



**Mississippi Department  
of  
Corrections**

***Regimented Inmate Discipline***

**Hand Book**

128227

U.S. Department of Justice  
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## Chapter I

### HISTORY OF THE RID PROGRAM

The Mississippi Department of Corrections developed an interest in a unique "para-military" prison habilitative program and such a program was instituted in 1985. This program was begun in an effort to expand the mandates of the shock probation statute (47-7-47) by combining a boot camp approach to discipline with psycho-correctional interventions. This combination of para-military training with instructional classes and individual-group counseling has offered a unique blend of rehabilitative techniques which can be applied with success to the earned probation offender. Regimented Inmate Discipline as a viable alternative to the long term incarceration is a concept which has developed significantly over the past three years. Since its conception the RID Program has grown to gain statewide attention as innovative attempt to answer several of the most pressing problems facing our judicial and correctional system today. The acceptance and popularity of Regimented Inmate Discipline is demonstrated by its support from Judges across the state, from the interest and attention that this program has generated in other agencies, and by a recidivism rate that is generally accepted to be substantially lower for RID participants than for the inmate population at large.

B.

#### EARNED PROBATION STATUTE

Section 47-7-47 Mississippi Code 1972 Annotated, 1980 Supplement, Volume XI, Pages 676-678, establishes the Earned Probation Program.

The Judge of any Circuit Court may place an offender on the Earned Probation Program at time an offender is sentenced.

The Judge may act upon the advise and consent of the Commissioner of the Department of Corrections not earlier than 30 days and no later than 180 days after the offender has been delivered to the custody of the Department of Corrections, to which he has been sentenced, and suspend the further execution of the sentence placing the defendant on earned probation.

Offenders who are ineligible in statute to participate in the Earned Probation Program are: (1) An offender who is sentenced to death (2) An offender who receives a life sentence (3) An offender who has a prior confinement for a previous felony in the United States (4) An offender convicted of a felony involving the use of a deadly weapon (5) An offender convicted of an offense which requires a mandatory sentence.

As Regimented Inmate Discipline is a program for a select population of inmates, the Mississippi Department of Corrections recognizes that the program's design is limited to a specified population. Therefore, policy dictates that other exclusions to this program be recognized:

- (1). Offenders with a history of a psychiatric disorder should not be placed in the RID Program.
- (2). Offenders who are mentally retarded should not be placed in the RID Program.

- (3). Offenders charged with sexual offenses should not be placed in the RID Program.
- (4). Offenders with extensive juvenile histories of criminal activity should not be placed in the RID Program.

As conceptualized, Regimented Inmate Discipline is a correctional model designed to be effective with non-violent first offenders who possess the mental capacity and emotional stability to profit from para-military training and from psychological interventions.

C.

#### PHILOSOPHY

Participants in the RID Program are sentenced under Mississippi Statue 47-7-47 which allows the Judge of any Circuit Court to place an offender on "earned probation" status. While on probation, the offender is expected to remain in the custody of the MDOC for a period of 30 to 180 days during which time the offender participates in structured activities. His purpose is basically three fold:

1. to provide further evaluation of the offender's motivation to adapt to a noncriminal life style with said evaluation to be placed at the disposal of the Circuit Judge for a sentencing decision; and,
2. to provide a corrective therapeutic environment designed to help modify the offender's criminal thought and behavioral patterns so that offender will be less likely to reoffend and will be more like to behave purposefully and productively as a responsible citizen.

In order to accomplish goal Number 1, the offender's behavior is evaluated by Correctional Officers, Drill Instructors, Case Managers, Counselors and Psychological Evaluators. In order to accomplish goal Number 2, the inmate will participate in a multi-faceted treatment regimen which is designed to maximize the offender's opportunity to learn self discipline, to correct irrational/criminal thinking patterns, to be exposed to the work ethic, to implement behavior which prevents the use of drugs/alcohol, and encourage more productive problem-solving techniques. Therefore, tools with which to confront life tasks in a responsible manner will be provided in psycho-educational classes.

3. The concept of "earned probation" is to be pragmatic-reality. Each RID inmate will have the opportunity to earn additional privileges if, and only if, he progresses satisfactorily. RID inmates will be staffed for possible CWC placement as they approach the end of their intense training period (initial 60-120 days). RID participants not exhibiting progress will remain in the intensive training groups, receiving subsequent periodic reviews of their progress. Those participants failing to exhibit productive change will continue in the intensive program until they are released by the sentencing judge or are transferred to the general prison population. RID participants failing to continue progress during their less restrictive CWC placement will be returned to the Parchman RID program for further intensive work or a transfer to the general prison population.

DISCIPLINE THERAPY

ORIENTATION

The discipline orientation of the RID Program consists of intensive instruction in military bearing and courtesy. Once the offender enters the RID Unit, he is greeted by the Drill Instructors and the RID offenders's discipline therapy begins. The RID offenders receive direct instructions from the Drill Instructors regarding what is expected of them while participating in the RID Program. The RID (s) are told by the Drill Instructors to do "what they are told to do", when told to do it". The Drill Instructors make it known to the offenders that no disrespect or disobeying any orders will be tolerated at any time. They are then told that whenever talking to a Drill Instructor or other Staff, their reply will be; "yes sir", "no sir", and "yes maam", "no maam"; failure to comply will result in disciplinary actions. The RID (s) are told that they are expected to march, perform facing movements, participate in flag ceremonies, count cadence, and perform different types of physical exercises.

STANDARD PROCEDURES THAT EACH RID OFFENDER IS MADE AWARE OF WHILE IN RID PROGRAM

1. CANTEEN - IS GIVEN THREE (3) times daily for all RID participants.
2. TELEPHONES - Telephone is available for their use from 16:00 HRS to 22:00 HRS each weekday, and 11:00 HRS to 22:00 HRS. each on weekends. Ten (10) minutes is maximum duration on telephone for each offender.
3. MONEY DRAW - Sign up sheets are passed out on Tuesdays and picked up on Wednesday. The sign up is for money to be handed out a week later on Thursday. Offenders are not allowed to have any bills larger than a five (5) in their possession.
4. MAIL - All offenders' mail is checked for correct address before it leaves the building. Incoming mail and packages are picked up in the afternoon and handed out on the third (3rd) shift. Each offender is also allowed only (1) package per month with size limits of 12x12x12.
5. LAW LIBRARY- Sign up forms are obtained from the RID unit clerk. Any assistance needed by the offender to fill out the form will be given by the Case Manager.
6. SHOWERS - RID (s) use showers after 17:00 HRS. until lights out at 22:30 HRS. and from 04:30 HRS til 05:30 HRS. RID offenders are not allowed in showers other than these times.
7. VISITING - Visiting day is every second and fourth Sunday of the month. Visitors names are placed on the RID (s) visiting card.
8. MEDICAL AND DENTAL - This call is given as scheduled by medical staff. In the case of an emergency, medical or dental attention is provided immediately.
9. LAUNDRY - RID (s) sheets are washed once a week and their personal clothes are washed twice a week.
10. ATTENDANCE- Attendance at the dining hall, classes, and all exercise class is mandatory. A medical excuse or permission from Medical Staff, Drill Instructors, or other staff is the only way a RID scheduled activity will be missed.
11. TV & RADIO RID participants are not allowed individual T.V. or Radio. Fans are allowed but will be put away by 06:00 HRS to 16:00 HRS.

Chapter II. (continued)

12. RESPECT/STAFF MEMBERS - All Staff members are to be treated with courtesy and with respect.
13. THE ORDER OF ATTENTION- When in platoon area, the RID offenders will call the order of attention for all Drill Instructor's, Sergeants, and above, and all civilians that enter area.

GENERAL RULES AND REGULATIONS OF THE RID HOUSING UNIT

1. No horse playing at anytime.
2. No smoking in the hall, formation, dining hall, or during inspections.
3. No hat or head gear is to be worn in the dining hall.
4. No clothing will be out of lockers between 05:30 HRS and 18:30 HRS.  
No clothing will be placed in the windows to dry.
5. RID (s) will not be allowed in the hall except for medication call, canteen call, pants change, seeing the Drill Instructor, or Case Manager, or falling out for formation.
6. No loud noises or obscene language will be tolerated.
7. RID (s) are never to talk back to any Drill Instructors, Officers or any Staff member.
8. Physical abuse, threats, or other negative action against anyone will be treated as a serious rule violation.
9. RID offenders are not allowed to associate or hold a conversation with any offender not in the RID Program except those authorized, i.e.; canteen operator, laundry man, etc.
10. Gambling, stealing, or drug use will be treated as a serious rule violation.
11. Offenders will not be allowed to get off their racks between 22:30 HRS and 04:30 HRS except to go to the bathroom.
12. There will be no shouting, talking, or whistling out of the windows of the housing unit.
13. Attendance in class, gym, dining hall, etc., is mandatory.
14. Borrowing or selling of items including money is strictly forbidden. Permission to transfer ownership of any item must be approved by the Drill Commander.
15. RID offenders must say, "Yes Sir" and "Yes Maam" to all free world people.
16. RID offenders must march when in groups of four (4) or more.
17. Each RID offender will be responsible for the up-keep of his individual lockers.
18. When RID offenders are on work details they can not quit working until the job has been completed and inspected unless otherwise authorized.
19. RID offenders must say, "By your leave, Sir" or "By your leave, Maam", when leaving the presence of a Drill Instructor, and/or higher ranking Staff member.
20. RID offenders cannot call another RID by any nick name except his/her official name. All Drill Instructors will be addressed as "DI \_\_\_\_\_". All other Officers as "Officer \_\_\_\_\_".

RULES AND REGULATIONS (continued)

21. RID offendres will obey all direct orders given by DI and other Staff members.
22. NO RID offenders will sleep between the hours of 22:30 HRS and 05:00 HRS with his clothes on. All RID (s) will sleep with undershorts and tee-shirts only.
23. The DI can order any offender's locker to be opened at any time. It is the individual's responsibility to keep his locker closed and locked when he is not in the area.

PROCEDURES AND REGULATIONS OF THE DINING HALL

1. No talking will be allowed at any time in the dining hall. RID offenders must request "permission to speak, sir/maam" before asking any DI or other Supervisor any questions.
2. No food of any kind, including drinks are to be removed from the dining hall.
3. RID offenders must carry drinking glasses in their right hand shirt pocket going to and from the dining hall.
4. RID offenders will come to attention when an officer comes into the dining hall when told to do so by the DI or person signiated to be in charge.
5. RID offenders are not allowed to be given seconds in the dining hall unless there is enough for everyone.
6. Going back to the serving line for items not picked up when first going through is now allowed, i.d., spoons, water, etc. Permission must be obtained from the DI first.
7. RID offendres will sit six (6) to a table, three (3) on each side so that there are groups of six (6) when possible.
8. Upon entering the dining hall, RID offenders will march to their table location and stand at attention.
9. Upon receiving orders, RID (s) will traverse each isle commencing from the rear of the dining hall going towards the front. All turns are to be military style.
10. RID offenders will stand in the parade rest position in the dining hall line until they have room to move forward. RID offenders will then come to attention position and smartly step forward, once forward, they will return to the parade rest position.
11. When RID offenders are before the serving tables, they will step sideways, keeping heels together when stopped. RID offenders will not talk to the dining hall workers. At the end of the line, each RID offender will do a complete "about face" and will march to the appropriate isle and make all turns in a military manner.
12. Once at the table, RID offenders will place their trays on the table and stand at attention without any movement. The last offender arriving at the table will call out "be seated" and the six (6) sitting at the same table will sit down in unison.
13. RID offenders will not talk or look around the dining hall while eating.
14. When RID offenders are finished eating, they will sit until they hear their table command, they stand up, picking up their trays, and stand at attention. Table number one (1) is the table located closest to the serving table.

PROCEDURES AND REGULATIONS (continued)

15. RID offenders will either be given a left or right face, or an "Interface" command. On the "Interface" command, the offenders will turn in the direction that the command is given from.
16. The side of the table that is nearest the serving line will go to the rear of the dining hall, march around the hall towards the rear of the hall and come across the front to the disposal area. RID offenders will stand at the attention position and move forward smartly when there is room to do so. RID offenders will return to their table by going down the side of the dining hall where the serving line is located.
17. When the RID offenders have returned to their tables, they will stand at the attention position until given the order of parade rest. (Offenders may be given the order to "sit down" afterwards).
18. RID offenders will exit the dining hall in the same manner in which they entered when given the order. RID offenders will traverse each isle commencing from the rear towards the front. They will march around the outside wall and exit through the door.
19. There will be no smoking in or around the dining hall or in formation.
20. RID offenders will not swap or give their food to another offender.
21. If any RID offenders have problems with their food, they are to request permission to speak; and tell the Drill Instructor or the Officer in charge of the problem. At no time will the RID offenders make derogatory remarks to anyone else about the food.

DAILY SCHEDULE FOR RID PROGRAM

04:30 HRS.	-	-Wake up call
04:35 HRS.	- 05:30 HRS.	-Make up beds
05:30 HRS.	- 06:00 HRS.	-P.T. (Physical Training)
06:00 HRS.	- 07:00 HRS.	-Breakfast
07:00 HRS.	- 08:00 HRS.	-Clean up zones
08:00 HRS.	- 08:15 HRS.	-Flag detail
08:15 HRS.	- 11:30 HRS.	-Labs, counseling sessions, drill, work detail
11:30 HRS.	- 12:00 HRS.	-Prepare for lunch
12:00 HRS.	- 13:00 HRS.	-Lunch
13:00 HRS.	- 16:00 HRS.	-Work, counseling, GED Classes
16:00 HRS.	- 17:00 HRS.	-Free time
17:00 HRS.	- 17:15 HRS.	-Flag retreat
17:15 HRS.	- 18:00 HRS.	-Free time
18:00 HRS.	- 19:00 HRS.	-Supper
19:00 HRS.	- 22:30 HRS.	-Free time, study hall, group meetings
22:30 HRS.	-	-Bedtime (Mandatory that all RID participants will be in bed by 22:30 HRS.)

NOTE: While specific squads of RID offenders are participating in classroom activities the remainder of the squads will be outside with the Drill Instructors marching or participating in work detail as designed by the Drill Instructor.

### RID COUNT PROCEDURES

1. From 05:30 HRS to 16:00 HRS., RID offenders will sit on the end of their rack rail at count time until the order "count clear" is given.
2. There will be no talking or movement during the count and the television will be off during the count.
3. After 16:00 HRS., RID offenders may sit on their beds during the count. Rules of no talking and no movement still apply.
4. At no time will any RID offender lay or sit on the floor during the count.
5. Every RID offender must be on their own bed at each count.
6. No RID offender may speak to the officer making the count unless they are spoken to first by the officer.
7. If any RID offenders are in the bathroom or in any activity that cannot be interrupted during the count, they will remain where they are until the count is completed and the order "count clear" has been given. There will be no movement from one area to another until the count is cleared.

### PLACEMENT

There are three (3) squads for the RID Program. These are the Training Squad, Middle Squad, and Advanced Squad. When offenders enter the RID Program, they are automatically placed in the Training Squad. Those offenders placed in this squad are trained and drilled by one of the Drill Instructors. There are times when the RID Platoon Leader will assist the Drill Instructors in their training. At the end of the two (2) weeks of constant drilling by the Drill Instructor, the offenders who have executed all movements fairly well are placed in the Middle Squad. The offenders continue their training in Drill and Ceremonies. Once the Drill Instructor observes an individual RID offender doing outstanding in drilling and having an overall knowledge of each Drill movement, he is then placed in the Advance Squad. Even though all squads perform and drill for various tour groups, and V.I.P's, the Advance Squad is more or less the "Show Platoon".

All RID offenders who are disabled or who cannot march or exercise, are placed in the Disabled Squad. These offenders usually are responsible for maintaining the cleaning of the zones and buildings and are not required to march or to exercise.

## PHYSICAL EXERCISES AND TRAINING

Each offender participating in the RID program is required to have a physical examination by a Medical Doctor at MDOC Hospital before he can engage in any type of physical training. After the offender has been cleared by the medical staff, it is mandatory that he attend the physical exercise class each morning at 05:30 HRS. The Drill Instructor in charge of the Physical Exercise Class each morning will break the Platoons into three (3) squads. RID offenders who have been in the program for one (1) month or less make up the Beginner's Squad. RID offenders who have been in the program for over two (2) months make up the Advanced Squad. The Beginners Squad is required to do five (5) of the following exercises:

1. Push-ups
2. Bend "n" thurst
3. Rock "n" chair
4. Sit-up's

The Middle Squad is only required to do ten (10) of the following exercises;

1. Push-up's
2. Bend "n" thrust
3. Rock "n" chair
4. Sit-up's

The Advanced Squad is required to do fifteen (15) of all exercises.

There are only ten (10) basic exercises that the RID offenders do daily, and they are the following:

1. Push-up's
2. Jumping jacks
3. Arm rotation
4. Bend "n" thrust
5. Rock "n" chair
6. Sit-up's
7. Six (6) inches
8. Windmills
9. Picking berries
10. Mountain climbers

The Drill Instructors in charge of the physical classes and will grade each participant on how well he does the physical exercises.

NOTE: At no time will any RID offender be required to do more than fifteen (15) of any single exercise.

## CASE MANAGEMENT

### A. ORIENTATION:

Upon entry into the Regimented Inmate Discipline Program each participant will receive orientation into the Program by the Case Manager. The orientation will include:

I. Signing of volunteer contracts and media release forms.

II. An explanation of the Program to include:

- a). Philosophy of the Program
- b). An explanation of the psychological components of the program
- c). An explanation of statute 47-7-47
- d). An explanation of the phase program of Regimented Inmate Discipline
- e). A copy of an Inmate Handbook which contains MDOC Rules and Regulations (if not previously provided at the reception and diagnostic center)

The orientation sessions will be held after twenty four (24) hours, but before seventy two (72) hours after entry into the RID Program.

### B. ASSESSMENT STRATEGIES

The Mississippi Department of Corrections is committed to a process of comprehensive evaluation of RID participants. As a result, a multi-faceted approach to assessment is being implemented. Since a major portion of the inmate's day is involved in drills, marching, calisthenics, etc. The Drill Instructor has an opportunity to rate the inmate's behavioral response to enforced discipline. Thus, each Drill Instructor completes a rating scale on the RID participants adaptation to the para-military component of the program. The DI's rating is assigned considerable importance at staff conference. Other behavioral rating scales are completed by the Case Managers, and by the psychological evaluator with these data used to supplement the direct observation of the Drill Instructor.

Since the psychological component of the program is designed to precipitate attitudinal change that is based on rational and moral thought patterns, the cognitive process of the inmate may be measured via psychological testing before entry into the program and after completion of the program. A pre and post test design provides objective information about changes in criminal thinking. Other psychological testing may be employed as necessary.

The substantial collection of data during Phase I is combined with the progress evaluations made during Phase II during the time that the inmate is housed at the Corrective Work Center. A final evaluation is submitted to the sentencing judge and this assessment will obtain a satisfactory or unsatisfactory judgment of each RID participant's progress during his earned probation period. Treatment recommendations and an analysis of potential pit falls are included in this evaluation so that future court decisions will be based upon thorough and comprehensive assessment.

### C. DISCIPLINARY PROCEDURES

Adherence to discipline is considered an integral portion of the rehabilitative effort in the RID Program. Therefore, any infraction of the rules and regulations of the Department of Corrections will be considered seriously. Therefore, the following guidelines were adopted as a clear and concise method for maintaining discipline during the probation period.

1. Each RID participant will be given a copy of the Inmate Handbook and will be oriented to MDOC Rules and Regulations for inmate behavior.
2. All rule violations will be processed according to the policies and procedures outlined by the Mississippi Department of Corrections.
3. Informal resolutions of disciplinary infractions will be used in evaluations of the RID inmate's behavior but all formal RVR write-ups will automatically be submitted to the Sentencing Judge for use in his or her ultimate determination.
4. Inmates who display unproductive and unsatisfactory behavior during the first 90 days of participation in the RID Program may not be sent to a Corrective Work Center and may remain at the State Penitentiary for further training. If this is the case, a report with negative recommendations will be sent to the Sentencing Judge.
5. Inmates who fail to make satisfactory progress are at risk of losing their earned probation status and may be transferred to the inmate general population to serve their sentence.
6. Physical discipline for paramilitary purposes is limited to no more than 15 of a particular exercise. Such discipline is administered only by the drill instructor or drill commander.

REGIMENTED INMATE DISCIPLINE PROGRAM

Welcome R.I.D. participant! You have been selected either by your sentencing Judge of the Department of Offender Services to participate in the Regimented Inmate Discipline Program which will last for approximately 30 to 180 days. The goals of this program are to teach you to accept responsibility, and to help you to develop self-discipline, a positive attitude, and to create the kind of values that will enable you to return to the free society as a productive and law abiding citizen.

The program will consist of intensive instructions in military bearing and courtesy. You will be expected to march, perform facing movements, participate in flag ceremonies, count cadence and to perform different types of physical exercise. In addition, you will be required to have good personal hygiene and grooming habits. Your living area will also be expected to be clean and neat at all times. You will be involved in other structured activities such as work programs, substance abuse programs, a counseling program, and vocational/educational activities.

This is strictly a volunteer program. If you do not wish to participate you may decline. However, this information will be forwarded to your sentencing Judge and to the Department of Offender Services who may at that point choose to eliminate you from the possibility of an Early Release or release to a Community Work Center. You also are expected to agree to participate in class activities and psychological testing/evaluation.

Once you enter the program you will be expected to complete it. If for some reason you are dropped from the program, you will not be allowed to re-enter. The Judge and Department of Offender Services will be informed and it will be their decision as to whether or not you will remain eligible for an early release on probation or release to a C.W.C.

A schedule and the operating procedures will be explained to you during your orientation period. If you understand this document and agree to participate in the R.I.D. program, please sign your name below.

R.I.D. Participant's Signature: \_\_\_\_\_ MDOC# \_\_\_\_\_

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

Case Manager's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Unit Administrator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

cc: Original to Offender Services  
Case Manager  
Inmate Concerned

RELEASE AGREEMENT OF REGIMENTED INMATE DISCIPLINE (RID) PARTICIPANTS

I, the undersigned RID participant, hereby release the Mississippi State Board of Corrections, the Department of Corrections, their agents and employees, any and all forms of communications media, and their agents or employees from any liability growing out of the use of my name, body and/or facial image, voice, writings, opinions, or any other form of communications created by or attributed to me as related to my participation in the RID program.

I also release and give to any of the above persons or organizations all rights, title and interest in any completed work incorporating any of the above uses of my name, voice, image, writings, opinions or any other form of communications created by or attributed to me in reference to my participation in the RID program.

The above persons or organizations may use these items as it/they see fit including the right to transfer to assignees, who I also specifically herein release from any such liability.

Further, I hereby give my expressed consent to have photographic portraits or pictures, moving pictures and audiovisual recordings of my person and voice for television viewing taken. I do hereby waive any right that I may have to inspect or approve the finished product that may be used in connection with the use to which this may be applied.

\_\_\_\_\_  
Inmate Signature and Number

\_\_\_\_\_  
Date

\_\_\_\_\_  
Staff Witness

\_\_\_\_\_  
Date

## Chapter IV.

### A. INTRODUCTION

By design, RID participants are subjected to an initially intense, externally mandated system of forced behavioral change. Forcing behavior change is temporarily effective. However, it is effective only for so long as the force to control the behavior is applied. Therefore, the RID Program rewards any exhibition of discipline by gradually lessening externally imposed controls on the inmate's behavior. Thereby, inmates gain greater freedoms as they progress through the program as long as their behavior warrants the freedom that later components of the program offer. By "graduating" from phase to phase, the RID participant "proves" that he is worthy of additional freedom and "earns" additional privileges. This gradual shift from externally controlled behavior to internally controlled productive behavior is promoted by a regimented program which utilizes the facilities at the State Penitentiary (Phase I), Corrective Work Center facilities (CWC) Phase II, and probation (Phase III) under the supervision of the Field Officers of the Community Services Division of the Mississippi Department of Corrections.

### B. PHASE I

The RID treatment program is grounded in a para-military approach designed to promote conformity, to instill self-discipline and to encourage an appreciation for rules and regulations. Drill Instructors instill respect for authority by exposing the inmate to mandatory calisthenics, to work details, and to military drilling and marching. The initial "shock exposure" provided by drilling, marching, calisthenics and work details will be supplemented by psycho-educational classes as the inmate progresses in his para-military training and as additional privileges are provided.

The RID inmate will, after his initial exposure to para-military training, participate in a series of psycho-educational learning experiences marked didactic classroom instruction, group discussion, and assigned "homework". The purposes of homework assignments are to facilitate the practice of the applications and concepts which are presented instructionally in the classroom activities. These classes and homework assignments present methods by which a motivated inmate can understand and alter criminal thought patterns.

Additionally, substantial emphasis is placed upon freedom from substance abuse as deterrent to criminal behavior. Information about alcohol and drug dependence will be provided by the drug and alcohol specialist with individual counseling sessions being provided for more intensive rehabilitative efforts in the area of drug and alcohol abuse.

The Mississippi Department of Corrections also realizes that education is a valuable tool in any rehabilitative effort. Therefore, inmates are encouraged to participate in a program which is designed to obtain preparation for a GED during the period of earned probation. During Phase I of participation in the RID Program at Parchman, eligible inmates will attend classes provided by the Adult Basic Education Department. During Phase II the inmates will be able to utilize self-instructional materials while at the CWC to continue their work toward the attainment of a general equivalency degree.

Finally, Spiritual counseling will be provided by Chaplain's Department. Inmates are encouraged to continue their spiritual development as a supplement to all the rehabilitative efforts of the RID Program.

#### C. PHASE II

After spending a successful 60 to 120 days in the intensive treatment program at the State Penitentiary at Parchman, the RID inmate will be transferred to a Mississippi Department of Corrections Corrective Work Center to spend the remainder of his earned probation period. Placement in a CWC allows correctional staff to monitor the inmate's progress toward a responsible life-style in a less restricted, less controlled environment. During Phase II of the program, staff of the CWC will carefully monitor the effects of the para-military training and the psychological interventions which were presented in Phase I. Our philosophy entails not only the element of forced conformity but also includes an attempt to observe the behavior of the inmate at a time when the inmate has more latitude to behave as a matter of choice. We endorse a responsibility to report, not only the inmates capacity to conform, but also his capacity to direct his life in a non-criminal manner when free to make choices independent of supervision. The CWC atmosphere, being less restrictive than the State Penitentiary, allows for such evaluation.

Treatment efforts do, however, continue at the CWC as the RID participant continues to be involved in para-military discipline and community work projects. The rehabilitative focus does shift toward the dual goal of educational improvement and vocational development. Realizing that self-sustaining employment is an integral facet of responsible life, the Phase II of the RID Program continues to emphasize progress towards a GED and offers self-instructional study material toward that goal. Furthermore, training is provided in such practical but necessary skills as to how to complete a job application, how to conduct a successful job interview, and how to adequately budget finances. Eligible inmates are referred to vocational rehabilitation for appropriate follow-up and placement via that state agency.

#### D. PHASE III

After care is provided for RID Program participants. A successful RID graduate will receive supervised probation provided by MDOC Field Officers operating under the division of Community Services. These Field Officers will monitor the inmates progress towards a responsible life style and report potential problems to the Sentencing Judge. Each area supervisor will be provided an assessment of the RID inmate's progress to aid in the supervision. Crisis counseling via phone contact with the RID Staff may be made available.

THE TWELVE (12) COMMANDMENTS OF

THE RID PHILOSOPHY

- 1) Behavior may be altered by enforced discipline; forced discipline is temporarily beneficial.
- 2) Physical exercise and manual labor are inherently beneficial.
- 3) The development of thinking patterns/begins in childhood and continues throughout life; these patterns of thought are habitual.
- 4) Criminal patterns of thought develop psychologically as do other patterns of thought; yet, criminals think in a radically different manner than do non-criminals.
- 5) All criminal thoughts are dangerous; hence, it is beneficial to alter them.
- 6) Patterns of thinking can be modified and this modification can be measured.
- 7) Modification is enhanced by the creation of cognitive dissonance.
- 8) Modification is enhanced via values clarification.
- 9) Moral thinking patterns may be developed and this development may alter the way a criminal thinks.
- 10) Criminals are free to choose, but only partially so: an emphasis upon freedom of choice and responsibility for choices is beneficial.
- 11) The modification of thinking may produce modification of behavior, but both thought and behavior must be reinforced to habituate.
- 12) Vocational development is an anti-dote to criminal behavior.

## The Criminal Mind

### A. The Criminal Mind Through History

1. Rush-1800 innate moral depravity
2. Pinel-1806 - impulsive/self damaging behavior despite no defects in reasoning skills. Ex-IQ
3. Prichard - Moral Insanity (inability to restrain emotions without loss of reason)
4. Krapelin 1887 - The morally insane suffer defects in ability to restrain from reckless gratification of immediate desire.
5. Checkley 1941 - says one thing - does another
6. Sociological Explanations - poverty, poor family, peer pressure, ect.

### B. Problems with Prior Explanations

1. Confusion about how morality does or does not develop
2. A lack of understanding of the interaction between emotion and reason
3. A lack of understanding of how cognitive process in general does or does not relate to the thought patterns of criminals

### C. Current Knowledge of Criminal Traits

1. Thought patterns are unique to criminals
2. Personality traits are unique to criminals
3. Thought are habitual
  - a. Inflated self-image
  - b. Dishonest
  - c. Deficient social conscience
  - d. Exploitive in relationships
  - e. Hostility-repressed/pervasive
  - f. Stimulated to excitement/danger
  - g. Malovent projection (attacks to be safe, mistrustful)
  - h. Paranoid
  - i. Vindictive - attempts to play others weak, to assume power over others, need for control
  - j. Manipulative to gain selfish needs

### D. Corrective Techniques to The Criminal Lifestyle

1. Free to choose
2. Recognize you are
3. Condemned to freedom
4. Change attitudes (you must)
5. Change moral stance (you must)
6. Change behavior from externally controlled to internally controlled

### E. Purposes

1. Choose and behave as if you are choosing, not only for yourself, but for all men.

## Thinking Rationally

### A. Present the ABC Theory of Emotional Conflict

1. A. Event happens  
B. We think about the event  
C. We feel  
D. We behave
2. Give class examples of the ABC process
3. Give handout
4. Emphasize anger control - your thoughts create anger:  
no one "makes you mad."
5. Examine Ellis's Irrational Ideas (11) handout

### B. Types of Irrational Thinking

1. Awfulizing (everything is terrible and exaggerated)
2. Self- other condemnation - I am bad and so are you
3. I can't stand it itis
4. "Musturbation" - irrationally convincing yourself you  
"must" or "have to" behave in a certain way
5. Criminal thinking
6. Give examples

### C. Maultzly's Technique to Evaluate the Rationality of Your Thoughts 3 of 5 is Irrational

1. Operate on fact - not assumption
2. Is your thought life supporting?
3. Does your thought make you feel as you wish to feel?
4. Does your thought lead to conflict with significant others  
in your life
5. Does your thought meet short and long term goals? (impulse  
vs planning)

Ex: Give 5 myths which sabotage

### D. Rational Cognitive Techniques (7 steps)

1. Use rational self-analysis to debate your own thought
2. Use the "camera check" to get facts
3. Think in the here and now (this is all you can control)
4. Use exaggeration graph 1-10
5. Check "flare" words

I have to	I choose to
I need to	I want to
I can't	I won't

Eliminate "what if"

6. Utilize relaxation
7. Use productive imagery to influence behavior (give examples  
of positive & negative imagery)

Ex: Automobile accident vs birth of son

Ex: Dreaming of cold beer vs ice cream

Ex: Em hasizin power of ima es

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ERROR

STANCE OR RESPONSE

Group I

ERRORS IN THINKING

A. LACK OF A CONCEPT OF INJURY TO OTHERS

Does not stop to think how his actions harm others (except physically); no concept of hurting others' feelings, emotional anguish

Look how you are injuring others; How he would like to be treated this way?

B. FAILURE TO PUT HIMSELF IN THE PLACE OF OTHERS

Little or no empathy unless it is to con someone  
Does not consider the impact of his behavior on others

Others empathize w/you

C. LACK OF EFFORT

Unwilling to do anything which he finds boring, disagreeable  
Engages in self-pity and looks for excuses  
Psychosomatic aches and pains to avoid effort  
Complains of lack of energy

Effort = doing what don't want to do and sometimes not doing what you want to do  
Must have consequences if no effort exerted  
You have plenty of energy for that which you want to do

D. PRIDE

Refuses to back down even on little points  
Insists on his point of view to the exclusion of all others  
Even when proved wrong, clings to his initial position

We all make mistakes and it is important to learn from them  
You made a mistake or were wrong when this happens

E. UNREALISTIC EXPECTATIONS

Because he thinks something will happen, it must (thinking makes it so)  
He expects others to fall into line and accomodate his wishes, whims

spell out what you expect  
You are expecting too much if this is so  
What might in fact happen  
Prepare yourself for disappointment

Errors in Thinking/2

Group I -continued

F. A FLAWED DEFINITION OF SUCCESS AND FAILURE

Success - being # 1 overnight

Failure - being anything less than #1 and then considering himself a "zero"

Try to see things in stages

Again and again one learns from mistakes; think of examples that are current in others and your life

## Errors in Thinking/3

### Group II

#### A. REFUSAL TO ACCEPT OBLIGATION

Says he "forgot"  
Does not see something as an obligation  
to begin with  
Does that which he wants and ignores the  
obligatory

You remember that which you want  
Consequences for not attending to  
obligations  
How would you feel if your parents  
didn't feel obliged to feed you or  
do other things

#### B. ATTITUDE OF OWNERSHIP

"If you don't give it to me, I'll take  
it" Expecting you to do what he wants  
Treating others' property as though it  
were already his (theft, "borrowing"  
without permission)  
Demands of you as though he is assert-  
ing his rights

Clear consequences for theft, borrow-  
ing without permission  
Reverse the circumstances; how would  
you like it if I did specific  
things (made extraordinary claims  
on you)

#### C. REFUSAL TO ACKNOWLEDGE FEAR

Denies being afraid  
Sees fear as weakness  
Fails to realize that fear can be  
constructive  
(Only neurotic fear is undesirable)

The best we can do is to reassure  
you about some fears, help you  
examine others  
The strong person knows his fears  
and tries to overcome them  
Fear is valuable - e.g., fear of a  
ticket keeps us from speeding  
e.g., fear of failure keeps us on  
our toes to make a good effort

#### D. ANGER

Anger is used to try to control people  
Anger may take the form of direct threat,  
intimidation, assault, sarcasm, annoyance  
Anger may go underground ("I don't get mad,  
I get even")  
Anger is like a tumor; it grows and spreads;  
anyone or anything may be a target

Realize that anger is produced by  
fear  
e.g., fear that something won't turn  
out as he expects  
e.g., fear of a putdown  
e.g., basically fear of anyone not  
meeting your expectations  
When we help you be more realistic  
about the world  
(i.e., in expectations of  
self and others), less occasion  
for anger

Errors in Thinking/4

Group II - continued

E. POWER TACTICS

Attempt to overcome you in any struggle  
Enjoys fighting for power for its own sake (the issue may be secondary)  
(See sheet on "tactics" for more specifics)  
A "high" for him is in overcoming and dominating people

Pay attention to your every attempt to use power over others e.g., "I don't like your trying to manipulate me" and examine how you are doing it

Power that is legitimate through achievement vs your struggle just to emerge as "top dog"

F. "I CAN'T" ATTITUDE

A statement of inability which is really a statement of refusal

Realize that "I can't" means "I won't" and usually has reference to doing that which you don't feel like doing

Don't accept this

Group III

A. VICTIM STANCE

"He started it."  
"I couldn't help it."  
"He didn't give me a chance."

No excuses  
Focus back to yourself

In general, attempts to blame others

B. TRUST (NO CONCEPT OF)

He blames you for not trusting him;  
tries to make you feel as though it  
is your fault

Why you don't trust him; you betrayed  
their trust  
Never let your betrayal of trust go  
unnoticed  
Trust must be earned

Says that he can't trust you

C. IRRESPONSIBLE DECISION MAKING

Makes assumptions

Find the facts

Does not find facts

Examine your assumptions

Does not suspend judgement

Sometimes a decision cannot be made  
immediately

Blames others when things go wrong

D. FAILURE TO PLAN AHEAD OR THINK LONG  
RANGE

Future is not considered unless it is  
to accomplish something illicit or  
else a fantasy of tremendous success

Think ahead at every step  
Look how thinking ahead could have  
avoided an unpleasant situation

E. HIS FEAR OF BEING PUTDOWN

Putdown - when even the smallest things  
doesn't go his way  
Does not take criticism without flaring  
up, blaming others  
Put down when unrealistic expectations  
are not met

Criticism is something that we learn  
from if it is merited;  
If criticism has not merit, ignore it  
Your expectations were in error to begin  
with

## FIVE DETERRENENTS TO CRIMINAL PATTERNS

As the RID inmate is trained in becoming aware of his daily thinking patterns and recognizing his errors, he is taught a series of five deterrents. These five thinking processes help the RID inmate evaluate what he is thinking and provides him with a way to eliminate or reduce inappropriate patterns.

### Deterrent 1 - The Poison Deterrent:

This process provides an opportunity to get use to the fact that every thought about crime or serious irresponsible act is dangerous. The purpose is to raise the RID inmate's level of awareness of such thoughts.

### Deterrent 2 - The Reasoning Process:

The RID inmate is taught in detail how to dispose of criminal thoughts through reasoning, emphasizing that the choice is always theirs. Initially, it involves simply weighing the positive and negative consequences of their reasoning.

### Deterrent 3 - Pre-empting Criminal Behavior:

After identifying inappropriate thoughts and learning how to plan for appropriate outcomes, the RID inmate learns mental strategies to use the moment negative thinking begins to occur.

### Deterrent 4 - The Moral Inventory:

Through this process, the RID inmate examines his conscience and reviews the injures he has caused to other people and to his own life.

### Deterrent 5 - Automatic Deterrence:

Once the first four deterrents have been successfully used for a long period of time, thinking is reconstructed and few thoughts of crime arise.

## MORAL DEVELOPMENT CLASSES

- A. Introduction
  - I. Give definition of moral (i.e.) when a person chooses an act, he takes into consideration others who exist in the same environment.
  - II. Then discuss the levels and stages of moral development. Definition of stages as "structured wholes" or organized systems of thought. (Use the analogy of a single individual through the stages.) Explain tht movement through the stages is always forward except in extreme trauma, the individual does not skip stages, movement is always to the next stage, if movement occurs.
  - III. Then: Explain hierarchical intergration - (i.e.)- thinking at the higher level includes and comprehends (understands) the lower stages. Most people perfer to function on the higher levels.
  - IV. The question then becomes how and why humans react to the environment on a moral level? The answer comes from the levels and stages developed by Lawrence Kohlberg, director of the Center for Moral Education, Harvard University.

## MORAL DEVELOPMENT CLASSES

### I. Pre Conventional Level

All the rules are followed because the individuals who make the rules are stronger than the individual.

Stage 1. The punishment and obedience orientation. -fear- of being punished.

Stage 2. The instrumental relativist orientation -expectancy- "You scratch my back and I'll scratch yours."

### II. Conventional Level

Basic conformity to social order (i.e.) doing what you perceive the others to do.

Stage 3. The interpersonal concordance or "Good boy-nice girl" Orientation- approval conformity-to social structure. You want approval from the people around you.

Stage 4. The "Law and order" orientation authority to maintain social order. "Going by the rules." no matter what the rules are, very conventional. Approval by the social system.

### III. Postconventional, autonomous, or principled level.

Self imposed rules because they are felt to be just or autonomous stage. You are your own man.

Stage 5. The social-contract, legalistic orientation-much like Stage 4 except the individual "buys into" the system. The personal values and opinions agree with the rules and regulations of the social order.

Stage 6. The Universal-ethical-principle orientation. The "Golden Rule" not the concrete moral rules like the 10 Commandments. Right is defined by the decision of the conscience in accord with self-chosen ethical principles. Use a negative version of Golden Rule to explain.

## **ALCOHOL AND DRUG DEPARTMENT PHILOSOPHY OF TREATMENT**

Alcoholism and drug addiction are compulsive disorders characterized by excessive chemical abuse, loss of control and causing problems.

For some, alcoholism and drug addiction are life-long problems - for these, treatment is a life-long process. Alcoholism and drug addiction are treatable disorders.

The Alcohol and Drug Department believes that alcohol and drug abuse problems are spread throughout the offender population of the Mississippi Department of Corrections and that these problems are a significant factor in the commission of crime.

The Alcohol and Drug Department believes that a comprehensive program for alcoholism and drug addiction must be planned and operated to meet the specific needs of the offender population and be both visible and accessible to all offenders without regard to age, race, creed, sex, nature of crime or other individual characteristics.

The Alcohol and Drug Department believes in the dignity and self-worth of each individual and their ability to change. To assist the offender suffering from chemical abuse, we attempt to provide an atmosphere of warmth, acceptance and tough love.

The Alcohol and Drug Department believes that in order to assist the individual toward leading a more productive and satisfying life, it is necessary to eliminate the use of alcohol and drugs. Abstinence is essential to recovery.

The Alcohol and Drug Department believes that there are physical, psychological, social and spiritual factors that are contributive to alcoholism and drug addiction. We believe life skills development, including a sound spiritual foundation, is the most appropriate approach to treatment.

<u>PHASES</u>	<u>SESSION I</u>	<u>SESSION II</u>	<u>SESSION III</u>	<u>SESSION IV</u>
<u>Phase One</u> Building a Firm Foundation	<u>Powerless</u> The focus of this session is to view the total collapse due to Substance Abuse, Personal and Spiritual.	<u>Restored to Faith</u> The focus of this session is to create or recreate faith in God and one's self.	<u>Decision to Turn to God</u> The focus of this session is to assist the client to turn his will and his life over to God.	<u>Self Inventory</u> The focus of this session is to make an inventory of one's life with the purpose of complete disclosure and the asking for forgiveness.
<u>Phase Two</u> Interpersonal Skills	<u>Self Awareness</u> The focus of this session is intended to re-establish high self esteem and a positive self-image which has been lost or damaged.	<u>Forgiveness</u> The focus of this session is to show the importance of the healing forces found in forgiveness	<u>Personal Reality</u> The focus of this session is to illustrate that one's reality has become distorted by Substance Abuse.	<u>Humility</u> The focus of this session is to show that humility is an act of a strong will, and recovery is impossible without it.
<u>Phase Three</u> Patterns of Behavior	<u>Feelings &amp; Emotions</u> The focus of this session is on feelings and emotions: love, anger, fear, depression. To examine proper ways to handle these.	<u>Interpersonal Behavior</u> The focus of this session is to help the client reassess his behavior as it relates to those who comprise his social structure.	<u>Peer Pressure</u> The focus of this session is to examine and to define positive and negative peer pressure as it relates to Substance Abuse.	<u>Patterns of Behavior</u> The focus of this session is to allow the client to look at positive and negative behavior. Substance Abuse behavior is distorted behavior.
<u>Phase Four</u> Coping Skills	<u>How We Handle Stress</u> The focus of this session is to identify stress and to examine stressors in Substance Abuse.	<u>Attitude Assessment</u> The focus of this session is the help the client to confront wrong attitudes and to motivate them to change wrong attitudes.	<u>Job Preparation</u> The focus of this session is to provide for the client knowledge in the field of job preparation, interviewing and forms.	<u>Needs Defined</u> The focus of this session is to identify basic human needs, and how they can be met without anti-social behavior.
<u>Phase Five</u> Taking Responsibility	<u>Honesty To All</u> The focus of this session is to help the client to acknowledge his dishonesty due to Substance Abuse and to help him be honest.	<u>Personal Improvement</u> The focus of this session is to show the importance of a daily moral inventory so that one may determine his positive/negative growth	<u>Spiritual Commitment</u> The focus of this session is to help the client to make and keep positive commitments. The addicted person has difficulty keeping them.	<u>Responsibility of Sobriety</u> This session focuses on: 1. Sharing the message 2. Put into action what has been learned 3. Keep our spiritual commitments.
<u>Phase Six</u> Where Can I Get Help?	<u>A.A. Alanon-Aiateen N.A.</u> This session focuses on the programs offered through AA and NA as workable maintenance programs	<u>Medical/Psychological Approach</u> This session focuses on making the client aware of the part medicine & psychological intervention plays in recovery.	<u>Spiritual Approach I</u> The focus of this session is to show the importance of spiritual perspectives and principles as a major fact in recovery	<u>Spiritual Approach II</u> The focus of this session is to show the importance of spiritual perspectives and principles as a major factor in recovery.

**ALCOHOL AND DRUG DEPARTMENT  
R.I.D. LIFE SKILLS DEVELOPEMENT PROGRAM**

**"GENERAL OVERVIEW"**

The R.I.D. Life Skills Development Substance Abuse Program is a residential program designed to provide for the client a practical approach to a substance-free life. This program is also designed to help the offender in his/her housing unit to maintain his/her sobriety. The R.I.D., LSD program provides group and individual counseling while developing a strong self-help group.

The RID-LSD program is a three (3) month program consisting of six (6) phases. Each of these phases is directed toward specific needs that are prevalent in the life of the addicted person. Entry into the unit program is open to all RID offenders.

**GENERAL GOALS OF THE RID-LSD PROGRAM**

The function of the RID-LSD Program is to provide a three (3) month alcohol and drug program consisting of group therapy, and personal and group counseling. Lectures, spritual awareness and forms of therapeutic sharing are designed to motivate the individual client to confront personal, emotional feelings in a positive and constructive manner.

Group therapy consists of substance abuse education, life copeing skills development, with a free exchange of feelings and desires. The gorup counselor provides proper feedback and guidance. Special emphasis will be placed on reality recognition and group dynamics.

Alcoholism and drug addiction are life-long problems; for these, treatment is a life-long process. Since alcoholism and drug addiction are treatable disorders, it is important that the individual client assess their value system and become able to set realistic goals and to reach those goals.

The RID-LSD Program recognizes that there are spiritual factors that contribute to alcohol and drug addiction. We also believe that sound spiritual pr nciples are important and necessary to form a proper foundation for permanent recovery and are imperative in total treatment. All of these goals working together are conducive to a substance-free lifestyle.

## PHASE OVERVIEW

### Phase I - Building a Firm Foundation

The primary goal of phase I is to establish a good foundation for positive change based on spiritual truths and spiritual awareness. Phase I consists of four (4) sessions which provide guidance, motivation and spiritual awareness.

### Phase II - Interpersonal Skills

The client must make a true assessment of his personal values and attitudes. Phase II is designed to help confront and to motivate the client to make proper changes. The addicted person has neglected, and to a great extent has lost, interpersonal skills. There are five sessions in Phase II which focus on developing these skills.

### Phase III - Patterns of Behavior

Phase III is designed primarily to help the addicted client to realize that his behavior and the wrong feelings about himself have brought about severe problems which must be faced and changed. Phase III has four sessions which address certain behavior patterns that affect the addicted person most.

### Phase IV - Coping Skills

The abuse of alcohol and drugs has caused the addicted person to be at the merciless control of his addicted lifestyle. He has lost his ability to cope with life around him. Phase IV has four sessions which deal with subjects directed toward life-developing coping skills.

### Phase V - Responsibility

One of the first breakdowns in substance abuse is in responsible behavior. Phase V has four sessions in which the client will examine his responsibilities or lack of responsibility in a number of subjects which will be studied.

### Phase VI - Where Can I Get Help?

There are a number of sources of help that are available to the recovering person. Phase VI examines three of these sources.