



IACTP
INTERNATIONAL ASSOCIATION OF
CORRECTIONAL TRAINING PERSONNEL

The Correctional Trainer

Summer 2021



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President's Address

To the members of IACTP

As the last of my family and friends leave my home this month, I must take a moment and feel the joy and gratitude that Covid has wound down enough for me to see these important people in person. It's truly amazing how much we need the interaction of others to feel a part of the whole.

I have to say I am definitely missing the whole of IACTP members and our conferences!! I miss that energy we create when we are all together! That connectedness that inspires and drives new ideas and training programs. Mostly, just seeing your smiling faces and your passion for training.

Alas, we have one more virtual conference coming up in October, and I hope you will all be there to support our very important work! This will be our last virtual conference so hurray to that, but it's very important we treat it as a normal conference. We need your attendance, participation, leadership and smiling faces. Our members mean everything to this organization, we can only fulfil our mission with your support. Our very own President Elect, Beth Kreger is working hard with her team to make this last virtual conference a knockout.

Yes!! We are a go, for an in person conference in Maine for 2022! So, mark your calendars, start asking your supervisors for funding to attend this training, as I'm sure it's going to be crowded. We all want to get out and see one another and what's new in the world of training. Maine is beautiful and Angie Newhouse always puts on a glorious conference!!

Thank you all for hanging in there with us during these unusual times. I look forward to seeing you all and hearing about all the creative things you've been doing in the world of training.

Stay safe everyone!



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International Association of Correctional Training Personnel



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THE PRESIDENT-ELECT'S CORNER

Top Ten Things You Need to Know About the 2021 IACTP Conference

I4: Inspire, Innovate, Integrate, Interact

15. Attend the conference from the comfort of your home or office
14. Learn innovative ways to collaborate with external partners
13. Get inspired by participating in the breakout sessions
12. Learn interactive ways to train in a virtual environment
11. Interact with your correctional training peers from across the country
10. The cost is \$50 for members and \$100 for non-members
9. The \$100 fee includes a 1-year membership to IACTP
8. Interact during the conference and you might win a prize
7. Innovative prizes include annual IACTP memberships, gift cards, a gift basket and a registration for the 2022 conference in Maine
6. Nominate a colleague that inspires staff, is innovative while designing and delivering training or integrates best practices into assessing, designing and developing training for the Trainer of the Year award
5. You can nominate an organization for doing outstanding, innovative work for an award
4. Learn everything you need to know about the 2022 conference in Maine
3. Anthony Gangi (Tier Talk) will conduct a highly interactive panel discussion during the pre-conference workshop on October 12, 2021
2. Interact with the Board of Directors

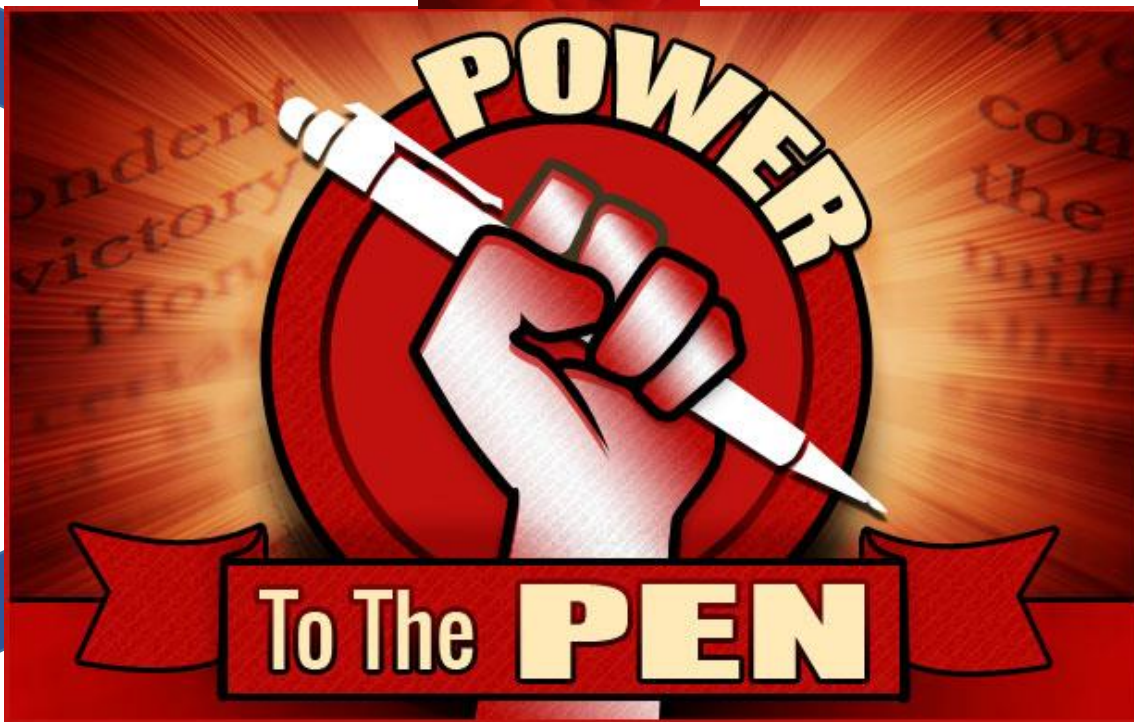
And the number 1 thing you need to know about the IACTP conference is...

1. The conference will be conducted on October 12, 2021 (pre-conference workshop) October 13, 2021 via Zoom.

Questions regarding the conference should be directed to iactp@gmail.com or Elizabeth.kreger@education.ohio.gov

Elizabeth Kreger
President Elect

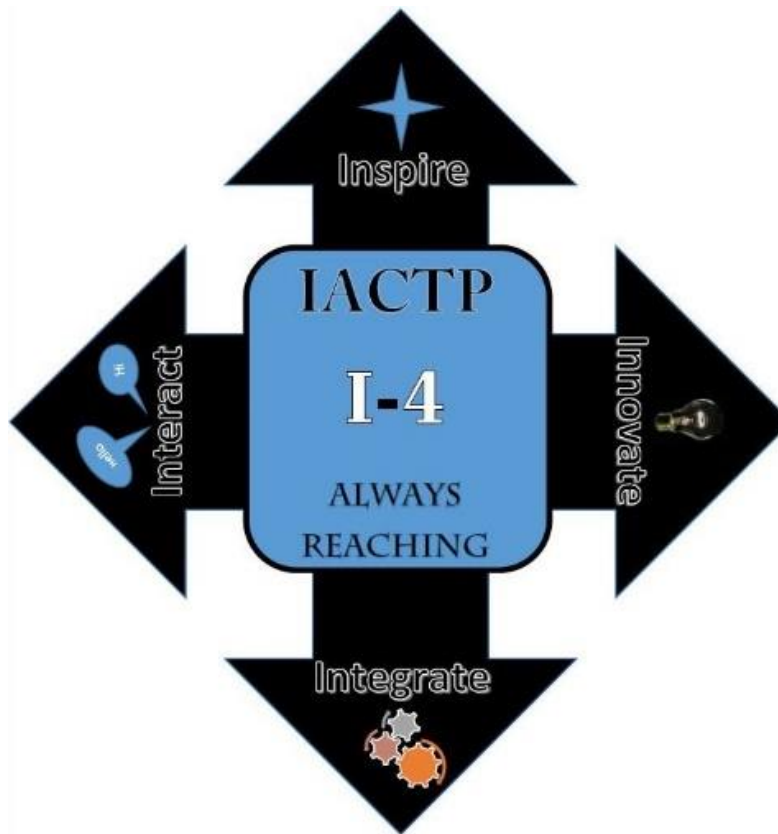




We at **IACP** want to hear from you. We are asking for you to share your stories, techniques and experiences with other correctional training personnel. All members are welcome and encouraged to write an article for The Correctional Trainer. This is a great way to learn from each other. Tell us how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

Articles can be sent directly to the Editor Darryl Smith
JD9199@yahoo.com

Thank you!!



2021 National Training and Performance Conference

I4: Inspire • Integrate • Innovate • Interact

Tuesday, October 12, and Wednesday, October 13, 2021

IACTP Members and Friends:

This year, IACTP, in partnership with the National Institute of Corrections, will host a virtual national conference focused on the theme of I4:

- **Inspire** others to explore opportunities out of our comfort zone
- **Integrate** our current best practices into our “new normal”
- **Innovate** by creating new ways to connect with our customers/staff
- **Interact** by creating and maintaining professional relationships to continue to share ideas and best practices

Please join us on Tuesday and Wednesday, October 12-13, 2021 for two days of training and information sharing that you can incorporate into your agency’s training plans. IACTP hopes to provide quality and timely training; this event promises to be both, so don’t miss it. Registration opening soon.

TUESDAY, OCTOBER 12, 2021 1:00 pm – 4:00 pm (EST).

Pre-Conference Workshop

Understanding the World of Corrections, So You Can Be More Effective: A Panel Discussion with the Tier Talk Experts.

Join us as Anthony Gangi and a panel of correctional experts discuss different topics related to what's trending in corrections. This panel discussion is highly interactive and will cover topics that include correctional leadership, inmate manipulation, and bridging the gap between civilians and custody. Moderated by Anthony Gangi, Assistant Superintendent for State Corrections joined by panelists: Russell Hamilton, Gary York, Luis Soto, Connie Alleyne, and William Young.

WEDNESDAY, OCTOBER 13, 2021

- 10:00 am – 11:00 am President's Welcome/Keynote
- 11:00 am – 12:30 pm CONCURRENT WORKSHOPS
 - #1 – Virtual Training Platforms – Tips to Ensure Transfer of Learning
 - #2 – Are You Really Teaching Emotional Intelligence: Didactic vs. Immersive Experiential Models
- 12:45 pm – 2:15 pm CONCURRENT WORKSHOPS
 - #3 – Conducting Gender-Specific and Trauma- Responsive Programming in a Virtual Environment
 - #4 – Best of Both Worlds: The Neuroscience of Emotions and Behaviors (Part 1)
- 2:15 pm – 2:45pm Lunch
- 2:45 pm – 4:15 pm CONCURRENT WORKSHOPS
 - #5 – Best of Both Worlds: The Neuroscience of Emotions and Behaviors (Part 2)
 - #6 – Tips for the Corrections Trainer: What I Have Learned in 35 years
- 4:15pm – 4:30pm Break
- 4:30pm – 6:00pm CONCURRENT WORKSHOPS
 - #7 – State Training Partnerships with Colleges/Universities
 - #8 – Staff Wellness and Dynamic Security: Training for Better Health and Better Outcomes

LESSONS OF THE DAY

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

Lesson of the Day #41

M.S.D.S. (Material Safety Data Sheets)

If you've worked in a jail or Prison for more than a few hours, then you should have heard about M.S.D.S.'s. You've probably never actually read one, but I'm sure you've at least heard of them.

A Material Safety Data Sheet (M.S.D.S.) is a document prepared by whoever it is that makes a chemical product. The format for the document is dictated by the Government so that they all look reasonably the same and have the same type of information listed.

Some of the things that are listed on it would be: Who made it, what it's made of, who to call in an emergency in the event you happen to drink it along with things like shelf life, how to mix it etcetera.

One of the more important things on the M.S.D.S. is: Is it flammable? How will it affect your health if you breath it and what happens when you mix it with another chemical?

An example might be Chlorine. Did you know that if you take a few swimming pool chlorine tablets and submerge them in engine oil it creates a powerful gas that will make you dead? If kept in a tightly sealed container, it will explode.

By this point in this Lesson of the Day, you're probably wondering, why is he telling me this stuff...

Well, it's pretty simple. While walking around, I occasionally see jugs of floor cleaner, window cleaner, bleach (Chlorine), degreaser and other chemicals being accessible to the Inmates for cleaning purposes.

We probably shouldn't be doing that. In fact, I'll go so far as to say, I'm confident that we shouldn't be doing that.

The inmate should not have an undiluted chemical product in his possession or have access to it.

Somewhere in this jail is an inmate smart enough to know the right combination of things to mix together to make your life miserable.

Even if they don't make a cocktail of various explosive or caustic chemicals, a coffee cup full of bleach or floor cleaner thrown in your face is enough to ruin your day and send you to a hospital. Who knows, you might even end up blind. And, at the end of the day, it would be our fault for giving a criminal, with nefarious intent, access to the materials utilized to incapacitate you.

I know that the “easy” thing to do is just break out a few jugs of cleaner at the beginning of the shift and pass it around. However, we all know, (Or you do now) that the concentrated stuff is supposed to be kept in the chemical room. That’s why the chemical room has those cage doors that lock.

(Food for thought :) The paint locker has petroleum products (oil) and the chemical locker has bleach (Chlorine)

The Material Safety Data Sheets are available for you to read. They are in a secure area because we don’t want a bunch of bomb making encyclopedias laying around for the inmates to read.

So... What is the lesson learned from today’s Lesson-of-the-Day?

No more jugs of chemicals lying around and no more undiluted, concentrated chemicals being distributed to the inmates...

(That includes the inmate cleaning up in Admin)

Lesson of the Day #111

Sometimes you’re the windshield, ... Sometimes you’re the bug.

Occasionally, I have an inmate get unusually upset and mad about catching a write up for some mid-level infraction. An example might be: an inmate worker coming back from the kitchen that was caught with 10 pounds of bologna in their underwear... or, walking into a bathroom area and catching an inmate with half a pack of cigarettes and a lighter in his hand. Or, maybe having a bit of weed falling out of a butt crack during a squat & cough.

Whatever the circumstances, the inmate was outright busted in the act... no defense...

Well, no legitimate defense anyway... the old “This isn’t my underwear, it’s my cellies underwear” is just really not a viable defense.

Anyway, the next time I see that inmate, I often hear about how the Officer that wrote him up is just a “petty #\$\$\$%^&*”

I usually tell them this:

“As an inmate, I expect you to try to violate some of the rules that we have...that’s the job description... you’re in jail and you don’t want to be, so you do things like smuggle ten pounds of bologna out of the kitchen in your underwear.”

“Occasionally, you get past me and my staff and get it all the way into the pod where you have a “Bologna fest” with all of your friends... I’m not mad at you about it... it just encourages us to search a little bit better.”

“But, I need you to remember that it’s our job to try and catch you with that bologna in your pants,,, and occasionally, we do... So don’t be hating on my folks when they successfully cancel your bologna party.”

“Sometimes you win, sometimes you don’t.”

“Sometimes you’re the windshield,,, Sometimes you’re the bug”

The End

Lt. Dave Hodges

Emotional Intelligence Training

Many in the field of corrections realize the importance of emotional intelligence. It is what is missing in traditional staff training programs. Without it, we experience high staff turnover, low morale and many physical and psychological problems; including heart attacks, high blood pressure, suicide ideation, PTSD, depression and anxiety. The common cause in all these is poor relationships, and emotional intelligence skills training will counter that. But, how do you provide that training in an effective way that staff will embrace. That is what this paper will address.

First, what are the actual components of emotional intelligence. Daniel Goleman, in his definitive work "Emotional Intelligence" (Goleman, 2006) states there are five aspects of emotional intelligence, which are:

1. **Self-awareness**; ability to recognize and understand our own emotions. It is the foundational building block of emotional intelligence, since regulating ourselves and having empathy for others all rely on identifying and understanding emotion in ourselves.
2. **Self-regulation**; be able to express, regulate and manage our emotions.
3. **Motivation**; motivated by personal reasons and work toward your own goals, not external rewards like gaining wealth, respect or fame.
4. **Empathy**; ability to understand how other people are feeling and recognize how you would feel in their position. It does not mean to sympathize with, validate, or accept their behavior, just that you can see things from their perspective and feel what they feel. Self-awareness and the motivation to connect with others are prerequisites for empathy
5. **Social skills**; ability to interact socially with others and successfully navigate social situations, effectively pursue their goals and get the outcomes they want when interacting with others. Understanding that we are all connected and our words and behavior impact others.

When officers learn emotional intelligence skills, this new sense of empowerment will improve their job effectiveness, morale and job satisfaction. A North Carolina DOC study showed that 25% of officers were assaulted by inmates in their first year. After 5 years, only 3% were assaulted. Some of the skills learned in those first years on the job were emotional intelligence skills. (Inmate, 2000) Having emotional intelligence training in orientation and regular in-service could have a significant impact on officer wellbeing. And, when a number of co-workers learn these skills, the work culture will positively change, impacting others. This could be, and has been, a game changer for many agencies.

Emotional Intelligence Training

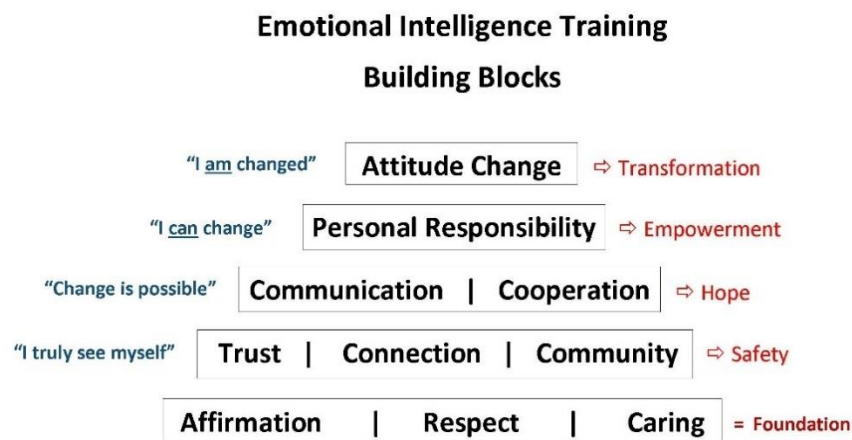
Traditional officer training is primarily through lecture. This type of training for emotional intelligence will not be effective nor generally accepted by staff. Once staff hear the training is about emotions many, if not most, turn off and they begin thinking about what they will be doing after they survive the training. During a training I provided for California training academy directors, several directors complained that they tried training in emotional intelligence but were

unsuccessful. I believe their frustration came from the fact that they trained by lecture and called it emotional intelligence training. The reason staff rejected the training is the result of a brain process called confirmation bias.

Confirmation bias happens when new information is presented which conflicts with already established information/beliefs based on previous experiences. A clear example of this is when someone gives you new information and you really respect them, you will be open to it. However, if you don't like or respect the person, you will reject, rationalize or ignore this new information. New information comes into the neocortex or thinking part of the brain, through the senses. But, before it gets there, it is filtered through the limbic system or subconscious part of the brain, which is where memory, emotions and learning centers are located. The limbic system is impacted by experience. It has no language, so experience affects it more than logic. This means an experience will have a greater and longer lasting effect than a lecture. Thus, if you present a topic called emotional intelligence, it will be filtered out. This is why a lecture on emotional intelligence will not be successful. An old saying is if you tell me, I will forget. If you tell me and show me, I will remember. But, if you tell me, show me and I experience it, I will understand. Emotional intelligence needs to be presented experientially and not called emotional intelligence.

The building blocks for the emotional intelligence training are shown in Figure 1:

Figure 1



These building blocks give an overview of the process the training moves through and has proven to be very effective as will be shown later in this paper.

Traditional officer training focuses on officer physical safety and hierarchy roles. Effective emotional intelligence training, on the other hand, focuses on both physical and psychological safety within the training itself, and this must be established at the onset. When staff feel safe, they no longer need to depend on their roles or identities and connect with each other through their shared humanity. This means titles are not used and all participants are equal. One effective method of achieving this is for participants to take on an adjective name, where they pick a positive adjective starting with the same letter as their first name, e.g., Jumping John, Inspirational Ivan, Realistic Rachael, etc. These names are used throughout the training creating a bond among participants. I met an officer two years after his training and he called to

me by my adjective name. Participants feel safe and connected and with a few community building exercises, they become open to change.

Self-Awareness

One of the most effective community building exercises is Concentric Circles, where participants talk about different topics in rotating pairs. As each person shares, you can actually see participants relax and become more comfortable. It is important to have some light and some deeper topics, like:

- A positive childhood memory of mine is
- Someone I really respect and why
- How my family handled conflict when I was growing up
- How I deal with conflict and handle my anger now

During this exercise there is often deep sharing and laughter. It may seem surprising that officers will share in this way, but in my 30 years, I consistently see it when safety has been established. Many staff share experiences they haven't thought about for years. This is part of the self-awareness experience and self-awareness is foundational for emotional intelligence. Self-awareness is what makes us human, resulting in humane conditions, practices, and beliefs. The culture in corrections is so strong, it overwhelms us, and our self-awareness is blocked. Officers must conform to survive, but a lack of self-awareness disconnects us from our core beliefs and values, with who we are, with our connection with and to others and with our humanity. Without self-awareness, we lack empathy, which is essential for healthy relationships, connection, and teamwork.

Training as a warrior gives officers a sense of power and an "us vs. them" mentality which tends to reduce empathy; since empathy and morality are in the same location in the brain, it can also negatively impact morality. Add to this the experience of chronic stress, which also reduces empathy, and you have a condition for concern. In organizations low in empathy, there is a tendency to also limit democracy and move toward totalitarian governance. (Segal, 2017) All of these work against teamwork, collaboration, and cohesion. Fortunately, not all officers succumb to this influence, but enough do to be problematic and create many of the issues officers face today.

It is important to note that the above discussion about self-awareness is not part of the content of the training. It is background information showing the importance of increasing self-awareness as part of emotional intelligence.

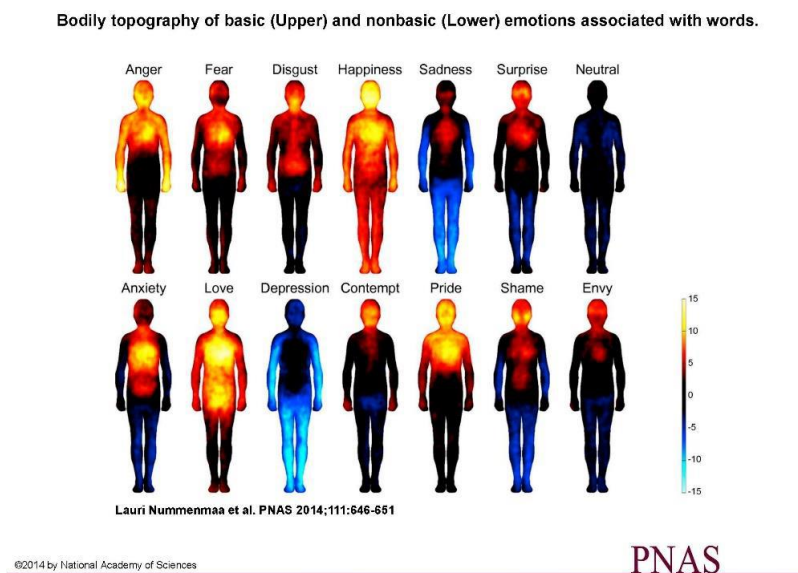
Understanding Emotions

Emotions are located in the limbic part of the brain and serve a vital function for our wellbeing. We know what they are by how they make us feel in our bodies. That is why they are often referred to as feelings. They are one of two ways our subconscious communicates with us. The other is through our dreams. We could not survive without our emotions. They tell us if we are getting our needs met or not. Those needs are both physical and psychological. The physical needs are food, shelter, and safety. The psychological needs are for connection, meaning, control and fun. This is where emotional intelligence plays a key role. Our need for connection is because we are not strong enough or fast enough to survive on our own. We survive by being part of a community or larger group. In historic times, we banded together to defeat the saber-

tooth tiger. This is why churches; community groups and gangs are so significant for many people. We need each other to survive. We also have a need for meaning; to be recognized, appreciated, to feel like we matter and there is a reason for our existence. The need for control is over our own life, which gives us a sense of confidence that we can control events in our life to meet our needs in the future. The last basic psychological need is to have fun and enjoyment in life.

An important aspect of emotional intelligence is the self-awareness of our emotions and what they are communicating to us from our subconscious. Each emotion is unique and feels differently in our body. The following fMRI [Functional Magnetic Resonance Imagery] graphic shows brain activity by measuring the levels of blood flow in our body for different emotions. In Figure 2 below, yellow indicates high energy, red medium, blue shows low energy and black neutral.

Figure 2



When a person is angry, they may clinch their jaw and fists and feel pressure in their chest. These locations are where there is high blood flow and feels like high energy ready to take action. [See the anger section below.] Love, on the other hand, has high energy in the face, chest and genital areas and depression has low energy in the extremities indicating a lack of energy and motivation to act. Emotionally intelligent people know their emotions and understand the role they play and how to use them to navigate life; to manage them rather than be controlled by them. For example, when someone gets angry, to understand the internal source of their anger, the awareness of which gives them a sense of control, so that they can resolve the issue rather than just flying off the handle. This is crucial for maintaining healthy relationships, being part of a team and it is part of self-awareness.

Understanding Stress

Another aspect of self-awareness is understanding stress; its purpose, its source, its effects, and how to manage it. The experience of the training, which is relatively stress free, when added to the understanding of stress, integrates the learning in the brain. The experience is registered in the limbic system in the brain and the content taught is in the neocortex or conscious part. They reinforce each other for a deeper understanding, which is so important since stress or chronic stress is so much a part of officers' lives. Part of this understanding is seeing the impact or consequences of stress in their lives. Some may feel they are going crazy, but with the understanding of the effects of stress and being given tools to manage it, they may no longer feel they are a victim of it. Some of those tools are adequate sleep, meditation, mindfulness, exercise, diet, and cognitive reframing, among others.

Understanding Anger

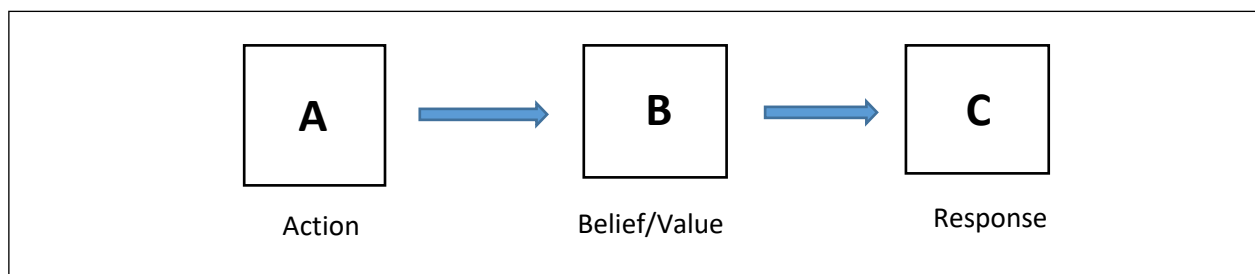
Anger is not a primary emotion. It is a secondary emotion, which gives us the awareness, motivation, and energy to change something that is unpleasant. Our primary emotion may be fear, embarrassment, or vulnerability, where we experience a sense of powerlessness. We then feel anger, and this gives us a sense of energy, focus and power to change the situation. One important lesson in self-awareness is that if we cannot change the situation, maybe the situation is meant to change us. Understanding the source and role of anger helps in learning to manage it. Also, realizing we have a number of ways we can respond when we get angry: suppress it, express it [explode], defuse it [reduce tension without addressing cause of anger], and transform it by changing our relationship to what got us angry. Transformation can include understanding what was triggered in us, how the other person was meeting their needs by acting the way they did and the role of forgiveness and acceptance as a powerful and healthy way to resolve anger.

Attitude

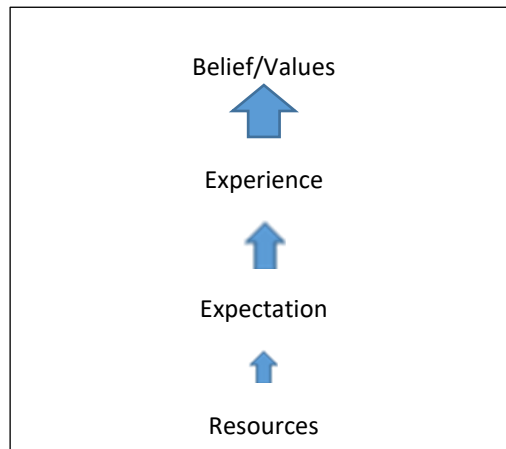
A spiritually empowering attitude that we are all connected, and part of a larger community is at the core of emotional intelligence. Without it, the skills learned can be used to manipulate and control others, rather than connect. Incorporated within this attitude is integrity and personal responsibility, that we are responsible for our own thoughts and actions. This is depicted in the following graphic on the ABC's of Responding. A is some action and B is that we process it in our brain and C is our response, which can be an action or emotion; an input-process-output model.

The sequence in Figure 3 is what normally happens. Someone does or says something or something happens, and we mentally process it and then respond by saying or doing something or we simply have an emotional response.

Figure 3.



The pathway to change an attitude lies in self-awareness. A helpful way to understand what is in the B box is if we use the B to stand for the acronym BEER. The B can represent our Belief/Value, the E our past life Experience, the second E our Expectations in the given situation and the R our resources, which are our skill set and our knowledge/information. Change comes from improving our Resources [emotional intelligence training] which will change our expectations [now that we have new skills] that will lead to new life experiences which will change our attitude [belief/values]. The experience of an emotional intelligence training can impact our attitude through all four levels of the B.



Interpersonal Communication

The interpersonal communication skills are not for command and control, but for connection, cooperation, and collaboration. The focus is learning from each other and problem solving together. Active Listening is about learning from the other person rather than convincing them you are right, and they are wrong. Assertiveness is about working toward both parties meeting their needs rather than aggressiveness, where you are meeting your needs at the other person's expense. Problem solving is about finding out what each person's needs are and working toward a win/win outcome. As mentioned earlier in the North Carolina DOC study, part of what staff learn after years on the job, are these interpersonal skills.

The final element of emotional intelligence training is teambuilding. This is the overall focus of the training including self-awareness, attitude, and interpersonal skills. Participants normally feel a strong bond with each other and a sense of personal responsibility to each other as well as to the members of their work team not currently taking the training. This bond continues well beyond the training itself. Because various departments and levels of staff take the training together, relationships between departments and levels of staff improve, especially supervisors and their staff. This turns out to be a transformational experience for the individuals and their departments. When enough staff take the training, the work culture in the agency can be transformed.

Results of Emotional Intelligence Trainings

When the title of the training is not emotional intelligence training, but something like teambuilding and conflict resolution, it is very well accepted by staff. The title of the training I do is Teambuilding Attitude Conflict Transformation, or TACT. The evaluations of TACT show staff are hungry for this type of experience. When I first offered this training some years ago, I trained 70% of the Philadelphia Prison System staff [who were mandated to attend] and their evaluations ran 70% excellent, 27% good and 3% fair. Over 6 months after the training, 82% of staff reported continuing to use the skills learned on the job and 87% off the job [including at home]. (Miller, 1998) These results are far superior to traditional training methods that produce only a 10%-30% retention rate. (National, 2012) The fact that the changed behavior was not temporary, indicates the change was in the limbic system of the brain. More recently in 2017-2018 when I trained staff in four prisons in North Carolina, the evaluations for the training were 77% excellent, 20% very good and 3% good and their evaluations for the facilitation was 90% excellent, 9% very good and 1% good. Staff value the training and appreciate administration for offering it to them.

Conclusion

This paper has described the theory and principles underlying emotional intelligence training. The actual two or three-day training is rather simple, yet effective. Staff can learn the process quickly after having experienced it themselves as participants. Several agencies have included the TACT training in their orientation and in-service trainings. One defensive tactics instructor improved his pass rate from 50% to 80% after taking the emotional intelligence training. Most of it is common sense. The training is engaging, energizing, empowering and enjoyable and has proven to be effective. Staff appreciate it being incorporated into their training and administration will value it as part of short-term morale building and long-term staff retention strategies. When the International Association of Correctional Training Personnel gave the training its 2004 [and 2018] Award of Excellence, the president of the association stated this training should be in every training academy, it is that important. If we want to improve staff wellbeing, we must look at new ways of training. If we keep doing what we've done, we will continue getting what we've got, and our staff are too important to let that happen.

By John Shuford

Collaborative Resolution Services, Inc., Raleigh, NC 27610

To see 100% of the staff comments, visit www.teamcrs.org.

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Remember the difference
between a boss and a leader;
A boss says "Go!"
A leader says "Let's go!"

-E.M.Kelly

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

BENJAMIN FRANKLIN

*If you change
Nothing,
nothing will
change.*

Our Sponsors





Some Positive Stress Relieving Techniques

By Joe Bouchard

Very few vocations can tout the dubious distinction of having the highest stress as corrections can. Our profession is always on the top ten list. There are times that we should focus on the ways to manage the damaging impact that stress has on us as individuals and as a profession.

This exercise is written to be conducted both remotely and in person. At the start of the icebreaker, announce that if everyone agrees, the fruit of the icebreaker can be compiled by the facilitator. It would then be written up and offered to the facility's newsletter. As an article, it could be called "Some Stress-relieving Techniques". Credit can be shared as written by Training Participants.

I.

First, take a poll of the class. Ask if they are generally negative or generally positive by nature. You can use the continuum below.

X-----|-----X
 Negative Positive
 (Attitude Continuum)

The facilitator can place a mark for themselves to get the ball rolling. I would place an X a little to the right of the center mark and explain that as a young adult, I was more negative. As time goes on, I find myself more positive.

Ask for volunteers to declare where they are on the continuum and express why. After you have a scattering of marks on the continuum, the class should be warmed up. This allows the class to focus on a traumatic event. You may use other traumatic events if this is deemed a volatile subject.

II.

List a few new words and phrases that arose since Covid began

1. Zoom fatigue
2. Mask beard
3. .
4. .
5. .

III.

List at least 10 positive techniques to deal with stress (especially during the last year). Please be sure to emphasize positive manners to deal with stress.

1. Revisit favorite music
2. Walk along the water
3. ..
4. ..

I think that this exercise is a good way to:

1. Get staff thinking about how they can relieve stress,
2. support the facility newsletter,
3. offer good advice to those who did not attend training,
4. and to work as a team.

There is so much to be learned from the collective wisdom of corrections staff about dealing with the haunting specter of stress. And this exercise focuses staff to relay those lessons.

Eight Thoughts about Icebreakers

By Joe Bouchard

A few years back I was on a committee of Corrections Professionals from across my state. The committee was comprised of people from various job descriptions. There was a fantastic collection of varied talents.

I was known for rendering odd yet fun icebreakers. One colleague was, objectively speaking, very utilitarian. He was a supervisor and used to cutting through the "fluff". He and I worked well together but knew that we worked in

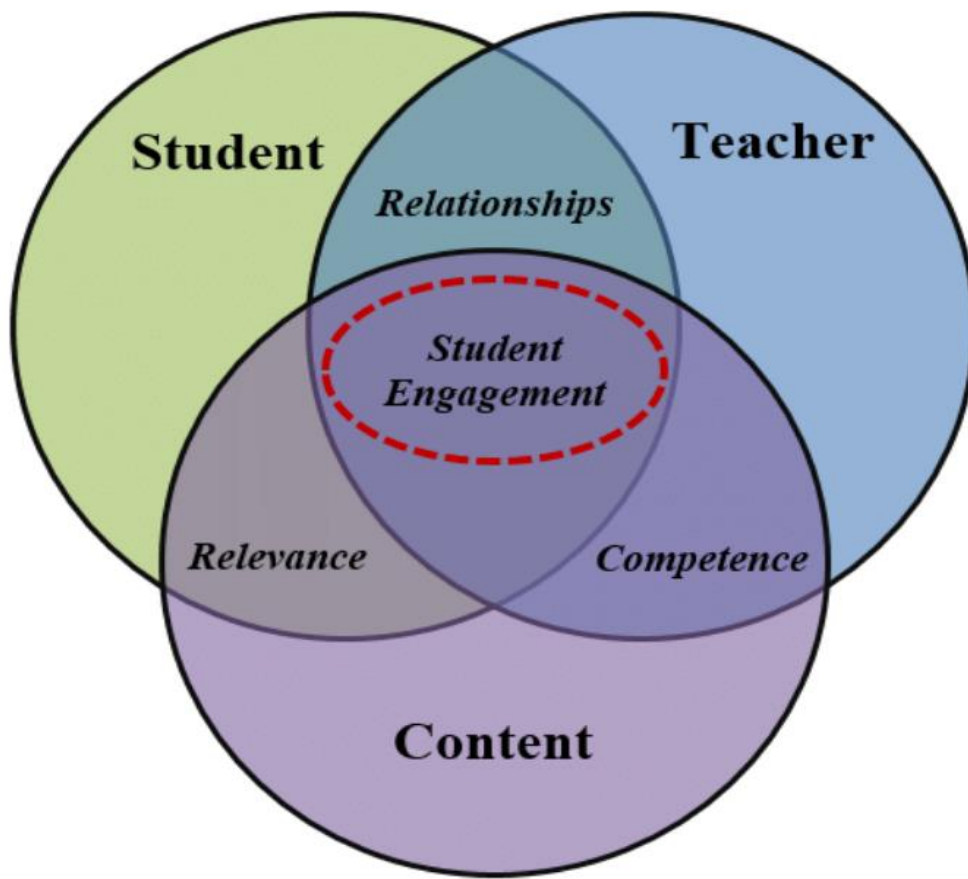
different manners. So, there was mutual respect. However, he voiced objection to the length of some icebreakers to the group. He sought a ten-minute limit.

I did not reply at first but voiced my opinion later. After all, words said in haste cannot be retracted. And we were both about attaining the mission. My utilitarian colleague was a lot like me - used to being taken as an authority. So, at first, there was a bit of ego on my part. (What does he know about icebreakers? Who is he to dictate to me?)

I cooled my jets and pondered the wisdom of what he said. Another colleague, a corrections trainer, looked to me to retort. Like me, he saw the value of a well-conceived classroom exercise, regardless of time. I did consider whittling down some ideas and adapting for shorter time periods. The process of warming up with an icebreaker was more important than any subtle minutia of my creations.

- From the above, I learned that a different perspective could help in the modification process.
- Icebreakers are adaptable. I believe that all of icebreakers can be useful to any class or topic. It may be just a matter of taking a conceptual step back to the more general and/or sometimes adding a specific element to each question to fit the target.
- I believe that you do not have to have a 100% fit for the transition from icebreaker to lesson. The transition can be tangential.
- Icebreakers offer a chance to utilize the unusual to create a memorable lesson.
- Icebreakers can be a fun way to segue into serious topics
- Classroom exercises can reveal strengths of participants and help build future teams.
- Icebreakers are a work in progress. They can be tweaked and improved for each subsequent showing.
- Above all, icebreakers are important to wake the minds of students and instructors. It is like the benefit of small talk that lubricates communications. One might not know the degree to which it helps, but it is there.

I am pleased that my colleague offered the suggestion to shorten icebreakers. I admit that I did not uniformly limit all renderings to 10 minutes. Old habits die hard, after all. But I believe that his suggestions allowed me to offer some more flexible training to participants.



IACTP 2021 Election Results

- **Secretary**

Winner: Mary O'Connor (AZ)

Opposition: she was unopposed

- **State Corrections / Prisons Director**

Winner: Stewart Baumgartner (ND)

Opposition: George Stephenson (NM)

- **Communications Director**

Winner: Darryl Smith (NY/TN)

Opposition: he was unopposed

- **Health Care / Mental Health Training Director***

Winner: Amy Whitmore (OH)

Opposition: she was unopposed*

*Jim Eberlin did not run for re-election

- **Community Corrections***

Winner: Adam Silberman (ME)

Opposition: Alison Cirilo (OH)

*Rene Smith did not run for re-election

- **Local Corrections / Jails**

Winner: Wesley Wagner (OH)

Opposition: he was unopposed

- **Federal Corrections Director**

Winner: Jeffrey Hadnot (CO)

Opposition: he was unopposed

Make Roll Calls Work for You!

by Lt. Gary F. Cornelius, Ret.

There is a phrase that each of us most likely has heard: *knowledge is power*. What we know about our jobs gives us the power to perform our duties and meet our responsibilities in the best ways that we can.

However-how does a corrections professional obtain the knowledge necessary for a good career? Gone are the days when the public thought of correctional officers as 'turnkeys, babysitters or 'head counters'. In the past, many people thought that the average correctional officer was like the ones that were portrayed in the movies or on television. You know-quick to strike the inmates first and ask questions later or were brutal and uncaring. Some films portray officers as uneducated, or too 'dumb to be cops.' Often the public only sees corrections when something goes wrong, such as an escape, corrupt officers getting caught, or staff mistreating inmates. Those are the exceptions-and not the rules.

One can describe today's professional correctional officers as both 'jacks of all trades', and 'jugglers'. What are the 'trades?' Think outside the box-correctional officers deal with and maintain custody of inmates with mental health problems, suicidal inmates, gang members, manipulators, escape risks, transgender inmates, elderly inmates, and juvenile/youthful offenders, just to name a few. A correctional officer wears many hats and assumes many roles. Officers are *information agents*-answering inmates' questions and addressing their concerns. They are a type of *legal advisor*-not lawyers, but answering questions and explaining such things a bail, court appearances, writing the judge, and so on. Correctional officers are *counselors*-steering inmates with problems towards participation in programs or work release. They also defuse or handle inmate disagreements in a *diplomat* type of role. They act as *parents*, advising inmates on how to behave and act maturely. Finally, they are a type of 'lay' *psychologist*. They must quickly recognize signs of mental illness in inmates and take steps to refer them to qualified staff, and safely manage them. This requires training, professionalism, and collaboration with medical, mental health and supervisory personnel. In view of these responsibilities, veteran correctional officers say that in a correctional facility, whether it is an adult prison a local jail, a halfway house or a juvenile detention center, no two days are alike.

To perform these duties, correctional officers need knowledge-knowledge gained by participating in training. The correctional trainer of today must be creative. He or she has to meet several challenges. First, the training must be relevant-the material must enhance the professionalism of the staff and be applicable to the job. Second-the training must be interesting, presented in a way that holds attention. Third-the training has to be current-containing data and information that is not outdated.

The fourth challenge is probably the most difficult. Many correctional facilities are short staffed, frequently requiring officers to work double shifts or mandatory overtime. This short staffing reduces many opportunities for officers to attend seminars and classes at training academies. Trainers must also ensure that officers meet the

required number of annual training hours-per statute, policy, or by accreditation. As a result, trainers have to make the best use of the limited time they have. Many departments resort to online training. Trainers must, in staff meetings and roll calls, put limited time to good use while staff is together. Trainers, by being innovative, must get the training 'bang for their buck'. No matter what the venue, training presentations must work to get the knowledge to the staff.

The average roll call session lasts from 20 to 30 minutes, with memos, report reviews and supervisors' orders included in. This time can also be put to good use by presenting training in important topics through manageable components. By presenting relevant material in a concise way, officers can leave a training roll call or meeting possessing what every correctional trainer wants-a tool, gained through knowledge, that enables them to better perform their duties. That is good for any correctional agency.

To be an effective trainer, you must 'think outside the box'. Do not try to fit a long lesson plan into a twenty-minute roll call. Or-do not try to fit a complicated topic into a small amount of time. For example, a jail has a suicide problem-in one roll call, the signs, symptoms, inmate problems and preventative methods of inmate suicides would be too much. Break it down-a few slides on statistics, a few on signs and symptoms, etc. You know-as a trainer, when you cram, you lose people's attention. Organize the topic into manageable components, stretched out over a period of time. It is a type of 'piecemeal approach', and when done correctly, manages the time-and everyone receives the training. Another way to present a 'snippet' of training is to bring in an article about an event and talk about it. It may be about contraband, staff misconduct, staff performing duties in an outstanding manner, an escape, and so on. Build the training around the event. Use visuals-put up photos of homemade inmate contraband and discuss how crafty and ingenious inmate are. People remember what they see! Bring in guest speakers-and tap into the knowledge that mental health personnel, substance abuse counselors, gang intelligence officers have, to name a few. This adds variety to the training.

As a veteran trainer-I would like to share some advice. First, refreshing staff with general orders is fine, and you may be assigned to do so. Mix in real world, work experience when you do. Let's say you must present roll call training about post orders. Your audience *knows* their post orders. Discuss the main parts of the policy, but also talk about problems and challenges manning a post, such as inmate distractions, 'juggling' duties, etc. Second-and you all know this-maintain good records-you never know when an audit will occur, or an incident happens and the training you presented is requested. Better to have a lot of paper in storage than none at all.

Remember-Knowledge is power-and roll call training, when presented in a timely, interesting, and effective manner-can improve that knowledge.

References:

Cornelius, Gary F. (2017). *The Correctional Officer: A Practical Guide*, Third Edition. Durham: Carolina Academic Press.

Cornelius, Gary F. March 3, 2015. 5 reasons why roll calls are invaluable. Corrections1.com



Thoughts from our members

Give yourself a break!!

by Susan Jones

back to you asap I know that the work of a training officer is never done and it is seldom appreciated.... but I appreciate the work that each of you are doing every day. I have noticed the work that you have been doing during this past, very difficult, year. I have noticed when you get pulled to work a post, sometimes after working your normal shift. I have also noticed when you have been tasked with making training happen, even though no one can relief staff to attend and no one wants to hear that as an excuse.

I know that most staff who have been placed in training positions are concerned about the job performance of the staff, the well-being of the staff, and the bigger picture – tomorrow. This type of outlook means that trainers are often the type of people that cannot sit back and accept the fact that training is needed –but can't be completed, or that their staff are physically and emotionally drained. The big picture is rarely part of the conversation.

I know these things and there are others in your workplace who know these things. I hope that the pandemic is mostly behind us and we get to return to a normal way of doing things. I am not naïve enough to believe that the workplace will bounce back to the way it was before 2020, but I do believe that it will bounce back. I owe this belief to the people like you who have continued to push for excellence, safety, and professionalism.

I hope that each of you believe that the future of corrections training will be better and more accessible to everyone in the near future, but for the mean time, I hope that each of you will –just for minute—give yourself a break. Give yourself the time to access your own needs, strengths, and grieve your own loses. If that means taking that long overdue vacation – then do it. If that means that you can begin to request- and receive- the resources you need –then do it. Whatever you need, ask for it and keep asking for it until you receive it. You deserve accolades and attention- and you deserve to give yourself a break.

Teamwork



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

-Unknown



2021 IACTP Training Webinars

Date: June 16, 2021:

Topic: Growth Mindset for Excellence Professionally and Personally

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

Time: 1:00pm-2:00pm (EST)

Date: August 11, 2021:

Topic: Brain Science and Training Implications

Presenter: Kellie Rhodes, Founder/President, Institute of Limbic Health, Denver, CO

Time: 1:00pm-2:00pm (EST)

September 2021: TBD

November 2021: TBD

December 2021: TBD

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
email Elizabeth.Kreger@odrc.state.oh.us

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

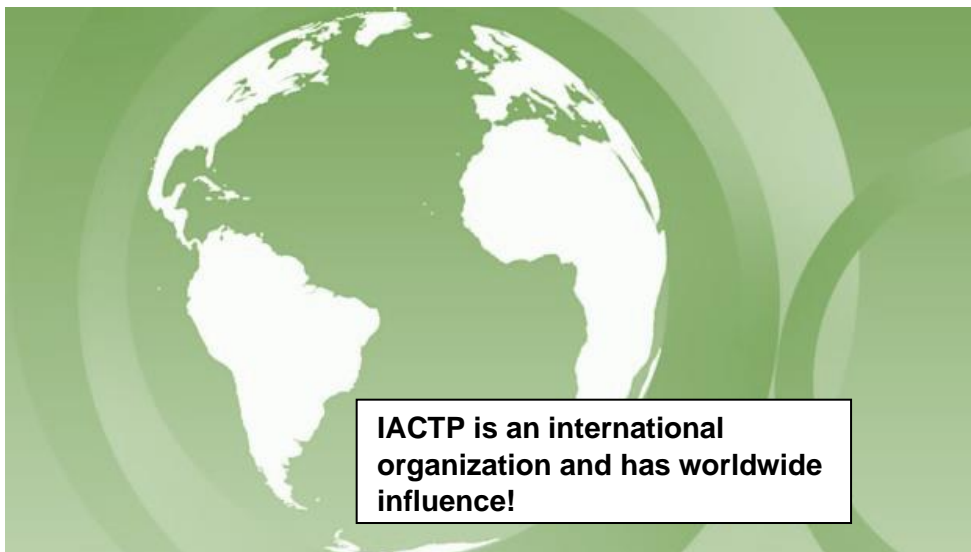
HENRY BROOKS ADAMS

Check out the new structure of our membership fees

Type of Membership	Annual Dues
New Member	\$50.00
Renewing Member	\$50.00
Full-Time Student (w/ID)	\$35.00
Affiliate Organization	\$250.00
Associate/Corporate	\$1,000.00
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
Agency Membership (25-30 Members)	\$34.00 per person
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 859-283-4209
and speak with Michael Jones.

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





YESTERDAY IN IACTP

Presented by Shelly Carson

It is amazing how far technology has come in the last 25 years. We are getting ready for our 2nd virtual conference in October, we all have smart phones, we all have e-mail addresses, and I am sure we have all “surfed” the web for information, which makes this article from our 1996 Fall edition of IACTP Correctional Training Journal very interesting.

Surfing the Net!

By: Brent E. Werner

Some people are hesitant to use the Internet because it’s confusing at first. Nonetheless, it can often be a valuable resource for new trainers as well as veteran trainers who want to stay up on the latest information in their field.

We talked in the last issue of the Journal about the early days of the Internet and how it developed. After getting our Internet feet wet from the last article, it’s time to wade in a little further and see what the water is really like.

Some additional information is necessary to fully understand the nature of the beast and how it can benefit us as trainers. The biggest value the Internet offers is access to other trainers and their work. Questions on specific subjects are best referred to bulletin boards on the Internet. These bulletin boards can be viewed as a type of long distance forum and many people peruse the boards frequently to discuss training issues.

To help get you started using the Internet, another area to check out is the FAQ (frequently asked questions) area. This is the best place to start if you’re just beginning to look at a particular subject.

It is important to know about Internet addresses, which are really not much different than the addresses used by the U.S. Postal Service. Rather than being sent to your home, Internet mail is sent to your domain, or domicile. They’re the same thing—places you receive mail. So, if you subscribe to any of the major services like America On Line, CompuServe, or Prodigy, you will have an Internet address to receive your mail...

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 (IACP) Awards of Excellence



In keeping with the mission of the organization, IACP seeks to enhance public safety and fair and humane treatment of offenders by promoting organizational and individual excellence in the profession of correctional training. The IACP's Awards of Excellence Program strives to identify and celebrate the accomplishments of outstanding individuals and programs in the field of criminal justice training but to achieve this goal we need your help! Truly exceptional training programs are difficult to accomplish and as a training professional you know what should or should not be recognized and rewarded.

Please submit nominations for the 2021 IACP Awards of Excellence.

Nominations are Closed

Trainer of the Year Award:

IACP is seeking the best-of-the-best in staff trainers. Nominate one of your trainers for the IACP Trainer of the Year Award. Given to an individual who has made contributions in training Corrections professionals by providing exemplary training that surpassed the organization's guidelines while meeting personalized learning strategies for trainees.

The recipient will be announced during the 2021 IACP National Conference (virtual event- October 13, 2021) and will receive free registration and 3 nights lodging to the 2022 IACP National Conference in Portland, Maine along with the opportunity to conduct a workshop during the conference.

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 IACP President for outstanding contribution to the Association and/or the field of correctional training.