



# The Correctional Trainer – Spring 2016

FOR THE INTERNATIONAL ASSOCIATION OF CORRECTIONAL  
TRAINING PERSONNEL

Joe Bouchard | Editor | June 1, 2016

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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**

**June 2016**

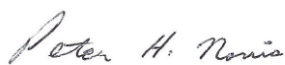
**Summer is almost here, although you can't tell that in Wyoming. We had snow on Mothers' Day. Oh well, the Association is deep into planning for the conference in St. Louis October 16 – 19, 2016.**

**In the past couple of editions I've challenged you to put time into your professional development by reading books about staff development and by working toward becoming a Certified Correctional Trainer. This time I challenge you to propose a workshop for the conference. You can also nominate a program you're involved in for one of the prestigious Awards of Excellence to be presented in October. Details are on the website, [iactp.org](http://iactp.org).**

**Speaking of the website, I'm excited about the new look. It is clean, professional, and easy to navigate. My personal thanks to member Stephanie Greiner, of the Missouri DOC for doing the lion's share of the work and to her boss, Jim Wiseman, for allowing her the time.**

**I hope to see you in St. Louis. Enjoy the summer.**

**Stay safe.**

A handwritten signature in cursive script that reads "Peter H. Norris".

**Pete Norris**

## A note from the Editor:



### **An open letter to readers of correctional literature**

If not for writing, my life might be very different. Because an editor took notice of one of my online rants, I was given the opportunity to voice my opinion to a wider audience.

It started innocently enough. I was on an online forum for corrections librarians. I noted some concern among members that custody staff did not give the respect that they thought the librarian position deserved. I could relate. I know the rigors involved in earning a master's degree in library science. Also, on rare occasion, I was pejoratively referred to as a liability rather by a few others.

But that was not the norm for me. I suggested to the forum that corrections librarians must prove their security worth within the corrections setting. In other words, officers may appreciate librarian's position in the facility if library staff assisted in augmenting security functions. This could be something as simple as searching for contraband in the library. This point of view was tempered by my experience as a programs professional in a maximum security facility. To me, the key to colleague unity was as simple as shaking down some law books. And staff unity makes conditions conducive for safety for staff, prisoners and the public.

I submitted my words of wisdom and waited for my colleagues to herald my enlightened words as the new gospel. I was anticipating some exciting dialogue. I was not prepared for what happened (or did not happen) next. I was met with an icy silence. The topic died online and I received no comments from librarians' group.

However, I received a comment from a non-librarian. An incoming Editor of a corrections publication, saw my feisty words and dared me to write an article on contraband control from the perspective of a corrections librarian.

I took that dare and was published in January 2000. My professional directions changed because of that. While I had thought that it was a single opportunity to speak, I continue to write for this publication sixteen years later.

I have worked hard, though with pleasure, to create the subsequent 1,200 plus articles and nine books on corrections topics. Still, I cannot dispute that I gained many things from my new professional path:

- I relieved vocational stress by clarifying my thoughts with the written and spoken word;
- I gained a broader perspective and assessed the entire field rather than hiding in my safe and familiar professional niche;
- I added content to college classes that I taught;
- I was able to expand into other publications;
- I found an audience in presentations to other agencies;
- I met so many excellent and dedicated corrections professionals.

In general, corrections literature helps practitioners across the board, offering a veritable banquet featuring plenty of food for thought. Readers are offered articles with various opinions that they could accept, reject or modify. Case synopses offer useful legal news. Trends are highlighted to alert agencies and professionals of imminent challenges. There is something for all professional in each issue.

All of this boils down to gratitude. Thank you, readers! I have had a lot of fun and learned a lot over the last decade and a half. Thank you for the opportunity to speak my mind for hundreds of months. I hope that you have enjoyed my articles or at least found some wisdom therein. I wish all of you safety, happiness and vocational satisfaction.

Now it is your turn to put the pen to the paper and express your thoughts. This is an invitation to write for the Correctional Trainer.

*~ Joe Bouchard*



# *THE LEADER IN YOU*



## IACTP – The leader in you

### Groupthink

The term “Groupthink” emerged in the 70s. At the time, I thought it was a good thing. I thought it meant that a group of diverse people came together to build on each other’s experiences and strengths and came up with the best solution. I was wrong. That process more closely describes synergy.

Groupthink was a term credited to a social psychologist, Irving Janis in 1972. The process of Groupthink is defined as when a group makes a faulty decision based on a mixture of group peer pressures, lack of group diversity, lack of connection to outside opinions, and a lack of a structure to guide the decision making process. Janis further explained the symptoms of Groupthink:

1. Illusion of invulnerability –Creates excessive optimism that encourages taking extreme risks.
2. Collective rationalization – Members discount warnings and do not reconsider their assumptions.
3. Belief in inherent morality – Members believe in the rightness of their cause and therefore ignore the ethical or moral consequences of their decisions.
4. Stereotyped views of out-groups – Negative views of “enemy” make effective responses to conflict seem unnecessary.
5. Direct pressure on dissenters – Members are under pressure not to express arguments against any of the group’s views.
6. Self-censorship – Doubts and deviations from the perceived group consensus are not expressed.

7. Illusion of unanimity – The majority view and judgments are assumed to be unanimous.
8. Self-appointed ‘mind guards’ – Members protect the group and the leader from information that is problematic or contradictory to the group’s cohesiveness, view, and/or decisions.

Have you ever been in a meeting where Groupthink may have prevailed? I know that I have and I have probably even been a key player in some poor decisions. I present this information a reminder to each of us that we are vulnerable to forces within our culture that may lead us down a very narrow path of choices for decision and reactions.

There are ways to counteract the possibility of falling into a Groupthink mentality. Janis offers the following remedies for Groupthink:

- a) The leader should assign the role of critical evaluator to each member
- b) The leader should avoid stating preferences and expectations at the outset
- c) Each member of the group should routinely discuss the groups' deliberations with a trusted associate and report back to the group on the associate's reactions
- d) One or more experts should be invited to each meeting on a staggered basis. The outside experts should be encouraged to challenge views of the members.
- e) At least one articulate and knowledgeable member should be given the role of devil's advocate (to question assumptions and plans)
- f) The leader should make sure that a sizeable block of time is set aside to survey warning signals from rivals; leader and group construct alternative scenarios of rivals' intentions.

What do you think about the remedies? Some of these remedies may apply to the correctional environment and some may not be workable. Additionally, many times we have to make decisions at a rate faster than some of these remedies would allow. However, I do believe that corrections leaders could learn a lot from considering how Groupthink may be impacting the work that we do. I suggest that we could learn from these concepts and the quality of our decisions just might improve.

Reference:

Janis, Irving L. (1972). Victims of Groupthink. New York: Houghton Mifflin.

Janis, Irving L. (1982). Groupthink: Psychological Studies of Policy Decisions and Fiascos. Second Edition. New York: Houghton Mifflin.

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).



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

## The Contraband Nerd

*Welcome to the next installment of the Correctional Trainer's newest column, The Contraband Nerd. Over the course of the next several issues, corrections professionals will offer their unique perspectives in one of the most vexing problems facing the profession today – the dangers of contraband. From shanks to stamps and tobacco to cell phones, the Contraband Nerd will demystify the ways that offenders try to destabilize security in our facilities.*

[illegible]

Where there's a will, there's a way

By Joe Bouchard

Just like pulling a small keystone from an arch, little things can have great consequences. I recently learned this while searching a law book. And this is something that can help break the ice when presenting a contraband control module.

There is almost no material needed for this exercise.

1. Simply have two – 3 inch squares of paper on hand.
2. Give one to each of your two volunteers.
3. Tell them to scribble on one side of the paper, leaving the other side devoid of marks. The papers can also be pre-prepared.
4. Have participants fold the paper with the marked side inside.
5. The outside should have no marks on it.
6. Have participants flatten the fold by running a finger over it
7. Instruct paper holders to fold the paper again – keeping the fold in the same direction

8. Repeat step six.
9. Repeat steps seven and eight so that there is a three inch by ½ inch v shaped paper
10. Have participants place the paper in a book in a place where they feel it is least likely to be detected.

Next have the participants hide the paper in a book. This should open discussion about contraband control

Here are some useful questions:

1. What else would prisoners use as vessels for drop and pass?
2. What sorts of information are dangerous in the hands of prisoners?
3. How effective is your search?
4. Would electronic libraries necessarily eliminate exchanges of information?

Little things mean a lot. Inattention to detail can mean a breach in security that could lead to the harm of staff, prisoners, or the public.

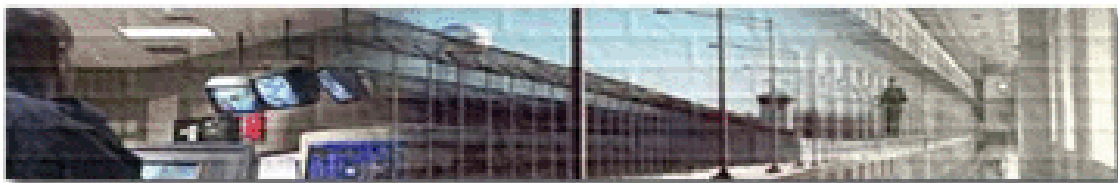




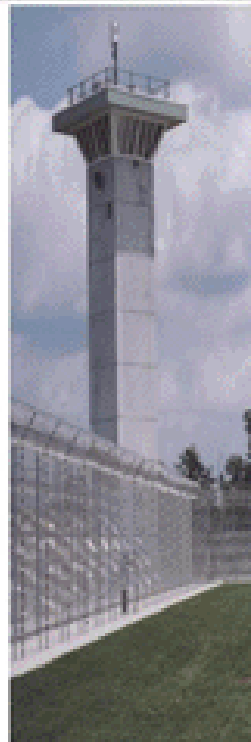
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## **The Twenty Minute Trainer**

By

Lt. Gary F. Cornelius (retired)

### **Taking the Blame**

In researching some in services classes and in the process of updating some material, I ran across some articles about a death of a mentally ill inmate at a metropolitan jail. What I will relate to you concerns an apparent lack of professional responsibility-and we can all learn from it.

In February of 2014, a 56 year old mentally ill inmate was found unresponsive in his cell at New York's Rikers Island. He was lying, in a pool of his own vomit and blood. When he was discovered, it was reported that his internal body temperature was 103 degrees and the cell temperature was 101 degrees. He suffered from schizophrenia and bipolar disorder and the prescribed psychotropic medication that he was on made him more susceptible to the effects of heat. A work order to correct the heat in his cell had been submitted but was not processed right away because of a holiday weekend.

The 36 year old officer assigned to the post pleaded guilty in the inmate's death and received five years of probation, thus avoiding a possible sentence of four years. The deceased inmate's family received a settlement of \$2.25 million.

This incident can be a 'wake up call' for corrections officers, trainers and supervisors. Please note:

- The unresponsive inmate was found by the relief officer, 20 minutes after the accused CO reportedly left her post.
- The accused CO at first said that she checked on the inmates in the mental health observation unit, but jail video disproved that, in effect showing that she had lied.

- Officials stated to the media that the inmate was not checked for at least four hours in a housing section of the jail that had a malfunctioning heating unit.
- The accused CO was disciplined in 2010 for leaving the facility without permission and in an administrative action, agreed to give up five vacation (leave) days, though her attorney said that she had been on a break-still a policy violation.
- She was brought in for relief after working three straight shifts. Her attorney said that she was not informed of complaints about the heat in the area, which she, according to news reports could feel herself.

The inmate, incarcerated on a trespassing misdemeanor and unable to make a \$2,500 bail, died. He was mentally ill and his death has been described as literally ‘baking to death’. Her attorney said that laying everything at the CO’s feet was unfair, including why a mentally ill man was incarcerated because of the inability to post bail. The CO said “I don’t know why I’m getting all the blame”.

My question to you is this: Was there enough blame to go around? Let’s ask these questions:

- Inmates were living in a unit where the heat was not working properly. Could it have been fixed, even on a holiday weekend? People and in this case a special needs inmate-were living there.
- Was agency supervision not strict enough with a CO who had been in trouble before for leaving her post without authorization?
- Should line staff have received better training on the effects of psychotropic medication?
- Should protocols have been in place about relieving COs on post? They do need a break occasionally.

What lesson are to be learned? The most important in my mind was that correctional officers are on the front line in inmate supervision-and that

line has to be manned at all times. Also, an absence for only a few minutes can have dire consequences.

Remember-you are on the post for a reason-the safe, secure and humane confinement of inmates. That's your job. Anything can happen-at any time.

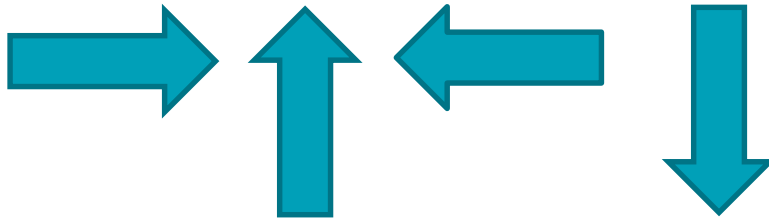
Hopefully this tragedy will make you THINK. Inmates are people-in your care!

#### References:

Katz, Miranda. (2016, February 18). Rikers Guard Who Let Inmate "Bake to Death" and Lied About It Won't Get Any Prison Time. the gothamist, [www.gothamist.com](http://www.gothamist.com) Retrieved May 22, 2016.

Pearson, Jake. (2014, May 30). CO in hot cell death has record of leaving post. Associated Press, CorrectionsOne News, [www.correctionsone.com](http://www.correctionsone.com), Retrieved November 2, 2014)





## *Corrections Directions*

Of creeps and jerks

By Joe Bouchard

Do we treat different types of offenders in different ways? Are all prisoners created the same? In the face of differences, how do we remain professional and consistent at the same time? Perhaps it is best to consider what sorts of behaviors are exhibited by offenders.

Little words can mean a lot. Pejorative words, even if they are small, tend to have hidden connotations. The following question illustrates this: Would you rather be called a creep or a jerk? Let us assess this through the eyes of college students in criminal justice classes.

The following is a compilation of student's opinions from two criminal justice classes. Of twenty-six college students surveyed, twenty-five said that the label jerk was preferable over creep. The one dissenting student says that he does not care what others think of him and accepts that he is creepy. So, almost everyone surveyed preferred not to be considered a creep.

What about application of the words to both males and females? Everyone seemed to agree in this informal survey that jerk or its seven letter synonym can apply to all humanity. The word creep, however, was not easily applied to both genders. Most said that females cannot be creeps. One student offered that women would rather be called a jerk than crazy. Whether one agrees or not, this is an interesting concept and it generated some heated discussion.

Let us look at the rest of the survey

1. What do you think of when you hear creep?



Weirdo, someone I would not around my kids, pervert, moral degenerate, stalker, sicko.

2. What do you think of when you hear jerk?

Someone who angered someone on purpose, audacious, not afraid of anything, maybe having a bad day.

3. What behaviors are common to a creep?

Stalking, voyeur, sneaky, obsessed, bad intent, dirty looking, greasy, could have mental health problems, opportunistic, watching and following people closely.

4. What behaviors are common to a jerk?

Rudeness, meanness, use of profanity, messing with people's minds, crabby, cruel for no reason, push people, says hurtful things on purpose.

5. How do you deal with a creepy prisoner?

Talk to them, call them out on their behavior, ignore, know yourself, use firm fair and consistent behavior, and reassign their cell as necessary.

6. How do you deal with a prisoner who is a jerk?

Be professionally pleasant to them, kill them with kindness, you don't deal with them, consider the prisoner as a manipulator, so just say no thanks and walk away, calmly and strong, firm fair and consistent, be a jerk back.

Please note that the above answers came from students who did not have agency training on dealing with difficult people. Still, the answers are interesting.

In the end, when dealing with prisoners, the advice firm, fair and consistent is ideal. Of course, even though it is professional to treat all offenders the same, prisoners that display creepy behavior tend to evoke stricter discipline. During the course of your professional duties, it is best to assess what sort of prisoner you are dealing with and the best way to gain compliance. All of this points to the goal of protecting staff, offenders, and the public.



## 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

### Bigfoot trivia training exercise

By Joe Bouchard

Sometimes, it takes the unusual to break ice and engage minds. This is particularly true of necessary and sometimes dull topic like chain of evidence. This is a fun, quirky exercise that segues nicely into a lecture on evidence. The question is: Can you, a corrections training professional, issue this icebreaker/segue exercise with a straight face?

It is well known that evidence is a very important part of criminal justice. This increases in importance as the generation of TV viewers raised on CSI push for more evidence in trials. In corrections, many prison disciplinary policies have the standard of preponderance of evidence. So, there are different levels of evidence to consider.

Some things are real and some things need more evidence to be considered real by everyone. Still, a solid belief in some things with minimal to no evidence is unshakeable in some people. The existence of Chupacabra, aliens, and the Loch Ness monster are just a few. Perhaps the titan of them all is Bigfoot.

Break into teams and have them take turns answering the following questions. If during a team's turn the team guesses the correct answer, they will earn one point. If they fail to respond correctly, the opposing team has the opportunity to earn two points with a correct answer.



## BIGFOOT TRIVIA

1. Bigfoot was sighted in what movie with John Lithgow?

Harry and the Hendersons

2. In Jack Black's fantasy scene in Tenacious D and the Pick of Destiny, which actor portrayed sasquatch?

John C. Reilly

3. What was the name of the character of the smaller Bigfoot in the same movie played by Jack Black?

Baby Sas

4. Danny Bonacue and which Brady Bunch actor duked it out in a horrible Bigfoot movie on top of a mountain?

Barry Williams

5. According to bigfootfinder.com, Bigfoot was officially put on the endangered species list in what country?

Russia

6. According to bigfootfinder.com, how tall is the Bigfoot?

Height: 6 ft 6 in – 10 ft. tall (2 – 3 m)

7. According to bigfootfinder.com how much does the deep woods icon weigh?

Weight: 400 – 1000 lbs

8. In what year did Roger Patterson and Robert Gimlin reported that they had captured a purported Sasquatch on what is not an iconic film?

1967

9. In what state was the Patterson film take place?

Bluff Creek, California

10. True or false: A theory exist that attributes lack of hard evidence of Bigfoot's existence may be due to the creature's ability to slips in and out of dimensions.

True

11. Some Bigfoot proponents believe that Bigfoot could be a modern day version of which prehistoric animal?

Gigantopithecus

After this, with secret ballot, ask if students believe that Bigfoot is real. The choices can be “YES”, “No”, or “Not Sure”. From there, report the findings then segue into the evidence module provided by your agency.





## Icebreaker 101

(Second helping)

### **But what did you actually see and hear?**

**By Joe Bouchard**

Years ago, I incorporated a diversion-based icebreaker/exercise to my regular line up for my Introduction to Corrections Class for Gogebic Community College. It is a memorable exercise and with a little preparation, it can serve as an important lesson for pre-professionals. It will definitely take novices out of their zones of comfort.

I would start in the very first day of a new semester by distributing a test. I usually hand out a general questionnaire about opinions on punishment and corrections. The contents of the tests are not necessarily important. In fact, the tests should be general and not too difficult. The test serves as the diversion.

1. Distribute the test and tell students to answer in their own opinion. This is a test to gauge their feelings about corrections and court issues before they receive instruction. Later in the semester, they can reflect on their answers and see if they modified as the class progressed.
2. Two people in class know this is a ruse. They are the instructor and the plant in the students. My plant in the class was usually my wife. She blends in well with the class and quietly awaits for her part.
3. The plant is instructed to wait a minute or two to ask about question 13. When the plant sees that most are busy, she raises her hand and asks for clarification.
4. The instructor feigns impatience and says something rude and condescending like, "Is English a second language for you?" The instructor says this to the plant while standing within arm's reach.

5. As instructed earlier, the plant would quickly stand up, yell “Jerk” or something stronger, and push the instructor.
6. The instructor will stumble back, careful not to contact anyone else, and watch the heads of the class swivel.
7. The instructor then says, “Turn your tests over and write down exactly what you OBSERVED and HEARD. This is a simulated confrontation – it is not real. Again, report only what you saw and heard. Do not make assumptions. Do not fill in blanks with conjecture.”
8. In effect, this is the first misconduct report that they will write. After a minute or so, let your plant take a bow and lead a discussion on what was directly observed. Not differences in location, timing, and details.
9. Apologize to the class for the ruse but explain that things can happen in an instant in corrections.

Acting ability and believability may impact the effectiveness of the exercise. In fact, if you are too believable, this may compromise student/instructor trust. After the first time I tried this exercise, one student was very mad at me. Rather than writing her direct observations, she crafted an editorial about how disrespectful I was to the student. I had to explain (again) that the person who I condescended was a plant and that the words I used were mutually agreed upon by both parties. Without a feigned provocation, the “assault” from the student would have been less believable. In a week or two, the student told me that she understood and appreciated the exercise.

In corrections, often the ultimate question is: What did you see and hear? This is an exercise that can help students develop a vigilance and hone a mind for little details. Their future vocational life may depend on it.





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Chapter 1 P. 8 Review Quiz  
Points=8

PLEASE READ FIRST: Please mark questions [1-4] below possible answer. You may skip and return to questions, but do not forget to mark all answers before you submit the quiz for scoring.

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

cert101 (edition 1)  
Basic Concepts in Corrections

Chapter 1 P. 1 : Introduction



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**Paper Stock:** Good Opacity

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**Half-tone Requirements:** Black and White Print

**Reproduction Req.:** Artwork and narrative must be supplied. All artwork or graphics must be saved as a .jpg, .bmp or .tif file, at a minimum of 300 dpi to 600 dpi format.

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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
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- 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)

### **Submission**

#### **Deadlines**

February 1

May 1

August 1

November 1