

Module 11: How Residents Change in a TC

Preparation Checklist

- Review Getting Started (page 9) for preparation information.
- Review Module 11, including Resource Sheets, Summary of Module 11, and Review of Module 11.
- Review the following recommended reference:
 - De Leon, George. *The Therapeutic Community: Theory, Model, and Method*. New York: Springer Publishing Company, Inc., 2000. Chapters 19 through 23.
- Write on newsprint (leaving room for notes) the following elements of *self-change*:
 - Self-care
 - Self-control
 - Self-management
 - Self-understanding
 - Self-concept.
- Write on newsprint the following components of *identity change*:

A resident will experience identity change when he or she

 - Recognizes his or her existing self-identity is false and is based on past behavior
 - Realizes that others will understand and accept him or her if he or she expresses true thoughts and feelings
 - Experiences accomplishments in the TC program that allow a new self-identity to emerge.
- Plan a “graduation” or “completion” ceremony and celebration if you have presented the TCC over several consecutive days or as a series. You may want to model the ceremony on your TC’s graduation ceremony. Include time for socializing and refreshments.
- In addition to the materials listed in Getting Started, assemble the following for Module 11:
 - Graduation or completion certificates
 - Refreshments.

Module 11 Goal and Objectives

Goal: To understand the process of internalizing behavior and self-change.

Objectives: Participants who complete Module 11 will be able to

- Identify at least four types of self-change expected of TC residents
- Describe the positive change in self-identity expected from the TC program
- Define the internalization of behavior change and provide at least three examples of evidence that internalization is occurring
- Describe at least three essential experiences that are necessary for residents to internalize change
- Describe at least two essential perceptions that are necessary for residents to internalize change
- Explain how active participation and involvement are necessary in each stage of the TC program for residents to internalize change.

Content and Timeline

Introduction	20 minutes
Presentation: Self-Change	30 minutes
Presentation: Self-Identity	15 minutes
Presentation: Internalization	15 minutes
Break	15 minutes
Presentation: Essential Experiences	45 minutes
Presentation: Essential Perceptions	30 minutes
Presentation: Active Participation and Involvement in the TC	10 minutes
Summary and Review	20 minutes
Journal Writing and Wrapup	20 minutes
TCC Graduation or Completion Ceremony and Celebration	30 minutes
Total Time	4 hours, 10 minutes

TCC MODULE 11



20 minutes



OH #11-1

Introduction

Distribute and review the Module 11 agenda.

If you are conducting Module 11 as a stand-alone session or if you have just completed presenting Module 10, skip the following Module 10 review.

Review

Ask participants what they remember from Module 10. Ensure that the following topics are reviewed:

- \$ Stages of the TC program and how residents progress through them
- \$ Goals for each stage
- \$ How residents benefit from the staged approach to treatment
- \$ How to explain decisions to move a resident ahead or back based on the TC views of the disorder, the person, recovery, and right living
- \$ The relationship between TC program stages and the privilege system
- \$ Maintaining accurate records.

Ask participants whether they have any questions or have had any thoughts about Module 10.

Module 11 Goal and Objectives

Ask participants to turn to page PM 11-1 of their Participant's Manuals.

Present the goal and objectives of Module 11.

Goal: To understand the process of internalizing behavior and self-change.

Objectives: Participants who complete Module 11 will be able to

- Identify at least four types of self-change expected of TC residents
- Describe the positive change in self-identity expected from the TC program
- Define the internalization of behavior change and provide at least three examples of evidence that internalization is occurring
- Describe at least three essential experiences that are necessary for residents to internalize change
- Describe at least two essential perceptions that are necessary for residents to internalize change
- Explain how active participation and involvement are necessary in each stage of the TC program for residents to internalize change.



TCC MODULE 11



30 minutes



OH #11-2



Presentation: Self-Change

Define “self” as the essence of the whole person.

Explain that when self-change occurs, residents

- Do not adopt behaviors and attitudes simply to comply with TC rules
- Make fundamental changes in the way they live and perceive themselves.

Refer participants to your prepared newsprint regarding self-change, and explain that categories of self-change include

- *Self-care*: Personal habits and attitudes essential to taking good care of one’s physical and mental health
- *Self-control*: The control or elimination of impulsive behavior such as cursing or making threats
- *Self-management*: Successfully managing feelings and attitudes that influence how one copes with problems and challenging situations
- *Self-understanding*: The ability to make connections between past experiences and present behavior patterns, attitudes, and feelings
- *Self-concept*: The positive perception of oneself.

Explain that self-change is facilitated by

- Affiliation with a community or group that values the changed behavior
- Having a role model
- Being removed from a situation or proximity to a person who prevented the desired change from occurring
- Instruction in how to make the change
- Adopting a new value or ethic that supports the change
- Becoming older, wiser, and more mature
- Becoming responsible for oneself or others in a way that requires the change to occur
- Becoming aware of the consequences of not making the change
- Gaining insight or becoming aware of feelings that had prevented the desired change from occurring
- Experiencing a general sense of positive well-being or a decrease of mental distress.



Refer participants to page PM 11-5, Resource Sheet #11-1: The Process of Self-Change and Internalization, and ask them to follow the instructions on the Resource Sheet. Allow 10 minutes for this activity.

TCC MODULE 11

Ask participants the following questions:

- Did your change occur as a result of one of the situations listed on the Resource Sheet?
- Is the self-change you made now a natural part of your daily life?
- Can you maintain the change in new situations?

Repeat the indicators of self-change:

- Residents do not adopt behaviors and attitudes simply to comply with TC rules.
- Residents make fundamental changes in the way they live and perceive themselves.

Discuss the following changes residents are expected to make in each category of change:

- *Self-care*
 - Residents must learn personal hygiene, grooming, and appropriate dress. Residents must learn habits and attitudes essential to maintaining recovery (use the 12-Step program example of HALT: Don't let yourself get too **H**ungry, **A**ngry, **L**onely, or **T**ired).
 - Improved self-care represents a change in feelings and perceptions of self-worth.
- *Self-control*
 - Residents must learn to restrain impulsive behavior (such as cursing, making threats, lashing out, or leaving) in response to what other people say or do.
 - Improved self-control represents understanding that one's problems are not caused by other people.
- *Self-management*
 - Residents must learn to think about consequences before taking action.
 - Residents must learn to delay instant emotional gratification.
 - Residents must learn to develop healthy emotional coping skills.
 - Improved self-management represents an understanding that one has self-defeating behaviors to control.
- *Self-understanding*

TCC MODULE 11

- Residents must understand the connections between their past experiences and present behaviors, attitudes, and feelings.
- Improved self-understanding represents an ability to see patterns in one's life.
- *Self-concept*
 - Residents must develop a positive sense of self-worth and a sense of purpose in their lives.
 - Improved self-concept occurs when residents realize they can change their lives and make a difference in other people's lives.



15 minutes



OH #11-3



Presentation: Self-Identity

Define self-identity as the sum total of all aspects of oneself.

Explain that self-identity refers to

- How individuals perceive themselves
- How individuals believe they differ from others
- The degree of self-worth and sense of purpose individuals experience.

Emphasize that a transformation is expected to occur in a resident's self-identity, from a person who uses drugs or engages in criminal behavior to a productive, worthy, and active member of mainstream society.

Refer participants to your prepared newsprint regarding identity change.

Discuss the process of identity change. Explain that a resident experiences identity change when he or she

- \$ Recognizes his or her existing self-identity is false and based on past behavior
- Realizes that others will understand and accept him or her if he or she expresses true thoughts and feelings
- Experiences accomplishments in the TC program that allow a new self-identity to emerge.

Describe the signs that indicate identity change is occurring:

- Residents make statements such as
 - "Discovering who I am"

TCC MODULE 11

- “Dropping my images”
 - “Getting to the person inside”
 - “Becoming real.”
- Residents will make statements such as the following to describe their new self-identities:
 - “I am an ex-addict.”
 - “I am in recovery.”
 - “I am a good parent.”



Refer participants to page PM 11-6, Resource Sheet #11-2: Case Study of Marcus as a Role Model.



Ask each participant to find a partner.

Instruct participants to discuss the process of identity change for Marcus. Ask them to use the identity change newsprint page as a guide.

Allow about 5 minutes for discussion.

Emphasize that Marcus becomes a role model when identity change has occurred.



15 minutes



OH #11-4

Presentation: Internalization

Define internalization as the process of accepting, practicing, and applying what has been learned in the TC to new situations inside and outside the program.

Emphasize that internalization requires the disruption of previous thought and behavior patterns. Explain that

- This disruption evokes anxiety, anger, skepticism, resistance, or defiance as the resident struggles to let go of old patterns.
- A resident who is simply adapting to the TC may not be internalizing change. Internalization requires the disruption of old patterns.

Provide the following examples that indicate internalization is occurring:

- Learned changes become a natural part of a resident’s daily activities.
- Learned changes are self-initiated and are applied to new situations.
- New learning takes place quickly, and few mistakes are made.

TCC MODULE 11



OH #11-5

- Residents' skepticism about TC teachings decreases.
- The frequency and severity of rule-breaking decrease.
- Residents display a positive work ethic at their jobs or schools outside the TC.
- Residents use problemsolving and coping skills in new and demanding situations.

Explain that to internalize change residents must

- Have certain essential experiences
- Have certain essential perceptions
- Actively participate and become involved in the TC.



45 minutes



OH #11-6

Presentation: Essential Experiences

Explain that the following essential experiences are necessary for internalizing change:

- Emotional healing
- Social relatedness and caring
- Subjective learning of self-efficacy and self-esteem.

Ask participants for examples of how they think their TC provides these essential experiences for residents.

Emotional Healing

Define emotional healing as the reduction of emotional pain and discomfort, such as fear, anger, guilt, confusion, and loneliness.

Remind participants that many residents used drugs or alcohol to self-medicate and reduce emotional pain and that residents need to learn alternative ways to cope with their feelings.

Note that emotional healing occurs in an environment that provides

- Nurturing
- Psychological safety
- Physical safety.



Write "nurturing," "psychological safety," and "physical safety" on newsprint.

TCC MODULE 11

Nurturing

Explain that the TC provides nurturing in the form of meals, housing, medical and dental care, and social and legal services so that residents

- Are not preoccupied with the pressures of providing for their daily needs during their treatment
- Feel nurtured, which lessens the likelihood that they will drop out of the program.

Psychological safety

Explain that emotional healing requires psychological safety because

- Individuals entering a TC are fearful. They may fear facing themselves, other people, the demands of daily living, or the change process itself.
- To face these fears, residents must feel psychologically safe to participate in the program and learn to self-disclose, express their fears, and release suppressed emotions.

Explain that, to feel psychologically safe, residents must experience

- Faith in the TC process
- Understanding and acceptance by their peers and staff members
- Trust in others that is developed through shared experiences in meetings, one-on-one discussions, groups, and individual counseling sessions.

Physical safety

Explain that emotional healing requires physical safety and that

- TC rules and regulations against violence, sexual abuse, and harassment provide an atmosphere of physical safety.
- Ensuring residents' physical safety is essential for supporting the psychological change process.

Social Relatedness and Caring

Explain social relatedness and caring as follows:

- Social relatedness and caring are defined as a sense of connection and attachment to people who encourage a healthy, prosocial lifestyle.

TCC MODULE 11



- Many residents have been isolated from their families because of their preoccupation with drugs and alcohol, a lack of self-control, and a disorganized lifestyle.
- Many residents have had relationships with people who reinforced a drug-using lifestyle.
- The TC provides an environment that promotes healthy social relatedness and caring that occur through
 - Identifying with others
 - Developing empathy and compassion
 - Bonding.

Write the words “identification,” “empathy and compassion,” and “bonding” on newsprint while defining and describing these concepts.

Identification

Explain that social relatedness occurs when people identify with others as follows:

- Residents identify with others when they realize the similarities between themselves and other members of the TC, regardless of differences in age, gender, social class, race, or ethnicity.
- Residents begin to identify with TC members by listening to others share at meetings, in one-on-one conversations, and in group sessions. They begin to realize they have many of the same problems, feelings, and issues associated with substance use disorders.
- By making the behavior and attitudinal changes expected in each stage of the TC program, residents begin to identify with positive peer role models.

Empathy and compassion

Explain that social relatedness occurs through feeling empathy and expressing compassion. Provide the following definitions:

- Empathy is the ability to put oneself in another’s shoes and convey an understanding of his or her feelings.
- Compassion is a feeling of concern for a person who is suffering. Compassion is demonstrated when a resident comforts another who is experiencing painful emotions.

Explain the benefits of experiencing empathy and compassion as follows:

TCC MODULE 11

- For most residents, insensitivity to others has been their common experience. Their actions, behaviors, and attitudes have been primarily self-centered, with little consideration or understanding about the influence they have on others' lives.
- Experiencing empathy and showing compassion help residents to
 - Become less self-focused
 - Become more accepting of emotional discomfort
 - Improve their social interactions with one another
 - Feel a sense of community
 - Gain insight; showing sensitivity to the feelings of other helps residents gain insight into their own feelings.

Emphasize the importance of staff members' serving as role models by expressing empathy and showing compassion.

Bonding

Define bonding as having meaningful and enduring attachments to other people.

Point out that many residents have not experienced bonding or that their bonds with people have resulted in negative, painful experiences.

Explain that bonding results from

- Being oneself and the spontaneous expression of emotions that evoke affection, reassurance, and honest expression of emotions from others
- Responsible concern for others and mutual self-help.

Ask participants for examples of how staff members can promote bonding, such as by

- Encouraging residents to let go of defenses and images and allow their true selves to emerge and be expressed
- Supporting residents when they feel vulnerable and encouraging them to express emotions such as fear, pain, weakness, and despair.

Subjective Learning of Self-Efficacy and Self-Esteem

Explain that

- Self-efficacy is feeling capable in one's life and having confidence that one can handle new situations.

TCC MODULE 11

- Self-esteem is the belief that one is worthy or valuable; performing a new behavior well helps a person improve self-esteem.
- Emphasize that positive self-efficacy and self-esteem are associated strongly with remaining drug and alcohol free.
- Ask participants to provide examples of tasks and learning experiences that promote residents' self-efficacy and self-esteem. Ask for specific examples that relate to
- Success at work
 - Building meaningful relationships
 - Being a responsible member of the community
 - Managing emotions
 - Restraining impulsive behavior.



30 minutes



OH #11-7

Presentation: Essential Perceptions

Identify the two essential perceptions necessary for residents to recover as

- TC treatment is effective.
- I am making progress.

TC Treatment Is Effective

Explain that for residents to have the essential perception that TC treatment is effective, they must

- Be motivated; residents who are motivated
 - Perceive that they (not the drugs or alcohol) are the problem
 - Accept that they must change
 - Know that they need help
 - Believe that the TC treatment will address their practical problems (e.g., legal issues, financial health, family relationships)
- Feel ready for treatment; residents who feel ready for treatment
 - Believe they have no other options besides seeking treatment in a TC
 - May have tried self-control; making changes in employment, relationships, or housing; or getting help from others, but without success.

TCC MODULE 11

Emphasize that residents must believe that the TC approach is suitable for them.

Ask participants how they can reinforce these perceptions. Discuss ways staff members can reinforce a positive perception of TC treatment, including the following:

- Acknowledge evidence of self-motivation or intrinsic motivation rather than external pressures to remain in treatment. Intrinsic motivation sustains continued participation in the TC.
- Plan daily interactions with positive peer role models for residents who appear to be wavering in their motivation and commitment to the TC.
- Maintain the integrity of the program by being consistent, credible, honest, and fair.
- Repeat the following TC sayings daily to reinforce TC concepts:
 - You got to be in it to win it.
 - This program is your family; it's what you need to change your life.
 - You can't keep it unless you give it away.
 - You are your brothers' and sisters' keeper.
 - Whatever you put into the program is what you get out of the program.

I Am Making Progress

Emphasize that residents are more likely to stay in treatment if they see improvements and positive changes in themselves.

Note that

- Observing changes in peers helps residents have faith in the process and allows residents to believe they can change also.
- Behavior change is reinforced when staff members and peers observe and acknowledge residents' changes.

Staff members can facilitate a resident's perception that he or she is making progress by

- Acknowledging, reinforcing, and describing specific changes occurring in a resident's behaviors, thinking, attitudes, and emotions
- Emphasizing that the rate of change varies from resident to resident and that the resident will progress in his or her own unique ways
- Encouraging the resident to ask for feedback from peers
- Encouraging peers to acknowledge changes they see in one another.

TCC MODULE 11



10 minutes

Presentation: Active Participation and Involvement in the TC

Explain that the process of internalization does not occur automatically; TC residents must adopt the behaviors necessary to achieve the goals of each stage of the program and meet the TC's expectations for full participation as follows:

- *Stage I:* Residents are expected to engage in the TC process and to learn TC rules and routines.
- *Stage II:* Residents are expected to become increasingly immersed in the TC process and to fulfill the TC's expectations for
 - *Performance:* Consistent participation in work groups, meetings, seminars, and recreation
 - *Responsibility:* Being accountable for one self, peers, and eventually the entire community
 - *Self-examination:* Identifying and addressing behavioral, attitudinal, and emotional problems
 - *Autonomy:* Initiating change, making personal disclosures, and self-correcting; assuming even greater responsibility in the community.
- *Stage III:* As residents prepare to leave the TC, they are expected to apply what they have learned to situations outside the TC and discuss insights and challenges with their reentry groups.

Emphasize that if expectations are not met in Stages II and III, staff members must increase challenges and treatment demands on residents to uncover their underlying issues.



Ask participants how staff members can encourage active participation and involvement in the TC. Note responses on newsprint.



20 minutes



Summary and Review

Review the topics presented in this module.

Ask participants to gather in their small groups.



Refer participants to page PM 11-9, Summary of Module 11.

Instruct participants to read the summary either individually or in their small groups.

TCC MODULE 11

Refer participants to page PM 11-11, Review of Module 11.

Instruct participants to work with their small groups to answer the questions on Review of Module 11. Explain that this review is a way for participants to assess and consolidate their learning.

Allow 10 minutes for the small-group review.

Ask participants what they learned in this session, and facilitate discussion.



20 minutes



OH #11-8



Journal Writing and Wrapup

Journals

Instruct participants to take 5 minutes to write in their journals. Possible subjects are

- What was the most useful information you gained from this module?
- How do you think this information might help you in your work?

Wrapup

Wrap up the session by asking participants whether they have any questions or would like to share their thoughts and feelings about Module 11 or the training in general. Note that participants may say anything on their minds.

Allow time for participants to respond.



30 minutes

TCC Graduation or Completion Ceremony and Celebration

Begin the graduation or completion ceremony.

Resource Sheet #11-1: The Process of Self-Change and Internalization

Instructions

In your journal, write about a change you have made recently in one or more of the following categories:

- *Self-care*: Personal habits and attitudes essential to self-care
- *Self-control*: The control or elimination of impulsive behavior
- *Self-management*: Successfully managing feelings and attitudes that influence how one copes with problems and challenging situations
- *Self-understanding*: The ability to make connections between past experiences and present behavior patterns, attitudes, and feelings
- *Self-concept*: The positive perception of oneself.

Check all the situations in the following list that caused the change:

- Affiliation with a community or group that values the changed behavior
- Having a role model
- Being removed from a situation or proximity to a person who prevented the desired change from occurring
- Instruction on how to make the change
- Adopting a new value or ethic that supports the change
- Becoming older, wiser, and more mature
- Becoming responsible for oneself or others in a way that requires the change to occur
- Becoming aware of the consequences of not making the change
- Gaining insight or becoming aware of feelings that had prevented the desired change from occurring
- Experiencing a general sense of positive well-being or a decrease in mental distress.

Is the change now a natural part of your daily life?

Can you maintain the change in new situations?

Resource Sheet #11-2: Case Study of Marcus as a Role Model

Overview

Marcus' self-identity significantly changed during Stage II. He struggled, but with the support of his peers and TC staff members, he became engaged in the treatment process because he experienced success and developed a positive sense of self-worth and purpose in life. He is now fully committed to continuing his self-learning and to helping others. He helps new residents who come into the program and are struggling with the same issues he experienced when he began the program.

In Stage III, Marcus continues to use the tools and concepts of the program. He is advancing in the community and is expected to volunteer to accept additional responsibilities. He will find part-time employment and will continue to live in the TC while he prepares long-range plans.

Many residents speak about how they view Marcus as their role model. They look up to him and aspire to be like him. Staff members also acknowledge the progress Marcus has made in changing his behavior and attitude. They have asked Marcus to lead peer groups for new residents to assist them in accepting the rules and expectations of the program. Marcus has even expressed interest in taking addiction counseling classes to prepare himself to return eventually to the program as a counselor.

As a role model, Marcus demonstrates personal insight and wisdom. He leads the community process method by demonstrating the principles of recovery and right living. A major shift in Marcus' transformation was that he no longer considered living in a TC as a way of "doing time" for past criminal behavior. He participated in the TC and internalized that he is worthy as a person and is someone who can make a difference in the world. As a role model, Marcus enhances the spirit of a healthy community.

Marcus' Development as a Role Model

Marcus follows TC rules and practices:

- He performs well in his job functions and participates in meetings and group processes.
- He develops a sense of trust in the community-as-method approach and is willing to be guided in the process of self-help and mutual self-help.
- He asks his counselor and senior residents for advice and shares what he learns with his peers.
- He encourages his peers to seek advice from their counselors and senior residents.

Marcus aspires to live a drug-free lifestyle and consistently follows the practices of right living:

- He values honesty, openness, and truth. He gives constructive feedback to his peers daily and insists that they follow the rules. He holds peers accountable in encounter groups and reports violations to expeditors.
- By acting in this way, Marcus is reinforcing the principles of recovery and right living for himself and encouraging others to adopt these behaviors as well. New and junior residents are aware when he is around and change their self-defeating conversations and actions.

Marcus promotes positive peer interactions:

- He discusses his feelings and encourages his peers to talk about their problems.
- He understands the ups and downs of the recovery process and is compassionate when he speaks to residents who are engaged in self-defeating behavior, but he still holds them accountable.
- He knows that by helping his peers to be accountable for their actions, he is helping himself stay accountable.
- Junior residents seek him out to confide in him and ask his opinion.

Marcus takes responsibility and initiative:

- He begins to take responsibility for fatherhood. He requests meetings and group sessions with his former girlfriends and their children, and he listens to them talk about their perceptions of the past. This process was initiated by Marcus and is considered a demonstration of his desire to challenge and change himself.
- He begins to talk about his family with other residents and shares his concerns and sense of guilt that he has not provided for his children as he should have. Other residents admire his courage and integrity and ask him how his sessions are going.

Marcus celebrates his achievements:

- In Stage III (early reentry), Marcus completes his GED. The announcement of this accomplishment is made at a special house meeting and at a dinner held to celebrate special achievements. At the dinner, his TC family acknowledges Marcus' determination and what he means to his brothers and sisters in the TC. Marcus makes a brief speech and says that he no longer sees himself as a criminal and a failure. His simple yet authentic statement offers hope to others.

Marcus applies what he has learned to situations outside the TC:

- He moves into an apartment with another TC resident in the late reentry phase. He graduates from the TC program 7 months after moving out.
- He continues to participate in TC activities and shares his challenges and accomplishments. Junior residents aspire to be like Marcus and start to believe that his accomplishments are possible for them, too.

Marcus continues his recovery process after program completion:

- He starts counselor courses at a community college. He receives an associate's degree and passes his State chemical dependency counselor credential certification examination. He visits his former TC and tells residents about his plans.
- He applies for a junior counselor job in a TC other than the one in which he had participated. As a result he gains a broader perspective of the TC approach to treatment. He also has the opportunity and challenge of getting to know new people and to apply what he learned in a new setting.
- After 2 years, he leaves and is hired by the TC in which he was a resident and continues his counseling career. He supervises senior residents and continues to serve as a role model by participating in all aspects of TC life.
- He attends NA and AA meetings at least three times a week. He stops smoking cigarettes. He becomes friends with a woman, Stella, who has no history of drug use or criminal activity, and they develop a close relationship. Stella encourages him as he makes and maintains changes in his continual pursuit of self-awareness, personal growth, and development. They share common values of right living. Stella has never been married and has no children. Marcus' children have met Stella and are developing a relationship with her.
- Although Marcus sounds like a model case, he has ups and downs. He is using the tools he learned in the TC and is in individual psychotherapy to continue his progress. He discusses his issues during staff meetings and inservice training and provides inspiration to other staff members.

Summary

Marcus is an example of a resident who worked hard to complete the TC program. He did not cut corners, run away from obstacles, or avoid or deny his problems. By aspiring to the ideal but staying in touch with reality, he is managing life's stressors constructively.

Marcus is proactive in his continued psychotherapy. He learns that guilt and shame were imprinted at a deep level when he was growing up and that they reemerged when he moved out into mainstream society. He knows he needs to continue to build his confidence and remain vigilant about his continued growth.

Summary of Module 11

When change occurs, residents do not adopt behaviors and attitudes simply to comply with TC rules. They make fundamental changes in the way they live and perceive themselves. Residents are expected to make changes in the following areas:

Self-care: Residents must learn personal hygiene, grooming, and appropriate dress, as well as habits and attitudes essential to maintaining recovery. Improved self-care represents a change in feelings and perceptions of self-worth.

Self-control: Residents must learn to restrain impulsive behavior (such as cursing, making threats, lashing out, or leaving) in response to what other people say or do. Improved self-control represents understanding that one's problems are not caused by other people.

Self-management: Residents must learn to think about consequences before taking action, to delay instant emotional gratification, and to develop healthy emotional coping skills. Improved self-management represents an understanding that one has self-defeating behaviors to control.

Self-understanding: Residents must understand the connections between their past experiences and present behavior, attitudes, and feelings. Improved self-understanding represents an ability to see patterns in one's life.

Self-concept: Residents must develop a positive sense of self-worth and a sense of purpose in their lives. An improved self-concept occurs when residents realize they can change their own lives and make a difference in other people's lives.

Self-identity refers to how individuals perceive themselves, how they believe they differ from others, and the degree of self-worth and sense of purpose they experience.

A transformation is expected to occur in a residents' self-identity, from a person who uses drugs or engages in criminal behavior to that of a productive, worthy, and active member of mainstream society.

Residents experience identity change when they

- Recognize that their existing self-identity is false and based on the past
- Realize that others will understand and accept them if they express their true thoughts and feelings
- Experience accomplishments in the TC program that allow a new self-identity to emerge.

Internalization of change is the process of accepting, practicing, and applying what residents have learned in the TC to new situations inside and outside the program. Internalization requires the disruption of previous thought and behavior patterns, which may evoke anxiety, anger, skepticism, resistance, or defiance as the resident struggles to let go of old patterns. A resident who is simply adapting to the TC may not be internalizing change.

Internalization occurs when

- Learned changes become a natural part of a resident's daily activities.

- Learned changes are self-initiated and applied to new situations.
- New learning takes place quickly, and few mistakes are made.
- Skepticism of TC teachings decreases.
- Frequency and severity of rule-breaking decrease.
- Participation in TC activities increases.
- A resident displays a positive work ethic in a job or school outside the TC.
- A resident uses problemsolving and coping skills in new or demanding situations.

To internalize change residents must

- Have certain essential experiences
- Have certain essential perceptions
- Actively participate and become involved in the TC.

Essential experiences include

- Emotional healing from past physical, psychological, and social distress
- Social relatedness and caring within a healthy and prosocial environment
- Subjective learning that promotes self-efficacy and self-esteem.

Essential perceptions include

- TC treatment is effective.
- I am making progress.

Residents must participate actively and become involved in the TC. The process of internalization does not occur automatically as residents advance through the stages of the TC program. Residents must become immersed totally and full participants in the activities of the TC.

Review of Module 11

In your small group, discuss and quiz one another on the following (feel free to take notes on this page). Can you

- Identify at least four types of self-change expected of TC residents?
- Describe the positive change in self-identity expected from the TC program?
- Define the internalization of behavior change and provide at least three examples of evidence that internalization is occurring?
- Describe at least three essential experiences that are necessary for residents to internalize change?
- Describe two essential perceptions that are necessary for residents to internalize change?
- Explain how active participation and involvement are necessary in each stage of the TC program for residents to internalize change?