



# The Correctional Trainer – Spring 2016

FOR THE INTERNATIONAL ASSOCIATION OF CORRECTIONAL  
TRAINING PERSONNEL

Joe Bouchard | Editor | March 1, 2016

## In this issue

President's Address	2
A note from the Editor	4
The Leader in You	7
Are your training skills current?	9
Leading change	12
The Contraband Nerd	16
The Twenty Minute Trainer	20
Corrections Directions	23
Icebreaker 101	27
Icebreaker 101 (second helping)	30

The articles featured in *The Correctional Trainer* reflect the opinions of each author and do not necessarily reflect those of the IACTP or the organization for which they are employed. Those agencies are not responsible for content or accuracy.

## **President's address**

The annual conference in Portland, Maine was an outstanding success. There were many excellent workshops. The networking was fantastic. One of my staff has been in contact with other training professionals he met from Maine and Missouri and they have been very helpful in providing resources for a project I have him working on. That is the power of an Association such as ours. You members make us strong.

I'd like to personally and publicly thank the host committee from the Maine DOC for their efforts in making us feel truly welcome. They are Angie Newhouse, Director of Training, and her crew: Wendi Belanger, Shane Blakely, Alan Gregory, Gary LaPlante, Rosalie Morin, Becky O'Keefe, Rene Smith, and Carol Waig.

Now it's time to start planning for our 2016 conference. We will be in St. Louis, Missouri next fall. A workgroup is in negotiations with a number of hotels to determine the dates and venue. Missouri has hosted 2 conferences in the past and they have both been excellent. I hope to see many of you there.

In the last edition of our journal I encouraged you to continue with your own professional development through reading and study in the field of adult education. This time I'd like to encourage you to get credit for the great things you do by becoming a Certified Correctional Trainer. I've included an excerpt from the American Jail Association's web site (<http://www.americanjail.org/education/certifications/certified-correctional-trainers/>) to explain what certification is.

“1. What is the purpose of 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.

2. Who is eligible to apply to become a Certified Correctional Trainer?

Candidates must have three years of experience as a correctional trainer as defined in the CCT Handbook for Candidates. 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. Trainer skills include preparing adequately, both for content and training logistics; delivering clear, engaging presentations; effectively facilitating participant learning activities; evaluating the effectiveness of training; and making adjustments to improve effectiveness.”

The IACTP has established a scholarship to help one person a year attain certification. The details on how to apply and the selection criteria will be finished soon. Watch your e-mail for the important announcement.

Stay safe.

*Peter H. Norris*

## A note from the Editor:



### Can words change the world?

“Action speaks louder than words!”

This is a common phrase that more or less elevates the deed over the spoken word or written thought. However, while it is true that action is the end product of an idea, the idea process should not be discounted.

The words in and of themselves are neither good nor bad. The intention of author through words is not necessarily more powerful than the execution of the ideas by the reader. So while actions speak louder than words, those words are the persistent persuader, whispering into many receptive ears.

Recently, I thought about words and my chosen vocation of corrections. I wondered how many words there are in print and cyber-print about corrections. As my brain tried to wrap around the many sources of corrections commentary, I realized the huge scope of it all.

Perhaps a better way to look at it is to go back to the original statement: “Action speaks louder than words!” What impact on corrections operations do words have? Do beneficial actions come from well-meaning words? Why do we write in the first place? Here are just a few reasons.

To solve problems – Sometimes we are too close to a challenge to adequately assess the landscape. Other professionals with a different perspective can apply their circumstances and offer advice hitherto not considered.

To congratulate and report – Occasional boosts of morale are crucial in what is, after all, a vocation steeped in negativity. News stories that commend the efforts of staff from all corners of corrections do this. They serve as inspiration in an otherwise less-than-rewarding occupation.

To ease tension – Often, writers take their frustrations out on concepts in order to relieve daily work pressures. Without such an outlet, many professionals would sooner burn out. Easing of anxiety allows one to return to other problems with a refreshed feeling.

To create action – Writing can serve as an impetus for action. Some would call it pot-stirring, while others term it a catalyst. Whatever the label, many movements yield practical results. But they are started with food for thought.

To communicate – Most of us have a need to grow professionally. And this can be done through interaction with colleagues from different agencies and in various geographical locations. As we spread thoughts, they are subject to comments. Such comments, supportive, neutral, and opposing, help us to form solid ideas on the topic at hand.

In corrections, all action, good and bad, might be diminished if not guided by the contemplation of inspired words. In other words, action is important, but the written word supplies an important catalyst.

Can words change the world? Naturally, not all ideas will move mountains. But some, with proper application of action, can change our corner of corrections. The corrections profession and all of its actions and policies would be much different without the many influences of the written word.

*~ Joe Bouchard*



## *THE LEADER IN YOU*



### **VOICE**

As a correctional trainer, you will find yourself in a position to have your voice heard but this concept of voice goes beyond merely speaking to or in front of others. Voice can include being in a place or position that allows you to persuade policy, advocate for others, and even provide vision for the agency or organization. As a correctional trainer, you are just a step away from a leadership role.

How you move into leadership is more a question of planning and your own vision than mechanics. I know that the world of corrections is very politically charged and a step towards the wrong position can cause political consequences for a long time and can even stall out a career. Any attempt to have your voice used in a way that goes beyond delivering the curriculum must be carefully thought out so that your legacy is one that has a positive effect upon the agency and the employees.

You don't always get to choose your path because it may be dictated by circumstances, but usually you can control the message to some degree. As a part of your leadership development, you must first put some thought into the issues that are the most important to you and those that are not. A well thought-out plan may allow you to direct the power of your position to affect the work environment or processes. A poorly thought out plan may have your reputation or image tied to an issue or position for which you do not agree or for which you feel no allegiance or passion.

Timing and choosing your audience are key elements toward effective use of your position and voice. You may be presented an opportunity that you didn't anticipate so it is critical to be ready to take advantage of the opportunities when they arise. Even when you are given an opportunity to present a concept or idea, don't expect immediate responses or changes. You may have been in the right place to plant a seed for future



consideration or to start the conversation. These are important steps towards any organizational change.

You may be reading this and asking yourself why this matters. After all, you are getting paid to do a job and at the end of your career that is all it was. However, it is my experience that the people that move into the training positions in this work are more interested in making a difference than just getting a paycheck. At the end of your career do you want it to have mattered that you were there?

Susan Jones, PhD



Dr. Jones retired after working for 31 years in Colorado corrections. Dr. Jones began her career in corrections in 1981 as a Community Corrections Counselor. In 1985 she entered the Department of Corrections as a Correctional Officer at the Fremont Correctional Facility. She then moved up through the ranks as a Sergeant, Lieutenant, Administrative Manager, Associate Warden until her appointment as Warden. During her career she has worked with male and female inmates and at all custody levels. Her assignments included training, programs, custody/control, administration, and case management. You can reach her at [sjjcanoncity@gmail.com](mailto:sjjcanoncity@gmail.com).

## **Are your 'Trainer Skills' current? Are they relevant?**

David Nelson

Who remembers the learning and performance objectives from your first Trainer Skills Development class? If you participated in the Missouri Department of Corrections' TSD course, here's the learning objectives you met during a day of training designed to sharpen your skills for presenting to your peers:

1. Based on your experience, examine the preparation and follow-up of a training program and determine how these can impact the quality of your presentation.
2. Given 4 training aids, determine how they can enhance the learning of participants and affect the trainer's presentation.
3. using the information in this module examine learning styles and determine how to accommodate their differences in a learning environment.
4. Examine four common types of difficult participants and recommend ways to address them.
5. Given a training specific topic, create and deliver a short presentation, according to the guidelines provided.

When you completed TSD, you were able to successfully accomplish each of the things listed here in 1-5. How long ago did you attend your training? Could you accomplish those five tasks today if asked?

Have you ever thought of returning to the classroom to re-energize your trainer expertise and refine those skills? Especially if it has been several years since you were first certified as a trainer, the classroom management technique and training tips presented in these types of courses can be a nice refresher for your repertoire.

Think back to a time you were a student and had a negative classroom experience. What about that event sticks out in your mind? How are your presentations today different from the one you just remembered?

Now, think back to a time when you were a student and had a positive classroom experience. What about that event sticks out in your mind? How are your presentations today similar? What did that instructor do in the classroom that you have tried to emulate?

In Missouri, our learner-centered classrooms focus on the following:

\* **Trainees = Resources:** Trainees bring a wealth of experience and ability to the learning situation. New learning builds on existing knowledge, tying personal experience to what is being taught. Everyone serves as an instructor, everyone acts as a learner.

\* **Unique = Capabilities:** Each trainee is unique, differing not only in skills and ability but also in learning style. Each trainee therefore contributes a special individual flavor to the learning process.

\* **Success = Skill Development:** Focuses on the development of job based skills, utilizing the time needed to make sure that everyone succeeds.

\* **Trainees = Self Directed :** Trainees are seen and treated as self-directed, held responsible for their own learning and in control of their own behavior.

\* **Transfer by Design:** Coaching and practice activities are designed into the learning process.

\* **Internal Motivation:** Recognition of need to learn new skills, improve performance and develop as a person provides energy.

\* **Trainer = Facilitator:** Trainer uses facilitation, interpersonal communication and group development skills to elicit information from the group.

When you are in front of the classroom, do your presentations address each of the four different types of adult learners:

**Type One:** Type one learners perceive information concretely and process it reflectively. They learn by listening and sharing ideas. They are imaginative thinkers who work in harmony. They need to be personally involved in the learning aspect and seek commitment. Their favorite question is "why?"

**Type Two:** Type two learners perceive information abstractly and process it reflectively. They form theories and concepts by integrating their observations into what's known.

They need details and want to know what the expert thinks. They collect and store data. They learn by thinking through ideas and concepts and need time to process information. Their favorite question is "what?"

Type Three: Type three learners perceive information abstractly and process it actively. They integrate theory and practice. They learn by testing theories and applying common sense. They believe that if something works use it. They are down-to-earth problem solvers who resent being given answers. They want to cut right to the heart of things. Their favorite question is "how does it work?"

Type Four: Type four learners perceive information concretely and process it actively. They integrate experience and application. They learn by trial and error. They believe in self-discovery. They are adaptable and relish change. They are the risk takers and excel when flexibility is needed. Their favorite question is "what if?"

Time spent developing good trainer skills will pay itself back time and time again in the classroom. If you have specific needs, seek out a mentor within your agency to work with. Seek out a peer member of IACTP and we'll be happy to assist. Watch the training announcements in your agency for a Trainer Skills Development course and sign up for it. You'll be glad you did!

(David Nelson is the Reentry Training Manager for the Missouri Department of Corrections.)



## Leading Change

By Amanda Hall

Journalist and author Warren Berger encourages us to forget the mission statement and instead ask mission questions. What are we doing? Why are we doing it? How might we do it better? You've probably asked these mission questions around your training program and have likely implemented (or tried to implement) changes within your program as a result. Odds are you've encountered some resistance along the way.

Research reveals that between 54% and 70% of all organizational change efforts fail. Why is change so complicated and difficult to implement successfully? How can we improve our odds of success when it comes to making change in our organization?

### Leading Change

When it comes to change, we need to stop managing it and start leading it. John Kotter's studies over the years reveal that "in 90% of the cases of significant change, people do not meet their aspirations" yet, we carry on as usual when it comes to initiating and implementing change: which is to say that someone puts together a plan, hands it off, and expects that stakeholders will adopt and adapt to the changes.

We need to recognize that change requires large numbers of people, information, collaboration, and prioritization. We need to focus more on empowering people than on control; more on vision than task lists; and more on big leaps than on small steps. We need to be mindful of "the fact that almost nobody is very good at it" and practice the necessary steps for success. In their book *The Heart of Change: Real-life Stories of How People Change Their Organizations* John Kotter and Dan Cohen illustrate eight steps we can use to increase our odds of success. This article will discuss the first three steps.

### Step One: Increase Urgency

When it comes to change, stakeholders have two questions: why do we need to change and what's in it for me? As change leaders, if we do a good job of presenting facts and data around the change, the potential negative or positive outcomes if we don't change, and the potential rewards and opportunities that might come with the change then we have addressed Cohen and Kotter's See-Feel-Change formula for success. This formula highlights the need to not only provide information such as data and facts (the "see" part of the formula), but to engage stakeholders emotionally (the "feel" part of the formula) which has to happen for behavior to change.

Even when we address stakeholder questions, our habit is to do so in the form of a policy statement blasted out in a mass email. We need to break our bad habit of issuing edicts and find a way to engage stakeholders: to create urgency which Kotter defines as “coming to work each and every day with a commitment to making something happen.” As a change leader, the first step is to find the right story to tell and the right way to tell it in order to help stakeholders form an emotional connection to the change and to increase urgency.

Increasing urgency requires that we reduce complacency. Before we can reduce complacency, we have to know what it really looks like. Some examples of complacency are a lack of decision making by management and leadership, rewarding mediocre performance, lack of accountability, and denial of issues. Understanding how stakeholders perceive these issues could provide useful indicators of where resources might be targeted to combat complacency.

Additionally, such data could be useful in providing early identification of organizational and structural constraints that will need to be addressed as obstacles to successful change. In the worst case, we might discover serious trust and morale issues in the agency and may need to postpone a major change initiative until those issues have been addressed.

#### Step Two: Build the Guiding Team

In the past, responsibility for successful implementation of change measures has rested on the individual (you will now do this or you will no longer do that) or around ad hoc task forces (this team is in charge of developing and implementing operational procedures for xyz). Building a guiding team around change will be a paradigm shift. Moving the ultimate responsibility for successful change to an executive sponsor is vastly different than our current practice of placing that responsibility on the end user. When it comes to breaking bad habits, this one will require concerted effort.

Cohen lists three critical elements related to guiding teams: engage the right people, set clear team goals, and develop a climate of trust and commitment. Once we meet the challenge of engaging the right people, we will need to provide time and opportunity for team members to build trust and commitment. Facilitation of team development workshops for team members would aid the process. Lastly, we must assess the efficacy of the guiding team and give ourselves permission to back up and start over if team members or stakeholders don't see the team as effective.

#### Step Three: Get the Vision Right

Kotter states that every successful change has included a change vision. Development of the vision begins taking shape during step one and solidifies during step three. No matter how well crafted, a vision will not be an effective catalyst for change unless it resonates with everyone in the organization.

The vision should do more than paint a picture of where the agency or division or team will be as a result of the change initiative: it should provide a road map to that place. It should highlight not only what will be different because of the change but how and when the change will happen. The vision is a vital part of the change stories we need to share with stakeholders. “Without vision, and without everyone having the same vision, running into obstacles and tripping over one another is inevitable”

### Creating the Climate for Change

Here are two final thoughts to bear in mind as you begin changing habits and improving your practices. First: don't skip steps. When you neglect any of these steps, you rarely establish a solid enough base for success. Seeing plus feeling leads to changing but don't leave out the need to actively engage stakeholders in the process of leading change. Each of the steps must occur in their own right. Second: don't just create a climate for change. Set the stage for long-term climate change by helping stakeholders recognize that “change is not a one-time event but a continuous process of growth.”

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*Check it out!*

*The Bouchard 101* has been published by IACTP



This is a book of corrections icebreakers created by Joe Bouchard. There are 83 classic icebreakers that are featured in IACTP's four icebreaker books. In addition, *The Bouchard 101* has 17 new classroom exercises designed specifically for corrections settings.

The Bouchard 101 is 101 classroom exercises for corrections professionals and Criminal Justice College students. The Bouchard 101 was developed for the International Association of Correctional Training Personnel.

These classroom exercises can be modeled to the content of the main module of the day. The Bouchard 101 is the 5th in IACTP's series of training exercises books. Like its predecessors, these ideas come from the minds of corrections trainers with ample presentation experience. The Bouchard 101 provides interesting and easy classroom exercises that are also instructive and enjoyable.

To order, simply complete an order form on [www.iactp.org](http://www.iactp.org). You can request a CD or a download.

Do not forget to check out the first four icebreaker books. All materials that appear in icebreaker works published by IACTP may be reproduced for educational/training activities.





Here's how it works:

1. A prisoner borrows a book from the library. At the end of most law books one will find blank pages that are thicker than the pages with the text on them. These are called “end-paper”.
2. For optimal concealment, the prisoner will place some sort of fastening agent between the inside back cover and the very last page of end-paper. The pocket is less likely to be discovered if it is made with the end page adjacent to the inside back cover. This is because the end-paper mimics what the back cover would look like. Also, the back cover offers more support to a piece of end-paper than two connected end-paper pages could do.
3. I have seen end-paper alignment to the inside back cover that looks sloppy and is easy to detect. The true artisan can line up the pocket to make it look like it is fresh from the publisher.
4. There are many inexpensive and easy to find fastening agents within a prison. Soap, deodorant, and body fluids are some examples. (See Bouchard, Joe. “Contraband awareness: Fastening agents” [www.correctionsonline.com](http://www.correctionsonline.com) March 11, 2011.) Another effective fastener is window tar. Window tar is the dark adhesive that one finds in most cells between the window frame and the glass itself. It is malleable, sticky and effective for the task of constructing a page pocket.
5. The recent example of the page pocket that I discovered used window tar. Whoever built this pocket seemed to have some basic knowledge of the craft. The person used small circles of window tar. They did not over do it by using a long, thick line. Rather, they spaced the adhesive about an inch apart. They did not waste tar by adhering the end page to the back cover where they meet at the binding, as that part was already bound by the publisher. The contrabandist seemed to know that using excessive tar could leave a greasy (and therefore detectable) residue. The spacing was judiciously done on the top and bottom parts of the page. But only half of the page for the outer part of the book was fashioned with the tar glue. That left the lower half of the right side of the end-page/inner back cover area as an inconspicuous opening.
6. Communication is key. If one prisoner is attempting to transmit information to another prisoner through the false page pocket method, both must be aware of which book and at what time it will be utilized. It can be tricky, though. Prisoners not officially in the scheme may borrow the book and inadvertently discover the page pocket and the information or small item within. In addition, staff may make the discovery and disable the page pocket while confiscating the information. So, the less obtrusive the pocket, the more likely the information or small contraband item will reach its intended destination.

7. All of this may not seem initially alarming to many corrections professionals. However if you can think of crucial communication done by prisoners then you can think of the dangerous scenario in which the page pocket may play a hard to detect the crucial part. Imagine how easily a razor blade or thin, sharpened plastic can be transported in a false pocket.

I did not find any actual contraband in the page pocket that I described. That leads me to believe that it was either a dry run or that the pocket had been used on previous runs. There was no discernible tobacco odor. There was no discoloration on the pages. All I could do was photograph the book, document the event, and inform staff of what I found.

Little things do mean a lot. And sometimes larger, obvious discoveries take the center stage. Still, it behooves us to remember the little trick of the page pocket. Realistically speaking, it would be very tedious and time-consuming to search every single book every single day. But is the awareness of this trick and communication of such to other staff that will improve our contraband control skills.

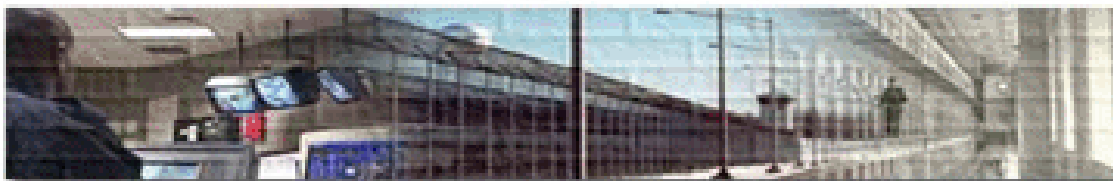




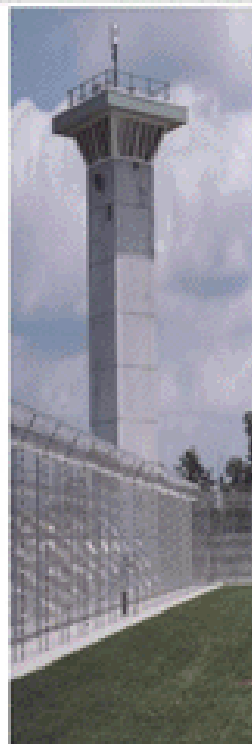
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Result in Critical Cases Being  
Dismissed"



*For more information and schedule call  
859-582-0027 or email [info@correctionalsecurity.org](mailto:info@correctionalsecurity.org)*

## **The Twenty Minute Trainer**

By

Lt. Gary F. Cornelius (retired)

Workshop: Effective Roll Call Training

When I started this column for The Correctional Trainer in, as I can best recall, 1989, who knew I would still be writing it 27 years later? The column's goals have always been the enhancement of roll call training. This past September, I was fortunate enough to present a seminar on effective roll call training at the International Association of Correctional Training Personnel (IACTP) Conference in Portland, Maine. I learned a lot from many veteran correctional trainers. I also had fun attending, presenting, and networking, and wish to share the main points of my seminar with you. Hopefully with it, you, the correctional trainer can improve your roll call training sessions.

The correctional trainer is tasked to continually come up with innovative ways to make training interesting and relevant. Also, training has to be timely and discuss current topics that apply to those staff members at roll call: supervisors, sworn line staff and non-sworn civilian staff. This must be accomplished in a small amount of time, such as twenty minutes. As a result, how the trainer manages the presentation in a short amount of time is key-or more simply, he or she must exercise effective time management.

So, let's take a look on how your roll call can be more effective, so everyone in attendance walks away learning something:

- **Topics:** The topics that are presented must show a need. For example, inmate suicide prevention is always a topic that is always considered necessary. Others include a new policy, procedure, statute or a newsworthy item, such as the New York prison escape that occurred in the summer of June, 2015-where two convicted murderers escaped with the help of a female civilian. Contraband control is always a timely topic. Also, 'refreshers' in procedures can always be presented. Other topics can include case law and new standards.

- **Methods:** In this age of Power Point, you want all in attendance to benefit from a 'teachable moment'. You must reach everyone in the room, from the veteran correctional officers (COs) with many years on the job to the 'rookies' to the civilians. Everyone in the facility works together as a team. Breaking the topic down into manageable parts may work. For example, you are assigned to teach suicide prevention. There are three

components. One roll call can discuss the identification of the sign and symptoms of suicidal behavior. In a second roll call session, the topic can be protection-what staff can do to counteract the suicidal threat. The third roll call explores response-what staff does after the suicide is attempted. This approach is like putting together a ‘puzzle’. Other methods could be quizzes, or visual-such as showing a unique piece of contraband and discussing how it was made. Handouts can be used-from corrections web sites and magazines. Other methods can be a staff exercise. For example, I teach a class in special inmate populations. I show a scenario-an inmate booked into the jail with multiple behavioral and medical problems. I put it on the screen for 20 to 30 seconds-and then take it off. I ask the attendees to write down everything that was shown about the inmate. I then discuss that scenario-how as busy the jail booking area is and the many tasks and duties officers have to perform, and that the inmate in the example may be booked in. Correctional officers have to instantly understand, retain and document critical information. The “what if” method is also useful. Ask what is supposed to be done in a situation, such as:

- An inmate is missing from a headcount
- A CO or civilian staff member calls for assistance
- A power outage or fire occurs
- An inmate or staff member experiencing a medical emergency

So-let’s wrap up and look at a few words of advice to keep roll call training simple, effective and most of all, memorable. Here are some do’s and don’ts:

- DO:
- Get the supervisors on board: discuss with them what you plan to cover.
- Schedule in advance and try to stick to it! Remember that emergencies happen and things can change. Training may have to wait. But try to plan and adhere to a schedule.
- Use handouts, quizzes and visuals followed by verbal commentary. Handouts are great, especially if well written.
- Keep it ‘pithy’ & simple: Don’t try to cover too much at once. Clearly written and easily understandable material is the best.

□ DON'T:

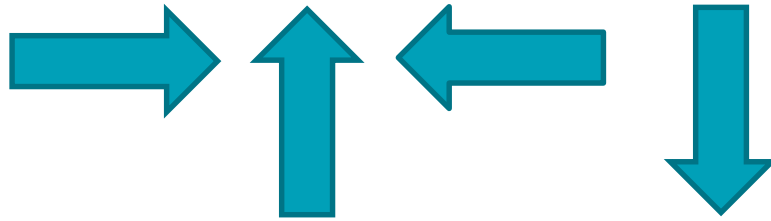
- Leave out the veterans. They can have a lot of experience to share and can add to discussions. Let them 'shine'.
- Forget the civilians. They also work inside the institutions and can benefit from knowledge about inmates and operations.
- Make the lesson plan too detailed.
- Make roll call training 'window dressing'. Roll call is an important meeting- everyone is in one room. Make training worth their time.

Finally always leave time as much as possible for questions and answers and discussion. People will be amazed at what they can learn from listening to each other.

Good luck! For more information about my presentation or if I can help you, please contact me!

Reference: Effective Roll Call Training, presentation by Lt. Gary F. Cornelius (retired), IACTP Conference, Portland, Maine, September 2015





## *Corrections Directions*

### **Betrayal: The unseen enemy**

By Joe Bouchard

It is quite simple. Trust is rarely easy to establish. But, confidence in others, once established, can form a wonderfully secure structure. Unfortunately, it does not take much to topple what was hitherto considered solid.

Trust is like a wall: It has to be built little by little over time. Imagine a massive stone wall with an arch. Let's allow the keystone to represent a single incident of stinging deceit. If that keystone is pulled out, the entire structure totters and falls. All of the bricks of trust are scattered around the foundation.

Betrayal comes in all shapes and sizes. You will see them, in retrospect, as unprovoked sneak attacks. They instantly transform a sense of blissful security into a very uncomfortable feeling of vulnerability.

Some examples of treachery are merely small displeasures. An instance of this is when a neighbor siphons expensive gasoline from your fuel tank. Of course, acts of betrayal can be deeply personal, such as an unexpected incident of infidelity within an intimate relationship.



A good example of widespread disbelief can be found in the wake of a sneak attack as seen on the 9/11 calamities. This was a betrayal that was felt on an international level.

Corrections staff wear the vocational armor of skepticism. This is our protection from circumstances on the job that are not always what they seem. Our skepticism allows us to look beneath the surface and unravel ruses that would otherwise compromise safety. Without that, staff, prisoners, and the public could be harmed.

In certain circumstances at work, we can allow ourselves to momentarily relax. Trust between colleagues is always a work in progress. Certain staff are key in this. Most of us develop professional relationships with colleagues and divulge facts about ourselves and our aspirations to these confidants. This is because we generally trust our confidants.

Most of the time, it is a pleasant situation. However, on some rare but distressing occasions, this is a prelude to a figurative stab in the back by a supposed friend.

Treachery from an unlikely source is very hurtful simply because of the surprise. When a colleague/confidant violates your trust, it is like waking up in a cold sweat. This is much more than a sad comment on the behavior of some. Betrayal between staff represents a danger that can spread far beyond two staff with differences.

This is especially true in a correctional setting because there is always someone observing. Two groups engage in this – staff and offenders.

Vigilant and unscrupulous or bored staff see the rift and prey on it. Some staff may even stoke the fires of staff division, prolonging it. The motives may be for entertainment purposes or to divert others from their flaws.

Enterprising vigilant, unscrupulous or bored offenders may detect the betrayal. They may feign friendship in order to leverage favors or to eventually introduce contraband. In either case, this is a departure from safety.

Staff relations will suffer. Some of the ill effect of this are:

- ② The betrayed develops a shell of cynicism, much thicker and more paranoid than standard caution;
- ② Fail to share crucial information for the safety of the institution due to fear of treachery;
- ② Seek revenge against a colleague who had wronged them;
- ② Focus on recouping losses rather than on safety and security.

Betrayal does not simply go away once it has been committed. It may take years to rebuild relationships between colleagues. And some divisions, realistically, will never be bridged.

Perhaps the better solution is in prevention. That may come through a complex modification of the institutional culture. Part of the solution can come from the bottom up, a line level, grass roots awareness of the pernicious nature of staff division. Supervisory staff are stakeholders in this, as staff division undermines smooth running operations. Of course, training in recognizing and repairing staff division is crucial in maintaining staff harmony.

Sometimes, when we wake from a deep, pleasant sleep, we are stunned into sudden consciousness by a very cold room. It is, in effect, a rude awakening. Life at home and at work has its share of these. And while they are inevitable and often surprising, betrayals do not need to permanently dislodge all trust between staff.



## ATTENTION: NERDS NEEDED!



**IACTP requests your help. We need Contraband Nerds to submit articles to IACTP's Correctional Trainer.**

- Are you a contraband nerd?
- Are you a professional devoted to teaching others about contraband control?
- Do you have what it takes to enhance safety and save lives in the corrections profession?
- Do you possess experience in training in contraband control?
- Can you put pen to paper in a clear and entertaining manner?

**If you answered yes to any of these questions, you should write for "The Contraband Nerd" - - The new column for IACTP's The Correctional Trainer**

## **ICEBREAKER 101**

**By Joe Bouchard**

### **Teamwork Towers**

It is amazing what a little competition can teach one about dynamics within different groups. What seemed like a quiet collection of students in a corrections class was really three teams, driven hell-bent on earning the distinction of being the winners.

In CJC 103, I gave each team 12 sheets of paper and a roll of tape. Their ultimate goal was to build a tower out of the material that could stand on its own. The tower had to have a base of at least 8 inches and had to stand six feet tall or more. The tower had to be placed only on the floor but could not be taped to the floor. External buttressing of any kind was strictly forbidden.

Teams quietly started a planning session or went directly to the task. Initially, there was little interaction between the teams. That changed in short order. Razzing commenced and competition heated up. Soon, teams “borrowed” tactics from one another. I purposely did not forbid espionage, as spying for advantages is a possibility in real-life team projects. It was interesting to view counter-espionage and concealment methods.

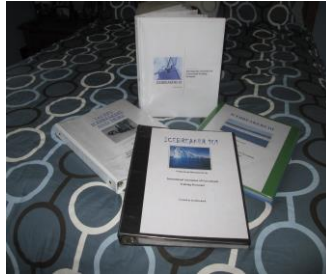
One particular enterprising and undaunted team sent a member to divert me with a question about another assignment. He tried to get me out of sight of the classroom to answer a feigned concern. While I do not know what was planned in my absence, I stayed in plain sight. The overtly disappointed reaction of the team in question told me that they expected me to walk completely away. Thus, a valuable corrections lesson was demonstrated.



The “Nice Guy” team won. Their design was like a bumble bee. It did not look like it would work, but it did. They are pictured here from left to right: Dan Salo, Korina Cote, Sara Kilpela, Tyler Harry, and Anthony LaFernier. Thanks to all CJC 103 students for their help in learning lessons in teamwork and the dubious nature of paper as a building material.

## *Join the Icebreaker Family with Icebreaker IV*

Icebreaker IV is twenty-five selected classroom exercises for corrections professionals and Criminal Justice College students. Icebreaker IV was developed for the International Association of Correctional Training Personnel by Joe Bouchard.



It should come as no surprise that training is crucial for the vocational success and safety of corrections professionals and pre-professionals. Certainly, time on the job is a good teacher. Also, theory learned in the classroom builds a great conceptual foundation. But, there is nothing like a memorable and effective classroom exercise to strengthen the bonds between the theoretical and the practical. Unfortunately, corrections agencies have less money than before. It is not a surprise that we have to accomplish more with fewer resources. This has been the status quo for a number of years. For those of us who prepare corrections professionals for the perils inside through our instruction, this has hit home in a particularly hard manner. To remedy this, *Icebreakers IV* was created. The classroom exercises contained in *Icebreakers IV* cost little or no money. Almost all of these twenty-five unique corrections-oriented exercises **do not** require expensive props or complicated ideas that consume extra time.

In *Icebreakers IV*, you have over two dozen out of the box, ready to roll activities. With the proper introduction by the facilitator, these classroom exercises can be modeled to the content of the main module of the day. *Icebreakers IV* is the 4<sup>th</sup> in IACTP's series of training exercises books. Like its predecessors, these ideas come from the minds of corrections trainers with ample presentation experience. *Icebreakers IV* provides interesting and easy classroom exercises that are also instructive and enjoyable.

To order, simply complete an order form on [www.iactp.org](http://www.iactp.org). You can request a CD or a download. Do not forget to check out the first three icebreaker books. All materials that appear in icebreaker works published by IACTP may be reproduced for educational/training activities.

**About the Author** - Joe Bouchard writes and presents on many corrections topics. He is a member of the Board of Experts for The Corrections Professional, Editor *MCA Today* and Editor of *the Correctional Trainer*. He is also an instructor of Corrections for Gogebic Community College. Bouchard is a Librarian at Baraga Correctional Facility within the Michigan Department of Corrections. He has over 1,100 published articles and nine corrections books. Bouchard also has online writing clips at [www.corrections.com/joe\\_bouchard](http://www.corrections.com/joe_bouchard).



Icebreaker 101

(Second helping)

## **Are you Cautious or Paranoid?**

**By Joe Bouchard**

**Has someone ever labeled your caution as paranoia? This is likely something that happens to all corrections professionals at one time or another. Of course, our caution keeps us safe on the job. Those outside the profession cannot fully appreciate the distinction unless they are in our vocational shoes.**

**As a corrections professional, I strive to integrate vocational realism while delivering information about the structure, functions and history of corrections. At times, I see the surprise of those not in the profession about the intense caution that we take for granted.**

**While explaining the concept of masked actions and ulterior motives, a student asked me, “Are you paranoid?” I assured her that I am just cautious: The job strengthens that attribute. To buttress this point, I crafted a short classroom exercise.**

**This classroom exercise can be conducted at all levels of corrections – from pre-professionals in introductory classes to seasoned veterans.**

**First, the facilitator delivers the definitions.**

**Caution is an alertness and prudence in a hazardous situation; care; wariness. “Caution – Falling rocks. Drive with care.”**

**Paranoia is an intense fear or suspicion, especially when unfounded. “Mark was certain that a swarm of carnivorous ants would interrupt the picnic.” Paranoia is no laughing matter. It can be described as a mental disorder characterized by any of several types of delusions.**

**Then, the instructor presents each of the fifteen scenarios and asks the class: Does this make you feel cautious or paranoid?**

- 1. You park your car and you double-check that you locked it? What if you do so twice?**
- 2. At home, you pat your pocket for your work keys and panic when you do not feel them.**
- 3. In a public bathroom, you double back to see if you flushed the toilet.**
- 4. You hear voices outside and on your neighbor's lawn. You peer out your venetian blinds, being careful to open them only a tiny bit so that no one will see you looking.**
- 5. You do not answer your telephone because the caller ID lists it as a private number.**
- 6. You place a clean sheet of cardboard on your driveway under your engine overnight to see if you are leaking oil or transmission fluid.**
- 7. You believe that your neighbor is siphoning gas from your car, so you tape a razor to the gas cap in hopes of snaring the culprit.**
- 8. You store a few gallons of clean water in your car in case your radiator malfunctions.**
- 9. You change your passwords on your computer once a month.**
- 10. You dismantle your Facebook account when a childhood friend that you never liked tries to friend you.**
- 11. Someone tries to pass you on the highway. Your cruise control is steady at 56 mile per hour in a 55 zone. You keep a close eye on the car that just passed you.**
- 12. You observe someone walking around your car. The person appears to look at your license plate and starts writing on a pad.**
- 13. You see a mouse in your house one morning. You buy and place a dozen sticky traps.**
- 14. You come home from the grocery store and find that the apple sauce you just bought has a popped up freshness indicator. It looks like the seal was broken and you contemplate the integrity of the applesauce.**
- 15. You get a bowl of soup from the crock on the salad bar at the restaurant. You find a kinky, long red hair in the soup. You look at others who have also selected soup.**



**There are no right or wrong answers to this. Many of the circumstances can be qualified by the instructor to make the point that distinctions are not always easy. Active classes will certainly have lively discussions.**

**In corrections, it is good to know how you may react to certain situations. An exercise like this is helpful in that manner. It is useful to ask oneself, Am I cautious or am I paranoid?**



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**1. Which one of the following is not a philosophy of corrections or rationales of sentencing? ----- 2 point value**

- A. incapacitation
- B. restitution
- C. deterrence
- D. rehabilitation

Cor101 (Lesson 1)  
Basic Concepts in Corrections

**Chapter 1 P. 1 : Introduction**

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## **YOU can be published in *The Correctional Trainer*!!!!**

*The Correctional Trainer* is the official publication of the International Association of Correctional Training Personnel (IACTP). The magazine is published quarterly in digital format and is available to all members via the IACTP website [www.iactp.org](http://www.iactp.org). All members are encouraged to solicit or write articles of interest in the criminal justice field.

Articles of any length are welcome. Please submit articles in Microsoft Word 2003 or 2007 or higher (Times New Roman, 10 pt. font, single spaced) via email to the editor at [bouchard@up.net](mailto:bouchard@up.net). All artwork, photos, or graphics must be saved as a .jpg, .tif or .png file at a minimum of 300 dpi to 600 dpi format.

IACTP's focus is on the practitioner in the correctional training field. We want to hear from you and what is of interest to you. Articles may be accepted from line trainers, administrators, academia and other interested parties. Articles may include, but are not limited to:

- Summaries of curriculum
- Instructional strategies
- Criminal Justice (adult and juvenile) topics
- Training tips
- Training evaluation and organizational impact
- Use of technology in training
- Topic Specific Case Studies
- Book reviews
- Video reviews
- Summaries of recent court cases
- News items of general use to IACTP members
- Agency Spotlight
- Selected articles are peer reviewed at request of author

The editor will evaluate articles submitted to *The Correctional Trainer*. Articles will be evaluated for originality, style, organization, readability, documentation, relevance and overall impression. The editor may make changes prior to publication. The authors in consultation with the editor will typically make any major changes.

**Effective June 1, 2014** — Submit articles to:

Joe Bouchard, Editor Email: [bouchard@up.net](mailto:bouchard@up.net)

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