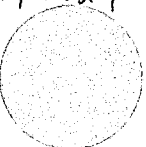


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UTILIZATION OF
"SUPER LEARNING TECHNIQUES"
at the
MASSACHUSETTS BOOT CAMP

George Ransom, Ed.D., Program Director, Massachusetts Boot Camp
Edward Bleu, B.A., Principal Instructor, Massachusetts Boot Camp

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MASSACHUSETTS BOOT CAMP

George Ransom Ed.D.; Edward Bleu, B.A.

Abstract

Super Learning techniques provide the Massachusetts Boot Camp with a process of highly active tools and interventions to develop behavioral change. Many of the younger offenders present themselves with a history or track record of being unable to cope in conventional societal environments, namely schools, communities, and on the job experiences. Super Learning techniques are forms of holistic and experiential engaging both the mind and body in synergy. In this article, Super Learning techniques used in the Massachusetts Boot Camp are introduced. This learning is based on the theoretical premise that the mind is able to learn faster and become more retentive when the body is operating at an effective level. These techniques are process facilitative styles which include mind mapping, therapeutic music, relaxation exercises, personal journals/diaries, decision making procedures, the use of symbolic signs, slogans, and musical themes. All programming is co-facilitated by drill instructors and professional staff.

About the Authors

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THE UTILIZATION OF
"SUPER LEARNING" TECHNIQUES"
at the
MASSACHUSETTS BOOT CAMP

INTRODUCTION:

Correctional boot camps were originally designed to accomplish one goal: reduce recidivism. In their evolution since the mid 1980's, several significant changes have occurred. Many boot camp programs are currently used to: (1) reduce prison population (Parent, 1989); (2) reduce the recidivism rate within the county and state correctional institutions; (3) to deter young offenders from acclimation into a "criminal career track" culture; and (4) to rehabilitate inmates via a programming design to meet the needs of younger inmates (Osler, 1991; MacKenzie & Souryal, 1991). Historically, the shock of boot camp life provided a new, dynamic opportunity to change inmates' behavior.

Many of the young offenders present themselves with a history or track record of being unable to cope or function in conventional societal environments. Utilizing traditional intervention methods or modes of services would, unlikely, in a short boot camp experience, result in the cognitive, paradigmatic shifts necessary for inmates to effect lasting behavioral changes (Owens, 1992; NY DOC, 1991).

Today, more and more young people are entering the correctional system with significant substance abuse problems (Taylor, 1992). Unless these destructive behaviors are modified, there will be an increased likelihood of recidivism. This dilemma has necessitated innovative approaches in public safety treatment

programming.

The Massachusetts Boot Camp is an intensive, 16 week, modified therapeutic community. Its mission is to elicit positive behavioral change among younger offenders. The treatment program is implemented through the co-facilitative efforts of the drill instructors and the professional staff of Right Turn, Inc. Components of the treatment program, at the Massachusetts Boot Camp, include substance abuse classes (12-step), GED preparation, adult basic education, English as a second language, and wellness/life skills. All classes are conducted within the bounds of a strict military bearing. The traditional military basic training philosophies of strict discipline, teamwork, and following commands, form the basic framework at the boot camp. The military discipline fosters principles of personal responsibility and Accountability Training (Valle, 1987; MA DOC, 1992).

In the Massachusetts Boot Camp, inmates receive approximately 30 hours of programming per week. All sessions begin and end with positive, up-beat music played at a high volume to stimulate motivation. During sessions, classical music is played to induce a homeostatic state of consciousness. Instructors frequently focus interactions on positive recovery based themes such as: "Give 110% effort"; "Be all you can be"; "Participate ...take the first step"; "See the situation clearly".

Motivational themes, messages, and slogans are constantly reinforced throughout all aspects of the program through the

instructional language of the drill instructors and the Right Turn staff.

Typically, an inmate may start seeing, hearing, and experiencing the positive messages made through these powerful, verbal interventions. Another inmate, with limited English comprehension skills, might find that the visual images are critical for him/her to internalize the program. Yet another inmate could feel that being able to write about his/her feelings provides an objective means to measure and observe subjective progress throughout the program.

Consistent with the traditional military boot camp goals to swiftly generate change, Super Learning techniques provide the Massachusetts Boot Camp with synergistic interventions that encourage personal success and enhance self-esteem. Combined with the basic philosophy of "The Only Failure is the Failure to Participate", Super Learning techniques develop a total holistic environment. Drill instructors co-facilitate programming as well as reinforce all therapeutic interventions. Cross/interdiscipline programs, with professional staff and drill instructors, develop solidified themes and messages to inmates.

The overall mission, of the intensive four-month Massachusetts Boot Camp as a modified therapeutic community, is public safety, to teach youthful offenders how to change their behavior rather than becoming "career" criminals.

Super Learning Techniques

Super Learning techniques provide boot camps with a process of highly active tools and interventions to develop change. These techniques are currently used in a wide variety of educational and therapeutic service settings, utilizing strategies that actively involve educational experiences (Hays, 1988).. Such progressive educational experiences include Outwardbound programs which use journal writing, group support activities, and community service experiences as vehicles for change. Many innovative chemical and substance abuse programs use music therapy, relaxation techniques, art therapy, and mind mapping to produce facilitate change. These techniques are well researched and documented as viable, strategic, methodologies (Brand, 1989).

Super Learning techniques are forms of holistic and experiential education engaging both the mind and body in synergy (Merikle, 1992). This learning is based on the theoretical premise that the mind is able to learn faster and become more retentive when the body is operating at an effective level (Lewicki, et. al., 1992). These techniques are process facilitative styles which include mind mapping (Neimark, 1986), therapeutic music (classical, baroque, and contemporary motivational positive music), relaxation techniques, personal journals/diaries, decision making procedures, the use of symbolic signs, slogans, and musical themes (McPeake, et. al., 1991).

Relaxation is an important aspect of super learning. Relaxation techniques of breathing and meditation synchronize

body rhythms and increase mental absorption capacities without creating stress, frustration, or engaging individuals in historical dysfunctional patterns of thinking and behaving. Physiologists have found that the body's rhythm, blood pressure, breathing, heart rate, and brain wave activity (Alpha wave activity, 7-13 cycles per minute) allowed individuals to remain alert and increase their concentration (Goldman & Gurin, 1993).

Super Learning strategies develop clearer forms of self-expression. Journal/processed writing techniques are increasingly used in all educational experiences. Providing inmates with opportunities to write about experiences, feelings, and situations presents a powerful tool to decrease impulsivity. Opportunities to reflect and describe unique experiences increase the critical thinking skills as well as provide a perspective for examining their drug and alcohol usage. Cross discipline journal writing presents validity to all programs and their interplay. Being able to re-examine feelings, ideas, and experiences can reshape one's past. Many journal entries reflect skills of thinking out solutions to problems formerly acted out. Slaby and Guerra (1990) document the use of Cognitive Mediation Training as a successful intervention to change antisocial and aggressive behavior.

In addition, Super Learning techniques utilize mental mnemonics (Levin & Levin 1990), metaphors, analogies, symbolic messages/themes that provide specific valuable learning experiences and increase one's coping skills.

Cooperative learning is a further aspect of the super learning method. Cooperative learning experiences provide positive interdependence, individual accountability, increased interpersonal and small group social skills. Inmate tutors must display an above average knowledge basis to teach other inmates. Individual self-esteem, interracial and intercultural awareness, sensitivity, and friendships are fostered by this experience. Carrying over the themes of community mutual interdependence, cooperative techniques are aimed at reducing student isolation and redemption of past failures. "We are in this together and we will support each other in this community", are strong messages.

Visual signs, slogans, themes, messages, and mind mapping are other Super Learning techniques which take advantage of prime learning styles. Mind mapping is a visual representation of a whole idea, story, and concept. Inmates need not be artistic to pictorially represent problems, issues, facts, and related information. Pictures and visuals represent a total environmental experience for inmates. Mind maps are primary tools for use with mixed diverse groups (Neimark, 1986; Shanklin, 1990).

Super Learning uses the body itself to achieve its goal. Physical movement, exercise, release of body tension through the day, provide inmates with a regular familiar vehicle to maintain body-based homeostasis. In boot camp environments, stress levels are run at high pitch levels necessitating relaxation. Regular physical exercise provides inmates with an opportunity to increase the self-concept via increasing auto

self-regulation. Holistic treatment, mind and body dualism, promotes a synergy and realistic method to relieve stress (Anderson et. al., 1984).

Summary

The Massachusetts Boot Camp experience offers offenders a unique opportunity to address dysfunctional patterns of behavior. Traditional approaches may not be dynamic enough during a brief encounter to manifest change in inmates' behavior once released into society. Effective intervention and treatment for the addict must be part of the solution to reduce high recidivism rates (Fields, 1989). Utilizing Super Learning techniques, the Massachusetts Boot Camp progressively challenges the inmates to strive for excellence in each aspect of their being. Staff motivation and commitment to programming are dramatically increased in settings using these techniques. Inmates' self-concept and self-esteem receive positive reinforcement which will serve them well when confronted with societal pressures upon release. Integrative and cross discipline programming, used by all staff as reinforcers, accelerate learning by inmates.

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Prison Recovery Programs:

The Massachusetts Boot Camp's Therapeutic Community

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Prison Recovery Programs:

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Abstract

High crime rates as well as media attention created a resurgence in the social management of criminals. Boot camps gained in popularity as a vehicle to punish, rehabilitate, and reduce prison populations targeting the youth first time offender. Substance abuse problems among inmates is pervasive and frequently plays a role in criminal behavior. This article presents the Massachusetts Boot Camp's modified therapeutic community. A detailed description of the program's philosophical positions and services is articulated. Combining the use of military bearing and immediate positive corrective actions, inmates are guided on a program of recovery focusing on substance abuse, education, wellness, and life skills in an accountability and public safety treatment model. A major feature of this program is the facilitation of all programmed services and Drill Instructors and vendor staff.

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I. Rational for Boot Camp Approaches

High crime rates as well as increased media attention to criminal behavior has created a resurgence of attention to social management of criminals. The term "Boot Camp" started conflicts within corrections (Hengesh, 1990). and in society at large. Historically, the term "shock incarceration" was used to depict Georgia's prison programs designed to shock men out of crime through a brief painful period of military-style prison time (Osler, 1991). Since their beginning in 1983, boot camps have gained in popularity as a vehicle to punish, rehabilitate, and reduce prison population (MacKenzie and Souryal, 1991).

Public support for shock program is strong with visual images of Drill Instructors a few inches from an inmate's face, while at the same time, barking out instructions and directions. The latter supporting the belief that shocking the young offender will provide an immediate impact and generate lasting results in terms of behavioral change (Hengesh, 1991).

Currently, twenty-four states have established boot camp programs which serve about 4,000 inmates annually. See Table I for size and completion rate characteristics of boot camp programs in other states. Most programs offer reduced periods of incarceration. These programs exist separated from present prison populations. All require inmates to participate in highly-structured military-style drills, physical training, discipline, community service work programs, and classes. The origin of boot camp programs dates back to survival training

during World War II. The results were positive-- reducing the flow of inmates into the prison system; building self confidence, and increasing self-esteem, with only marginal reduction of recidivism (Salerno, 1991).

Table I

A Sampling of Key Characteristics of Boot Camps in the U.S.

<u>State</u>	<u>Number of Inmates Program May Handle</u>	<u>Number of Inmates Who Have Completed The Program</u>	<u>Program Completion Rate*</u>
Alabama	128	547	83%
Arizona	150	281	86%
Florida	100	429	47.6%
Georgia	250	4,180	97%
Idaho	160	3,745	80%
Illinois	200	9	77.7%
Louisiana	120	470	56.9%
Michigan	120	754	59%
North Carolina	90	158	80%
Tennessee	120	75	74%
Texas	400	1,010	89.2%
Wyoming	20	36	99%

*This figure represents the number of individuals who have completed the Boot Camp Program.

Source: Marjorie Marlette. (1991). "Boot Camp Prisons Thrive," in Corrections Compendium, January 1991.

Basic philosophies were originally utilized in Colorado in 1962. In order to build self-esteem, these philosophies were synonymous with outward bound adventure-based program goals. Preliminary results claim that boot camp programs reduce the flow of inmates into prison (Salerno, 1991). According to Marlette:

shock incarceration programs by themselves may not significantly affect offender behavior or reduce recidivism. Treatment, education, and rehabilitation programs are also needed and may strengthen program impact (1991, pp. 8).

The purpose of this article is to provide a programmatic understanding of a therapeutic community in a military-style boot camp. The Massachusetts Boot Camp located in Bridgewater is a joint venture of the Massachusetts Department of Corrections (DOC) and Right Turn, Inc. a private vendor. Specific interventions focus on inmates becoming accountable for his behavior in a structured setting. Some of the primary identified problems of inmates include: alcohol and drug use, literacy levels, employment difficulties, personality and family conflicts, and negative influences from peers. Since about 90% of Boot Camp inmates have dealt with or used drugs (Waldron, 1990), as well as displaying alcohol-related involvement during criminal behavior, a major focus for programming is recovery.

Most offenders entering boot camps lack basic life skills. They are in poor physical condition, have

dropped out of high school and have had considerable exposure to the criminal justice system. They lack self-esteem and have established track records of being quitters or losers whenever they are faced with obstacles or problems. They also have remained unaffected by traditional methods of juvenile and adult probation and short terms of incarceration in local jails (Hengesh, 1990, pp. 106).

Bowen (1991) supports the need for meaningful substance abuse treatment and counseling. The Air Force's philosophies and shock programs attempt to preserve and strengthen inmates dignity and self-esteem, while viewing incarceration itself as punishment (King and Huggins, 1992). Currently, the therapeutic community model exists throughout prison systems to deal with severe drug-related problems.

II. Historical Perspectives

Since the early to mid-1980's, shock incarceration, a military-style programming has gained in popularity. The first program was developed by Georgia's Department of Corrections. The original purpose was "designed to shock young men out of crime through a brief, painful period of military-style prison time" (Osler, 1991, pp. 34). These programs were highly structured, intense three to six months of incarceration intended to deter crime, cut prison costs, reduce prison overcrowding, and reduce recidivism.

Boot Camps have provided the criminal justice system and the public at large with palatable forms of incarceration for youthful offenders to remain away from career criminals. Hengesh (1991, p. 108) describes the typical inmate as lacking basic life

skills, having low self-esteem, and being in poor physical condition. In addition, this inmate is often identified as a loser unable to cope with life problems and obstacles. Frequently, many of the inmates do not possess a high school diploma or functional skills.

Additionally, these inmates have problems with authority figures, impulse control, substance abuse, and accepting responsibility. They have problems with developing structure in their lives and accepting criticism. The latter is a prime force in the development of programming and interventions. Substance abuse problems are prevalent, frequently playing a role in criminal behavior.

Public support, political support, and subsequent funding for the inception and expansion of programs are based on the following general goals of: reduction of prison overcrowding, cost reduction of incarceration, rehabilitation, and general deterrence for young offenders. Specific goals exist for programs which vary in both intensities and purposes. For example, promoting positive social values, improving self image, discipline accountability, reducing drug and alcohol use, reducing criminal behavior, and instilling respect for authority. Programs are clustered by the following factors: (1) punishment vs. therapeutic; (2) location as separate versus part of a larger facility; (3) voluntary versus mandatory; and (4) types of release supervision (intense, moderate, typical).

On an individual level, inmates are generally expected upon

completion to exhibit less criminal behavior, reduced drug and alcohol usage, improved motivation, discipline, impulse control, positive social and work values, and increased self-responsibility. The most frequently cited statistic is recidivism as a measure of success (MacKenzie and Souryal, 1991). Departments of Correction cited improved images and politically acceptable dispositional options as well as increases in public safety as program goals.

III. Therapeutic Communities

Since the 1950's Therapeutic Communities have existed and represent the most intense form of programming. These communities became self-reliant in order to resocialize individuals. According to Jones (1973), their existence is based on the design of a whole culture supporting the development of both a functional and healthy personality. Group members play a major role in this creative process. Toch (1980) supports the belief that therapeutic communities could be used to create a healthy network among prisons in the subcultural environment to work toward changes. These changes include resocialization based on peer pressure more than outside imposed authority or professional expertise.

Traditional therapeutic communities are voluntary whose residents have severely restricted interactions with the outside world. Primary focuses of interaction are openness, willingness, honesty, and self-responsibility. Behavioral modifications and changes occur within a community context meaning that community

members engage in activities together as well as provide feedback and sanctions to other group members during community activities.

Learning new behaviors are accomplished via modeling of older members in a system of hierarchy. Since all members must comply with uniformed standards, older and more experienced members are given more responsibilities to shape newer members. De Leon and Rosenthal (1989) support the position that an addictive life-style is a learned behavior that necessitates unlearning via a total experience.

Fundamental to the therapeutic communities concept is the necessity for a twenty-four hour community impact to modify permanently lifelong, destructive patterns of behavior. The basic goal is to effect a complete change in lifestyle; abstinence from drugs, elimination of anti-social (criminal) behavior, development of employable skills, self-reliance, and personal honesty (De Leon and Rosenthal, 1989, pp. 40).

Owens (1992) presents many therapeutic communities in the prison system. These therapeutic communities are selectively modified in order for their concept to be functional in prison settings. Wexler et al. (1988) noted that successful programs are generally housed separately from other populations. Included in most newly developed therapeutic communities are individual need assessments, treatment, and group programming. They are led by professionals requiring that inmates have frequent urine tests, specific program phases and expectations of behavior, as well as programming lasting six to twelve months. Upon

aftercare, most programs require and expect extensive and intensive follow up. These program rules are developed in order to require that inmates learn from misbehavior immediately.

Germane to most models are a twenty-four hour day intervention, positive peer role modeling, abstinence of substance use, self-responsibility, and the ability to provide psychological support to other community members. Upon discharge or release, the basic and ultimate goal is the social learning of appropriate behavioral life styles. Most programs, in and out of the prison system, rely heavily on intensive follow-up. This intensive follow-up includes five self-help meetings per week. Curfews, job requirements, random drug and alcohol testing, and parole checks are performed on a bi-monthly basis.

IV. Therapeutic Communities in Prison

Considerable support for the position of the relationships between substance abuse and criminal behavior exists (Nurco, 1988; Anglin, 1988; and Chaiken, 1989). Upon release from prison, many of these studies contend that the substance abuser is more likely to be a criminal as well as being likely to return to criminal behavior including drug usage. A primary force for prisons wishing to establish recovery programs is the assumption which illustrates that there is a direct linear causality between substance abuse and criminal behavior. McDonald (1989) and Wish, Toborg, and Bellasai (1988) articulate that if substance abusers are identified and treated effectively then there is a direct reduction in confinement cost as well as victim losses. Outside

the prison walls, substance programs exist as detox/short term rehabilitation programs, and therapeutic communities. Most of these programs are based on social learning models and Twelve Step/self-help programming.

The Massachusetts Boot Camp's modified therapeutic community focuses on providing a balanced approach using military bearing, community service projects, and Treatment and Education programs. These programs all utilize super learning techniques in all of their interventions.

V. Features of the Massachusetts Boot Camp

A. Program Partnerships

Parent (1989) describes elements of successful programs as exhibiting the following key elements: leadership, commitment and hard work from staff, and true teamwork among staff. Contagious among staff and inmates are attitudes of excitement, enthusiasm, and believing in the mission of boot camps. From the beginning, key linkages to the community with parole needs must be integrated. Drill Instructors (DI's) must be able to instruct inmates in drill and ceremony, physical training, supervise inmates on work and other details including all aspects of military bearing. Frequently, these Drill Instructors function as a counselor, temporary parent, and positive role model.

B. Super-Learning Techniques

A major focus of this training includes the introduction of "super learning techniques" including mind mapping (Neimark, 1986), art forming, therapeutic music, relaxation techniques,

personal journals/diaries, decision-making procedures, the use of symbolic signs, slogans, and musical themes.

Super learning techniques are forms of holistic and experiential education while at the same time engaging both the mind and body in synergy (Cooper and Adams, 1988). This learning is based on the theoretical premise that the mind is able to learn faster and more easily when the body is operating at an effective level (Neimark, 1986).

If individuals could keep their body's motor functioning on an even level while the mind is "on," the mind is able to super absorb information. The use of slow baroque music (sixty beats per minute) delivers intense mental activity which then becomes enhanced. Physiologists found that the body's rhythm, blood pressure, breathing, heart rate, and brain activity (alpha wave activity seven to thirteen cycles per minute) allows individuals to remain alert and increase his/her concentration. The baroque music, with its very slow bass, beats very similar to a human heart. Individuals thus do not ever have to tell their muscles to relax-- all one needs to do is to focus on the rhythm of the music. Examples of this music include Bach, Vivaldi, Handel, Elemann, and Conelli.

In contrast, inmates are provided with an opportunity to increase motivation and physiological activity by listening to M.C. Hammer and other contemporary artists. The latter thus providing one with a strong and motivating positive message played and sung by inmates and instructors alike.

C. Mission Statement

The mission of the Massachusetts Boot Camp Program is to provide youthful offenders the opportunity to learn how to change behaviors before they become career criminals. By reducing the time spent with older repeat offenders, this will diminish the chances of developing negative behavior and experiences associated with standard prison environments. It is believed that inmates who otherwise become repeat offenders after traditional incarceration may not commit crimes following Boot Camp (Massachusetts DOC, 1992).

D. Philosophy

The Massachusetts Boot Camp is based on a therapeutic community which provides a supportive environment for human development in a caring community where members assist themselves and peers. Staff and inmates work together to establish and maintain a positive, growth-filled environment. Inmates will focus on behavioral change and confront attitudes and behaviors that are destructive. The program will: (1) set goals and practice behaviors which lead to successful living; (2) develop a disciplined lifestyle examining values and learning to cope and deal with successfully with stress; and (3) accept full responsibility for themselves and confront mistakes.

E. Accountability Training

Accountability Training is based upon the assumption that punishment, when combined with effective substance abuse treatment, has better results than punishment alone or treatment alone. In this model, offenders are held accountable for accepting the consequences of their behavior while learning skills of how to

break free from a chemical dependency cycle that, unless arrested, will continue to result in criminal behavior (Valle, 1989, pp. 23).

The leverage inherent in the criminal justice system provides motivation to the offender. By utilizing the principles of the Twelve Steps, reality therapy and cognitive-behavioral therapy, accountability demands that inmates acknowledge that they are accountable to society first and need to make changes in accordance to these principles. Since this model is behavior-based, focusing on historical issues or adopting a victim mentality is contradictory to treatment goals.

Inmates are taught that addiction is a disease and a lifestyle disorder which they have a responsibility to treat. Inmates are thus encouraged to behave "as if" they believe and understand why the need to change. With enough persistence and perseverance, behavior-based changes will lead to internalizing new behaviors and cognitions. Each inmate is expected to: (1) live in an alcohol/drug free lifestyle; (2) utilize self help and Twelve Step resources; (3) assess the consequences of his actions; and (4) recognize the "we" before "I" meaning the greater good of the group takes precedence over the individual. Thus, by utilizing Accountability Training, a public safety model as the theoretical foundation for programming a total basis for all interactions and interventions. Combining structural as well as behavioral management techniques with the Twelve Steps provides a powerful intervention.

VI. General Goals

- I. Inmates will be taught an array of life skills to equip them to reintegrate into a positive drug/alcohol free lifestyle upon release.
- II. Inmates will receive a basic education foundation in order to prepare them for continuing education or for entry into the workforce, thereby increasing self-esteem.
- III. Inmates will be taught the principles of self-accountability, via the Accountability Training Model of Treatment. This will empower them to incorporate positive changes into criminal lifestyles.
- IV. Inmates will be released from the boot camp with a structured intensive aftercare plan which provides the strategies for continued growth and positive lifestyle changes.

Specific Boot Camp Goals (Desired Outcomes)

Overall

1. Accountability Training (Accountability for Behaviors)
2. Self-Esteem/Self Worth
3. Discipline (Impulse control-- thinking prior to acting)
4. Motivation for a total lifestyle change
5. Respect for Authority
6. Cooperation Skills (becoming a team member)

Substance Abuse

1. Accountability
2. Self-Help
3. Twelve-Step Recovery
4. Abstinence
5. Disease Concept
6. Chemical Dependency
7. Historic Family Issues Identified/Resolved
8. Relapse Prevention

Education

1. Basic Education Foundation Skills (Literacy)
2. G.E.D. Preparation/Skills Development

Life Skills/Wellness

1. Job/Career Skills/Continuation
2. Job Functioning Skills/Search/Career Development (Employability)
3. Specific Lifestyle Goals

Interventions Description

A. Military Bearing

Strict adherence to military bearing in the Boot Camp program is an important therapeutic tool. The Boot Camp General orders provides rules for community living, interpersonal protocols, and directs all inmate movements. Minor details are made to seem paramount by the staff.

It is this attention to detail that will get the inmate to do what is required in order to graduate. Thus, the inmate will quickly understand what is expected. They will thus benefit internally as they gain self-esteem, sense of accomplishing goals, physical conditioning, and self-control.

Drill Instructors serve as platoon leaders and are responsible for each member of their platoon from point of entry to graduation. They have direct interaction with each phase of the program including substance abuse counseling, education, physical fitness, and life skills. Drill Instructors will be involved with assessments and reintegration planning.

B. Work

All inmates work five days per week normally between the hours of 8:00 A.M. and 2:30 P.M. Work will be geared toward hard labor with meaningful and tangible results and toward promoting teamwork.

C. Community Service

Work projects for non-profit agencies and municipalities will be performed. Inmates will have the opportunity to give back to the community while at the same time building self-esteem and civic pride.

D. Get Real

Get Real is designed to teach inmates that criminal behavior and substance abuse are negative, dysfunctional attempts to deal with life's stressors. Inmates will learn appropriate responses to meeting basic needs.

Inmates are required to make an investment in his rehabilitation process. The program is organized to support growth and conduct negativity. Inmates are expected to be involved in productive self-assessment and learn to live effectively in society.

The program will be designed to promote positive involvement of participants in an environment which focuses on successful reintegration to society. It is designed to be an approach which fosters involvement, self-direction, and individual responsibility.

The Get Real/Stay Real program consists of the following:

1. Community Meetings;
2. Confrontation Groups;
3. Decision-Making Steps;
4. Three-Part Meetings; and
5. Addiction Workshops.

E. Inmate Evaluation

Inmates are closely supervised and are evaluated on a daily

basis by Drill Instructors, Correction Counselors, and Treatment and Education Staff Members. During each phase of the program expectation for behavior increases. The following are critical behavioral areas of evaluation: Respect, participation, cooperation, following instructions, program progress, time management, positive attitude, working toward one's potential, and military bearing.

F. Inmate Profile

The typical male inmate at the Massachusetts Boot Camp is approximately between the ages of twenty and thirty. Typically they have committed non-violent crimes and are usually first-time offenders. Approximately 70% are white, while 20% are Afro-American, and 10% are comprised of Hispanics and other races. In addition, many times these individuals admit to having a substance abuse problem. The typical inmate functions educationally at the pre-GED level even those with high school diplomas.

G. Boot Camp Future Research Perspectives

Historically, recidivism is a primary measure of program correctional outcomes. Programming development centers around punishment, shocking inmates, reducing prison overcrowding, cost reduction, and rehabilitation (Parent, 1989). Evaluation is viewed as a mythological documentation of program outcomes. There are two inherent aspects to evaluation: One is the ascribing of value on merit to programs that meet standards of quality, the second involves criminal justice success rates.

The traditional yardstick measurement of programming has been recidivism. This model has been modeled after similar outward bound research which suggests that programming results diminish over time. After care is critical as a transitional tool for re-entering into the community. Parent (1989, p. 41) states:

The effects of shock incarceration also are found to decline predictably over time, it may be important to consider ways to modify post-release supervision to re-stimulate initial positive effects.

Since most programs exist and operate to address a multiplicity of goals, a formal ecological perspective in the evaluation process should evolve.

Rehabilitation and habilitation are not the final products upon the completion of a ninety to one-hundred eighty day shock incarceration. But they are an evolutionary process of increasing one's skills in functioning and quality of life. In addition, since most evaluation studies use comparisons with similar subjects, most studies only compare boot camp inmates to similar incarcerated inmates. A more functional model should include comprehensive discriminate functioning analysis to critically analyze variables that contribute to program success. With functional members of society, this is a similar model used in some alcoholism models.

Key questions to be explored should be:

- (1) What are the goals of the program?
- (2) What are the inmates' selection?
- (3) How do we define recidivism?

- (4) How long are the inmates incarcerated?
- (5) What are the unexpected program outcomes?
- (6) What are the long and short-term program outcomes?
- (7) What type of interventions were used?
- (8) What do the inmates say about their program

MacKenzie (1990) in a comprehensive study of boot camp programs identified four major areas of goal development: (1) systematic, (2) individual, (3) public relations, and (4) prison control and management. Therefore, comprehensive empirical evidence should be utilized in future program decision-making. For a more comprehensive review of boot camp's effectiveness, see MacKenzie (1988, 1989, and 1990), Parent (1989), and the New York Department of Corrections (1989, 1990).

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