



IACTP

INTERNATIONAL ASSOCIATION OF
CORRECTIONAL TRAINING PERSONNEL

The Correctional Trainer

October 2020

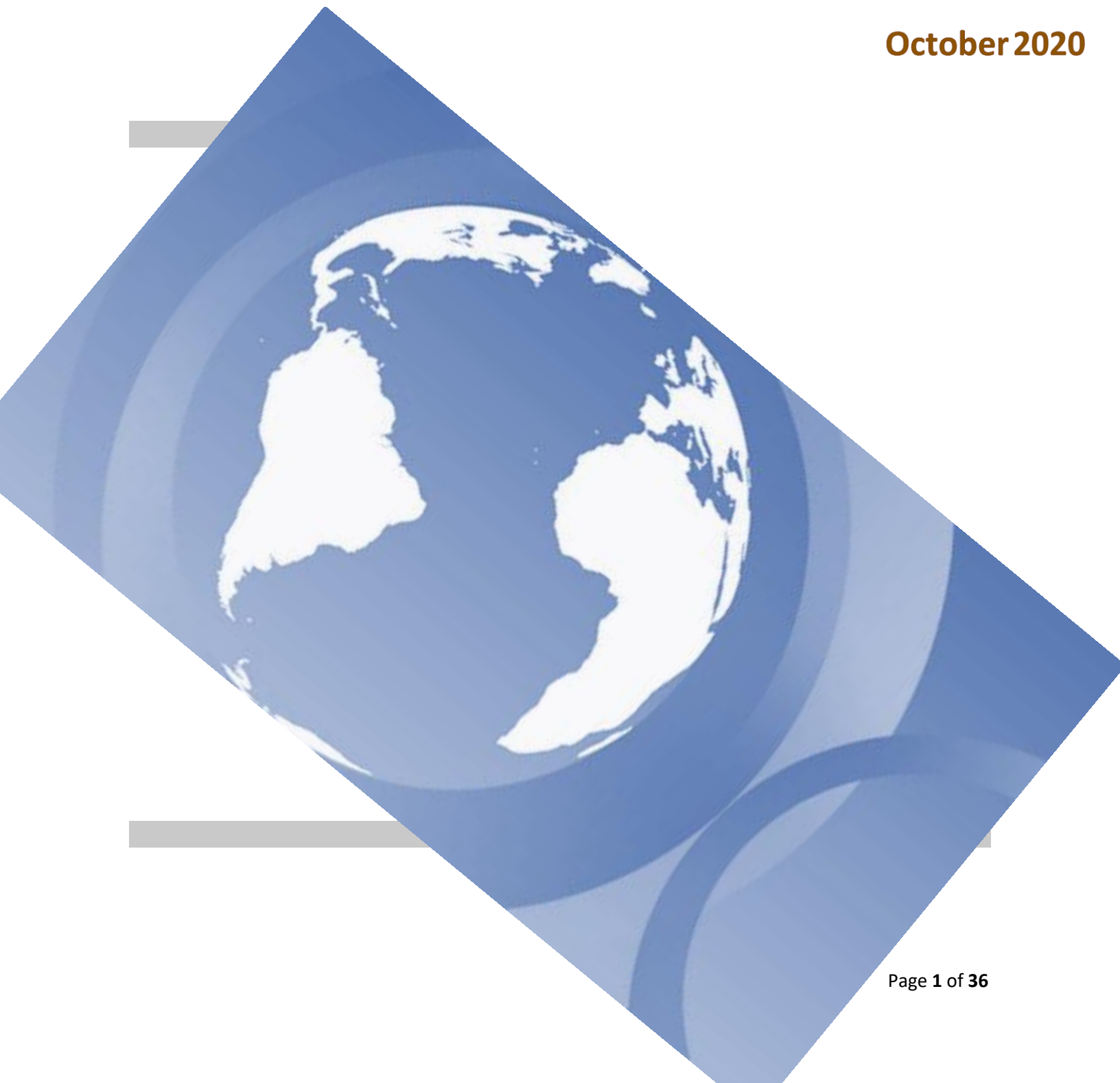


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President's Address

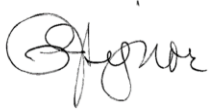
Well, it's official, I have been placed in the office of President. As I'm sitting here thinking about what to write, it is snowing outside here in Minnesota. The snow has come too early and on the surface it appears to quiet the screams of injustice and the wide spread panic of Covid-19. If only the blanket of snow could wash away these atrocities, but alas as a Nation we must face them down and help one another through these times. All individuals are important and should be valued and acknowledged. Reach out to your friends, neighbors, co-workers and even strangers and let them know you value them. Let them know you are there to support them. Many people are working from home due to Covid-19 and the feeling of isolation has taken a toll on them. Make sure you check in on individuals as they may not say how they are really feeling. I encourage all of you to lean on IACTP if you need anything, we are here to support you in any way we can.

During these times of Covid, we are also struggling to change from the classroom to virtual learning. This hasn't been an easy process for everyone and we hope the 2019 IACTP mini conference we held was of some value to you. Pretty much people have been trying to figure out these platforms just by watching videos and as trainers, we know not everyone learns that way. Wouldn't it be nice if someone could show you in real time how to provide virtual training? You could be on your laptop and practicing those steps right along with your instructor.

Our goal is to have some of that training available for the 2021 IACTP conference, but we need your expertise to accomplish that goal. What the 2021 IACTP conference will look like is still up in the air. Our organization is learning how to cope during these trying times and make the changes needed for the training world. We most certainly don't want to be left behind, we want to be leaders. So I'm sending out a call to any of you with expertise in Virtual learning and platforms. We would like to gather you up and figure out a plan on how we can all help each other continue to grow and become stronger as an organization. As you know, our members come first and their needs come first, so we really could use your help. Please contact Michael Jones at iactpc@gmail.com if you are interested in providing training on virtual learning, virtual platforms and or all things virtual.

As we are trying to strategize how best to deliver the 2021 IACTP conference, President Elect Beth Krieger will be working on a survey to send out to our membership asking for feedback. Please watch for the survey and take the time to fill it out, your feedback is invaluable.

A special thanks to each and every one of you for your continued support of IACTP. Please continue to take the necessary precautions to stay safe, but to also find safe ways to stay connected to others.



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International Association of Correctional Training Personnel



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THE PRESIDENT-ELECT'S CORNER

A Message from the President-Elect Elizabeth Kreger

I am excited to begin my tenure as the President-Elect of IACTP. Thank you for trusting me to serve.

The unprecedented times we are facing has forced us to “think outside the box”. As a result of COVID-19, the annual IACTP conference in Maine was postponed. The Board decided to host a virtual conference. The conference was conducted on September 23, 2020. The National Institute of Corrections partnered with IACTP and served as the moderators/hosts of each of the four sessions. The expertise and experience of Leslie LeMaster (NIC), Jeff Hadnot (NIC) and a host of other NIC staff was invaluable in making the conference a success. We had over 100 participants attend each of the sessions. Thank you to those that submitted questions and interacted with our presenters via chat. We received positive feedback along with some great suggestions for future conferences.

For those of you that were unable to attend, the conference theme centered around how training is being impacted by the virus. Many agencies are forgoing in-person training and moving to a virtual or online platform. Since many agencies have little or no experience with online training platforms, we decided to give an overview of how to conduct virtual training and showcase the various features/limitations of the most popular.

Jeff Hadnot (NIC), Leslie LeMaster (NIC) and Ashley Kerr (Ohio Department of Rehabilitation and Correction) presented, “The Nuts and Bolts of Virtual Training: A Comparison of Platforms”. This session gave a broad overview of various platforms that are available to agencies for virtual instructor led training.

Jim Wiseman, Missouri DOC, retired) and Jeremy Holkup, North Dakota DOC presented Dial-up Connections: Create Engagement Utilizing Instructional Strategies in a Virtual Setting. This session focused on how to keep participants engaged during virtual instructor led training in addition to some “tips and tricks” of transforming classroom training to a virtual format.

Session three was conducted by the NEO team from the Ohio Department of Rehabilitation and Correction. The staff in Ohio modified their new employee orientation from a four week, in person, academy to a 2.5-week virtual instructor led academy. The academy staff discussed the challenges they have faced, personally and professional during the transition. They identified the barriers that they have overcome and how they were able to get buy in from the facilities that were participating in the training.

Lastly, the Board of Directors had an open forum for all members to ask questions regarding the organization. We also solicited membership feedback on the direction they would like to see us go.

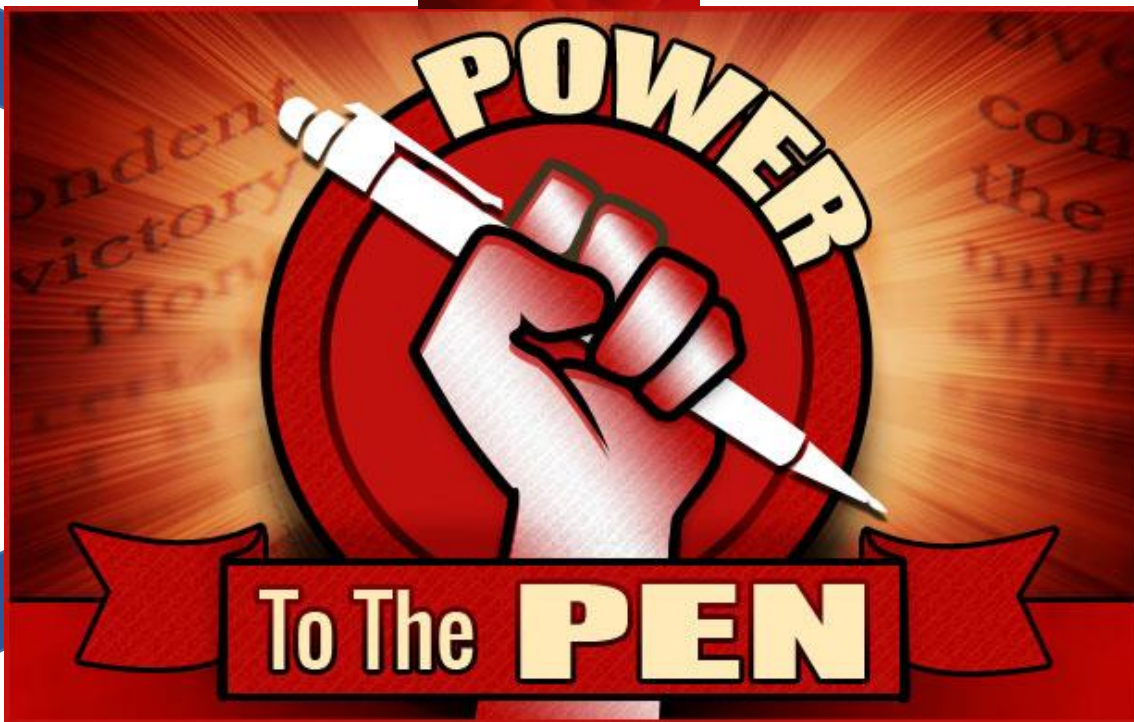
As soon as the virtual conference wrapped up, we began discussing our 2021 conference. Due to the uncertainty of what things will look like in a year from now, we are seeking your feedback in planning the conference. All members will be receiving a survey seeking your input and ideas for the 2021 conference. Please complete the survey and provide us with your ideas and suggestions as we are here to serve you. Your input is valuable and will enable us to continue to service your needs. At this point, we plan to head to Maine in September 2022.

As we continue to move into unfamiliar territory, please know that the Board is here to serve you in any way we are able.

Elizabeth Kreger

President Elect

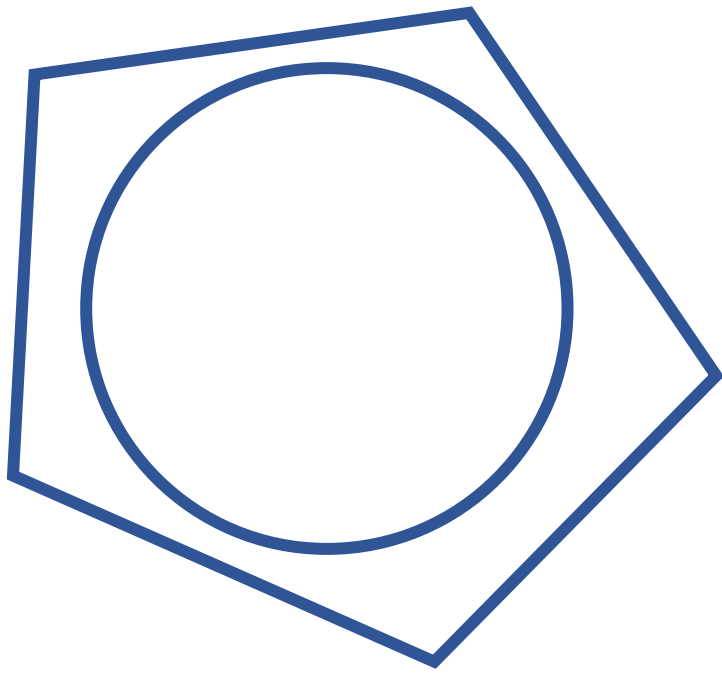
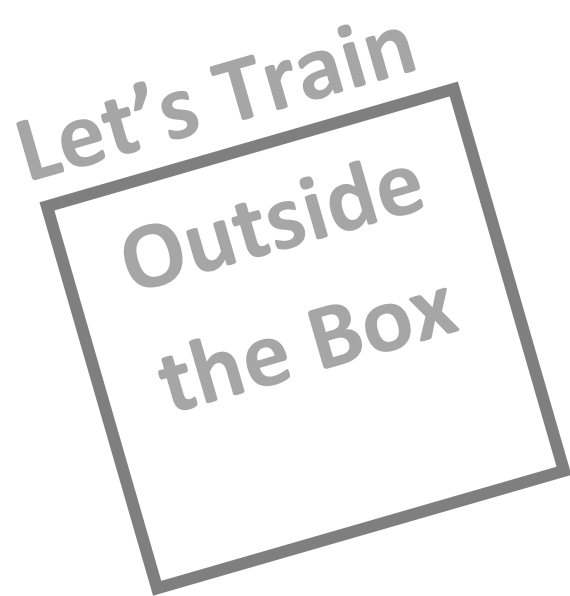




We at **IACP** want to hear from you. We are asking for you to share your stories, techniques and experiences with other correctional training personnel. All members are welcome and encouraged to write an article for The Correctional Trainer. This is a great way to learn from each other. Tell us how you do things, we want to know!

Articles can be sent directly to the Editor Darryl Smith
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Thank you!!



LESSONS OF THE DAY

Presented by Lt. David Hodges, Davidson County Sheriff's Office, Nashville, TN.

Lesson of the Day #106 You've got to give him time to brush his tooth!

Lesson of the Day #106 You've got to give him time to brush his tooth!

So, you're working a post in your building, it's time to send a bunch of inmates out to court, or maybe to a parole revocation hearing.

Or, maybe it's an inmate worker that you're sending to another building via transportation...

Or, it's time to swap out kitchen crews...

Either way, it's time to send an inmate somewhere.

You walk in, wake him up and tell him it's time to go. You then go back to your workstation and do J.M.S. stuff. About thirty seconds later, transportation calls and says they're out front waiting.

You then go back to the inmate and tell him to hurry up. As you walk up, he's got a roll of toilet paper under his armpit and a toothbrush in his hand. He's about to spend some quality time in the bathroom...

You tell him to make it quick. He tells you to go do something that's physically impossible to do to yourself.

Now you're mad, the inmate is mad, and transportation is still out-front waiting and yes... they are getting mad too because it's taking too long.

Why...

Because you waited until the last minute to wake him up...

You've got to give him time to wake-up, poop, wash his face and brush a tooth!

When YOU get up in the morning, you have the benefit of an alarm clock. Once up, most folks have a bit of business to take care of before getting in their vehicle and driving to work.

For the inmate... YOU are his alarm clock...

A forward-thinking Officer tends to communicate with the inmate long before an event is due to happen. Morning Court inmates would be a good example.

Along about breakfast / chow time, when everyone is up is typically a good time to let those that are going to court a heads-up that they'll be leaving in a little while.

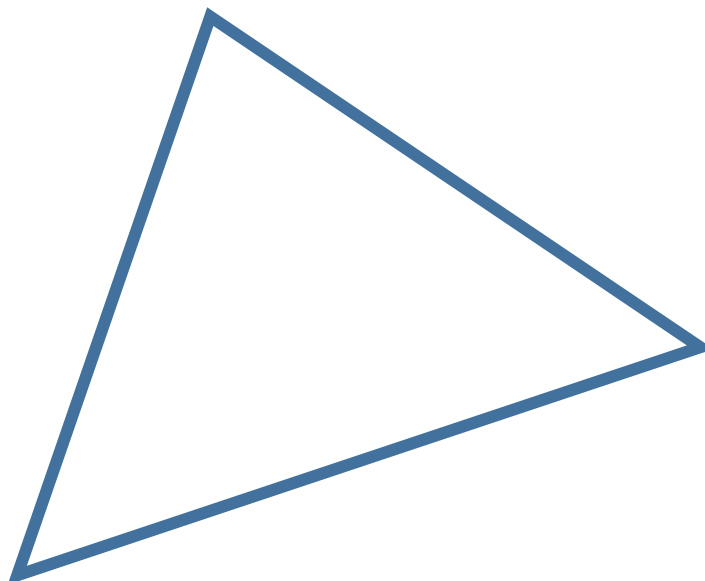
For day shift, outside recreation is a good example... you should be talking with the recreation officer to get a good idea what order folks will be going out. A half hour or so before it's their turn, let 'em know they're next...

It'll save you a whole lot of unnecessary angst, aggravation, botheration, exasperation, vexation and annoyance!

By Lt. David Hodges

Lesson of the Day factoid

FYI: A verbal fabrication pertaining to the situation at hand is also known as; A Lie



Teamwork



Lesson of the Day #110 TEAMWORK

We've all seen the motivational posters showing a couple of folks doing something together indicating "Teamwork" and it's been discussed in all kinds of classes... the definition always being, work "with" instead of "against" your peers.

In fact, there are probably hundreds of books about the topic... one of them somewhere might have some valuable information in it. I'm not sure which one that is... but it's probably out there somewhere.

It's kind of like trying to define pornography... it's hard to describe exactly, but you know what it is when you see it.

The problem is... a lot of folks have never really seen teamwork... they've heard of it, but never really seen it firsthand.

So, sit back... I'm gonna tell a story

Once upon a time, many years ago, dinosaurs had been dead for a long time, but cell phones hadn't been invented yet... back when it was normal to go get your truck engine starter rebuilt instead of just buying a new one, I took one down to an old school "re-build" shop.

There were three guys working there, the wooden benches were stained with oil and grease until everything was kind of just one color of grayish black. There were boxes of starters and starter parts all over and shelves and shelves full of rebuilt starters and alternators.

They were kind of stained into the same neutral color of grayish black.

One guy set my starter on the bench and started taking it apart. One of the other guys went over to a shelf full of starter parts and searched around for a minute and came back with a Bendix. (That's a little gear looking thing) the third guy went over and searched around for a bit and came back with a solenoid.

The whole time, they were talking about a fishing trip they had been on mixed in with some stories of a card game.

They never even talked about the starter.

It was obvious that all three of them had been rebuilding starters forever and knew each and every part of it in detail and what was “next”.

Seriously, it was kind of cool to watch. There are a couple of springs that need to be compressed in a starter. When it came time for a spring to be compressed, one guy would squish stuff together while the other one would put a bolt in to hold it all together.

And they never missed a beat when talking about who could fish the best and who sucked at it... who could play cards and who just might as well give their money to the other two and stay home on card night because they didn't know how to bluff.

In about ten minutes and thirty dollars later, I had a rebuilt starter.

That starter and the truck it's bolted to are long gone, but I remember the experience. It's rare to see two or three people know each other's job so well that they can collectively get it done without even giving the task itself a second thought.

That was teamwork... you know it when you see it.

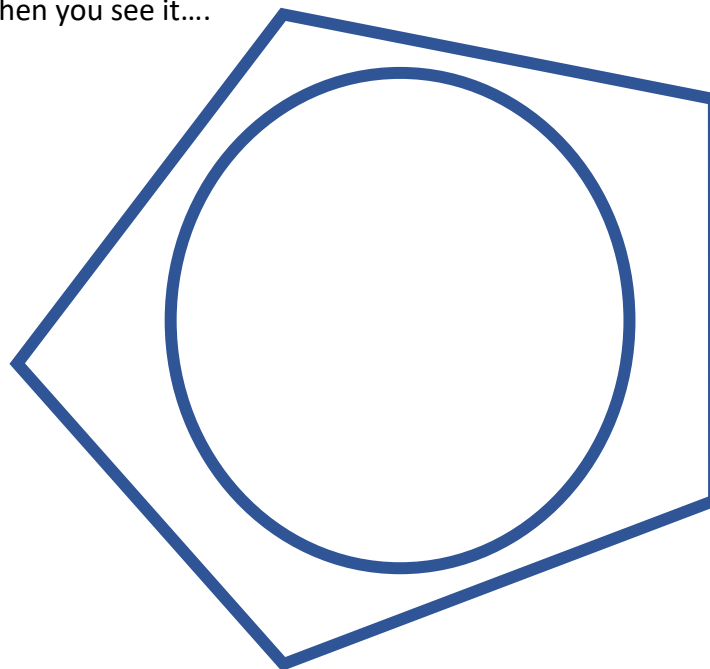
You can talk about it, complain about a lack of it, speculate about it, read about it, fantasize about it,,,, or just simply wish for it...

But here's how you can maybe actually achieve it...

When you see something that needs doing... go do it.

We all should know each other's jobs inside and out. Just because you're not the XXX Pod officer today doesn't mean that you can't help em' out when you walk by.

Just do it.... you'll know it when you see it....



Our Sponsors





Just for Fun!!!!

What color is that shirt?

By Joe Bouchard

(Great appreciation to the Keweenaw Bay Ojibwa Community College CJ 101 "Introduction to Corrections" class in the Fall of 2017 for helping me inaugurate this icebreaker.)

It is safe to say that almost all of us are guilty of rigid thinking. No matter how understanding and unbiased a person claims to be, there is certainly some hot topic button. Tolerance can be touted as a virtue, certainly, but in practice it can be fleeting.

Of course, a firm decision with no ambiguity is warranted at times. For example, an assault requires a reaction, not lengthy inquiry. Furthermore, if someone is scaling the fence, there is no time for indecision. The response is without question: Stop the escape!

To illustrate the differences between the absolute and nebulous truths, I arrived in my CJ 101 class in a winter grey camouflage shirt. I also projected the image of the fabric on the screen.

"What color is this shirt?" I asked the class. There were many answers. As they replied, I gave no sign nor sound of acceptance. Thus, the answers continued. Some said green. Some said grey. Some said white and others replied that the shirt is black. I said that it is in the eyes of the beholder.

I told the students that this fabric is a representation of the truth. The truth never appears the same to everyone. For someone, it could be absolute – a black or white. Others see more subtlety in various shades of grey. Not everyone will always see various shades of grey. It all depends on the circumstances.

Here is an example: Years ago, while in Florida, I had a discussion about World War II with a veteran who served in the European theater. He fixed me with an unwavering glare and told me that he thinks Winston Churchill was the worst war criminal ever. I regarded Churchill as the key figure who stood alone against aggression from the Axis. The differences lay in our perspectives. I was born in post-World War II America. My conversation partner served in the Wehrmacht on the side of the Axis.

I gave the example of the strict rules of photocopying documents in the prison law library. Sometimes, prisoners who want photocopies look only to the line in policy that says the service will be available. Beyond that in policy are written the many limitations of the services. In some cases, those who adhere to those well-spelled out rules are accused of rigid thinking and abuse of authority by those who insist they are guaranteed copies of anything they want and for free. Again, it is all in the perspective.

Students were asked some issues or examples of rigid thinking. They offered these:

- Nationalism
- Racism
- Disclosure of medical information
- Politics
- Religion
- Classism
- Ethnicism
- Sports affiliation
- Sexism

The camouflage grey shirt is more than a prop. It is a great way to introduce the many nuances of any issue. How fitting that something that is meant to conceal can actually illustrate hidden truths.

The Most Important Job

There seems to be a natural inclination to overstate the importance of one's vocation. In doing this, we often undervalue the work that others do. Is this fair or is this just part of being human?

Of course, in corrections, sub-vocational division leads to squabbling and, in due time, manipulation from enterprising prisoners. One of the primary lessons in corrections is to offer prisoners no handles. Yet, staff who dispute the worth of the jobs of other colleagues inadvertently give manipulators leverage.

That is why we need to look at the various jobs in corrections within the system. In order to do this the idea that a prison is like a city is useful.

1. Break the class into teams of three.
2. Tell them to list functioning entities in a city. For example, restaurants, accounting offices, apartments.
3. Allow five minutes to let class fill in the list
4. Have a scribe write each list on the board
5. Compile to include all areas in one list and eliminate the overlap. For example, if two teams listed police station, just write it once in the master list.
6. Have class try to prioritize the items on the master list.
7. If, for example, the city accountant is listed as not very high on the priority list, advocate for that position.
8. Now have the class list functioning areas of a prison or jail.
9. Compare the list to the city list.
10. Remind students that some offenders look for missteps in operations and administer written complaints or lawsuits for what they deem are substandard services.
11. Ask students how all areas working together in a prison can increase safety.

The clear lesson should be that all parts of the prison are vital and should cooperate. For more on this topic, please distribute the following article "Wheel of Corrections"

Wheel of Corrections

I thought that I had heard all of the idioms and expressions that relate to one of our most common transportation tools. I speak, of course, of the wheel. Imagine how much less interesting our language would be without the following:

...the wheels of industry (or progress) ...

...let's not reinvent the wheel...

...let's roll...

How about the Wheel of Corrections?

Recently, my supervisor presented me with a metaphor worth repeating. It was so accurate and insightful; I am printing it here with his permission. What follows is The Wheel of Corrections.

"This is how I explain it", he said. He prepared to draw a simple diagram on a piece of paper. In the center he produced a circle. In it he wrote the word housing. "The housing function is the hub", he said. "It is where the offenders live. It is central to everything".

From the edge of the housing unit hub he drew lines that radiated out like spokes. That is, of course, because these represented spokes. To each he assigned a function. There was the business office, programming, education, food services, maintenance, administration, healthcare, psychological services, and the administration. "All of these supports the housing hub," he said to me. And it was clear to me that spokes could be added or subtracted to fit the needs of different facilities.

All of the spokes have a part in touching or impacting the central part of the equation – the housing unit factor. If there is too much pressure or emphasis on any of the spokes, the hub would be stressed. In theory, all of these spokes should have equal worth. Health care, while very important, should be as important as food service, as important as the administration, as important as maintenance, etc in their relation to housing. All had to support housing in a balanced harmony or risk warping the structural integrity of the hub.

I thought that I detected a glint in his eye that signaled the logical and fitting conclusion to his concept.

Drawing a circle around the spokes he said, “This is custody,” Then the light bulb in my skull completely illuminated. Custody represents the hard exterior that holds the many complimentary spokes in place on the crucial housing unit hub. Without custody, it would all fall apart. The cohesive factor provided here is security. Then, no matter how strong programming might be for example, it would be weakened by an overall lack of structure from the other systems on the hub. Custody provides the cohesion and keeps all in balance.

I believe that one can expand upon this excellent illustration. Think of the possibilities. The ball bearings could represent the staff who constantly move to keep operations rolling. When we gauge pressure on the tire, we are assessing the internal factors that may cause damage the systems if not checked. Perhaps the tread represents the tough shell of the system that can survive the various hazards that we may encounter as we roll ahead. And the overall quality of the wheel is made of experience, training, and professionalism.

There are rare and wonderful occasions that you hear an analogy from a colleague or another source that gives cause to pause. In other words, the parallel that is so apt that you admire the idea and think, “There is no better way to describe this.” And a metaphor is a useful way to bring an abstract concept into a more useful and concrete explanation. The Wheel of Corrections certainly gives us a clearer understanding of all of our interrelated subsystems.



NEW IACTP Website

If you have not already done so, please go check out our new website!
IACTP.org

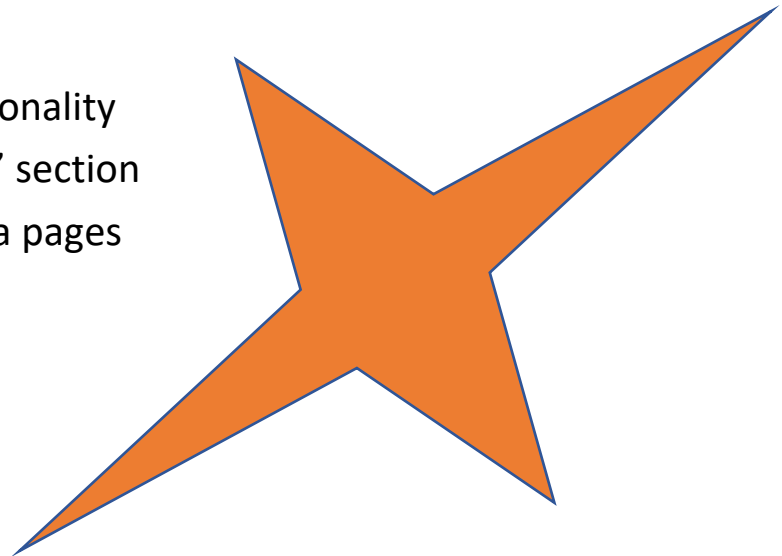
We have added a Directory of members. If you are searching for information and you met and spoke to “Joe” at the last conference. You can find him here in the directory and send him an email to continue that discussion. It is a great way to continue that “network” of professionals. It’s probably also a good idea to go into your profile and add any information about yourself you would like other members to know about you. This is a “members only” area.

You may be interested in an older issue of this publication. They are posted on the site for you to review.

Here are a few brief "highlights" of the new website.

- Clean sharp images
- Entirely new with modern functionality
- Newly designed “members only” section
- Direct links to IACTP social media pages
- New updated Logo

Darryl Smith
Communications Director



IACTP Conference 2019-Omaha, NEBRASKA



Make plans to attend our next IACTP Conference.

The Conference is an opportunity to share thoughts and learn what other Correction Training Professionals are doing in this industry.

It is also a great opportunity to build your network.

You will have the opportunity to attend training sessions and get some new insight on what is new in the industry.

**"TELL ME AND I FORGET.
TEACH ME AND I REMEMBER.
INVOLVE ME AND I LEARN."**

BENJAMIN FRANKLIN

Thoughts from our members

Corrections Training during the COVID-19 crisis

By Susan Jones

There are many times over the past 8 years that I have found myself grateful that I am retired from corrections, however, the current COVID-19 has made me so much more grateful. I have a good understanding of the added stress and work that has been placed upon all corrections employees, including those involved in training.

I have talked to many people that are at work in our nation's prisons during this difficult time and I have asked about how the training is being done. Some people tell me that the training isn't happening at all for a variety reasons, including the fact that the agency doesn't want to congregate staff anywhere that is not absolutely necessary. Other agencies seem to be using the old "read and initial" program to count as training hours. (While this can be an important way to disseminate policy, it is not an adequate way to provide training.) Some of the more progressive or more fully funded agencies are using advances in technology to provide training in a different manner.

No matter where your agency falls on this continuum from no training to using new types of technology, I worry about you – the trainer. Each day the news media details new or conflicting information regarding the full reach and threat of covid-19 and each day I see articles from around the country that describe outbreaks within detention/corrections facilities. I understand that it may be difficult to prioritize the training needs of the staff in this climate and it may be an easy decision to move the trainer into a position to help cover the custody/control operations. I personally know many full-time trainers who are now working the graveyard shift.

I worry that corrections leaders who have reduced or eliminated training have lost sight of the big picture, in essence, they can't see the forest for the trees. Now is the time to increase the presence and priority of training. It is this type of environment, where the information is unreliable or frightening, that staff need to know the best facts available and they need this information to be relevant as the situation changes. The trainer is in one of the best positions to facilitate this process.

The trainer is the person that can coordinate the message and work with IT staff to provide this message in the best and most effective manner possible within the agency. At the beginning of this crisis, most corrections agencies were having a difficult time retaining or recruiting staff to fill the vacancies. This lack of staff, in itself, was at a crisis level in many jurisdictions. Covid -19 has made this staffing issue more critical.

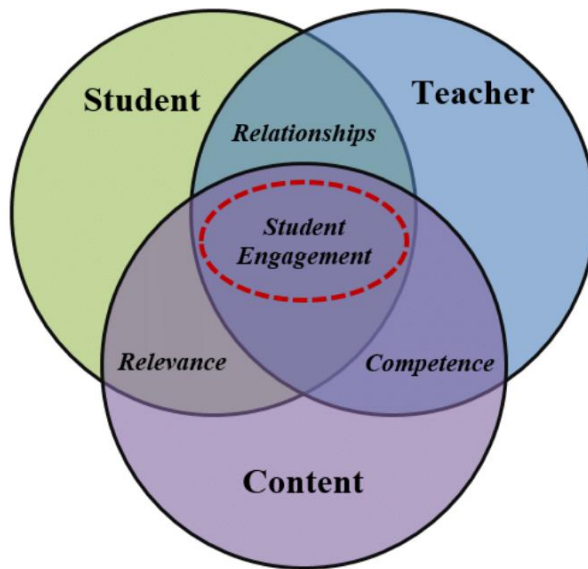
It is now that corrections leaders must work extra hard to retain staff in this very difficult environment and the training staff can be a significant part of this work. Staff feel valued when their agency communicates with them often and provides the timely information, particularly during an event where the rules or the facts seem to keep changing.

The trainer can be the face of this communication. It is the trainer that should be present on all shifts to communicate with all staff. It is the trainer that should be called into policy meetings when the direction is changing, again. It is the trainer that should be working on the policy presentation formats to ensure that the information is accessible to all staff on duty. The training program is part of the solution to getting through this crisis, not a luxury component that is only in place when things are going well.

I would love to hear what you think about my thoughts on the trainer's role during this crisis. Please write to me Susan Jones at sjcanoncity@gmail.com.

*A TEACHER's purpose is
not to create students
in his own image , but
to develop students who
can create their own
image.*

-Unknown



Engagement in the Classroom

by Darryl Smith

How we educate today has changed immensely from what was done 10, 20, 30 years ago, and honestly even last year was considerably different than this year. As the instructors, we must consider the engagement factor of our audience. Do we have the students or trainees in our classrooms fully engaged in the knowledge we are trying to transfer to them? If not, why? How do we improve our techniques to raise that level of engagement? You will never have 100% engagement all of the time, but 85 - 95% is a good goal.

I will provide a few suggestions for you, but how you deliver the material needs to be unique and engaging. Our job is to create that engagement. Why? Because engaged students are more curious about a subject. They may even become more passionate about it. Increasing engagement can help to improve student motivation and, in turn, boost their learning, including their progress and achievement.

Really, isn't that our goal? To ensure their learning is beneficial. There is no better satisfaction than knowing that a previous student of yours went on to have a very successful career. Or that you in some small way were a factor that contributed to their success.

To do this we need to move away from the lecture. Today's students are easily distracted, we need to incorporate multimedia, technology and class participation. Create an environment that incorporates more student discussions and problem solving, get the students more involved with the learning process. Perhaps use learning groups to discuss topics and then have the group present their findings to the rest of the class for further discussion. Learning groups can be broken out in the virtual environment and in the classroom.

Encourage all participants; if you have one or two not engaged, make sure you get everyone involved by asking directly for their thoughts in a discussion.

Assign students to study the topic independently and then to present their findings for discussion. This can be done by asking them to review tomorrow's topic tonight, or this afternoon. Then have them create a short-written outline of the points to discuss with their fellow classmates.

Keep the course curriculum relevant. Make sure the material you provide is relevant and job focused, give real-world examples when you can, but stay on point.

Have regular assessments to gauge learning. If you can keep the quizzes short and frequent it stops the necessity to cram for the test. This also provides a better opportunity to retain the information and builds self-confidence.

Is Powerpoint still a relevant tool? I say yes, it is. However, we need to utilize it to provide relevant photos, graphics and maps, not as a crutch, to deliver the material. Too often, Powerpoint is the primary source of material delivery. The instructor needs to be that primary source. The visual learners need to remain engaged and Powerpoint offers that. Use technology to amplify the learning you provide, not to replace you.

Use relevant facts from a situation or incident to drive home a point. Statistics (in small amounts) are a good way to help deliver a point. Make that connection to how this specific information is needed when they are actually performing the job. Making that connection "real" helps to deepen that engagement with the learner.

Know how to read the room. If you are losing your audience's attention, understand that and bring them back by increasing your engagement, shift gears. Throw in a more student-centered activity or open the floor for discussion. The quicker you identify it and react to it the better.

Don't spoon feed them, encourage critical thinking. They will certainly need it in the field, allow them to perfect that technique now.

When you ask questions, ask open ended ones to solicit discussion. Please do not ask questions to get a correct answer, try to gear the questions to get their opinion on the subject. When you ask questions, pause. Take a long pause, allow them time to think about the answer. Does the question simply require a quick answer? Or is it something that may have multiple layers and deserves further thought? Challenge them. What if you played the part of a devil's advocate to inspire more discussion?

Be real. Be yourself. Be personable. Get to know your students, engaging them on a more personal level builds that personal connection that leads to inspiration.

Remember to start each lesson with an "Ice Breaker." This could be anything that piques interest, establishes relevance, or inspires curiosity in the subject at hand. Set rules in the classroom and hold everyone accountable. The need for standards and routine make for a much smoother learning environment.

Use breaks effectively. Adult learners need to "chew on" and "digest" what they have just taken in. Give breaks to help effect their full comprehension of the material.

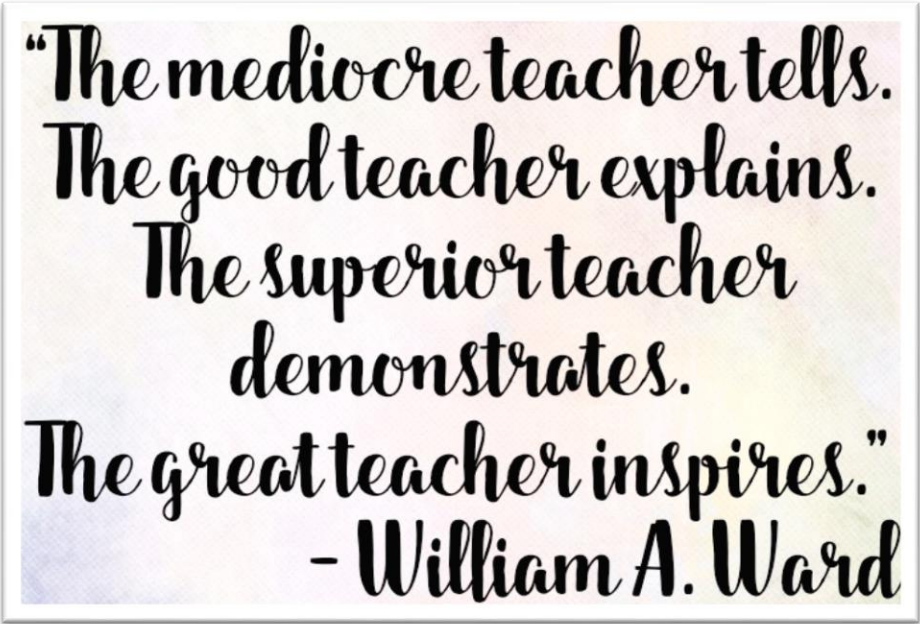
Utilize “what if” job related scenarios for small group discussions to promote critical thinking.

I had an Academy graduate come to me on his graduation day and thank me for helping him and inspiring him. He went on to tell me that he planned he was going to get some experience on the job and then wanted to come back and become an Academy Instructor. I encouraged him to do just that.

When he called me 5 years later to thank me again and tell me that his application was accepted to be an Academy Instructor. I could not be any prouder knowing that I had such an effect on just one individual.

I ask you to take a look in the mirror. How many students have you inspired? You may never know the answer to that question, but I have no doubt it has been several. What you really need to understand is how much of an impression we make; we affect each of our students in some way. As an instructor, it is upon us to provide the facts and relevant information to produce quality staff. Doing it through inspiration and motivation makes for a much more conducive learning experience.

Next time you are in the classroom, be inspirational!



*“The mediocre teacher tells.
The good teacher explains.
The superior teacher
demonstrates.
The great teacher inspires.”
- William A. Ward*



2020 IACTP WEBINARS

Growth Mindset for Excellence Professionally and Personally

Wednesday, December 9, 2020

1:00-2:00pm ET

Presenter: Dr. Penny Veit-Hetletved, Director of Education, Staff Development, and Core Correctional Practices, North Dakota Department of Corrections & Rehabilitation

IACTP Regional Training Initiative

Is your agency seeking professional, interactive correctional based training? The IACTP Board is seeking partners to host regional training sessions.

Who:	Seeking Federal, State, Local Correctional Agencies
What:	Regionalized Training (Topics to Be Determined)
Where:	Host Agency's Training Academy
When:	To Be Determined by Host Agency
How:	For additional information, please contact: Elizabeth Kreger @ 614.981.8436 Elizabeth.Kreger@odrc.state.oh.us

Check out the new structure of our membership fees

Type of Membership	Annual Dues
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Renewing Member	\$50.00
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Affiliate Organization	\$250.00
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Agency Membership: (3-8 Members)	\$43.00 per person
Agency Membership: (9-12 Members)	\$42.00 per person
Agency Membership: (13-16 Members)	\$40.00 per person
Agency Membership: (17-20 Members)	\$38.00 per person
Agency Membership: (21-24 Members)	\$36.00 per person
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Agency Membership (31-60 Members)	\$33.00 per person
Agency Membership (61+ Members)	\$2,000.00 flat fee

To join online, visit <http://www.iactp.org> and use the "Join Us" tab.
Agency Memberships need to be processed by phone, so please call the IACTP office at 859-383-4209
and speak with Michael Jones.

WATCH YOUR EMAIL FOR BOARD OF DIRECTORS NOMINATIONS

Cellblock Door Visits: They Are Not 'House Calls'

By Gary F. Cornelius, First Lt. (Retired)

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If you have worked inside a local jail for any length of time, you are well aware of the problem of the mentally ill coming into the jail. You are called to booking for backup as fellow jail correctional officers (JCOs) or deputies struggle to maintain control of a psychotic offender who is clearly out of touch with reality. Managing the mentally ill offender is one of the most difficult tasks for correctional officers. In local jails, some inmates with mental health issues are transferred in from other facilities-they may have court, etc. Some may return from the prison system for reconsideration of sentences, and so on. They usually have been seen and managed by mental health professionals, usually by medication. Managing means checking with them frequently-but cell door visits are not 'treatment'; they are not like old time doctor 'house calls'. There will be more about that later.

However, most mentally ill offenders are coming into local jails fresh off the street and from the arrest. The scenes of arrest can be a public park, a store, a movie theater or inside a home where families have dealt with the person for long periods. Mental illness is tragic, and unfortunately deadly in the cases of injuries or death to family members, people on the street, and law enforcement personnel. Sadly, we read too often news stories of a mentally ill person brandishing a weapon or hurting people.

The seriously mentally ill in (SMI) in our nation's jails are a problem. Some we can talk to and will follow our instructions. They will not 'bang their heads' against cell walls, not yell and scream for hours, or will not smear

themselves with feces and excrement. They will keep their jail uniforms on and not exhibit nudity. Some may be so manageable that they can be placed with other inmates, thus saving segregation cells for violent, dangerous and out of control inmates. This compliance may be due to medications, therapy sessions, counseling and other methods from the hard working, professionally trained and experienced jail mental health staffs.

As a classification jail deputy, my staff had to devise ways to safely manage mentally ill inmates. Some we placed in general population-housing units after screening by the medical staff and mental health personnel. Other we had to place in segregation-for the safety of other inmates and staff. Mentally ill inmates in segregation must be observed every 15 minutes-or as I recommend-sooner. Medical staff generally have had some mental health training. Managing the mentally ill inmate safely requires teamwork. The front line are the police officers and jail correctional officers-some JCOs are in booking and some are assigned to general population. Many articles talk about mentally ill inmates being booked into the jail. Many are brought in by arresting police officers, who pick up the signs of mental illness and relay this information to the jail. However, an inmate may get through booking, is classified and moved into the jail general population. The signs of mental illness may appear and be seen by the JCO working the unit. The JCO notifies his or her squad supervisor, the medical and mental health staff are advised, as is the classification staff. A team approach requires several things. First, a concern about staff and inmate safety has to exist. Second, open, clear and two-way communications and actions between line officers, supervisors, medical, mental health and classification is crucial, especially written communications. Third, ongoing training has to address the problems of housing and managing SMI inmates. Included in that training is dispelling the view that a mental health staff member seeing the inmate in a hallway through a cell door window or food slot is treatment. It is not.

So-let us explore in more detail the aforementioned 'team approach' within a jail setting, when dealing with mentally ill offenders.

Concern: Mentally ill inmates can be frustrating, as many refuse medications and exist in their 'own world'. However, they are still people, with limited protections under the U.S. Constitution, as put forth by statute, case law and correctional standards. Mental illness is a sickness-it cannot

be cured, just managed. Mentally ill inmates, especially in restraints must not be ignored, even in segregation, on restraints and/or on high observation.

Open and clear communications: Per the Bureau of Justice Statistics, an estimated 64% of jail inmates have some type of mental health issue or problem [1]. I have asked jail veterans in my in-service classes if this is accurate, and often they answer-at least and significantly higher than that percentage. Large jails, small jails-it does not matter. Everyone has to communicate with each other-from the line JCO being relieved to classification discussing the housing and conditions of confinement of mentally ill inmates. While oral communications are easy and fast, written communications-your logs, incident reports, classification files, mental health evaluations and medical records-are the best in both planning on how to deal with this inmate and answering questions in a civil lawsuit. Included in these communications are staff precautions, suicidal behavior, medications, etc. But these communications must be clear and accurate.

Training of staff is critical: Recently, the development and use of Crisis intervention Team training (CIT) for law enforcement officers, including jail staff has markedly improved the understanding of the mentally ill offender. A good example of a CIT program can be found at the DuPage County, Illinois Sheriff's Office. With assistance from the DuPage Health Department and the DuPage Northern Alliance on Mental Illness (NAMU DuPage), a 40-hour training program was developed and approved by the Illinois Law Enforcement Training and Standards Board. The topics are wide ranging, including the signs and symptoms of mental illness, community resources, verbal de-escalation and tactical responses, risk assessment and crisis intervention skills, medical conditions and psychotropic medications. Other topics include older adults, intellectual and developmental disabilities, autism and self-care for law enforcement [2]. However, two areas need further discussion. First, I mentioned that the mentally ill inmate cannot be ignored while in restraints. An example can be found in the case of Andrew Holland, a 36-year-old mentally ill inmate that died in the San Luis Obispo (CA) County Jail in January of 2017. He had been diagnosed as schizophrenic when in his 20's and had been transferred back and forth from the jail to a county treatment facility since he entered the jail in September of 2015. A judge had ordered psychiatric treatment for him 12 days prior to his death. He had been booked in on

resisting arrest and public disturbance charges. Although beds were available in a mental health facility, he was not transferred. He was observed, while in solitary confinement, punching himself in the face. He was placed, naked in an observation cell, in view of the central control center, and restrained in a seven-point restraint chair. According to the coroner, he refused, on several occasions, food and water. However, he was in the chair for 46 hours and no reason was reported for why he was in the chair for so long. County policy says that the facility manager must approve the restraining of inmates for long periods of time. State law stipulates that if the inmate cannot have restraints 'safely' removed within 8 hours, further evaluation from medical staff is necessary. Although the sheriff's office said that he was under observation in a glass observation cell, the cause of death was reported to be a pulmonary embolism, related to deep vein thrombosis. The coroner found a five-centimeter clot in the inmate's lung, possible from blood clots in the legs because of immobility from being restrained for a long period. He died 20 minutes after being released from the chair. The sheriff's office settled with the inmate's family for \$5 million [3].

I am not passing judgment on the jail staff in the Holland case. They are tasked with managing the SMI inmate. No one wants inmates to die.

However, our local jails are not mental health facilities, but are tasked with the care and custody of seriously mentally ill offenders, keeping them safe, other inmates safe and the staff safe. The last thing a jail department or sheriff needs is a news story like the Holland case, where staff mistakes are scrutinized. That is why more training and developing proactive attitudes among staff are so badly needed-to prevent such tragedies.

Second, it is important not to view 'cell door visits' from mental health staff as a form of treatment. An Indiana inmate filed motions in court to obtain a preliminary injunction to receive adequate mental health care. He claimed that his treatment needs were ignored by the staff. In the case of Robertson v. Deputy Commissioner, 2019 (N.D. Ind), the federal judge noted that records indicated that the inmate refused out of cell treatment. Also recorded were weekly checks with mental health staff at the inmate's cell front, which were considered as treatment by the judge. In my experience working inside a large county jail, mental health staff talking to mentally ill inmates through a cell door window or food slot is not really treatment-but an information gathering tool and assessment observation for staff. The obtained information lets classification, custody, courts, attorneys, medical

and mental health staffs know how the inmate is acting, if precautions are necessary and if he or she can be moved from segregation to general population. In addition, the mental health professional can recommend medication, commitment to a mental health facility or other assistance. Often, these visits take place in the noisy environment of a jail corridor and may last for only a few minutes or a little longer. These visits must be recorded, and recommendations and information gained from them be placed in the inmate's classification file. By doing so, informed decisions can be made. However, the mental disorders that we encounter among inmates in jail cannot be treated in just a few minutes in a cell door encounter. That is not treatment-and jail training staff and supervisors must advise officers-especially new ones-that treatment takes a long time, in a much more structured setting. Cell door visits cannot be compared to the 'house calls' of the past-where the family doctor drops by, checks the vitals, gives the patient medicine and tells the family to 'call me in the morning' [4]. Jails are different-very much different.

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[1] Cohen, Fred. "Cell Front Treatment: Or Is It?" Correctional Mental Health Report (March/April 2020) Volume 21, No. 6: 81.

[2] DuPage County Sheriff, James Mendrick, Crisis Intervention Team, Retrieved April 17, 2020 from <https://www.dupagesheriff.org/CIT/>

[3] Jail Death and Injury Law. "Jail Death-Medical Neglect: California County Pays \$5 Million to Victim's Family". December 13, 2017 San Luis Obispo Tribune. Retrieved from <https://www.jaildeathandinjurylaw.com/news/1/jail-death-medical-neglect-calif-county-pays-5-million/>

[4] James, Doris J. and Lauren E. Glaze. Mental Health Problems of Prison and Jail Inmates. U.S. Department of Justice, Bureau of Justice Statistics. September 2006. Retrieved from <https://www.bjs.gov/content/pub/pdf/mhppji.pdf>

Lt. Gary F. Cornelius retired in 2005 from the Fairfax County (VA) Office of the Sheriff, after serving over 27 years in the Fairfax County Adult Detention Center. His prior service in law enforcement included service in the United States Secret Service Uniformed Division. His jail career included assignments in confinement, work release, programs and classification.

He has been an adjunct faculty member of the Criminology, Law and Society Department at George Mason University since 1986, where he has taught four corrections courses. He also teaches corrections in service sessions throughout Virginia and has performed training and consulting for the American Correctional Association, the American Jail Association and the National Institute of Justice. His latest book, *The Correctional Officer: A Practical Guide: Third Edition* was published in April 2017 by Carolina Academic Press. He has authored several other books in corrections. Gary has received a Distinguished Alumnus Award in Social Science from his alma mater, Edinboro University of Pennsylvania and an Instructor Appreciation Award from George Mason University.

YESTERDAY IN IACTP

Presented by Shelly Carson

NIC assists IACTP with our 1st Virtual Conference

by Michael J Dooley for our Spring of 1998 IACTP Journal

Hello everyone, I found an article written by Michael J Dooley for our Spring of 1998 IACTP Journal. He talks about how NIC surveyed the needs of their trainings and found people were interested in learning about video conferencing, distance learning, interactive video, simulations, staying abreast of advancements, identifying appropriate applications and ensuring that we don't lose the personal element involved in many successful training efforts.

The article goes to show how NIC, which very generously helped IACTP with our 1st Virtual Conference, began looking into these needs. They started videoconferencing and distant learning by producing a 32-hour training experience on Cognitive/Behavioral Strategies to Changing Offender Behavior via an interactive videoconference in September 1997. Sixteen hours of the training consisted of a live broadcast with expert presenters and panelists spread over the course of four days. NIC estimated 2000 participants were involved with this videoconference when only 30 participants would have been able to participate in a "typical" training.

This was also the time NIC was connected with the "World Wide Web" where they had a link on the "front" page of the Bureau of Prison's home page and announced they would be "host of its own web page on its own independent server soon."

NIC also researched Interactive Video Disk (IVD) the Federal Bureau of Prisons was using at that time. They are explained as “this technology uses live or simulated situations that are filmed and integrated into learning scenarios. The learning scenarios are arranged and linked on a computer laser disk so as to provide interactive choices by the user (learner), which lead to further choices, and ultimately to a best and least appropriate outcome.”

Michael J. Dooley closed this article by stating, “These are just a few examples of how technology is rapidly making its way into our correctional training initiatives. And when we face the pressures of weaving our way through this maze of new innovations and applications, we must remember that the key to integrating and matching training and technology is to understand and be clear on the purpose and objectives of a particular program.” This will help to decide on what technological strategies, or combination of technologies, will best deliver the program. Different challenges and opportunities such as budget constraints, or the need to reach a lot of people in a short time, will drive what training strategy and what technology to use. Remember, it is still about developing people to perform better in their jobs, and we must be careful not to throw out the personal contact because of some new and flashy technological training gizmo.”

Shelly Carson

**Teachers affect
eternity; no one
can tell where their
influence stops.**

HENRY BROOKS ADAMS

What can IACTP Do for you?



We need your help!

We need to know if you have any ideas or needs that IACTP can help with.

Please send your responses to: iactpc@gmail.com

"Alone we can do so little;
together
we can do so much."
~Helen Keller

If you change
Nothing,
nothing will
change.

Are you Certified?

The Certified Correctional Trainer

The Purpose of Trainer Certification:

The Correctional Trainer Certification Commission (CTCC), the International Association of Correctional Training Personnel (IACTP), and the American Jail Association (AJA) promote the concept of voluntary certification for all correctional trainers. Certification is one part of a process called credentialing. It focuses specifically on the individual and is an indication of current competency in a specialized field. Correctional trainers who become certified will be distinguished as individuals who have reached one of the highest levels of achievement in their field.

Candidates must have an aggregate of **three years of experience** as a correctional trainer as defined in the Certified Correctional Trainer (CCT) Handbook for Candidates (subject to change). Anyone who provides training for managers, staff, and/or volunteers of a correctional agency. Adjunct or field trainers and faculty of institutions of higher learning in the areas of corrections, criminal and juvenile justice (and related areas) are eligible to participate in the certification process.

This an example of some comments made during a recent AJA survey:

“It has helped me by ensuring that I continue my involvement in training for recertification. Staying current with best practice always helps.”

“In addition to providing immediate affirmation of additional credentialing as a correctional trainer, the CCT certification has provided opportunities for increased growth via the necessity to keep pace with correctional training trends.”

“Professionally, the CCT has opened doors within the agency, which are directly related to knowledge learned during preparation for the exam.”

The CCT is a path toward success within one’s agency. Are you interested?

To obtain more information download the [CCT Handbook](#) (PDF).

The application can be downloaded at [CCT Application](#) (PDF).



International Association of Correctional Training Personnel (IACTP) Awards of Excellence



Please submit nominations for the 2020 IACTP Awards of Excellence. Annually our organization strives to recognize excellence in correctional training in the following categories:

Specialized Topics Award - given for high quality training in a particular course, program or subject.

Innovative Approaches Award - given for high quality training which advances the state of the art in correctional training.

Training System Award - given for high quality training throughout an entire system or training department.

Commercial Program Award - given for a high-quality training offered by a commercial vendor.

President's Award - presented by the IACTP President for outstanding contribution to the Association and/or the field of correctional training.

INTERNATIONAL ASSOCIATION OF CORRECTIONAL TRAINING PERSONNEL (IACTP) Trainer of the Year Award Guidelines

General

This award is to recognize individuals who have made contributions in training Correction's Professionals. The following guidelines apply to all nominations for the Trainer of the Year Award.

1. Membership to IACTP is a prerequisite for this award.
2. The candidate may not nominate him or herself.
3. The candidate provided exemplary training that surpassed the organization's guidelines while meeting personalized learning strategies for trainees.
4. Individuals may not be considered if they have received this award within the last 3 years. **Application Requirements**

The application form must be completed in full, with a narrative not to exceed 500 words, in support of the nomination. Any incomplete applications will be refused.

Awarded Recipient

The Trainer of the Year will be announced at the IACTP Conference during the Awards Banquet. The recipient will be expected and be allotted the following:

- Receive an Award.
- Receive a 1-year membership to IACTP, the year after receiving the award.
- Receive a conference registration, the year after receiving the award.
- Receive a three nights free hotel room, the year after receiving the award.
- The recipient will be asked to present at the conference the following year.

All the above awards will be presented at the 2020 National Training and Performance Conference hosted by IACTP. 2020's conference will be held in Portland, Maine from September 22-25, 2020.