuals display an organized picture of the models that the individual can relate to and comprehend, which encourages connection to the community.
- 3. COMMUNITY ACTIVITIES** – The community schedule reflects a daily agenda of meetings and seminars, team job functions, organized recreation, and leisure time. Community activities are essential in maintaining community cohesiveness and working towards recovery together.
- 4. PEERS AS COMMUNITY MEMBERS** – Members who demonstrate the expected behaviors and reflect the values and teachings of the community are viewed as role models. Indeed, the strength of the community as a context for social learning relates to the number and quality of its peer role models. All members of the community are expected to be role models. RLC require these multiple role models to maintain the integrity of the community and assure the increase of social learning affects.
- 5. STAFF AS COMMUNITY MEMBERS** – The professional staff is a reflection of the DOC and work directly or indirectly with the community. Staff is the rational authority of the community and is included in all community activities, decisions, and community functions.
- 6. A STRUCTURED DAY** – Regardless of its length, the day has a formal schedule of varied therapeutic work and educational activities with organized design, fixed times, and routine procedures. The structure of the model relates to the RLC perspective, particularly the view of the community members and recovery. Ordered and routine activities counter the characteristically disordered lives of the addicted and criminal thinking person. Structure distracts community members from negative thinking and boredom; factors associated with drug use, criminal thinking, and self-defeating behavior.

For a community to be whole and healthy, it must be based on people's love and concern for each other.

Millard Fuller

COMPONENTS OF A RIGHT LIVING COMMUNITY

7. **PHASE FORMAT** – The Right Living Community model is organized into phases that reflect the view of the change process. Emphasis is placed on step-by-step learning at each phase, which moves the individual to the next phase of recovery.
8. **WORK AS THERAPY AND EDUCATION** – Consistent with the RLC self-help approach, all members are responsible for the daily management of the facility, which includes: cleaning, activities, maintenance, coordinating schedules, meetings. In the RLC, various work roles help bring about essential educational and therapeutic effects.
9. **THERAPEUTIC RIGHT LIVING COMMUNITY CONCEPTS** – There is an organized curriculum focused on teaching the RLC perspective, particularly the self-help recovery concepts and view of Right Living. The concepts, messages, and lessons of the curriculum are repeated in the various groups, meetings, seminars, and peer conversations as well as in reading, signs, and personal writings.
10. **LEVEL OF INTERACTION** – The levels of interaction are the cornerstone in the RLC. The goal in any RLC is to heighten individual awareness of specific attitudes and self-destructive behavioral patterns that stop the process of change towards recovery.
11. **“OUT OF RESPECT”** – No one wants a community member to become a part of or continue the revolving door of incarceration. Staff, community members, friends and family of community members all want your release transition to be successful. Taking advantage of Right Living is an unselfish act and really not too difficult to accomplish. Put your pride aside for a moment, open your mind and work on yourself.
 - The process and goal of Right Living Interaction tools is to help you identify your communication style and teach you how to interact within your social environment of peers, friends, family, self, employers and community. Interaction tools assist in identification of both positive and negative behaviors. By identifying positive behaviors, those behaviors can be maintained and strengthened to help change and eliminate self-defeating/self-destructive behaviors that result in negative consequences.
 - Through identification of negative behaviors, behaviors that have not been working for you and have negative consequences are brought to your awareness so that through self-examination, responsibility and accountability those behaviors can be changed. When we help someone identify their behavior, it benefits us because we are taking a risk in an area that is uncomfortable and gives us the opportunity to understand that it is not belittling someone, it is about helping them. It benefits all the people involved in the interaction tool process by giving individuals the opportunity to see what they can't see on their own and helping their fellow community members.

Benefits of Interaction Tools

- Opportunity to change self-destructive/self-defeating behaviors at the lowest level, safer environment, creates respectful awareness to address self-destructive/self-defeating behaviors, help begin the process of self-examination, creates consistency with each other, helps other members in your community avoid pitfalls, promotes accountability and responsibility for each other and self.

COMPONENTS OF A RIGHT LIVING COMMUNITY

- 12. EMOTIONAL GROWTH TRAINING** – Achieving the goals of personal growth and socialization involves teaching individuals how to identify feelings, express them appropriately, and manage them in a healthy and appropriate manner. Once released into the outside society, the development of a healthy support system to include all aspects of recovery is essential to maintaining progress in the change process.

- 13. ACTION PLAN** – A plan will be developed for and by each community member to identify their self-defeating, self-destructive behavior patterns and a commitment to law abiding behavior.

- 14. RECOVERY/RE-ENTRY-** Completion of the Right Living Community is a phase in the recovery process from criminal behavior. A re-entry plan will be created for each community member to ensure continued success in society.

COMMUNITY TERMINOLOGY

CULTURE AND TERMINOLOGY

Acting as if: To assume a role or attitude even though you are not comfortable or do not want to, but acting “as if” you do. It is a basic RLC concept instructing community members and staff to behave as the persons they should be rather than the person they have been.

Your notes: _____

Agent of Change: Participation and involvement link the community as a method to the individual in the change process. Participation is the key contribution each community member makes in the process. It is the community’s continual assessment of, and responses to, the community member’s participation and level of involvement that maintains them in this process. *The agent of change is the community.*

Your notes: _____

Awareness: (verbal/written) Alerting others of negative self-destructive/defeating behavior. A sign of respect and responsible concern.

Your notes: _____

Brother’s Keeper: Community members are taught by their peers to listen respectfully to upper phase members and to accept awareness’s, feedback, and guidance from them. The credibility of upper phase members comes from their community status as role models; they are examples of positive personal change and teach and *keep* others accountable.

Your notes: _____

Cardinal: Highest behavior expectation of the community, which protects the structure, community members, and safety of the community.

Your notes: _____

Community Representative: The primary goal of the representative role is to teach concern and caring, as is done in a good community. This teaching is most evident when members use the role of community representative to assist each other in the recovery process.

Your notes: _____

Conflict: When a person is struggling (to choose) to balance their values (inner-self) and belief system with appropriate behavior (external actions).

Your notes: _____

Confrontation: Offering a person a description of his behavior and its effects on others with a request that they explain and/or change it, *without intimidation*. Representing self, not defending self. Speaking in a calm, smooth, rational and respectful manner.

Your notes: _____

Community as a Method: This means teaching individuals to use community life to learn about themselves.

Your notes: _____

Community Meeting: The main function is community management, assembling all community members and staff. This meeting is planned and conducted by rational authority and upper structure. There is an agenda, time frame, goals, and objectives to be achieved.

Your notes: _____

COMMUNITY TERMINOLOGY

Defocusing: Talking about anything or anyone to avoid looking at your behavior and accepting responsibility for self (trying to take others on a trip elsewhere to avoid the issue at hand).

Your notes: _____

Denial: A refusal to believe or accept reality. Denial of a criminal personality trait is part of the practice of a criminal lifestyle. Thus, admitting the presence of the criminal behavior is the basis for change.

Your notes: _____

Displaced Aggression: Displaced aggression is taking aggression out on an object that did not cause the anger in the first place and is less threatening. Purpose: it is safer to take it out on something else. Examples: kicking the dog after a bad day at work, abusing your kids or wife after losing a job.

Your notes: _____

Emotional Insulation: To withdraw or become aggressive towards others to protect ourselves from getting close to them, e.g. “wall building.” Purpose: to avoid getting hurt, having others know who we really are, or potentially being rejected.

Your notes: _____

Feedback: Response or reaction to something another person has done or said. The term is used most often in a context indicating that the response is *constructive in intent*. Negative feedback is *criticism* (condemnation).

Your notes: _____

Free Time: Time in which members are free to engage in personal activities, other than community activity hours (6:00 am - 9:00 pm).

Your notes: _____

General Meeting: Response to behavior(s) that seriously endanger the community, e.g., cardinal rule violations. A meeting held in response to a “crisis” in the community.

Your notes: _____

Hang-up: A personal problem or difficulty that prevents an individual from growing. Example: fear of speaking in front of a group of people.

Your notes: _____

House Expectations: **Keep the Environment of the Community Safe.** House expectations include: quality job performance, how community members address each other, standing if you get sleepy in a group activity, appropriate use of phones, etc.

Your notes: _____

Image: A facade, or style of presentation (e.g., dress, verbal, or body language), used as a shield to hide one’s true self from others. Usually used to impress and gain acceptance, and motivated by fear of rejection or manipulation.

Your notes: _____

COMMUNITY TERMINOLOGY

Interaction Tools: Progressive Levels of Interaction used to assist community members in awareness and changing self-defeating, self-destructive behaviors.

Your notes: _____

Learning Experience: An assignment given to a community member for exhibiting negative behaviors in order to raise the community member's awareness.

Your notes: _____

Major: Standards and Boundaries - These are behavior expectations that govern how people will interact with each other and expectations about how they go about their daily lives in the RLC. Examples include: no lying, no disrespect, and no profanity.

Your notes: _____

Manipulation: Definition (Webster): controlling someone else by unfair or indirect means, to entrap for one's own advantage, e.g., negative contracting.

Your notes: _____

Minimizing: To downplay problems and not be responsible or accountable in owning self defeating behavior.

Your notes: _____

Negative Contracting: Two or more people agree to have a secret contract not to disclose or confront one another.

Your notes: _____

Orientation Session - Transition: (Phase One) Study time used to review model history, handbook, procedures.

Your notes: _____

Peer Awareness: A standardized conscious raising awareness process for a community member or group. Members make each other aware of negative behavior(s), and initiate commitment of change in behaviors and attitudes.

Your notes: _____

Personalizing: Tendency to incorrectly think the actions or statements of others are a personal attack; thinking it is all about you.

Your notes: _____

Playing it Safe: Doing just enough to get by, with no major change in thinking or behavior.

Your notes: _____

Pornography: The presentation of any obscene (offensively indecent) sexually explicit material, e.g., photograph.

Your notes: _____

Posturing: A negative position or attitude of the body (e.g., threatening, intimidating).

Your notes: _____

COMMUNITY TERMINOLOGY

Processing: Discussing the dynamics of what has occurred in order to discover the how and why of unfolding events. This helps improve the effectiveness of the Right Living process.

Your notes: _____

Projection: Seeing offensive characteristics in others that are really present in us, e.g., finger pointing. Its purpose is to protect us from admitting our own faults. A defense mechanism in which one attributes one's own unacceptable or unwanted thoughts or/and emotions to others.

Your notes: _____

PROPs: Proper Respect Of People. PROPs is called when a community member is talking and other members are not listening, speaking out of turn, interrupting, or behaving in an inappropriate, disrespectful manner. PROPs may be called by either staff or community members during meetings, groups, or educational lectures when members are acting improperly. **Sitting in PROPs** means sitting with your feet on the floor, no crossing of legs, hands on knees, back straight, shoulders back, listening attentively, with eyes on the subject. **Relaxed PROPs** means sitting back in your chair, feet on floor with hands in a comfortable, appropriate position being attentive to what is occurring.

Your notes: _____

Proposal: Ideas from individual members, crews, or the community brought to the staff on duty (SOD) concerning community business, which uses a defined written format and goes through the proper line of communication for approval from the rational authority (using correct form).

Your notes: _____

Pro-Social: Following the healthy behavior expectations and norms of the dominant society. Following and living the guidelines of Right Living.

Your notes: _____

Pulling Your Weight: Taking responsibility for one's share of duties in the community.

Your notes: _____

Rational Authority: All professional staff, to include DOC, contract, and volunteers.

Your notes: _____

Rationalization: An attempt to justify one's behavior by thinking up "good" reasons for it. Alibis and excuses are forms of rationalization. It proves that my behavior is "rational," normal, and justifiable, and therefore worthy of approval. In short, it is *excuse making*. This removes responsibility from me.

Your notes: _____

Reacting: An impulsive expression of feelings, either verbal or non-verbal, in an inappropriate place and manner.

Your notes: _____

Reflection : 1) careful thought or consideration; 2) to think seriously; to ponder or consider; 3) a thought, idea, or opinion formed or a remark made as a result of mediation; 4) consideration of some subject matter, idea, or purpose, e.g. People do that sort of thing every day, without ever stopping to **reflect** on the consequences.

Your notes: _____

COMMUNITY TERMINOLOGY

Relating Table: This form of interaction is practiced for conflict resolution, and is utilized when the disagreement is between two community members to help learn healthy communication, social and problem solving skills.

Your notes: _____

Religion: A specific unified (organized) belief system.

Your notes: _____

Repressed Feelings: Keeping strong and painful feelings inside.

Your notes: _____

Schedule: Each community has a daily and weekly schedule to provide structure and consistency, information and discipline to each member.

Your notes: _____

Seminar: A seminar is an informal educational lecture (learning experience) conducted by a community member which helps to broaden the members' scope of awareness and information, and exercise the mind. The focus of the seminar is *Right Living* based and can be on any subject or current event, and can express different viewpoints and opinions. The speaker must be sure to thoroughly research the subject material. The content must be factual, clear, comprehensive, and must receive prior approval from staff. This experience also teaches public speaking skills to the community members who present a "seminar."

Your notes: _____

Sidebar: When two or more people are having any conversation, written, verbal, or no-verbal, while someone else is talking, to the point of distraction and disrespectful behavior.

Your notes: _____

Social Learning: A lifestyle change occurs in a social context. Negative patterns, attitudes, and roles were not acquired in isolation, nor can they be altered in isolation. Thus, recovery depends not only upon what has been learned, but how and where learning occurs.

Your notes: _____

Spirituality: (Spirit) A person's essential nature. The part of the human being associated with the mind and feelings. A person's personal belief and value system.

Your notes: _____

Structure Board: Large organizational chart that provides a snapshot of the overall hierarchy in the community. It summarizes job functions, levels of responsibility, and lines of communication.

Your notes: _____

RIGHT LIVING COMMUNITY MOTTO'S

“One Day at a Time”

- Take care of today and tomorrow will take care of itself - helps break time down into more manageable units. We think about all the problems yet to be solved and all that remains yet to do. We underestimate the time it takes to change and over estimate the progress we have made.

“Keep it Simple”

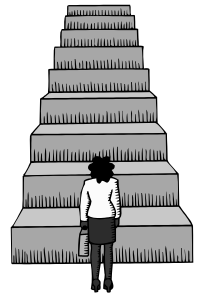
- We frequently become overwhelmed when we attempt to deal with too many problems at once. “Keep it simple” encourages us to focus on one thing at a time; changing an attitude, managing a feeling, or being on time. Trying to do too much is a set-up to fail at everything.

“Step by Step”

- Right Living is about learning and learning is process – what is learned at one point is the foundation for the next piece of learning.

“What Goes Around, Comes Around”

- This captures the importance of learning patience. First, unfairness or injustice is the rule, rather than the exception in life, and requires patience and tolerance. Second, some form of closure, resolution, or equity will likely occur at some point in time, but remains beyond our personal control.



“No Gain without Pain”

- Authentic change in long-held self-defeating behaviors, attitudes, and self-images involve struggle and even suffering. Becoming personally “fit” in the RLC is equal to becoming physically “fit”. Developing physical strength, losing weight, increasing stamina, and endurance requires focus, effort, discipline, sacrifice, tiring workouts, and boring practice. But mainly it involves aches, pain, and sometimes fear associated with stretching beyond previous limits. The acceptance of pain as criteria for growth is important for members for we have avoided discomfort in its various forms.

“You Get Back What You Give”

- This stresses the importance of investing in change through total commitment to the process of change. To focus on participation in every RLC activity, each of which can pay a small dividend toward the larger goal of personal change.

“Acting As If”

- To assume a role or attitude even though you are not comfortable or do not want to, but acting “as if” you do. It is a basic RLC concept instructing community members and staff to behave as the persons they should be rather than the persons they have been.

“Do it Right, Then You Will Understand Why You Have Been Doing it Wrong”

- This specifically addresses the issue of skepticism in the recovery change process. It speaks to those community members who resist *acting as if*, often by seeking intellectual understanding before they try and change. This instruction directs the individual to go ahead and change the behavior even before they understand why the change is good for them.

**By Living Right, One Comes To Understand Why,
And How, They Have Been Living Wrong**

RIGHT LIVING COMMUNITY MOTTO'S

“Remember Who You Are -- *You Are Worth It!*”

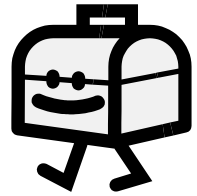
- This is an assertive reminder to the community members to remember the basic goodness and potential of one’s inner-self, particularly in times of despair, intimidation, and fear. It encourages individuals to put forth an honest struggle to change rather than avoid reality of change.

“Remember Where You Came From to Know Where You Are Going”

- Remembering the problems, pains, and identity of the past helps one to stay committed to the struggle in the present and the goals of the future. This reminder also underscores the importance of personal humility and the danger of overconfidence. Change and progress can be misleading. Change is a continuing process. Remembering this helps counter the sense of entitlement and narcissism that are characteristic of criminal behavior. It also strengthens identification with and compassion for others in the struggle, as well as for ourselves.

“There’s No Free Lunch”

- This emphasizes the values of earning rewards and of becoming self reliant. Nothing is given without cost. Members should not expect, nor are they entitled to something for nothing.



“You Can’t Keep it Unless You Give it Away”

- This encourages community members in supporting recovery in others, giving time and energy to others when possible. Recovery is viewed as a possession, earned with difficulty through a learning process of painful self-change. However, recovery is also a gift to be given. Recovery is learned and maintained through interaction with others. Helping and teaching others is continually helping oneself through practicing, rehearsing, reinforcing recovery teachings and positive behavior.

“It’s Better to Understand than to be Understood”

- One may learn more by listening to others than finding it important for others to listen to them.

“Do Your Thing and Everything Will Follow”

- Honesty in pursuing your own recovery and in relating to others is the path of least error.

“Trust in Your Environment”

- The ability to trust others is very important to personal and emotional growth.

“Growth Before Status”

- One must demonstrate a certain amount of maturity before being placed in a position of responsibility.

“Be Careful What You Ask for You Just Might Get It”

- Make sure that you are capable of handling a certain responsibility before asking for it.

“When You are Looking Good You are Looking Bad”

- A false or “cool” impression will not help to make good relationships, for it does not indicate real feelings or attitude and is not honest.

“To be Aware is to be Alive”

- Becoming aware of yourself and others allows us to lead a much more fulfilled life.

ACTIVITIES THAT PROMOTE CHANGE

From a Right Living perspective, the core of self-destructive, self-defeating behavior is how individuals: think, manage emotions, interact, communicate with others and how they perceive and experience themselves and the world. Right Living promotes that an individual must look at all aspects of themselves, e.g., physical, emotional, social, behavioral, and our learned survival skills. Peer influence, mediated through a variety of group processes, is used to help individuals learn, incorporate and develop healthy and appropriate survival and social skills. There are specific activities that help promote these personal changes and skills to include:

1. **Physical** – These activities are directed at the medical and physical management of members in the community. Knowledge of malnutrition and physical damage from our self-destructive behavior is addressed so that we can begin the repair of our bodies from the inside out, through proper nutrition, exercise, and medical care. What part of the RLC will help me with my physical recovery needs?

Your thoughts:

2. **Emotional / Psychological** – The goal is for community members to gain insight into their past and understand how it influences “here and now” behavior, through honest, open communication. The emotional piece is the censorship and denial of our feelings. Denial, rationalization, justification, distrust of others, guilt, embarrassment, dereliction, degradation, isolation, and loss of control are all results of our self-destructive behaviors. This is accomplished through participation in the daily schedule and healthy and appropriate interactions with peers and staff.

Your thoughts:

3. **Cognitive (thinking process)** – Community members display a variety of criminal and addictive thinking associated with lifestyle problems. Typically these include poor awareness, difficulties in decision making, poor judgment, and lack of problem solving skills. Some also lack educational, vocational, social, and interpersonal skills. Additionally, increasing numbers disclose learning disabilities. The goal is to identify and understand how we think and process our thoughts through RLC structure, levels of awareness, education, Community as Method.

Your thoughts:

4. **Social Consequences** – As the physical and psychological problems increased with our self-destructive behavior, our behavior became more anti-social and self-destructive. Frequent social consequences such as job loss, money problems, car accidents, domestic violence, criminal behavior, illness, and death occurred.

Peer Awareness, levels of interactions, community meetings, self-help meetings all assist in changing these behavior patterns.

Your thoughts:

ACTIVITIES THAT PROMOTE CHANGE

5. **Behavior Management / Behavior Shaping** – Interactions and methods that teach and reinforce new ways of behaving until these are ultimately included by the individual. The focus is on the “here and now.”

Your thoughts: _____

6. **Intellectual / Ethical** – Focuses on educational abilities important to social survival as well as the exploration and examination of values and great ideas. The goal is to equip individuals with language that will allow them to discuss and handle their feelings instead of acting them out in unhealthy ways.

Your thoughts: _____

7. **Spiritual** – The spiritual part is our total self-centeredness; we felt that we could stop whenever we wanted to despite all evidence to the contrary.

- RLC has clear-cut moral positions guiding personal and social conduct both within and outside the community. They include consequences against anti-social behaviors and attitudes, the negative values of the street and drug culture, and irresponsible or abusive sexual misconduct. This moral code is expressed in cardinal, major, house behavior expectations, community norms, and ethical (principled) behavior.
- Without a firmly established honorable moral code, an individual’s recovery and personal growth is threatened. Defining right and wrong behaviors and rules of conduct then, is a necessary step in learning personal boundaries, and provides the behavioral backbone for decision making.
- Learning to make any decisions (moral, ethical, or otherwise), means the community member has choices that are feasible behavioral alternatives. However, those who choose not to manage their behaviors are controlled by their behaviors; they are not free to evaluate alternatives or make healthy decisions for themselves or others.

Your thoughts: _____

8. **Vocational / Survival Skills** – Focuses on developing pro-social behavior, teaching work skills/ethics, and attitudes toward work through contributions the individual makes in their everyday job for the community.

- Work crews, structure board, proper lines of communication, education and vocational classes all assist in our behavior change.

Your thoughts: _____

DO THE RIGHT THING WHEN NO ONE IS LOOKING

ACTIVITIES THAT PROMOTE CHANGE

These activities may be facilitated by staff, assigned mentors, upper structure and/or crew leads, role modeling all RLC concepts, principles, and components.

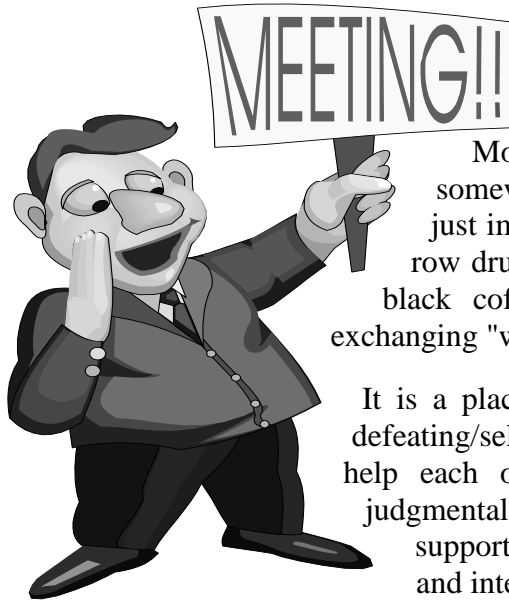
- **CHEMICAL DEPENDENCY TREATMENT:** A community member is referred and assessed in needing chemical dependency treatment; this assists community members in education and therapy to understand the disease and recovery process from alcohol and other drugs.
- **CORE SKILLS – INNER-SELF AND HABIT-SELF:** The CORE SKILLS are intended to build critical communication skills. Core Skills prepare community members for the authentic communication and peer interactions expected of RLC members. *Core Skills* provide an opportunity for communication skills specific to successful Right Living participation to be internalized and utilized quickly, increasing participants' initial familiarity with Right Living terminology, behavioral norms, and enhancing the integrity of the Community as a whole.
- **CREW MEETINGS/PEER SUPPORT GROUPS:** The crew meetings/peer support group functions as a self-help group where community members talk to each other. Not only is this a business meeting where crew responsibilities are managed it is also an opportunity to validate personal growth, avoid personal isolation, reality check and ventilate feelings in a healthy and appropriate manner that unexpressed could trigger a relapse of negative behavior patterns. These meetings are to be a safe place to admit self destructive behaviors, voice concerns, and address threats to quit living right. In these exchanges, peers continually reverse the roles of counselor and counselee and benefit from the mutual self-help process of seeking and giving advice and support ways of helping oneself.
- **CRIMINAL THINKING ERRORS:** To introduce and explore the concept of criminal thinking errors (entitlement and or victim-based thinking), encourage and motivate personal change, and provide a platform of support for community members as they work toward change.
- **HANDBOOK STUDY:** Orientation to Right Living Community structure and lifestyle.
- **LIFE WITHOUT A CRUTCH:** Provides an orientation to recovery from self destructive self defeating behaviors. The goal of LWC is to encourage community members' participants in honestly assessing their behavior, to increase their awareness of the advantages of confronting criminal and addictive behavior, to strengthen their motivation and to take part in a right living community.
- **MAN I NEED JOB:** Provides insight and skills needed to find and keep a job following release. But beyond skills and techniques, the curriculum looks at the positive role employment plays in an community member's effort to reconstruct his or her life. It also deals with the dreaded topic of when and how to disclose a criminal history, thus addressing one of the major obstacles' community members face when trying to find work.

ACTIVITIES THAT PROMOTE CHANGE

- **MORAL RECONATION THERAPY:** MRT is a systematic, step by step treatment strategy designed to enhance self-image, promotes growth of a positive, productive identity, and facilitates the development of higher stages of moral reasoning. MRT significantly raises an individual's life purpose, and other positive personality variables. *Conation* relates to how one consciously makes decisions.
- **PEER ACCOUNTABILITY GROUPS:** (All Phases) Peer accountability groups are comprised of members of the community and staff mentoring the process. This is a level of interaction when a member has received behavior checks on specific behaviors that are not changing. The community member is asked to identify their behavior with peer support and to make a commitment to change the self-destructive behavior patterns.
- **PEER SUPPORT GROUPS (COMMUNITY MEETINGS):** The peer support group functions as a self-help group for community members talk to each other. This is an opportunity to validate personal growth, avoid personal isolation, check reality, ventilate feelings that unexpressed could trigger negative behavior patterns, voice concerns, and address self-destructive/self-defeating behavior. In these exchanges, peers continually reverse the roles of counselor and counselee and benefit from the mutual self-help process. Seeking and giving advice and support are ways of helping oneself.
- **PRINCIPLES OF RECOVERY:** These fourteen principles are guidelines for everyday healthy living, especially important to recovering criminals.
- **RELAPSE PREVENTION/INTERVENTION :** Identification, knowledge, and awareness of behavior patterns which reduce the risk of returning to or stopping self-destructive behavior patterns.
- **RELATIONSHIPS/CODEPENDENCY:** To learn about healthy relationships and boundaries between self and others. To identify relationships with personality disordered, chemically dependent, other co-dependent, and/or impulse disordered individuals, that may keep individuals in their own self-defeating behaviors.
- **SEMINAR CLASSES:**

A seminar is an informal educational lecture (learning experience) conducted by a community member which helps to broaden the members' scope of awareness and information, and exercise the mind. The focus of the seminar is Right Living based and can be on any subject or current event, and can express different viewpoints and opinions. The speaker must be sure to thoroughly research the subject material. The content must be factual, clear, comprehensive, and must receive prior approval from staff. This experience also teaches public speaking skills to the community members who present a "seminar."
- **SELF-HELP:** The purpose of self-help groups are to support those in recovery and offer a healthy alternative and introduction to a new lifestyle. This process can be transferred into the outside community for continual support and comfort level.

SUPPORT GROUPS



THE PURPOSE OF SUPPORT GROUPS

Most people who've never been to a support meeting have a somewhat distorted view. They've seen movies, perhaps, or just imagined what it might be like. They picture a lot of skid-row drunks or junkies in frayed trousers sitting around, sipping black coffee, announcing "I'm Joe, and I'm an addict" and exchanging "war" stories. Here is what a self-help group really is.

It is a place where a wide range of people, suffering from self-defeating/self-destructive behavior, meet to share their problems and help each other form no-strings friendships in a patient, non-judgmental atmosphere. For many, it's a second family, or the first supportive family they've ever known. It's a place to socialize and interact with others.

- It is a place to try and try and try again in your quest for recovery, without fear of rejection or accusation of failure, if at first you don't succeed.
- It's a place to begin to be honest with yourself and with others, in an atmosphere of trust.
- These groups are a place to learn from other people's mistakes and to let others learn from yours. It's a mirror where, by looking at others, you see yourself. You find out you're not so bad after all.
- It's a place for picking up information about recovery and for making contacts for help and support on your own. The group can be a base camp where advice and support are dispensed almost around the clock.
- Support groups can be a security blanket for recovering people - they know that at certain times, daily or weekly, or even several times a day, they can turn to the group for help and encouragement. Members feel secure just knowing it's there for a lift when they're low.
- It's a place where, ultimately, healthy behavior is contagious, just as drinking/drugging is contagious in a bar or at a party, or criminal behavior is influenced by criminal thinking.
- It is a place where you can be as anonymous as you wish. Though individual groups may keep lists of members so they can be informed of special meetings and called for help when needed, no one is ever listed without their approval. Names are kept absolutely confidential. There is no registration, no forms to fill out.

CHANGE IS LEGACY

A “melting pot” of addictive behaviors, living in a community of change-
We reap what we sow; we’ve got no one to blame-
To take pride in something bigger than ourselves-
Is a choice we each must decide with nobody else-
The stage has been set in this drama of life-
It’s time to take the leading role, “flip-the-script,” and do things right-
Factors influencing the decision come in a wide variety-
The overwhelming objective is to achieve a life of sobriety-
Are you the result of being counselor referred-?
Or a product of DOSA’s ½ and 1/3?-
Individually we justify and share our personal explanation-
The end result, being united in behavior modification-
Enduring what is, requires remembering what used to be-
Legacy equips us to face the past with humility-
Encouraging us to take a daily moral inventory is a family discipline-
It allows us to expose the manipulation and selfishness that lies within-
In order to work the “12 steps” we must complete the first-
Striving for spiritual development, which in our addiction took a turn for the worst-
Celebrate recovery; NA & AA are the places we meet-
Confronting our behaviors, gaining strength where we are weak-
Submit and surrender, rather than continue in denial-
Proclaiming victory in utter defeat, comes after awhile-
Whether you are “Acting as if,” or exercising genuine participation-
Learn acceptance and patience, rather than instant gratification-
To maintain recovery it is essential to “give it away”-
Nurturing your spirit, being motivated and dedicated each day-
As “phases” are completed, you will ultimately discover-
That achieving life at its highest standard involves interaction with others-
After the sun sets, another 24-hours has come and gone-
We patiently wait for a new one to dawn-
Each day we all receive the same 1,440 minutes-
Challenge yourself, are you satisfied with what you did with it?
Brothers, life is change and the agent of change is us-
Change is *Legacy*, in its process we must trust!

Joe Van Riper 2007

HOW PEOPLE CHANGE

PEOPLE LEARN FROM WHAT THEY DO - NOT WHAT THEY SAY

Why do people fail to change?

Do they fail because...

They lack information?

USUALLY NOT!

Do they fail because...

They have the information, but lack the resources or tools

to do what they wish to do?

TO A DEGREE, BUT ACTUALLY

They fail because...

They don't apply the information, resources, and tools to their own lives,

or

They don't put forth the effort to choose Right Living!

Building Components to Promote Public Safety (Taxman 2004)

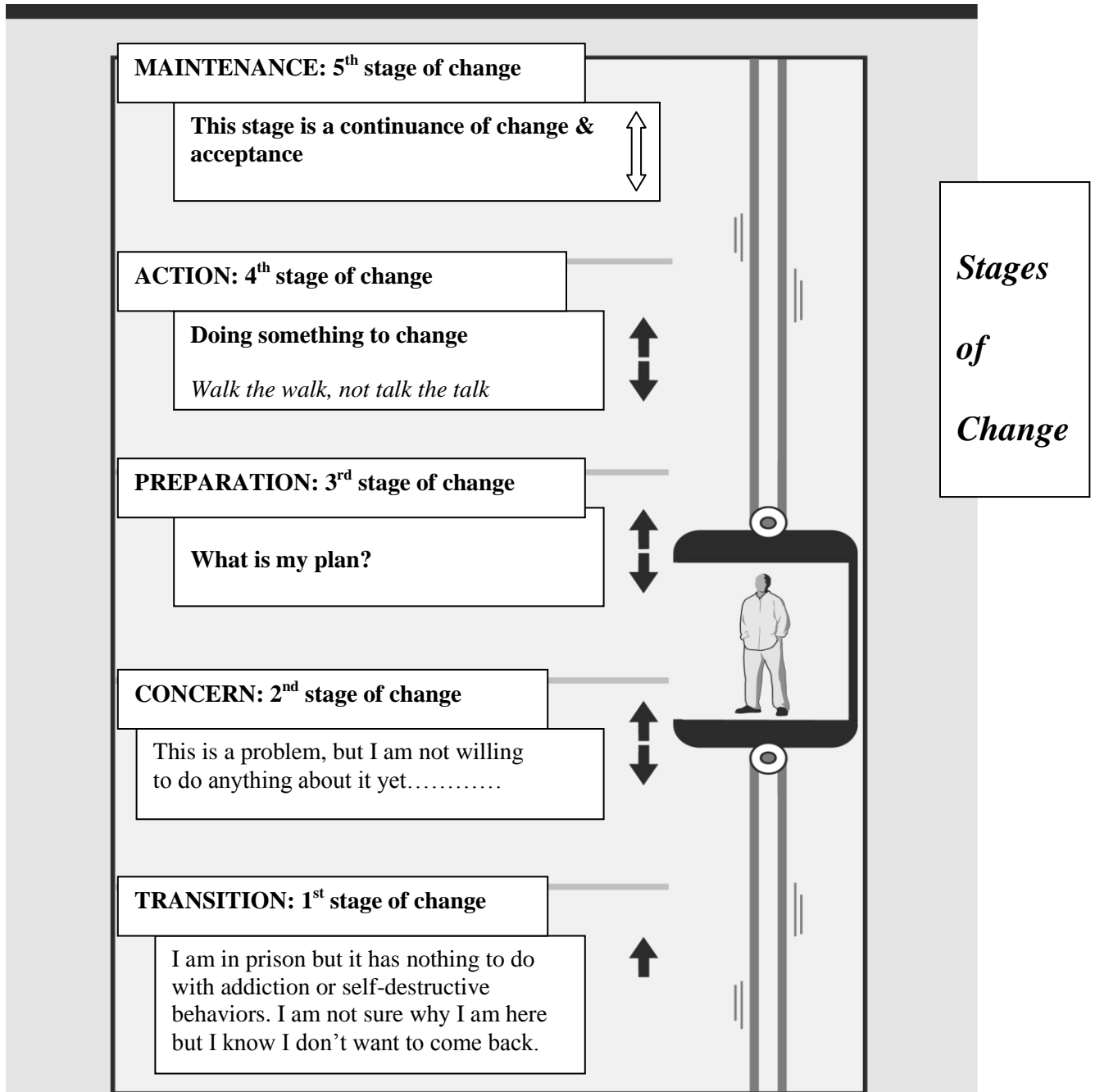
Reentry stage	Stages of Change	Constructs	Community Member Needs
Institutional	Pre-contemplation	Beginning to consider that a non criminal lifestyle is possible	Motivate the community member to change his behavior; define own needs to correct
Institutional/Pre-release	Contemplation	Community Member begins to contemplate changes in his lifestyle	Community Member defines area that are likely to be threat to public safety such as housing, support network, employment
Pre-release/ Post release	Action	Community Member lays out a plan to make changes in different components	Certain area have been defined as contributors to negative behaviors; focus on mediators to these factors
Post Release Reintegration	Maintenance	Community Member establishes plan to stabile the situation	Establish a non criminal network to support the pro-social lifestyle through financial independence

THE STAGES OF CHANGE

Core Beliefs About Change:

Change is a universal life experience. Change is possible. Change is a process, not an event. All change is self-change.

WHERE ARE YOU IN THE ELEVATOR OF CHANGE? GOING UP – DOWN – OR STUCK?

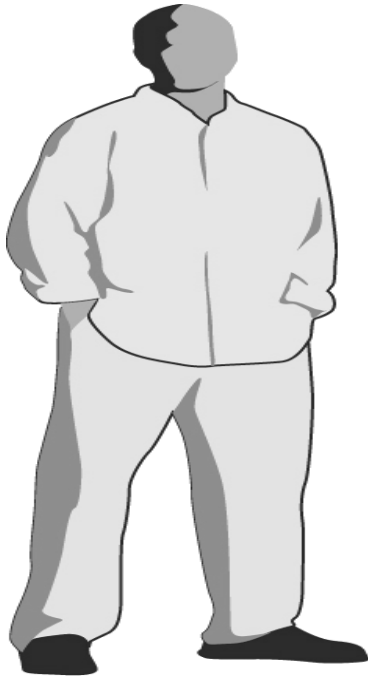


Adapted from: Stages of Change: (James Prochaska, Ph.D. John Norcross Ph.D. Carlo DiClemente Ph.D.)

HOW PEOPLE CHANGE

TRANSITION: Increase awareness of continuing high risk behavior

Unaware / Questioning



“Are you talking to me?”

Unaware

- Irrational thinking
- Romantic victim
- Defensive

Observation might be...

- Reluctant
- Resigned
- Rationalizing
- Rebellious

CONCERN: Resolve uncertainty to choose change over past and current self-destructive behavior



“Perhaps I should change”

- Aware of problem
- Conflicted about change
- Curious - seeker of information

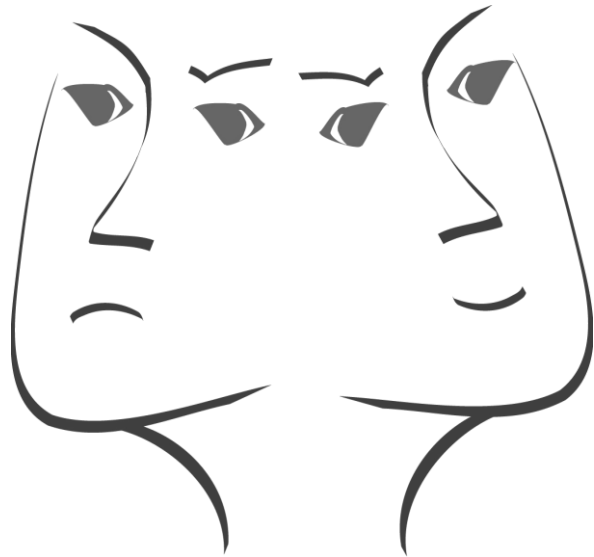
HOW PEOPLE CHANGE

Preparation: Identify change strategies and choose the best one(s)

PAST PRESENT

“I’m making choices”

- Weighing options - decisional
- Balance tips in favor of change
- Ready to make choices
- Change becomes a priority



Preparation Stage shifts view from past to future

Action: Carry out change strategies with new behavior

Action Stage

“I’m ready to roll”

- Strategy for change is pursued
- Active modification of habits and environment
- Ask for help

HOW PEOPLE CHANGE

Stick With It (Maintenance): Develop/strengthen skills to maintain new lifestyle. If lapse occurs, recover and re-enter change process.

“I’m going to stick with this”

- Forms new habits
- Takes personal responsibility
- Watches for danger signs
- Sees slips as learning opportunities
- Reassesses plan and makes adjustments
- “New” begins to become “normal”

Key Motivational Tasks for Each Stage of Change

TRANSITION

Increase awareness of continuing high risk behavior

CONCERN

Resolve uncertainty to choose change over past self-destructive behaviors

PREPARATION

Identify change strategies and choose the best one(s)

ACTION

Carry out change strategies with new behavior

STICK WITH IT (Maintenance)

Develop/strengthen skills to maintain new lifestyle
If lapse occurs, recover and re-enter change process

HOW PEOPLE CHANGE

Unhealthy Thinking Leads to Criminal and Addictive Behavior

THINKING ERRORS

1. Why change? Building myself up by putting others down.
2. Feeding others what I think they want to hear or what they ought to know.
3. Lying.
4. Vagueness.
5. Attempting to confuse others.
6. Minimization.
7. Diversion — changing the subject.
8. Assent — saying “yes” without meaning it. Wanting it fast and easy.
9. Silence.
10. Paying attention only to what suits me.
11. Total inattention.
12. I am a victim! I’m a victim of others is an error in thinking that leads to the justification of irresponsible behavior and painful consequences.
13. Generalizing a point to absurdity.
14. Putting off doing something — e.g., “I forgot.”
15. Claiming I have changed because I did something small.
16. Putting others on the defensive – the tactics of attack.

Identify the thinking errors that fit you, and that stop you from changing.
(use additional paper if necessary)

HOW PEOPLE CHANGE

JOURNALING QUESTIONS

Instructions: Give a personal example:

Awareness Raising: Identify a personal high risk behavior and the consequence for it.

Social Awareness: List the losses you would suffer from another arrest.

Relationship Awareness: List two people who will help you with your plan. What can each person do to support you?

Emotional Awareness: Make a list of non-financial losses that resulted from your arrest. How do you feel about each of these losses?

HOW PEOPLE CHANGE

Self-Awareness: How has your use of self-destructive behavior affected your family?

Commitment: Having explored your options, describe five specific steps you will take to change your high-risk use of self-destructive behavior.

1.

2.

3.

4.

5.

Reward: If you choose to change your behavior, list five positive rewards you would receive.

1.

2.

3.

4.

5.

HOW PEOPLE CHANGE

Activity Awareness: List three activities you enjoy that do not involve your self-defeating behaviors.

1. _____
2. _____
3. _____

List ten negative consequences of your criminal behavior

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Environmental Awareness: “Describe one place or situation you will want to avoid in order to make your recovery plan work.”

Describe what stage you are now in, and why?

HOW PEOPLE CHANGE

The Choices I Make

Life is full of choices and I make them every time I do something.

If I am in this community, I have made a choice.

The choice is to give myself the opportunity to learn and change.

We are used to making choices from our Habit-Self, not from our Inner-Self.

Here are some examples:

Habit-Self

Habit-Self: the part of you that is ruled by habits. It's the voice in your head that automatically says things about what you like or dislike or what you want to do. The habit- self doesn't think, it just reacts on feeling and memory.

I chose not to listen

I chose to reject

I chose to forget

I chose to behave the old way

I chose to remain stuck in my old ways and old behaviors

I chose to give up on me

Inner Self

Inner-Self: the part of you that thinks and reasons. We all have an inner-self. The inner- self doesn't get triggered into aggression or defensiveness like the habit-self.

I choose to listen

I choose to accept

I choose to remember

I choose to practice a new way

I choose to change

I choose to believe I'm worth it

HOW PEOPLE CHANGE

CORE SKILLS

Core Skills are the most basic abilities we want you to learn. They are tools for recovery from drugs and crime. In this model you will use them repeatedly in many different ways. By making them part of your everyday life in here, you will become comfortable using them on the outside: and that means a safer, more respectable, happier, and better life.

The Core Skills all fit together. They are all about strengthening the Inner Self and not being a slave of the Habit Self. Nothing is more important for most people in here because you probably have very powerful and dangerous Habit Selves, but also very powerful and positive—but underdeveloped—Inner Selves.

1. SELF LISTENING
2. AFFIRMING
3. ASSERTING
4. BRAINSTORMING
5. CALMING
6. DANGER SPOTTING
7. FOCUSING
8. FORECASTING
9. VIEW SWITCHING
10. HANDSHAKING
11. HUMANIZING
12. PRIORITIZING
13. RESOURCING
14. TENSION-SENSING

CORE SKILLS

1. SELF-LISTENING

- **Self-Listening** means paying attention to your own thoughts and knowing whether they are coming from your habit self or your inner self.

2. AFFIRMING

- **Affirming** means saying what is true.
- **Affirming** means using an affirmation. **An affirmation is a positive truth about ourselves that we tell ourselves because we want to remember it.**

Affirmations are not just positive thoughts, they are important messages chosen by the inner self to help re-shape our habit selves and make us more positive. When it is done well, affirming is a powerful mental technique. In this session we will discuss affirmations and how to choose and use them.

3. ASSERTING

- **Asserting** is communicating something that is important to you in a clear and constructive manner. It's usually not the best communication style for casual conversations, but it is a good style when you have an important point to make that the other person may not be eager to hear.

4. BRAINSTORMING

- **Brainstorming** means coming up with many possibilities and choices, instead of just one or two, for any problem or course of action. When we **brainstorm**, we are not trying to decide on the best way to do something, but just coming up with lots of possibilities so that we can then consider them and decide which is best.
- **Brainstorming** gives you a menu so you can make a choice; but you come up with the menu, not other people.

CORE SKILLS

5. CALMING

- **Calming** refers to simple techniques you can use on the spot to calm you down when you need quick relief and time to think.
 - For example, if I forget what I mean to say in this session and get nervous and more confused and ramble all over the place.
 - It might help if I take a deep breath or just count to ten. That will slow me down and give me a chance to remember what I'm supposed to do. That's calming.
-
-

6. DANGER-SPOTTING

- **Danger-spotting** means recognizing in any situation or possible situations things that could stimulate you to use drugs, act violently, commit crime, or do some other kinds of destructive actions.
-
-

7. FOCUSING

- **Focusing** in the group means pulling your attention and energies back onto a task when they seem to wander or when you are confused or can't seem to concentrate.
-
-

8. FORECASTING

- **Forecasting** means thinking through what is likely to happen as a result of what you might do.
 - **Forecasting means** looking at possible consequences. **Another name for it is consequential thinking.**
-
-

CORE SKILLS

9. VIEW-SWITCHING

- **View-Switching** is making an honest effort to understand another point of view about any situation you are considering.

When you do **view-switching**, you recognize that you have your own point of view and then you put it aside long enough so that you can clearly hear or understand other feelings and opinions. Your inner self can do this naturally once you get the loud automatic voice of your habit self to quiet down.

10. HANDSHAKING

- The name gives a useful picture, but **handshaking** isn't really how to shake a person's hand physically.
 - **Handshaking** is knowing how to make your first interactions with other people honest and positive so that you can feel comfortable with more people and be able to build more and better relationships.
-
-

11. HUMANIZING

- **Humanizing** means having basic human respect for whoever you are dealing with.
 - When we **humanize**, we relate to another person from our inner self.
 - We try to see and respond to the person with dignity and mutual respect.
-
-

12. PRIORITIZING

- **Prioritizing** means to give priority to something, to choose it as being more important than something else.
 - So **prioritizing** is choosing what is most important to you—both in terms of your life as a whole and in any difficult or confusing situations.
 - **Prioritizing** is done by everyone who makes important decisions and wants to make them well.
-
-

CORE SKILLS

13. RESOURCING

- Identifying the assistance you need and going after it.
 - A **resource** is something that contributes to your abilities and power. It could be information, training, guidance, and so on.
 - Able to deal skillfully with new problems and situations
-
-

14. TENSION-SENSING

- **Tension-sensing** is the ability to recognize when a problem or conflict of some sort is developing.
 - It involves recognizing our own feelings and seeing other feelings around us.
 - This is an extremely simple skill. It means only seeing tension and telling ourselves that we see it. But it is extremely important.
 - TENSION IS NORMAL.
 - It's what happens when forces push against each other.
 - It is not unhealthy unless we don't know how to deal with it.

 - **Tension-sensing** means we can see or feel that a situation is getting tenser/tighter, that forces might be clashing and that something will have to be done to relieve tension so that a bigger problem does not develop.
-
-

Which core skills do you need to work on now and why?

The needs of the community as a whole, and what will ensure the growth and health of the community, take precedence over the needs of any individual member.

STRUCTURE BOARD

The structure board is one of the trademarks of the Right Living Community. This large organizational chart is in a highly visible place and provides a snapshot of the community. It summarizes job functions, levels of responsibility, and lines of communication.

LINE OF COMMUNICATION

Professional Staff (DOC, Contract & Volunteers) = Rational Authority

In the Right Living Community, the staff is ultimately responsible for the safety and health of the community and each of its members. Staff members are rational authority and serve as role models for how rational authority is exercised in everyday community life.

Staff must approve everything that happens in the community; therefore, it is the responsibility of staff to be aware of all activities in the community. This holds true for large-scale community plans as well as for smaller ones, such as posters that go on the wall. Staff will need to mentor the community's upper structure in areas of leadership and quality assurance so what is ultimately presented to staff for approval has been clearly thought through by the community members and is in a form that meets staff expectations.

WORK

In the Right Living Community, work is a key part. It is used both for developing a work ethic and education. Work is used to:

- Shape pro-social behavior
- Create a sense of teamwork
- Teach job skills
- Instill attitudes that promote competence

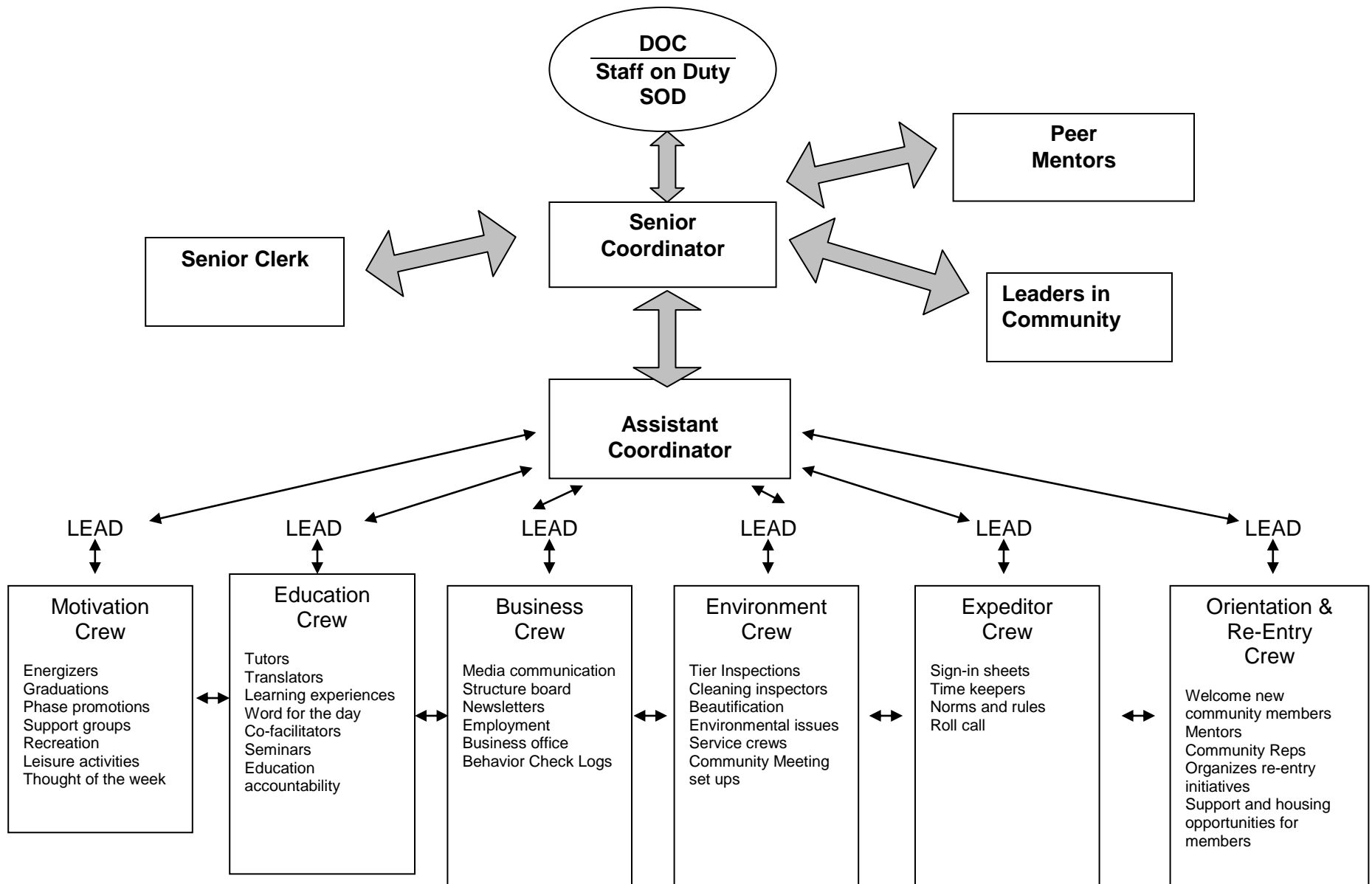
In the Right Living Community, members perform all of the jobs needed to keep the community going; therefore, all jobs have value. Necessary tasks involve housekeeping and maintenance functions as well as management and supervisory functions.

Job functions are highly structured and made visible through the structure board. Regardless of previous experience or importance, when an individual enters the RLC, he starts at the bottom of the hierarchy. Working one's way up the hierarchy (or back down) in the RLC depends on behavior and attitudes exhibited in the performance of one's duties and all other aspects of community life.

Assignments and promotions are carefully considered from the perspective of how the individual will grow and learn from the experience.

Also taken into account is the individual's behavior and attitude as a role model.

Right Living Community Structure Board



STRUCTURE BOARD

PEOPLE LEARN FROM WHAT THEY DO - AND WHAT THEY SAY

ROLE OF STAFF

Staff means professional personnel to include, DOC, contract & volunteers.

Staff in the RLC are:

- **TEACHERS/STUDENTS**
- **AMBASSADORS**
- **DEMONSTRATORS (TEACH BY DOING)**
- **PARTICIPANTS (INCLUDE SELF IN COMMUNITY)**
- **MOTIVATORS**
- **ROLE MODELS**
- **COMMUNITY BUILDERS**
- **POSITIVE RELATIONSHIPS**

☹ The *misconception* is that “community members supervise community members.”

☺ Upper structure responsibilities are to facilitate and mentor their crew assignments with the assistance of each crew member to ensure that the community is running smoothly. A crew lead does not tell another crew member what to do; they inform their crew members as to what they are responsible for and work as a team to accomplish a designated goal.

Rational authority always supervises the community

STAFF IN PERSPECTIVE

- The peer hierarchy of work and community status defines the roles, functions, and relationships that mediate socialization and therapeutic change. The peer culture embodied in the norms, values, and beliefs of Right Living, guides the change process.
- However, it is the STAFF that remains responsible for the management and quality assurance of the model.
- All members of the community and staff are expected to role model Right Living.
- Thus, staff and community members treat each other with respect.
- Staff members have the highest authority in the community.

STAFF RESPONSIBILITIES

- Address differences of opinion, conflicts, and struggles.
- Reward positive behaviors and address negative behaviors through the levels of interaction.
- Help community members’ progress in stages.
- Use “community as a method” as much as possible.
- Encourage motivation.
- Facilitate Right Living Community functions
- Behavior Check Interviews (BCI)
- Staff on Duty (SOD).

STRUCTURE BOARD

STAFF ON DUTY (SOD)

DEFINITION:

In the right living community, one staff is appointed “Staff on Duty” for each day and is posted on the Unit Schedule. The SOD is the community’s point of contact for that day. The SOD is the primary staff person on the unit in which the Senior Coordinator communicates with to pass on information concerning the community. The SOD is the individual designated to pass on information to the community through the Senior Coordinator.

RESPONSIBILITIES OF SOD

- SOD will review the SOD log book. Each SOD is responsible for keeping notes in the log book to inform the next SOD (and any staff reviewing the book) of events in the community.
- SOD will check in with the Senior Coordinator. Senior Coordinator will update the SOD on information concerning the community.
- Senior Coordinator will give the SOD any Cardinal Rule Violations that they have and it is the responsibility of SOD to address those immediately.
- Senior Coordinator will also give the SOD any requests for Relating Tables and the SOD will address these as well.
- SOD will also make an appearance at the community structure board meetings if they take place during the time that he or she is SOD.
- Communicate to Senior Coordinator any changes that were passed on to you through the lines of communication that will affect the unit schedule (example: training that some or all staff must attend that will result in the cancelation of a community function, a staff person not coming in that day that may affect the unit schedule).

UPPER STRUCTURE POSITIONS

- Senior Coordinator
- Assistant Coordinator
- Senior Clerk
- Peer Mentors
- Leaders in the Community
- Crew Leads

On earned merit, community members are evaluated to participate in community positions. Evaluations are accomplished through staff review of an individual’s personal behavior and role modeling, the exchange of information between staff and community members, and through staff’s personal observation.

Expected behaviors to hold an upper structure position in the community

- Trustworthy & responsible
- Believe and model all community rules & regulations
- Humble & accountable
- Respectful of self and others
- Function as a team member
- Good communication skills
- Good personal hygiene
- Open minded
- Follow directions
- Free of major infractions
- Problem solver
- Willing self-motivator
- Support the community
- Exercise good judgment
- Participation and interaction with others
- Honest & able to negotiate and compromise
- Organized
- Sense of humor
- Accept feedback
- Cooperative attitude
- Management abilities
- Demonstrates self-respect and self-worth

STRUCTURE BOARD

UPPER STRUCTURE AND CREW LEADS

The Senior Coordinator interacts directly with staff and is responsible for the everyday efficient running of the community. The Senior Coordinator coordinates both the morning and afternoon meetings.

The Senior and Assistant Coordinators are the central means of communication between staff and the general community membership. These leadership positions are reserved for those community members who have earned the respect of their peers demonstrated by their Right Living behavior and progress in the community.

Appointment of the upper structure and crew lead positions must be approved by the rational authority.

These positions are held for up to twelve months, unless otherwise specified by rational authority. The incumbent will assist the new leader for two weeks after their term to teach them the new job position.

FILLING JOB POSITIONS FOR UPPER STRUCTURE

Application Process

1. Notice of job vacancy
 - Announced during community meetings
 - Job posting on bulletin board (1 week)
2. Letter of Interest
3. Proposal
4. Interviewed by:
 - Facility Risk Management Team (FRMT)
 - Designated community members
5. Interview panel chooses their top candidates.
6. Rational Authority makes final decision.
7. Job positions of Senior Coordinator, Assistant Coordinator, and Crew Lead are designated depending on institutional requirement. The incumbent will assist the new Crew Leader for two weeks after their term is up to teach them the job.
8. *No job is permanent. Inappropriate and irresponsible behavior may result in loss of position.*
9. Jobs may be appointed by Rational Authority, as needed.

Far and away the best prize that life offers is the chance to work hard at work worth doing.

Theodore Roosevelt, Speech in New York, September 7, 1903 26th president of US (1858 - 1919)

STRUCTURE BOARD

SENIOR COORDINATOR

The Senior Coordinator is the top structure position a community member can achieve.

GOAL

This job has primary responsibility as a role model and to assist staff in managing the community.

PURPOSE

- Live, breathe and embody “Right Living.”
- Have wide ranging responsibilities over all community activities.
- The direct line of communication between the community and staff.
- Interacts directly with the SOD and is responsible for the everyday synchronized running of the community.
- Coordinates both the morning and afternoon meetings.
- Reviews and submits proposals to SOD and staff from Crew Leaders.
- With Orientation Crew, submits a list of potential Community Representatives to SOD and staff for final approval.
- Has the ability to deny any proposal when it does not meet established criteria or protocol and send it back down the proper line of communication to be corrected.
- Reviews daily and weekly schedules and proposals prior to sending them to staff for final approval.
- Oversees and follows through with staff directives.
- Provide critical input to staff concerning community members and conditions.
- Assist in planning the agenda of community meetings, suggesting job changes, and recommending levels of interaction strategies.
- Are responsible for the quality and management of any proposals coming up from the leads, and if not completed correctly will send them back to the lead for improvement through the lines of communication.

STRUCTURE BOARD

ASSISTANT COORDINATOR

The Assistant Coordinator is the second highest position on the structure board that a community member may aspire to.

GOAL

The Assistant Coordinator assists the Senior Coordinator in their daily responsibilities.

PURPOSE

- Senior and Assistant Coordinators are the central means of communication between staff and the general community membership.
- Lead morning and afternoon meetings.
- Acts as a mediator for any crew problems.
- Fills in for the Senior Coordinator when they are not available.
- Filters information from the Senior Coordinator down through the line of communication and vice-versa.
- Helps coordinate community projects.
- Relays homework assignments to community.
- May provide emergency information to staff involving community members.
- With the Business and Education Leads, assures that all requirements for community members who are attempting to phase-up are completed properly and in a timely, organized manner.
- Works closely with all the Crew Leads to ensure that communication between community and their leads are followed and respected.
- Are responsible for the quality and management of any proposals coming up from the leads, and if not completed correctly will send them back to the lead for improvement through the lines of communication.

Leadership is communicating to people their worth and potential so clearly that they come to see it in themselves.

Stephen R Covey

STRUCTURE BOARD

SENIOR CLERK

GOAL

The Senior Clerk assists the Senior Coordinator in any and all clerical and organizational matters.

PURPOSE

- Where applicable a Senior Clerk, depending upon job responsibilities, may be assigned an assistant.
- Assistant will be the liaison from crew members to crew leads where applicable.
- Responsible for minutes of all community and business meetings.
- Coordinate all awareness interviews and ensures that documentation is current.
- Works with Assistant Coordinator and all Crew Leads in the documentation of each Crew's responsibilities.
- Works with Business Crew Lead in the organization of the business office and structure board.
- Works with Education Crew Lead to ensure class and group participation is coordinated with community members and phase up requirements are documented.
- Assists in the management of proposals and phase-up organization.
- Coordinates with Education Crew Lead on the co-facilitation of community and educational classes to comply with daily schedule and documentation.
- Works with the Environmental Crew to help coordinate the Service Crew jobs.
- With the Expeditor Crew Lead, ensures that sign-in sheets, log books, and roll calls are completed correctly and are properly maintained.
- Assists the Orientation and Re-entry Crew Lead in the organization of, and documentation for, handbook study and Community Representatives assignments.
- Coordinates with the Peer Mentors and leaders in the organization of the community.
- Organize with staff, crew leads, and community members on peer support groups.

STRUCTURE BOARD

PEER MENTOR

These community members have completed all phase-up requirements and are assigned this position by rational authority due to their ability to role model Right Living behavior.

Peer Mentors are senior members who have completed all phase requirements, are established in Right Living and are comfortable with the levels of interaction.

This position is assigned by rational authority. Being in the later phases of the Right Living Community, does not automatically guarantee they are eligible to attain this position.

GOAL

Peer mentors are role models, are held with respect by the community (peers and staff) and help any member in the community, staff, and upper structure where and when needed.

PURPOSE

- May assume the position of an advisory board, facilitated by rational authority, to assist the Senior Coordinator and Assistant Coordinator in all matters of the community.
- Role model respect, humility, open-mindedness, honesty, and willingness.
- May assist the SOD, staff and all upper structure members.
- Mentors may co-facilitate relating tables, peer awareness groups, self-help groups, and handbook study.
- Peer Mentors assist in the coordination of the peer support groups.

“LEADERS” IN THE COMMUNITY

These are community members who have completed phase-up requirements and are waiting to promote and return to the outside community. They hold the similar goals and purposes as the Peer Mentors but are not appointed to that position since they do not meet all the requirements.

- These leaders follow all the same behavior expectations as other members.
- They role model respect, humility, open-mindedness, honesty, and willingness.
- These community members assist in all areas of the community.

STRUCTURE BOARD

CREW LEADS

Crew leads mentor and organize their crews' goals, roles and responsibilities to the community.

For example, peer support groups, crew leaders, and upper structure *orchestrate* the community members in their daily routine and agendas.

☹ The *misconception* is that “community members supervise community members.”

☺ Upper structure responsibilities are to facilitate their crew assignments with the assistance of each crew member to ensure that the community is running smoothly. A crew lead does not tell another crew member what to do; they inform their crew members as to what they are responsible for and work as a team to accomplish a designated goal.

Rational authority always supervises the community.

Community members hold each other accountable through the Steps of Interaction and by role modeling healthy behavior.

As in any organization, the work is divided among several groups, each focusing on one area, such as environment, expeditor, education, etc.

- Each department or crew has a crew leader who is responsible for ensuring that the work is done. This person(s) interacts directly with the Assistant and Senior Coordinators.
- They are also responsible for monitoring the performance of crew members.
- Depending on the size of the crew and the workload, crew leaders may require assistants to properly monitor crew members and mentor crew responsibilities.
- This is an earned position with the staff believing that the individual is capable of fulfilling the responsibilities of the job above and beyond what the individual may believe.
- As in any mentor position, this will help prepare community members when they are released and hold these positions in society.
- Are responsible for assisting with the quality and management of any proposals coming up from the community members, and if not completed correctly will send them back to the community member for improvement.
- These positions are not easy and require a belief in the Right Living model.

Crew Leads are the highest ranking community job position in terms of direct responsibility and maintenance in a specific area of work. Thus, this position is equal to those on the outside in terms of responsibility, organizational and management skills required in a sound work ethic.

STRUCTURE BOARD

MOTIVATION CREW

GOAL

To design and develop traditions and culture and to establish protocol for motivational activities that supports “Right Living.”

PURPOSE

- To remind the community that life is good and fun and positive and to learn how to have fun in a healthy, sober, appropriate manner.
- Seminars on healthy positive right living recreational activities.
- Changing behavior is hard work but can be fun; this crew’s responsibility is to make sure the community is reminded daily that life is good.
- To find something good in everyone – everyday.
- To keep members out of self-pity.
- Maintains availability of games and recreation equipment.
- Organizes and coordinates fun days, recreation, and award activities.
- Collaborates with Recreation Specialist on schedules for seasonal sports and leagues to avoid conflicts and forfeitures.
- Gives a thought and a word for the day during a community meeting and maintains the structure board with the “Thought for the week.”
- Provides motivational energizer at community meetings.
- Opens the afternoon meeting with a motivational message, i.e. from daily motivation book.
- Reads philosophy and mission statement at morning and afternoon meetings.
- Makes sure that important dates for community members are remembered and recognized - certificates, skits, songs etc.
- Makes announcements in regards to accomplishments, phase completion, and community activity awards.
- Ensures that promotions from the community are a facility event organized through the proper line of communication.
- Maintains the philosophy that the glass is half-full!

STRUCTURE BOARD

EDUCATION CREW

GOAL

To coordinate and maintain all the educational needs of each community member.

PURPOSE

- Identify and maintain the model service elements for each community member's phase-up requirements.
- Track and organize community member's phase-up criteria, and required classes.
- Identify community members who need tutoring and organize community tutoring.
- Organize co-facilitation of all schedule education requirements.
- Organizes and maintains literature.
- Report test results and any positive academic achievements.
- Maintain and update RLC "Word of the Week."
- Chief Editor and distributor of the RLC newsletter publication (where applicable).
- Schedule all education meetings.
- Track seminars and assists community members in research and writing when needed.
- Maintain signup sheet and approve learning experiences for all meetings and seminars.

Perhaps the most valuable result of all education is the ability to make yourself do the thing you have to do, when it ought to be done, whether you like it or not; it is the first lesson that ought to be learned; and however early a person's training begins, it is probably the last lesson that they learn thoroughly.

Thomas H. Huxley-English biologist (1825 - 1895)

STRUCTURE BOARD

BUSINESS CREW

GOAL

To organize the operational infrastructure of the community.

PURPOSE

- Organize and maintain the business office.
- Update and maintain current list of members, to include each phase and classification caseload.
- Maintain list of unit, staff and community logs, e.g., kitchen, recreation, in coordination with Expeditors.
- Maintain current log books on levels of interactions.
- Ensure adequate office supplies are maintained for the community. Act as liaison for all needed supplies and materials in community.
- Organize call-outs, list of crews, list of community groups, sick call updates, time cards, structure board list, and bulletin board.
- Announce the daily news, weather and sports during community meetings.
- Responsible for all graphic work within the community for the structure board, posters, and flyers.
- Assist in the preparation of RLC newsletter (where applicable).
- Maintenance of all community-related records.
- Maintain proposals and proposal log books.
- Maintain log books for the Senior Coordinator's questions to staff.
- Creates and maintains "awareness" box and availability of forms.
- Assist community members in finding employment, job postings and announcements.
- Responsible for submitting and filing applications for employment.

An empowered organization is one in which individuals have the knowledge, skill, desire, and opportunity to personally succeed in a way that leads to collective organizational success.

Stephen R. Covey, Principle-centered Leadership

STRUCTURE BOARD

EXPEDITOR CREW

GOAL

Responsible for maintaining the health, safety and welfare of the community.

PURPOSE

- Expeditors are the eyes and ears of the community, orchestrating community members' activities.
- Reinforce and follow community rules.
- Specific skills needed are: the ability to give directions, detect and report behavioral and physical problems in the facility, and communicate with community members and staff in all matters of Right Living.
- Must be fully familiar with all aspects of Right Living, daily regimen, physical plant, system and structure.
- This job provides basic on-the-job training in how to cope with disapproval and criticism. The high visibility of the position increases the community members' self-awareness and compels them to engage in the change process.
- Time keeper – announce all group movements.
- Attendance and documentation at all meetings.
- Monitor time management and behavior of members at all meetings, classes, and community activities.
- Is informed should a community member need to leave during a meeting or will be arriving late to any community activities.
- Remind community of the norms and rules when behavior is not meeting the standards of the community.
- Alert and introduce all guests and sees to their needs on entering the community.
- Announce Staff on Duty and staff availability during community meetings.
- Makes all Behavior Checks and Push Ups in Life announcements at community meetings.
- Review major rules at community meetings.

STRUCTURE BOARD

ENVIRONMENTAL CREW

GOAL

The Environmental Crew is charged with the maintenance of keeping the community's house clean, respectable, safe, healthy, and something to be proud of.

The Right Living community environment is a reflection on the wellbeing, caring, and respect of each and every community member. If the house is dirty and not maintained, then that is a reflection on the attitudes and behaviors of each community member, and ultimately on the Community itself.

PURPOSE

- Assign community members jobs to ensure the community is clean and maintained, both inside and outside the unit.
- Monitor cleanliness of community living quarters, dayrooms, bathrooms, and outside yard.
- Make up schedule for Service Crew, schedule for Cleaning Crew, and all other service requirements.
- To assist the crews in any and all aspects of their assigned jobs, e.g., questions, supplies, etc.
- Lead by example and show no favoritism.
- Express the importance of cleanliness and consistency, and using the levels of interaction when needed.
- Maintain supplies and inventory and a system for ordering new supplies and equipment.
- Assist in answering all questions about service.
- Address any problems through the line of communication.
- Community meeting, seminar and handbook study room set-up.
- Review house rules at community meetings.

Cleanliness and order are not matters of instinct; they are matters of education, and like most great things, you must cultivate a taste for them.

Benjamin Disraeli-British politician (1804 - 1881)

STRUCTURE BOARD

ORIENTATION AND RE-ENTRY CREW

GOAL

Welcome and familiarize the new members to the community and to assist in planning and organizing community members' re-entry to society.

PURPOSE

I. Orientation

- Core skill during meetings.
- To support the new community members in understanding the philosophy of the RLC.
- To help decrease the fear and anxiety of new members.
- May facilitate handbook study with Peer Mentors.
- Discuss with new members the expectations of education, self-discovery, the unit schedule, and general overview of Right Living.
- Speak to and mentor new community members upon arrival to assist staff and guide them to assigned units, tiers and bunks.
- Crew members will role model community and healthy recovery principles.
- Co-facilitate peer awareness practice sessions to orient new members to the levels of interaction.
- Work with the assigned Community Representative on the new community member's introduction.

II. Re-entry-Minimum of 6 months

Work in coordination with staff and related resources on assisting community members about to be released on action plans, strategies, and relapse warning signs, to include:

- Housing – safe, secure and pro-social.
- Family – parenting.
- Dressing for success.
- Community Corrections Officer appointment date and time (if supervision applicable).
- If applicable, aftercare services for mental health and chemical dependency.
- Education opportunities (grants).
- Prepare step by step instructions and phone numbers for resources.
- Vocational/employment.
- Supportive self help sponsor/services.
- A month schedule prior to leaving gate of activities, strategies, goals and appointments.

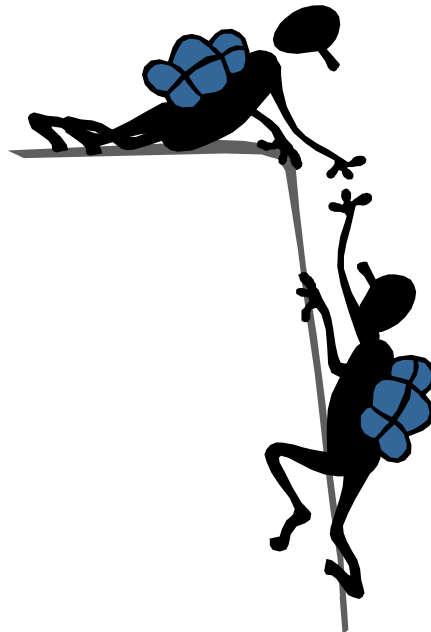
STRUCTURE BOARD

COMMUNITY REPRESENTATIVE

Only Phase 3 and 4 community members are eligible to be a Community Representative.

This responsibility will last for the duration of assigned Phase 1 members, unless other arrangements are made by Rational Authority.

- Reviews the handbook with the new members to assist them in learning the philosophy, mission statement, RLC concepts and components.
- During this time the Community Representative is required to spend as much time as possible with the new community member helping him adjust into the community.
- A new community member is encouraged to be with their Community Representative when possible.
- Explains to the new members the opportunity they have to change their lives and behaviors.
- Reviews expectations of classes and group participation with new members.
- Organizes weekly progress reports on their new community members, which are addressed to the community during PM meetings collaboratively with the Orientation/Re-Entry Crew.
- Please request a copy of the Community Representative Guide book for more information.



COMMUNITY MEETINGS

A morning meeting is designed to start each day on a positive note. Morning meetings inspire confidence and break down fears that members may have about speaking in public and supports community consistency and cooperation. Any Department of Corrections or Contract staff may attend and participate.

An afternoon meeting brings the community together to bring closure to the day. It gives the community a chance to reflect on happenings throughout the course of their day, address concerns, and share acknowledgements and goals attained in activities.

Afternoon meetings have the tone of a debriefing and celebration of the community's efforts. This reinforces that daily experiences have been felt as a community rather than as individuals. Afternoon meetings also provide the community with what it needs to move into the evening activities, which are typically not as demanding as the daytime agenda.

- Meetings are organized and managed by the-community using proper communication through the use of proposals.
- No assignments, presentations, or announcements are facilitated without an approved proposal.
- An assigned staff is present at all community meetings.

Meetings begin with a greeting to the community, such as "Good Morning Community." The scope of the meeting consists of daily topics, motivational energizers, requiring individual and group participation that promote good feelings, laughter, and fun.

Guidelines

- Meetings are held every week day and as needed.
- An assigned staff member must be present at all times.
- All community members must arrive on time and positively participate.
- No interruptions.
- No leaving the room without addressing the Expeditor.
- Respect for all members.

Format

1. **ASSISTANT COORDINATOR:** Opens meeting and sets the tone of the day. Greets community members. Calls on two assigned motivation crew members to lead community in the philosophy statement.
2. **SENIOR COORDINATOR:** May observe meetings to ensure consistency and quality.
3. **MOTIVATION CREW:** Relevant announcements, motivational message from daily motivational book, energizers and "Thought for the week."
4. **ORIENTATION and RE-ENTRY CREW:** Relevant announcements, Community Representative assignments and reports. Introduces new members, approved testimonies, and reads and reflects on a core skill. Seminars on successful re-entry tips.
5. **EDUCATION CREW:** Relevant announcements including educational certificates and milestones, word for the day, goals for community members, a concept and component with reflections, approved learning experiences and schedules.

COMMUNITY MEETINGS

6. **BUSINESS CREW:** Relevant announcements including employment opportunities and approved or disapproved proposals, sports, news, weather, and staff announcements.
7. **ENVIRONMENTAL:** Sets up meeting room. Relevant announcements read and reflect on house rules.
8. **EXPEDITOR CREW:** Relevant announcements, staff on duty, crew changes, behavior contracts and infractions. Read and reflect on a major community rule, reads Behavior Checks and Push-Ups In Life and monitors entrance, exit, and roll call.
9. **ASSISTANT COORDINATOR:** Closes the meeting and debriefs with the Senior Coordinator. Calls on two assigned motivation crew members to lead community in the mission statement.
10. **SENIOR COORDINATOR:** Provides feedback to the Assistant Coordinator.

COMMUNITY MEETING AGENDA

CREW	DESCRIPTION	COMMUNITY MEMBER PRESENTING
ASSISTANT COORDINATOR	Open Meeting	
	Announcement:	
	Philosophy	
MOTIVATION	Announcement:	
	Energizer:	
	Motivational Message:	
	Thought of the Week:	
	3 Gratitude Statements	
ORIENTATION/ RE-ENTRY	Announcements:	
	Core Skill:	
	Testimonies:	
EDUCATION	Announcements:	
	Word of the Day:	
	Concept:	
	Component:	
	Announce LE Presentations:	
BUSINESS	Announcements:	
	Sports:	
	News:	
	Weather:	
	Proposals:	
ENVIRONMENTAL	Announcements:	
	House Rule:	
EXPEDITOR	Announcements:	
	Major Rule:	
	Push Ups in Life:	
	Behavior Checks:	
ASSISTANT COORDINATOR	Mission Statement	
	Close Meeting	

COMMUNITY MEETINGS

SEATING

- Prior to the start of the meeting, the environmental crew will enter and place all the chairs in the appropriate setting for a morning meeting.
- Nine chairs in front facing the back of the room. Enough chairs for the community members that are there to attend facing the front of the room. The chairs will be divided as sides of 6 with an aisle down the middle.

Upper structure: * * * * * * * * *

Community Members * * * * * * * * * *
 * * * * * * * * * *
 * * * * * * * * * *

- The seating of the structure board is left to right as follows:
 1. Senior Clerk
 2. Senior Coordinator
 3. Assistant Coordinator
 4. Motivation Lead
 5. Orientation/Re-entry Lead
 6. Education Lead
 7. Business Lead
 8. Environmental Lead and
 9. Expeditor Lead
- When the room is prepared, the Environmental lead will let the front line Expeditor know that it is time to begin the meeting.
- The front expeditor will enter the room.
- Expeditor will seat the environmental crew that was in the room setting it up.

Memo:

If a community member on the environmental crew has community member they are mentoring, a seat will be left for them to sit by his CR. All community members who are being mentored will sit with their CR at all community meeting and meals when applicable. As soon as a community member sits down he is to place his handbook under his chair. All members will then sit in PROPS, which means to sit straight, feet flat on the ground and not crossed, hands palms down on their knees, not looking around (“rubber necking”), and not talking.

- The expeditor will motion to the first person in line and the line will begin to enter the room.
- The structure board will take their seats
- Then the expeditor will motion for the rest of the community members to fill seats from the front of the room, left and right, until all the community is seated.
- Three expeditors will take their places; one on the left side of the community, one on the right side of the community, and one behind the community, and all of them standing.
- The back expeditor will pick up any remaining chairs and stack them neatly before the meeting begins.

Memo:

Once seated, all members will sit in PROPS. If a member needs to stand for a moment, needs tissue, or needs to be excused from the meeting for any reason he will quietly get the attention of the expeditor nearest him. That expeditor will approach that community member and will address his need. Expeditors may quietly communicate amongst themselves when needed. Messages will be relayed from one to the other. Example: If the left expeditor needs to get a message to the right expeditor he will go to the back expeditor who will then take the message to the right expeditor.

COMMUNITY MEETINGS

ROLL CALL

The expeditor lead or designee will be at his seat and give proper introductions, “Good morning/afternoon my name is _____.

- The community will greet the expeditor by saying good morning/afternoon back.
- While he is still standing he will give a formal introduction then turn it over to one of the expeditors on the left or right side of the room that he has delegated to take role.
- This expeditor will give proper introductions.
- He will say, “I am going to take roll, when I call your name please say “here”. He will then take roll of all community members.
- When he is done he will say, “Now I would like to turn it back over to (Name) the expeditor lead and/or with that I am out”.
- He will remain standing while he continues his duty as expeditor.
- Expeditor lead will turn it over to the Assistant Coordinator and state, “With that I am out” or, “thank you, I am turning it over to the assistant”.
- Expeditor Lead will then be seated.

ASSISTANT COORDINATOR

- Opens the meeting, sets the tone of the day, greets the community members and makes any relevant announcements.
- He will call the two community members assigned by the motivation crew to come to the front of the room and lead the community in the philosophy. He will then turn it over to the Motivation Crew Lead.

MOTIVATION CREW

- Crew lead will make any relevant announcements including awards and phase ups.
- Call on a crew member to lead the community in an energizer and present a motivational message from a daily motivational book.
- Call on a crew member to read and ask for a reflection on a “Thought for the day”. He will then turn it over to the Orientation Crew/Re-Entry Crew Lead.

ORIENTATION/RE-ENTRY CREW

- Crew lead will make any relevant announcements including introduction of new members to the community and their CRs, and CR reports.
- Crew lead will call on a crew member to read and reflect on a core skill.
- Crew lead will call up any community members that have approved testimonies ready to present. After the testimony is presented the Orientation Crew/Re-Entry Crew lead will stand back up and ask the community member five questions:
 1. What are my expectations of the Right Living Community?
 2. What I have learned in Phase 1?
 3. Why I feel I should go on to Phase 2?
 4. What is my sincere commitment to the community?
 5. What is my commitment and date to stop self-defeating, self-destructive thinking that leads to criminal behavior?
- He will then turn it over to the Education Crew Lead.

COMMUNITY MEETINGS

EDUCATION CREW

- Crew lead will make any relevant announcements including the day's schedule (to include everything that will take place up until the PM meeting), educational certificates and milestones.
- Then call on a crew member to read and ask for reflections on a word for the day, call on two community members to set two goals for the day, a concept and component with reflections, and call on community members who signed up to present approved learning experiences.
- Education Lead will then turn it over to the Business Crew Lead.

BUSINESS CREW

- Crew lead makes any relevant announcements including approved or disapproved proposals, and employment opportunities.
- Business lead will ask, "Does staff have any announcements?" Staff will state either yes or no.
- If staff has an announcement to make, they will walk to the front of the room, introduce themselves and make their announcement.
- Business crew members will present sports, news, and weather. Lead will then turn it over to Environmental Crew Lead.

ENVIRONMENTAL CREW

- Crew lead will make any relevant announcements. Then call on a crew member to read and reflect from a community house rule. Then turn it over to the Expeditor Crew Lead.

EXPEDITOR CREW

- Crew lead makes any relevant announcements including any crew changes and announce the SOD.
- Turn it over to the community for announcements of infractions and behavior contracts.
- Then lead will call on a crew member to present awareness slips or push-ups in life (these will alternate between days and morning and afternoon meetings).
- Crew member will read and have reflection on community major rule. He will then turn it over to The Assistant Coordinator.

ASSISTANT COORDINATOR

- Assistant Coordinator will lead the community in the mission statement and close the meeting on a positive note.
- Positive note examples:
 1. The highest reward for a person's toil is not what they get for it, but what they become by it.
 2. Many positive accomplishments happened today
 3. Don't forget to cheer someone up that may need it...

COMMUNITY MEETINGS

REFLECTIONS

Reflecting during community meetings provides community members an opportunity to share their thoughts and opinions on what is being presented, in a healthy and appropriate manner which is beneficial not only to the presenter, but also to the community itself. Community members and or staff may reflect a positive message, thought, or insight from the information that was shared. *Participation in meetings is critical to phasing-up and/ or maintaining your current phase.*

During the community meeting, reflections are facilitated as follows:

1. Upper Structure or crew member/lead assigned will give their reflection on the material they are presenting.
2. The presenter will ask for two volunteers from the community to reflect on the item as well.
3. Crew leads are responsible for managing this segment of the meetings.
4. If there are no volunteers from the community, volunteers will be randomly chosen from a bag and the community member sitting in that seat will be responsible for giving their reflection.
5. Reflections are usually on core skills, components, concepts, word and/or thought for the week and other handbook material such as house rules, etc.
6. Motivation crew will ask the community for three gratitude statements. If the community does not volunteer gratitude statements, the Upper Structure are to give these statements. Staff are encouraged to participate.
7. Community members who wish to reflect raise their hand, wait to be called on. When a community member or staff is called to reflect, they walk to the front of the room, face the group, introduce themselves appropriately and give an appropriate reflection.

EXAMPLES:

- Motivation crew reads and asks for a reflection on the “Thought for the Week.”
- Orientation crew reads and reflects on a “core skill”
- Education crew calls on a crew member to read and ask for reflections on the “Word of the day” and a concept and components, or
- A community member shares their assignment for phase up, a concept or component, core skill or testimony etc.,

IF THERE ARE NO VOLUNTEERS, THE SEAT NUMBER IS PULLED OUT OF THE BAG BY THE CREW LEADS

8. If the community member does not go to the front, the Upper Structure is to remind them to do so and if they do not, staff must remind them and talk to Upper Structure after the meeting.
9. If community members forget to introduce themselves, Upper Structure is to remind them, if they do not, staff reminds them and speaks to the Upper Structure after the meeting.
10. The number of reflections should be limited to 2-3 due to time management of meetings.
11. Community members who are phase 3 and 4 should lead by example by offering reflections.
12. If a community member has reasons of concern for not participating during the meetings, they must speak to their crew lead prior to the meetings for assistance. These concerns are brought up the chain of communication and discussed with the Staff on Duty (SOD) The SOD will then make the decisions whether that community member requires an alternative method or assistance for community presentations.

COMMUNITY MEETINGS

Memo:

Announcing of Behavior Checks: Expeditor crew member announcing the Behavior Checks, and will call the community member's name listed on the valid Behavior Check. That community member will rise. Announcer will read aloud the date and time of self-defeating behavior, self-destructive behavior as identified. At this time the community member has the opportunity to own or disown the behavior.

Example: On May 30, 2008 at 7:00am Mr. Jones was "side tracked", and did not complete his chore. The community member will then state, "Thank you, I will take care of that", and have a seat.

Announcing of Push-Ups in Life: Expeditor crew member will call the community member's name receiving the up in life. Community member will stand while up in life is read then have a seat. At the end of all the push-ups in life the community will simultaneously clap one time for the community members who just got push-ups in life.

EXITING

- Expeditor lead will rise and walk to the middle of where the structure board is sitting. He will state, "May we start exiting with the upper structure first".
- The structure board will gather their things and begin to exit through the center aisle.
- He will then announce to the rest of the community, "Please prepare yourselves to leave then return to PROPS".
- What this means is the community will put on coats if they brought them, collect their handbooks from under their chairs, etc. They are to remain quiet during this process and settle back down as soon as their things are gathered.
- Lead expeditor will then begin to call the name of the first person sitting in the chair next to the middle aisle. He will start at the front and go left, right, left, all the way to the back until everyone is excused. Standing expeditors will then follow suit.
- Environmental people assigned to chairs will not get up with everyone else.
- As soon as everyone is out of the room the environmental crew will stand and put the room back in order and then they will leave.

Memo:

Everything listed in this manual in regards to the morning meeting agenda is the bare minimum that crews do. Crews may use their creativity and send up proposals to add other interesting items that are relevant to that crew and the community. They must send up their specific ideas on a proposal and the proposal must be approved.

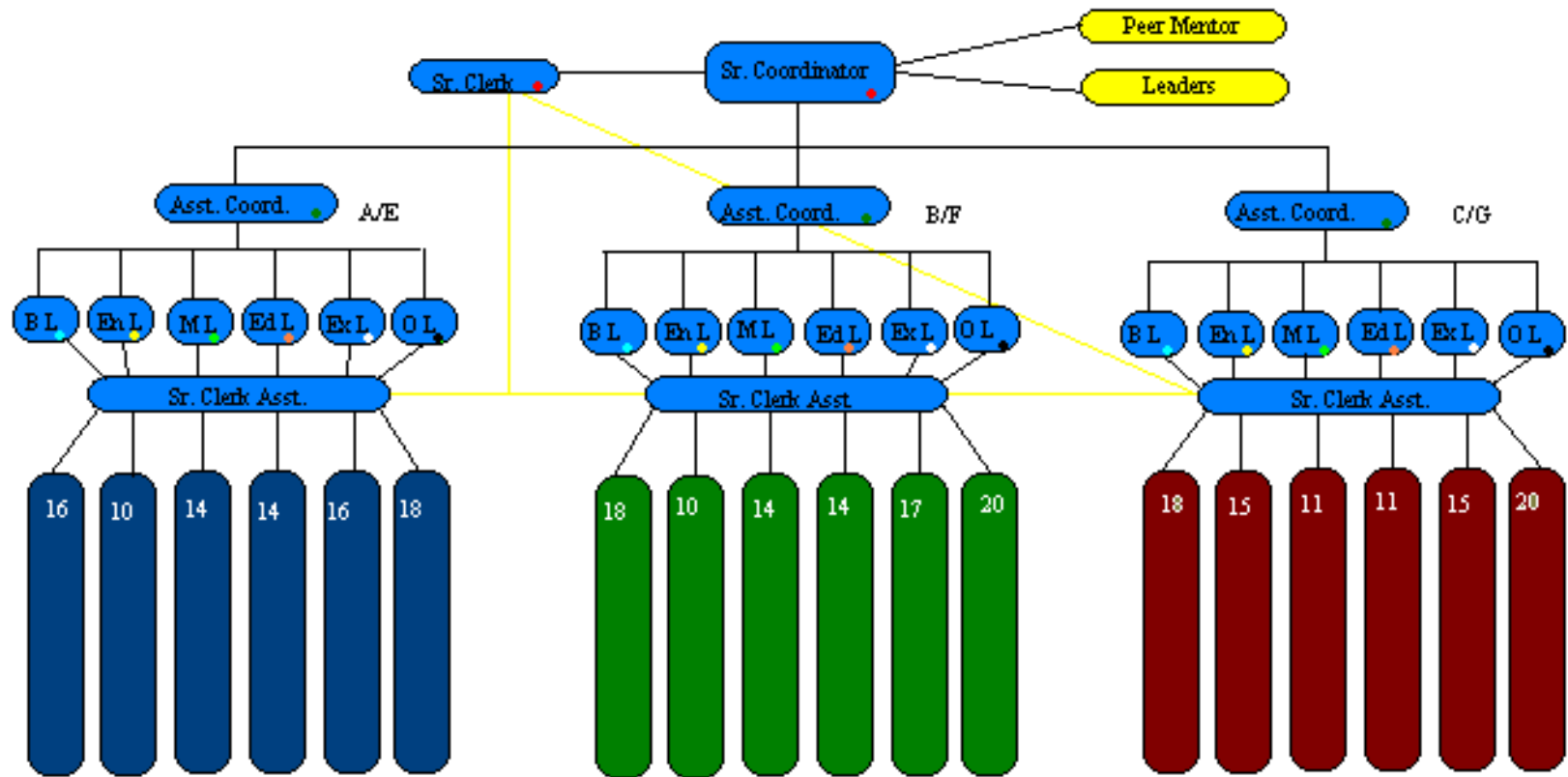
If there is anything happening in the morning meeting that is inappropriate stop the meeting immediately. Examples: Lots of talk or laughter that the expeditors are not addressing, false or inappropriate information being announced or presented, if the presenter starts a lot of adlibbing and does not stick to his written presentation that has been approved by staff, testimonies that are inappropriate, etc. Community members sometimes send items up and get approval but then try to add things or present items with a negative spin or tone. These members are to be stopped. If someone on the structure board or expeditors does not stop them, you must. There does not need to be a big disruption of the meeting at that time. Ask the member to take his seat. When the meeting is over ask the member to give you the approved proposal and attachment that he was to be reading. Check member's behavior if it is necessary to the situation.

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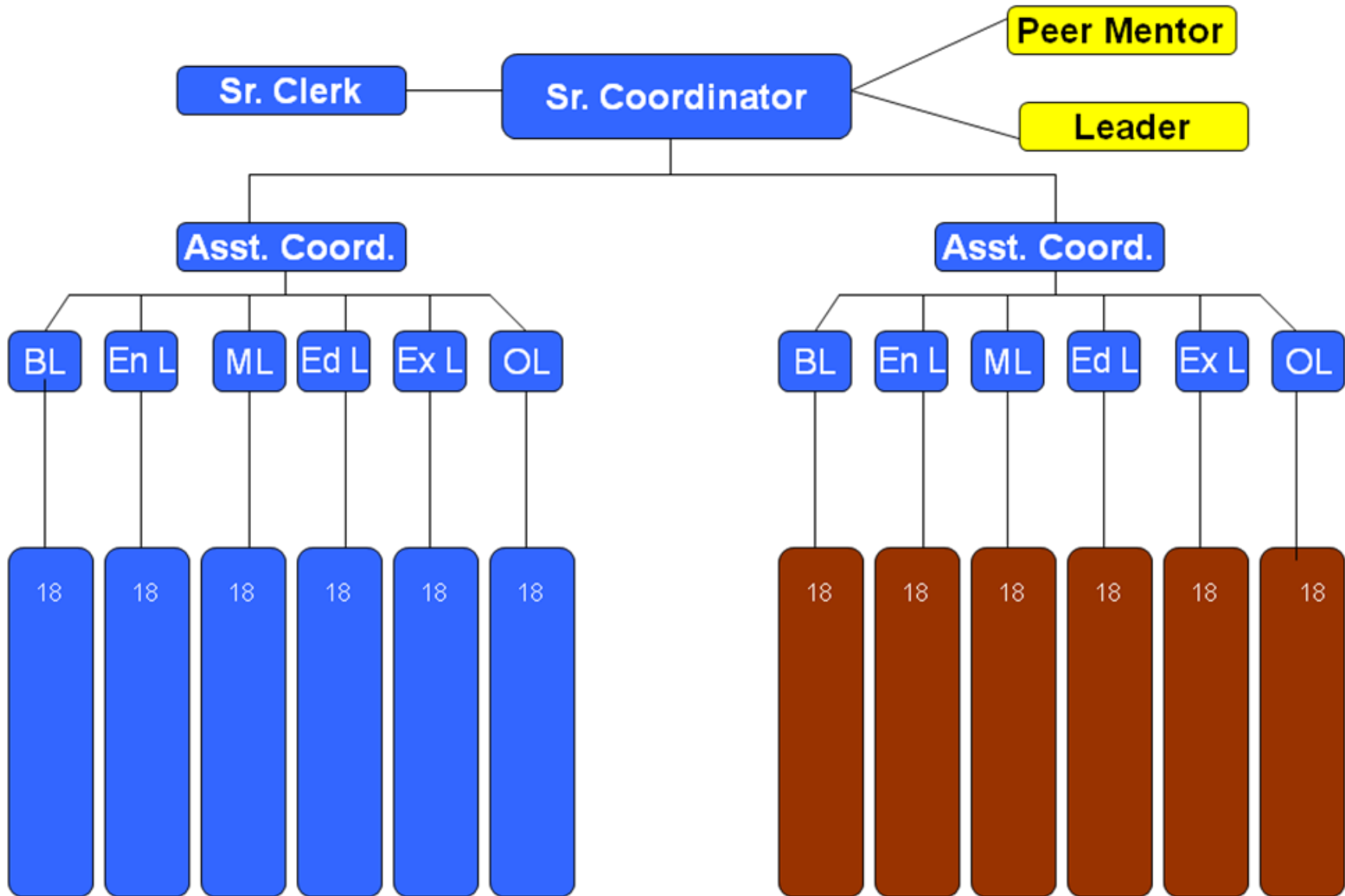
AHCC MSU Right Living Unit Structure Board

Peer Mentors



- o = Live in D Community
- * Same color dot share same cells
- Sr. Clerk Asst. lives in Sub-Community
- Number indicates average number of offenders per crew per Sub-Community

AHCC MAIN Right Living Unit Structure Board



ACTIVITIES THAT PROMOTE CHANGE

PHASE ONE Transition	PHASE TWO Concern	PHASE THREE Action	PHASE FOUR	PHASE FOUR Maintenance
RIGHT LIVING COMMUNITY PARTICIPATION				
<div style="display: flex; justify-content: space-between;"> <div style="width: 48%;"> <p>Morning, Afternoon & Community Meetings General Meetings Levels of Interaction Peer Accountability Seminars Crew Meetings and Community Responsibilities</p> </div> <div style="width: 48%;"> <p>Structure Board Meetings Phase-up Boards Home Improvement/Tool Time Staff on Duty Organization and Investigation Relating Tables Right Living</p> </div> </div>				
Peer Support Groups				
Compliance with FRMT Facility Plan				
<p>HANDBOOK STUDY: (Staff Facilitated)</p> <ul style="list-style-type: none"> • Philosophy • Concepts and Components • Terminology • Levels of Interaction • Core Skills 	<ul style="list-style-type: none"> • Stages of Prisonization • Feelings, Values & Attitudes • Masks • Johari Window • Trust and Honesty • Leveling and Defenses • Problem Solving & Conflict Management • Grief & Loss 	<ul style="list-style-type: none"> • Principles of Recovery • Communication • Relationships • Boundaries • Family Roles 	<ul style="list-style-type: none"> • Trusting Self and Others • Forgiving Self • Feelings Management • Self Management • Stress Management 	<ul style="list-style-type: none"> • Mentoring, Teaching, Parenting & Role Modeling • Giving Back to the Community • Change Review • Planning & Goal setting • Setting Short Term Goals • Setting Long Term Goals • Commitment
<ul style="list-style-type: none"> • Facility and Introduction to Right Living Orientation • Community Representative Assignment 	<ul style="list-style-type: none"> • Criminal Thinking Errors • Life Without a Crutch 	<ul style="list-style-type: none"> • Co-Dependency • Unhealthy Thinking 	<ul style="list-style-type: none"> • Relapse Prevention 	
<p>Work (Jobs) Programming Recreation Activity</p>	<p>Work (Jobs) Programming Recreation Activity</p>	<p>Work (Jobs) Programming Recreation Activity</p>	<p>Work (Jobs) Programming Recreation Activity</p>	

PHASE UP PROCEDURE

The Right Living Community model is divided into four distinct phases. It is up to each community member and how they choose to demonstrate their individual motivation, knowledge, skills, attitude, and completion of community expectations, that determines their progress or lack of progress in the community.

Right Living Community Phases

Phase 1 Orientation - Transition

Phase 2 Concern - Primary

Phase 3 Action

Phase 4 Maintenance

Phase 5 Re-Entry Plan: For those community members with 6-12 months prior to release

Each community phase has clear and specific expectations they will need to complete to progress into the next phase. Each community member has the opportunity to submit a proposal to phase-up when all requirements have been completed per each phase progression worksheet.

PHASE-UP REQUEST PROCEDURE

- 1. Fill out the proper proposal form.**
- 2. Send it up the proper line of communication.**
- 3. A meeting with the phase-up board will be scheduled.**
- 4. A copy of the approved proposal will be sent back to you through the proper line of communication.**

UPPER STRUCTURE RESPONSIBILITY FOR PHASE UP PACKETS

- Community member completes packet and send the packet up the line of communication.
- First line of communication is your Lead.
- If there needs to be editing of the proposal packet by the community member, the lead brings it to the next crew meeting for additional comments and support for the community if applicable. After the crew lead and community member have completed the editing, the lead then sends it up to the Assistant Coordinator.

Phase Up Packet consists of:

- Proposal requesting phase up interview
- Progression Worksheet(s)
- Service Elements sign off form
- Contract for Change

Each member is required to maintain the “Phase Progression Worksheet” in good order and present it, along with all required documentation, for consideration for phase progression.

The phase-up board may include: any FRMT members, chemical dependency staff, (primary counselor or designee), DOC Staff, and Upper Structure members. The board will collectively determine if the community member has met all of the requirements to progress to the next phase.

PHASE UP PROCEDURE

- Phase up board reviews “RLC Evaluation Form” with the candidate, for each phase-up, to ensure progression of attitude, commitment, and integrity of the community member.
- This review is a measure of the internal changes that community members must make to evolve to the next phase in their recovery.

If the community member does not meet the criteria to phase-up due to individual issues, they may be maintained in their current phase until they meet the criteria to phase-up.

If a community member’s behavior indicates the therapeutic need to reestablish learning skills from a previous phase, they may be maintained in their current phase until they meet the therapeutic skills, knowledge, and attitude required in attaining higher phase eligibility. They may also repeat other phase classes and groups to gain the knowledge that they missed the first time.

- This is completed on an individual basis to ensure each community member’s re-entry action plan meets their success strategy.

Phase 1 Progression Worksheet

Name _____

Date of admission to Phase 1 _____ Date of admission to Phase 2 _____

<i>Requirement for Phase 1 Phase-up</i>					Date Completed	Staff Signature
1) Minimum of ____ days at RLC before submitting proposal for phase up						
2) Recite the community philosophy and give your personal self-reflection on its meaning to the community.						
3) Ability to self-reflect on your personal understanding of four components and four concepts of a Right Living Community to present in meeting, crew meetings and seminars.						
4) Completion and personal reflection of Phase 1 testimony - parts one and two to present in a community meeting, crew meetings and seminars						
5) Attend, participate, and complete Phase 1 Service Elements						
6) Community Representative will share personal reflections at community meetings and what they both have gained from this experience						
7) Phase 1 candidate will remain minor infraction free for 14 days and major infraction free for 30 days prior to meeting the phase-up board						
8) Completion of Phase 1 study guide						
9) Completion of Right Living Evaluation form						
10) Complete <i>Contract For Change</i>						
11) How have the steps of interaction helped you grow and develop in your current phase?						
12) Show your ability to appropriately use Right Living Community terms through personal reflections to staff and at community meetings						
13) Complete one word of the day and one thought of the week reflection during a community meeting						
14) Express your personal understanding of the lines of communication.						
15) Accept and fully perform assigned community responsibilities						
16) Submit a proposal stating why you should phase up to Phase 2						
17) Handbook Study: (date and staff signature for each session)						
Session 1	Session 2	Session 3	Session 4	Session 5		
<u>Signatures of Unit Team:</u> _____ _____ _____ _____					<u>Comments</u>	

Date and Signature of Community Member _____

PHASE 1 TESTIMONY

The community members who have preceded you have developed this required testimony. We understand how difficult it is to get and stay honest because when we do that we defeat our old thinking and lay down our self-defeating/self-destructive behavior.

What must you change to get well? Everything!!!!!!!!!!

This testimony is a simple yet powerful step towards having the rest of your life.

Testimony is accomplished when we make honest and sincere public statements.

This testimony must be presented during a community meeting. It is the responsibility of the community member seeking phase-up to arrange time for the presentation of the testimony.

PART I

Prepare and present a written testimony that demonstrates your powerlessness over your self-destructive and self-defeating thinking and behavior that resulted in your life becoming unmanageable.

Explain:

- In what way your thoughts and actions in the past have affected you negatively.
- How you identified your self-defeating/self-destructive thinking and subsequent behavior and how you were able to stop it.
- Your negative thinking and behaviors and how you were able to correct them.
- How when you did things the right way, in what way your thinking changed and what rewards you saw by right living.

This testimony includes:

- Where you have been?
- Where you are now?
- Where you are trying to go through examples of downfalls and personal changes?

PART II

Present your answers to the following questions to the community:

1. What are my expectations of the Right Living Community?
2. What I have learned in Phase 1?
3. Why I feel I should go on to Phase 2?
4. What is my sincere commitment to the community?
5. What is my commitment and date to stop self-defeating, self-destructive thinking that leads to criminal behavior?

In our quest to restore ourselves to a rightful position, and to be exempt from spiritual death, it is our belief that we should expect, with confidence and conviction, that we have the ability within ourselves to attain a healthy and productive life.

QUEST Philosophy – Washington Corrections Center for Women

RLC Evaluation Form

Community Member: _____ Date: _____ Phase _____

DIRECTIONS: Assess the community member from 1-10, with 1 as the lowest and 10 as the highest - not a rating system. This is a guideline for each community member and what they need to work on for each additional phase progression

	Low					High				
	1	2	3	4	5	6	7	8	9	10
1. Assumes responsibility for keeping the facility clean and is not resistant when asked to help the Environmental Crew										
2. Willing to share and take risks in the Community										
3. Open and honest in the Community										
4. Demonstrates willingness to look at own behavior and make changes										
5. Supports others and respects differing opinions										
6. Respectful of staff, peers, and others who facilitate groups										
7. Does not manipulate or take advantage of others										
8. Demonstrates the lifestyle of a recovering person										
9. No longer uses the language of the drug and/or criminal subculture										
10. Models integrity, responsibility, and accountability										
11. Supports community values										
12. Serves as a role model in the community										
13. Accepts responsibility for behavior										
14. Helpful to new members										
15. Addresses Self destructive Self defeating behavior in self and for others appropriately										
16. Has the respect of the community members										
17. Consistent RLC behavior during community activities, work and programs										

Comments

Staff Signature _____ Date _____

Phase 2 Progression Worksheet

Name _____

Date of admission to Phase 2 _____ Date of admission to Phase 3 _____

<i>Requirements for Phase 2 phase-up</i>	Date Completed	Staff Signature
1) Minimum of ____ days in Phase 2 before submitting proposal for phase up		
2) Attend, participate, and complete all Phase 2 Service Elements		
3) Participate and collaborate in the continued development of your individualized plan and adhere to all plan expectations with your FRMT		
4) Ability to self-reflect on your personal understanding of four components and two concepts (different from Phase 1 choices) of a Right Living Community to community members in community meeting or seminars.		
5) Phase 2 candidate will remain minor infraction free for 14 days and major infraction free for 30 days prior to meeting the phase-up board		
6) Completion of Right Living Evaluation Form		
7) Revise and update <i>Contract For Change</i>		
8) Attend and participate in all assigned community activities		
9) Follow all institutional community rules and procedures		
10) Identify, through your own personal reflection what it means to be pro-social and what are some examples you have of your own pro-social behavior.		
11) Express your personal understanding of what "community" means to you. How do you see yourself fitting into the RLC community?		
12) How have the steps of interaction helped you grow and develop in your current phase?		
13) Submit a proposal stating why you should phase up to Phase 3		
14) Accept and fully perform assigned community responsibilities		
<u>Signatures of Unit Team:</u> _____ _____ _____ _____ _____	<u>COMMENTS</u>	

Date and Signature of Community Member

Phase 3 Progression Worksheet

Name _____

Date of admission to Phase 3 _____ Date of admission to Phase 4 _____

<i>Requirements for Phase 3 phase-up</i>	Date Completed	Staff Signature
1) Minimum of ___ days in Phase 3 before submitting proposal for phase up		
2) Attend, participate, and complete all Phase 3 Service Elements		
3) Participate and collaborate in the continued development of your individualized plan and adhere to all plan expectations with your FRMT		
4) Ability to self-reflect on your personal understanding of three components and two concepts (different from Phase 1 or 2 choices) of a Right Living Community to community members in community meetings or seminars.		
5) Phase 3 candidate will remain minor infraction free for 14 days and major infraction free for 30 days prior to meeting the phase-up board		
6) Completion of Right Living Evaluation Form		
7) Revise and update <i>Contract For Change</i>		
8) Attend and participate in all assigned community activities		
9) Follow all institutional community rules and procedures		
10) Act in a pro-social manner with a positive attitude and define what humility means to you and how you have demonstrated humility.		
11) Be a role model in action and attitude by adherence and compliance with community structure and progression of communication as a community member, structure board member, and CR.		
12) How have the steps of interaction helped you grow and develop in your current phase?		
13) Submit a proposal stating why you should phase up to Phase 4		
14) Consistently follow all institutional and community rules		
<u>Signatures of Unit Team:</u> _____ _____ _____ _____ _____ _____	<u>COMMENTS</u>	

Date and Signature of Community Member _____

Phase 4 Progression Worksheet

Name _____

Date of admission to Phase 4 _____ Date of Promotion _____

<i>Requirement for Phase 4 phase-up</i>	Date Completed	Staff Signature
1) Minimum of ____ days in Phase 4 before submitting proposal for phase up		
2) Attend, participate, and complete all Phase 4 Service Elements		
3) Participate and collaborate in the continued development of your individualized plan and adhere to all plan expectations with your FRMT		
4) Ability to self-reflect on your personal understanding of a component, core skill, and/or a concept (different than Phase 1, 2 or 3 choices) of a Right Living Community to community members in community meetings or seminars.		
5) Be a role model in action and attitude by adherence and compliance with community structure and progression of communication as a community member, structure board member, and Community Representative		
6) Phase 4 candidate will remain minor infraction free for 14 days and major infraction free for 30 days prior to meeting the phase-up board		
7) Completion of Right Living Evaluation Form		
8) Revise and update <i>Contract For Change</i>		
9) Attend and participate in all assigned community activities		
10) Follow all institutional community rules and procedures		
11) Ability to self-reflect on your personal understanding of your recovery and relapse triggers from addiction, criminal behavior, or mental health concerns.		
12) How have the steps of interaction helped you grow and develop in your current phase?		
13) Submit a proposal stating why you should phase out		
14) Accept and fully perform assigned community responsibilities		
<p><u>Signatures of Unit Team:</u></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><u>COMMENTS</u></p>	

Date and Signature of Community Member _____

Phase 4 Review Worksheet

Name _____

(minimum every 6 months from initial promotion date)

Date of promotion from Phase 4 _____ Date of Review _____

<i>Requirements to maintain Phase 4</i>	Date Completed	Staff Signature
1) Attend, participate, and/or co facilitate Phase Service Elements		
2) Participate and collaborate in the continued development of your individualized plan and adhere to all plan expectations with your FRMT		
3) Ability to self-reflect on your personal understanding of a component, core skill, and/or a concept (different than Phase 1, 2, 3 or 4 choices) of a Right Living Community to community members in AM/PM meeting or seminars.		
4) Be a role model in action and attitude by adherence and compliance with community structure and progression of communication as a community member, structure board member, and Community Representative.		
5) Completion of Right Living Evaluation Form.		
6) Completion of Contract for Change .		
7) Attend and participate in all assigned community activities.		
8) Follow all institutional community rules and procedures.		
9) Ability to self-reflect on your personal understanding of your recovery and relapse triggers from addiction, criminal behavior, and mental health concerns to community via community meetings, seminar, group, and/or staff .		
10) Write a one page reflection on how you have benefited from receiving and giving the steps of interaction.		
11) Submit a proposal stating why you should maintain Phase 4.		
12) Accept and fully perform assigned community responsibilities.		
<p><u>Signatures of Unit Team:</u></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><u>COMMENTS</u></p>	

Date and Signature of Community Member

PROPOSAL REQUESTING PHASE UP INTERVIEW

Attach the following: Progression Worksheet(s) Contract for Change

Name: _____ DOC: _____

Date: _____ Current Phase: _____ Requesting Phase: _____

To be completed by community member requesting interview.	To be complete by upper structure. By signing you have verified that this form is completed accurately and that this phase up packet is complete.
Counselor	
Bunk Assignment	
Programming	
Work Assignment	
Work Supervisor's Full Name	
Days/Times Available for Interview	
Support Person	
	Crew Lead Signature
	Assistant Coordinator Signature
	Senior Coordinator Signature
	SOD Signature

Statement completed by community member requesting interview (use back of page for additional writing space if needed):

“I think I am ready to phase up to the next phase because:” _____

SOD Signature and Date of Approval: _____

SOD Signature and Date of Disapproval: _____

Comments: _____

WASHINGTON STATE DEPARTMENT OF CORRECTIONS

**RIGHT LIVING COMMUNITY STRUCTURE BOARD
INTERVIEW QUESTIONNAIRE**

Name of applicant: _____

Rating Scale:

Position: _____

1...2...3...4...5...6...7...8...9...10
Low High

Interviewer: _____

RATING

1. What qualifications do you bring to this position? _____

2. If you were to witness a violation of RLC rules by a community member, what would you do? _____

3. Describe in your own words, responsibilities you would have to the RLC as a Structure Board Member. _____

4. If you were a Structure Board member, how would you balance that position with your responsibilities as a community member? _____

5. What would you do if you witnessed a fellow Structure Board member violating RLC rules and tools? _____

6. If you had a crew member who did not actively participate in crew responsibilities, how would you handle this scenario? _____

7. How would a Structure Board position promote/support your recovery? _____

TOTAL _____

Comments/Strengths/Concerns:

- COMMUNITY MEETING
AGENDA PROPOSAL
- PHASE UP REQUIREMENTS
- GENERAL PROPOSAL
- LEARNING EXPERIENCE

PROPOSAL ONLY ONE PROPOSAL PER FORM

Proposals are *only* for RLC business – for the benefit, improvement, management, and organization of the community.

PLEASE FOLLOW THE PROPER LINE OF COMMUNICATION

Date Written: _____	PROPOSAL # _____
Community Member: _____ Unit: _____ Tier: _____	
DOC #: _____ CURRENT PHASE _____	
Crew Leader: _____	
Assistant Coordinator: _____	
Senior Coordinator: _____	
PROPOSAL - Include: who – what – when – where – how. (Attach additional pages as necessary)	

Signature and date approved by Rational Authority: _____	
Signature and date disapproved by Rational Authority: _____	
Comments:	

**CARDINAL RULES
NOTIFICATION**

**At the top of the list in the community are those rules considered absolute. These are called Cardinal Rules and breaking these results in very serious consequences.

Date/Time of Cardinal Rule Violation: _____

TO: _____

FROM: _____

Behavior (Provide description of Specific Behavior): _____

Witness: _____

Date/Time of DOC Notification: _____

DOC Staff Signature

SOD Signature



PUSH UPS IN LIFE

You cannot dream yourself into a character; you must hammer and forge yourself one.

DATE: _____

TO: _____ **DOC:** _____

Behavior: _____

From: _____

**RELATING TABLE
REQUEST**

TO BE FILLED OUT BY COMMUNITY MEMBER

Date Brought to SOD: _____

Issue: _____

Between: _____ & _____

TO BE FILLED OUT BY STAFF

Self-Destructive Behavior(s): _____

Date of Relating Table: _____

Commitment to Change: _____

**LEVEL IV
CRISIS INTERVENTION**

I, _____ DOC # _____,

understand that success in my recovery depends upon my willingness to make ongoing progress and change to my physical, emotional, social, and spiritual balance, in order to maintain the philosophy of *RIGHT LIVING*.

I will work on the following behaviors and this will assist my recovery and help me to be a productive member in the Right Living Community and in society.

Self-destructive and self-defeating behaviors needing to be changed:

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

TIME FRAME for duration of contract: _____

Corrective actions for my self-destructive and self-defeating behaviors:

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

6) Remain infraction free

Continuation of this self-destructive behavior which results in incompleteness of the requirements in this behavior contract, may result in infractions

I have read and understand this behavior contract:

_____ **Date** _____
Community Member Signature

_____ **Date** _____
Staff Signature

_____ **Date** _____
Classification Counselor Signature

LEARNING EXPERIENCE

NAME: _____ DOC: _____ DATE: _____

RULE # _____ SELF DEFEATING BEHAVIOR: _____

FROM: BCI [] PAG [] CI []

LEARNING EXPERIENCE:

TO BE PRESENTED:

TO BE COMPLETED BY:

DATE COMPLETED: _____ STAFF SIGNING OFF: _____

SERVICE COMMITMENT (FOR PAG)

COMMITMENT:

TO BE COMPLETED BY:

DATE COMPLETED: _____ STAFF SIGNING OFF: _____

~~~~~

**PHASE-UP ACTIVITY SLIP**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

DOC # \_\_\_\_\_

Activity: \_\_\_\_\_

Comment: \_\_\_\_\_

\_\_\_\_\_

TO BE COMPLETED BY:

\_\_\_\_\_

DATE COMPLETED:

\_\_\_\_\_

PERSON SIGNING OFF:

\_\_\_\_\_

**CONTRACT FOR CHANGE**

Community Member \_\_\_\_\_

A) What I would most like to change about myself, or work on while in Phase \_\_\_\_\_?

**\*Identify specific behaviors, attitudes, reactions etc. that you would like to change about yourself. This is something that you are working on during this next phase**

(example: "I would like to not react to situations with anger when someone addresses my behavior.")

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_

B) In order to do this, I am willing to:

**\*Identify specific measurable things you can utilize to address the behavior identified in the above statement.**

(example: "I am willing to practice calming and forecasting when someone addresses my behavior.")

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_

C) I most often sabotage my plans by (refer to your answers in question A):

**\*What specific self-defeating or self-destructive behavior do you use that interferes with the change process in Question "A"?**

(example: "I become closed minded and shut down when someone addresses my behavior.")

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_

D) I will know I have succeeded when I (refer to your answers in question A):

**\*Give specific, concrete and measurable examples of success when addressing what you would like to change about yourself. There are goals that can be attained within this phase.**

(Example: "I will give the proper response to a Correctional Officer when my behavior is addressed.")

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_

I have completed this contract to the best of my ability. I hereby agree to work this contract to the best of my ability to achieve the goals set forth.

Community Member's Signature and Date:  
\_\_\_\_\_

Staff Signature and Date: \_\_\_\_\_

# **RELAPSE WARNING SIGNS OF CRIMINAL BEHAVIOR**

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©Terence T. Gorski

**Explanation:** This relapse warning sign list will help you understand how you return to criminal behavior even though you don't want to. This list describes the thoughts, feelings, and actions that community members experience before returning to alcohol or drug use or committing a crime.

**Instructions:** Read the list carefully. As you are reading the list:

Put a check mark (✓) next to any warning sign that you have experienced.

Put a question mark (?) next to any warning sign you have difficulty understanding.

Put an asterisk (\*) next to any warning sign that causes you to "space out" or to start daydreaming while you are reading it.

**Phase 1: Internal Dysfunction:** My thinking and feelings begin to change and I know it, but I hide it from others and they don't notice it.

\_\_\_ 1-1. *Thinking Different:* A part of me starts to think that the straight and sober life is boring and isn't worth the effort. I start thinking about getting back into the old lifestyle and I know that this thinking will eventually get me into trouble.

\_\_\_ 1-2. *Feeling Different:* I start to feel bad about being straight and sober. I get bored and feel bad about having to give up the old lifestyle. I keep these feelings to myself and don't tell anyone about them.

\_\_\_ 1-3. *Acting Different:* I go through the motions of my recovery but I am privately disillusioned and start to feel like a phony. I play the game and look like I am doing what I am supposed to do but underneath I know that is all a con.

\_\_\_ 1-4. *Getting Stressed:* I start to feel stressed out and I want to get some relief but nothing I do seems to work. I start craving for some excitement or rush that could make the feeling go away but I don't tell anyone what I am feeling.

**Phase 2: Return of Denial:** I lie and tell myself that everything is going fine and at times I start to believe myself.

\_\_\_ 2-1. *Worrying about Myself:* I get worried about the old way of thinking and feeling that is coming back. I get afraid that I won't be able to handle the straight and sober life. The thought of having to be responsible and accountable gets me down.

\_\_\_ 2-2. *Denying that I'm worried:* I tell myself it will all work out. I pretend everything is all right even though I know that it's not. If people ask me about my problems, I tell them that everything is OK. I lie to myself so well that at times I believe it.

## RELAPSE WARNING SIGNS OF CRIMINAL BEHAVIOR

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**Phase 3: Avoidance and Defensiveness:** I begin to avoid anyone or anything that will force me to face how messed up my thinking and behavior is getting. If I do get confronted I get defensive.

\_\_\_ 3-1. *Believing I'll Never Get in Trouble Again:* I convince myself that I learned my lesson and I will never do anything illegal again. I tell my friends, family, counselor, and probation officer, "I've really learned this time," even though I don't have a plan for how to change.

\_\_\_ 3-2. *Needing to Have It My Way:* I think things should go my way because I want them to. I think because other people want me to do well and because I want to do well, things should happen the way I want them to.

\_\_\_ 3-3. *Privately Putting Others Down:* I make myself feel better by putting others down. Sometimes I tell people that they don't know anything or are dumb. Most of the time I just think it but don't say it. I tell myself how stupid other people are.

\_\_\_ 3-4. *Feeling Uncomfortable around "Straight" People:* I feel uncomfortable around people who are not involved in illegal activities. They seem boring and dull. I get nervous and jumpy.

**Phase 4: Crisis Building:** I am so isolated and alone that it is easy for me to start setting myself up to get into trouble.

\_\_\_ 4-1. *Bored and Craving Excitement:* I feel bored with the straight and sober life. I want more excitement and I start remembering how exciting the old days were and wishing I could have them back again.

\_\_\_ 4-2. *Compulsive Behavior:* I start doing things compulsively to get my mind off my loneliness and my problems. I keep myself too busy to think or notice what I am feeling.

\_\_\_ 4-3. *Building Up for a Fall:* I feel like I must be the best or I will be nothing. I decide that I will be very successful at everything I do. I get excited and build up in my mind how successful I must be. I feel like if I don't do everything right, I will fail.

\_\_\_ 4-4. *Not Planning Ahead:* I don't plan the future. When people ask me what my plans are, I tell them what I think they want to hear. I don't know what will happen and I don't really care.

\_\_\_ 4-5. *Making bad Decisions:* I make decisions on the spur of the moment without thinking about what might happen. I think afterwards, "I really screwed up."

\_\_\_ 4-6. *Nothing Is Going My Way:* When things don't go my way I overreact and blow things out of proportion. I feel like nothing is going my way and nothing will ever be right.

# RELAPSE WARNING SIGNS OF CRIMINAL BEHAVIOR

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**Phase 5: Immobilization:** I get so burned out that I stop trying.

\_\_\_ 5-1. *Bummed Out:* I feel depressed, lonely, and angry. I don't think other people understand. I start having problems sleeping or don't eat regularly and eat junk food. I start to feel afraid and hopeless but believe I can't tell anyone about it.

\_\_\_ 5-2. *Stop Making an Effort:* I will not do things that I don't like or that are boring or hard for me. I find excuses for not doing things. I don't look into jobs or other things that might help me. I don't feel like maintaining my recovery.

\_\_\_ 5-3. *Feeling Like a Zero:* I feel like I am nothing, that I will never be anything, and that everyone knows it.

**Phase 6: Confusion and Overreaction:** I begin to get confused, not knowing why things are going wrong and losing my temper for no reason.

\_\_\_ 6-1. *Feeling Put Down:* When other people don't agree with me, don't trust me, or tell me things that I don't want to hear, I see it as a personal put down and I get angry. I think people should trust me no matter what I may have done in the past or how irresponsibly I am currently acting. I tell them I have changed and expect them to believe me without my having to prove myself. I keep my anger to myself.

\_\_\_ 6-2. *Feeling Like a Victim:* I think that other people are taking advantage of me and there is nothing I can do about it. I feel picked on and abused. I think that other people will never be satisfied.

\_\_\_ 6-3. *Blaming Others:* I start to believe that my problems are caused by others and it is their fault that I am feeling bad. I start resenting other people because things are going so well for them and so poorly for me.

\_\_\_ 6-4. *Getting back.* I begin to get back at others by arguing with them, criticizing them, and putting them down. I spend time plotting ways to get even and get away with it.

**Phase 7: Depression:** I get depressed and bummed out. I stop feeling like doing anything to help myself.

\_\_\_ 7-1. *Irregular Eating Habits:* I stop eating a healthy diet and start eating junk food and skipped meals. At times I compulsively overeat. At other times I'll miss meals and starve myself.

\_\_\_ 7-2. *Not being Able to Sleep Right:* I have trouble sleeping. Sometimes I can't fall asleep. when I do sleep I have strange dreams, wake up many times in the middle of the night, and don't feel rested. Sometimes I get so tired that I sleep the day away.

\_\_\_ 7-3. *Loss of Daily Structure:* I stop following any regular daily plan. My life becomes confusing and chaotic and I don't care.

\_\_\_ 7-4. *Periods of Deep Depression:* I have times when I feel very depressed and don't know what to do. Sometimes I think life isn't worth living or I think about killing myself.

## RELAPSE WARNING SIGNS OF CRIMINAL BEHAVIOR

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**Phase 8: Loss of Control:** My feelings seem to control me. I can't seem to make myself get back on track. I feel like I can never change so why should I try.

\_\_\_8-1. *Feeling Afraid but Denying It:* I don't want others to know I am afraid because I think being afraid is being weak. I tell people what I think they want to hear so they won't know how I really feel. Sometimes I tell them I am fine when I am really not.

\_\_\_8-2. *Avoiding Responsibility:* When things go wrong, I tell people, "I forgot," or I do what I want instead of what I told people I would do. I either don't answer them, change the subject, or don't give them an answer. Sometimes I say "yes" when I don't really mean it.

\_\_\_8-3. *Envy Others:* I start thinking about people I know who can still drink, use drugs, break the law, and get away with it. I start to wish that I could do that. I wonder if there is an easier way to do things.

\_\_\_8-4. *Hurting Others:* I hurt other people by what I say and do. When they tell me about it I either get angry and feel picked on or else I can't understand why they should feel hurt by what I did. Sometimes I brush it off and I don't care. Other times I get angry and feel like getting back at them.

\_\_\_8-5. *Pushing Others Away:* When people ask me what is wrong, I tell them that there is nothing wrong. If they persist, I either tell them to leave me alone, yell at them, or do something to make them leave me alone.

**Phase 9: Recognition of Loss of Control:** I begin to see that I am losing it and that I am not able to stay in control of myself.

\_\_\_9-1. *Wanting to Use Alcohol and Drugs:* I want to use alcohol and drugs to make good feelings better or to get rid of bad feelings. Sometimes I feel good but want to feel better. Sometimes I feel bad and want to escape from my feelings. I keep my thoughts about drinking a secret. Fear of going back to jail if I am caught is the only thing that stops me. If my probation officer, family, or counselor ask me, I lie.

\_\_\_9-2. *Hanging Out with Old Friends:* I start to hang around people who commit crimes. I want to be comfortable and they are the only people I believe understand me. I go back to my old hangouts. I call people I was in jail or prison with. I assure myself that I am only doing this to find out how they are doing.,

\_\_\_9-3. *Being Irresponsible:* I miss appointments with my probation officer, counselor, job interview, or school. I stop attending scheduled activities. I make up excuses as to why I wasn't there. I begin to believe these people are out to get me and I can't trust them.

## RELAPSE WARNING SIGNS OF CRIMINAL BEHAVIOR

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**Phase 10: Option Reduction:** I begin to believe that the only choices I have are to kill myself or someone else, to go crazy, or to start using alcohol, drugs, and criminal behavior to feel better and get my way.

\_\_\_ 10-1. *I Want What I Want, When I Want It:* I think other people should give me what I want and if they don't I have a right to take it. I feel angry that they won't do what I want or give me what I want. I feel like I have to teach them a lesson. I start thinking about illegal things I can do to get what I want.

\_\_\_ 10-2. *Believing I must Win at All Costs:* I feel "high" when I come out on top, even if the fight wasn't important. I will do whatever it takes to get back at someone who I am angry with. I am willing to and do commit crimes just to make me feel on top of things.

\_\_\_ 10-3. *Refusing to Back Down:* I won't back down when other people don't agree with me even if I know they are right. I am never wrong no matter what. I feel if I admit to others that I am wrong, they will think I am weak and they will take advantage of me. Even if I prove to be wrong, I will either leave or start a fight rather than admit it.

\_\_\_ 10-4. *Losing My temper:* I start losing my temper if I don't get what I want or if others don't do what I say. I believe I have the right to get angry, threaten, hurt, or get even with other people because they don't understand me or do what I want.

**Phase 11: Criminal Behavior. Alcohol, and Drug Use:** I start drinking, using illegal drugs, and breaking the law on a regular basis. Sometimes the alcohol and drug use comes first and I use it as an excuse to break the law. At other times I plan to break the law and start using alcohol and drugs to get the courage to do it.

\_\_\_ 11-1. *Just This Time:* I decide to commit a crime "just this once." It starts with what I consider small things like getting even with someone, committing petty crimes, stealing small things, speeding, or getting into fights. The small stuff doesn't give me the kicks or the excitement that I want so I plan bigger crimes, but I pick "safe things" and plan carefully so I won't get caught.

\_\_\_ 11-2. *Using Alcohol and Drugs.* I start using alcohol and drugs. Sometimes I do it to get rid of the depression. At other times I do it to make good times feel better. Alcohol and drugs make it easier for me to get the courage to commit crimes.

\_\_\_ 11-3. *Things Get Worse:* Soon I start drinking, using drugs, and breaking the law on a regular basis. I am always thinking about how I can get away with something. Things start to get out of hand and I get scared that I will get caught. I can't stop and keep drinking, drugging, and law-breaking. The excitement seems worth the risk.

\_\_\_ 11-4. *Getting Caught.* I get caught. I get arrested, picked up on a probation or parole violation, or get hurt while drinking or committing a crime. I feel caught by the system. At first I feel like a victim and then I realize that I am right back where I started.

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## ***UNDER CONSTRUCTION***

Plans, tools, and foundation. These are all necessary if you are going to build a house. And for me, they were necessary for building my life.

I love to build things and on August 30, 2000, I received the building opportunity of a lifetime. I was arrested for manufacturing methamphetamines, and my life was pretty much demolished.

It took me a while to get my head and body cleared out. I was detoxifying, leveling my ground so to speak.

Starting over was scary because I knew what I had done last time. I had had no plan. I slapped together a foundation that consisted of “don’t do drugs, or you’ll get caught!?” I collected bits of junk, handouts, and old habits, until I had a big pile of clutter. I built walls of defense around it and painted it red with shame.

I created courage out of the fear of going back to a life like that. But it wasn’t until I started thinking in terms that I could understand that I consciously started to plan out my blueprint. I started checking out some of the other lives in the neighborhood, to see what would and would not work for me.

I thought long and hard about what I really needed and wanted for a successful life. And since I’m not an expert, I consulted a professional. In my plan, there is a huge living room of experience for joy and laughter and friends and fun. There is room for my children and grandchildren, room for personal growth, room for work, education, prayer, and music. There is a special room for silence and stillness too. There is a room in my life for service to others and it’s filled with gratification.

It’s built with healthy boundaries, not walls. And there are windows of opportunity everywhere. The door to my Higher Power is always open. Of course, there’s no roof because the sky is the limit. My plan includes balance between my spiritual, physical, and emotional needs. So then I looked in my toolbox to see what I had to work with. I had desire, I had willingness. I realized I needed more than that. But where do you buy tools to build a life?

Before I bought everything with drugs, I had mock pride and fake reality. But who sells life skill saws? How do I hammer in reality? What measures success?

Honesty, acceptance, forgiveness – now these are some power tools. And I earned them through courage and practice and self-awareness.

I have been careful building my foundation. I built the forms out of dedication and determination and dignity. And I found I had to pour everything I had into it. I watched it set up into solid rock of morals and beliefs and behavior that today are me.

I take pride in my work and today I take pride in my life.

And I have only just begun to build.

***Infinity Member -2000***

## CLASS EXPECTATIONS

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- All participants' sign up for phase classes through their crew lead and are placed on the "Class Attendance" form by the business office before the start of the function.
  - All participants must be signed up no later than 72 hours prior to the designated session. If a participant is not signed up 3 days in advance they will not be allowed to participate in the function.
  - All participants signed up for the class will be placed on call out.
  - Missing a session without notice to crew lead will result in a behavior check and/or infraction.
  - An Expeditor will take role and indicate participation and activity completion on the "Class Attendance" form.
- Participants will complete all assigned homework before the start of the session.
  - It will be the responsibility of the Class Facilitator to check homework before the start of the session.
  - Participants who haven't completed homework may not remain in the session nor will they get credit for the session (NO EXCEPTIONS).
- Active participation is the expectation of each community member in RLC functions. Lack of participation may lead to not receiving credit for the session.
- Participants are to follow the Code of Conduct for the class in order to get credit for the session.
- Participants are expected to arrive on time as per the Code of Conduct.
- Community members may not leave the meeting early unless previous arrangements are made with staff and this information is passed on to the facilitator by a staff person.
- At the end of the class all participants' "Service Elements Sign Off Forms" are attached to the roster and sent up the line of communication for staff signature for the session. Service Elements Sign Off Forms are then sent back down the line of communication to the class participants.