

The Correctional Trainer

Summer 2017

FOR THE INTERNATIONAL ASSOCIATION OF CORRECTIONAL
TRAINING PERSONNEL

Joe Bouchard | Editor | June 1, 2017

In this issue

President's Address	3
A note from the Editor	7
The Leader in You	9
Training Tip	11
The Contraband Nerd	15
The Twenty Minute Trainer	18
Corrections Directions	21
Icebreaker 101	24
Training Tip	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

Greetings everyone and welcome to the Summer Edition of The Correctional Trainer. If you are like most of us, it seems as though the year is flying by, as June begins and we are off into another season of sun, fun and hopefully some R & R. For the IACTP, the past several months have involved a lot of R & R – Reworking and Revitalizing.

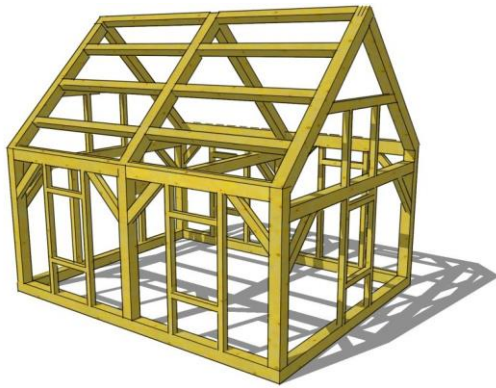


As shared in the past two editions of this journal, the Association's Board, being largely comprised of members new to their positions, created an aggressive plan to improve member services back in the Fall of 2016. This past April, the Association welcomed its new staff member - Association Services Manager Michael A. Jones. Michael brings a wealth of experience to IACTP and will serve in the capacity formerly known as Secretariat. He has already started making various modifications to the Association's website, to include the creation of online forms and the ability to make online payments. Michael will effectively serve as the Association's organizational manager to include overseeing our website, and will correspond with our new and renewing members. He will be providing notices when membership dues are ready for renewal and also informing members of webinar opportunities and managing live sessions. While that sounds like a lot, Michael has already demonstrated he is more than capable of meeting the demands of this ever-changing Association and he is eager to help grow the organization.

In addition to the aforementioned website enhancements, there are a couple other items for which I'd like to provide an update. Keep an eye out for an Association email, announcing that Board Elections are opening and nominations are being accepted. Mary O'Connor, our Secretary, will receive all nominations. Once screened and approved, those nominated persons will be placed on the ballot and all current members will have an opportunity to vote online. This process will occur prior to our October conference, with those elected beginning their positions during the Sunday, October 15th Executive Board Meeting.

Preparations for the 33rd Annual Training and Performance Improvement Conference are continuing with a little over four months until we converge on the Rock-n-Roll City! Workshop proposals are still needed and can be submitted online by July 1st. Likewise, we are also seeking nominations for Awards of Excellence pertaining to those "best practices" in training/performance improvement and ask you to consider nominating someone, a program or an agency. Some items to consider would include any programs that have been completely implemented and evaluated, and found to have a positive impact on operations either through improved performance of staff (increased efficiency/effectiveness) and/or through a return on the agencies training investment. More information about the different awards is available at the Association's website. Many notable exhibitors are lined up to attend the conference, to include raffle items you will not want to miss. Go to our website and REGISTER NOW to reserve your room at the Wyndham Cleveland at Playhouse Square and ensure you receive the discounted rate for IACTP members. Remember that as Association members, you will receive the discounted conference rates. Information on how to register for the conference and book your hotel is available at our website www.iactp.org.

Having completed many foundational tasks necessary for the implementation of several objectives, the Association will now begin directing efforts towards expanding membership.



We will concurrently work to refine the initial framework of our “house” started over the past several months, while continuing to seek the input and involvement of our members. This process is a collaborative effort and it will only be optimized through your participation. I will continue to keep you apprised of our progress along the way. Have a wonderful summer.

Until next time.... Onward!



Tracy L. Reveal, Ph.D.

President

IACTP

How can I join an IACTP Committee?

This is a listing of Board Officers/Directors who are chairing Committees along with their email addresses. Through this, members will be able to contact the Board Member directly if he/she is interested in participating in one of the committees.

1. Jim Wiseman, Chair of Website Improvement Committee

Jim.Wiseman@doc.mo.gov

2. Terry Satterfield, Chair of the Quarterly Journal Committee

terrysat@verizon.net

3. Mary O'Connor, Chair of the Affiliate Memberships Committee
(working with other agencies/partners)

moconno@azcorrections.gov

4. Trish Signor, Chair of the Membership Development Committee
(expansion/new members)

Trish.Signor@iowa.gov

A note from the Editor:

Recently, I completed IACTP's newest icebreaker book *Hello, my name is problem*. During the six months of its creation, I learned plenty about the value of creative colleagues and how they can help in the process. This is the postscript from that book:

This book was written during a time in which I was working on a committee to enhance employee engagement in a large state agency. This committee (known as EPIC) was trisected and performed many different tasks. Some were conceptual and others were more tangible. But all contributed to a great creative effort.

As a self-admitted good-natured oddball, I appreciate the patience and sense of humor of the EPIC group. I felt like I could be myself and in a place where I am accepted. Incidentally, my writer's block of September 2016 was lifted by the interaction of so many different and fun people.

There were so many ideas in the air during this magic time. The mental stimulation of the various creative and unique individuals was astounding. This was in the framework of healthy staff dynamics and plenty of camaraderie. I met those who worked well with minutiae, and those who envisioned the whole panorama. I had the privilege of knowing analytical people and those who bounced adeptly through concepts. I had the good fortune to mesh with compilers of necessary points and those who edited words and graphics with ease. I even worked someone who seemed to handle many flaming knives in a complex juggling act – without getting cut or burned.

As I am writing this postscript, we are a little over the half-way mark with our work in the EPIC committee. I cannot wait to see what we will accomplish. Sincere gratitude to the EPIC Employee Engagement Committee for your creative fuel, great ideas and friendship. You are like a turbulent waterfall, churning idle elements into a renewal. I will always appreciate you.



~ Joe Bouchard

ATTENTION IACTP MEMBERS

SUPER POWERS NEEDED!

Ask yourself these questions: Do you have the power of the pen? Can you marvel at the wisdom of words? Do you possess the potency of presentation? Have you ever craved to create?

The Correctional Trainer wants to hear from you. Share your stories, techniques and experiences with other correctional training personnel. 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
- Icebreakers and classroom exercises



Submit an article today to IACTP's Editor Joe Bouchard bouchard@up.net.

THE LEADER IN YOU



Facts not in evidence...

Are any of you fans of the TV series *Law and Order*? I must confess that I haven't missed a single episode, including the three spin offs of the series. For a corrections person to watch "cop" shows is rather cliché and something that we often don't admit, but I was hooked. I liked the drama and, of course, I loved the fact that they could wrap up anything in under an hour. Boy, I wish I had that skill... but I digress.

I learned a lot from *Law and Order* but one of the most useful things I learned was this concept of building on "facts not in evidence." In legal terms this means that a foundation was not established for a specific piece of evidence, conclusion, or testimony.

In corrections management it often is the way we function. On more than one occasion I have been in a meeting where no one wants to admit they don't know the specific detailed workings of a particular process and then a discussion and decisions are made on this void of knowledge.

I remember one particular wardens' meeting where the process of distributing the inmate mail was being discussed. I know for a fact that most, if not all, of the wardens were not prepared to discuss this surprise agenda item. Not one person in the room had come to the meeting armed with specific knowledge and no one in the room had actually worked in a mail room recently. However, that didn't stop us from crafting an agreement about how we would proceed into a new process. I took this opportunity to expose my lack of knowledge and challenged the other wardens when I said: "I think that we are all building upon facts that are not in evidence."

My statement stopped the conversation in its tracks, mostly because of the legal phrase I was using. I then went on to explain that I thought we needed more information before we committed to changing the process. I would like to say that others agreed that they really didn't know how the mail was processed at their facility and we tabled the discussion until we could find out more information. That is, of course, not what happened. I was singled out as the only warden who wasn't aware of this critical facility process and I was chastised.

We all returned to our facilities to tell our mail room staff how this particular process was to be handled from this point forward. The new process could not work as directed, because we didn't have the facts. The fact that this new process could not work was never brought up in a subsequent warden's meeting. I know that I had my mail room staff make a few changes so it looked like we were following the new orders. But, in essence, we did very little differently. I would be remiss if I implied this was the only time this sort of thing occurred.

So how should a leader handle this type of situation? Obviously, I didn't handle it effectively, but I did have the courage to voice the objection. I believe that it should be the goal of correctional leaders to make well-informed decisions, based on facts and not theories shrouded in ego. These informed decisions need to further the goal of creating a safer and more efficient environment for our staff, offenders, and the public.

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.



Training Tip

By Edwin Pauzer

TRAINING TIP 14: Humor

Ask people what they like, and you will often hear them say, “I like to laugh and have a good time.” The truth is we all do. It releases endorphins in the brain that add to our feelings of happiness.

If you are successful at using humor in your class, the participants will be attentive and engaged. (Note we said humor, not telling jokes). They are likely to retain more from a positive and enjoyable learning experience. If you use inappropriate or offensive humor you might subject yourself to a mortifying training experience you will never forget. (We have seen them and we remember them quite well).

Here are some hard and fast rules regarding humor:

- 1) Never poke fun about where people come from, their politics, their religion or gender.

- 2) Be mindful of your language. What you might find innocuous, someone else might find vulgar or profane.

- 3) Never poke fun at any of the participants. It is okay to poke fun at yourself. That often puts people at ease.

- 4) Humor should be natural and not in the form of a joke: “I just flew in from Cleveland; are my arms tired, but seriously folks I want to talk to you about the consequences of drinking and driving.” This kind of “humor” is contrived and out of place.

- 5) Use humor only if it fits your personality and is appropriate to the instruction or exercise.

6) Since you might find participants returning to future classes, always keep your humor fresh and new rather than repetitious.

Follow these rules and you cannot miss.



Benjamin Franklin Said It Best

By Diane Geiman

“Tell me and I forget, teach me and I may remember, involve me and I learn.”
Benjamin Franklin

Experienced correctional trainers understand the importance of involving correctional officers in the learning process. Yet providing the ever-growing scope of training poses significant challenges. Three common roadblocks are limited resources, time constraints, and logistical snags.

The key to surpassing these challenges: Use a hybrid—or blended—approach that combines established classroom techniques with e-learning. By mixing the old and new, correctional officers benefit from Franklin’s “involve me and I learn” advice.

The American Correctional Association’s (ACA) new e-learning program aims to complement your agency’s classroom training, with topics including security, inmate management, legal issues, juvenile justice, food service, and mental health.

We release new courses, featuring core and emerging issues in corrections, every month. Agencies work directly with ACA to develop or enhance their e-learning programs. ACA’s new, easy-to-navigate learning platform is your gateway to innovative, challenging, and highly interactive courses. Training staff can monitor staff progress and create real-time reports.

In “Facts and Stats That Reveal the Power of E-Learning,” Karla Gutierrez¹ summarizes the benefits of e-learning:

¹Karla Gutierrez (2016). “Facts and Stats That Reveal the Power of E-Learning.” *Sh!ft: Disruptive E-learning*, April 7, 2016. Retrieved from <http://info.shiftelearning.com/blog/bid/301248/15-facts-and-stats-that-reveal-the-power-of-elearning>



Since 2000, the e-learning industry has grown 900%.



E-learning typically requires 40 percent to 60 percent less employee time than learning the same material in a traditional classroom setting.²



E-learning increases retention 25 percent to 60 percent. In comparison, face-to-face retention rates are only 8 percent to 10 percent.³



IBM employees learned five times more material without spending more time in training. IBM saved about \$200 million after switching to e-learning.

Corrections is an ideal environment for e-learning, and implementing an effective e-learning program can help agencies move past those roadblocks of limited resources, time constraints, and logistical snags.

With its 147-year dedication to the field of corrections, ACA provides correctional facilities and agencies a personalized approach in developing a cost-effective, high-quality e-learning program.

To find out how ACA can help your staff learn, grow, and excel, contact Diane Geiman, Administrator, ACA E-Learning, dianeg@aca.org.

Diane Geiman has more than 25 years of experience in developing training programs for criminal justice professionals, including lesson plans, multimedia training programs, and print and online courses. She has received awards for programs on topics such as criminal and juvenile justice, medical and mental health, supervision, management, and law.

²Learning material...This statistic is based on a study by Brandon-Hall. As Gutierrez notes, "Saving time doesn't affect learning quality; it's actually quite the opposite."

³E-learning increases...This statistic is based on a study by the Research Institute of America. The higher retention for e-learning, according to Guitierrez, is due to learners having greater control over the learning process.

3. – Cooperation from custody staff is crucial for the success of a safe library. Yet, co-workers are also found in non-uniformed staff. Their eyes and ears gather data to feed the information machine. Observations and actions that follow keep alive the momentum of safety.
4. **Support from supervision** – Those who oversee operations should allow library staff to use necessary search tools and methods. In addition, supervision should schedule a routine search of the library from time to time. Searches could also be used as training exercises.
5. **A routine** – Closing the barn door after the horse has escaped is a practice in futility. So, a frantic search after something is found in an area is not as effective as a regular search. The latter is more likely to yield contraband finds than a serendipitous search.
6. **A change as needed** – The search process that is regular is useful. However, library staff and custody partners should revise searches on occasion in order to catch otherwise unseen items. For example, if prisoners observe that staff do not look in the non-fiction shelves during an overt search, they may conclude that non-fiction is a safe place to store and pass contraband. Routine is good, but well-conceived change warrants consideration.
7. **Presence** – Like a dog in a yard, a library with visible staff presence is not as likely to be breached as a library devoid of staff. Prisoners notice when staff are watching and when they are delinquent.

Of course, a library where contraband control is employed will diminish trading opportunities. That, in turn, allows the area to be used as intended by operations staff. Programs can grow and improve under such circumstances. In addition, custody/programs cooperation increases as the common goal of safety is achieved with the help of both segments. This helps limit isolation and lowers manipulation of staff by enterprising prisoners.

Realistically, there is no way to completely eliminate contraband in any corrections setting. One might sooner try to sweep the sea back with a whiskbroom. But we can certainly build defenses to mitigate the flow and trade of bootleg. The best way to dissuade would-be contrabandists from using the library as a drop and pass location is to empower the corrections library professional as an agent of detection. In the end, contraband control, done well, is everyone's job.

Check it out!

Brand new from IACTP and Joe Bouchard

Icebreaker 101: Hello, My Name is Problem



This is a book of corrections icebreakers created by Joe Bouchard. There are 27 new classroom exercises designed specifically for corrections settings.

Some of them are:

- **Go ahead, make my sandwich!**
- **You have 'snoo' in your hair**
- **E.V.I.L. origins**
- **Piñata Regatta**
- **Most Sunny with a 100% Chance of Death**
- **Ego bag**
- **And many more...**

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

The Twenty Minute Trainer:
Watching Out for the Seniors

By

Lt. Gary F. Cornelius (retired)

I was a programs director in two facilities in my department for many years. I was responsible for the supervision and training of volunteers who came into the jail. Some assisted with chaplain's programs, some with tutoring inmates in educational programs and some ran substance abuse groups. I and the department appreciated them all; many were retired and did not have to spend their Golden Years coming into a jail. They performed a service-trying to help inmates see a better way to live, and making the facility climate for inmates a little more bearable.

We all have seniors in our families. Our parents get older, as do we, and we all see our aunts, uncles and grandparents at holidays and family reunions. We want the best for them-we do not like seeing them become forgetful and possibly being taken advantage of by 'scam artists' in the community. I am not saying that all seniors are forgetful or have dementia, but if a senior citizen is going to be a volunteer inside a corrections facility, there are some important things that he or she must remember. That's the theme of this column.

The same watchfulness should be extended to the senior volunteers in our correctional facilities. They are not your relatives, but they perform valuable services for the institution. And-they have the support of sheriffs, wardens and superintendents. When these citizens have positive experiences inside the facility, they tell others and the department's professional image is both recognized and enhanced.

How do we watch out for the seniors coming in as volunteers? The first thing to do is to recognize the value of their activities-giving inmates hope and showing them a positive role model. Second-we maintain open and clear two-way communications with them. If a volunteer is concerned about an inmate, such as suspecting depression, he or she should feel comfortable enough to speak to a correctional officer (CO) about it. The CO should appreciate this information and realize that volunteers can be extra 'eyes and ears'. Volunteers should not be treated with scorn and condescension.

Third-and in my view the most important-concerns COs watching out for senior volunteers. In training, all volunteers should have a sense of how the facility runs, and what to do in emergencies. Also, volunteers should get a clear, blunt condensed presentation in inmate manipulation. We look out for seniors in our families and in our neighborhoods, correct? Why not inside our corrections facilities?

I recently read an article by police officer Tony L. Jones, in the April, 2001 issue of *Law and Order* magazine titled "Protecting the Elderly: Inform Your Senior Citizens about Con Artists." Written for police officers, it presents an excellent perspective about watching out for seniors in the community who may be vulnerable prey for con artists and scammers. As I read the article, I realized that I could relate several of Officer Jones' points to the training of senior corrections volunteers.

First: seniors in the community must realize that there are 'con artists' out there and not everyone has goodness in them. Many people are not honorable and have little or no conscience. Through con games, lies and persuasive schemes criminals will persuade older people to give them money or do them favors-often resulting in the criminal coming out ahead and seniors taking a loss. Sound familiar? How many of you have had to instruct senior volunteers not to give inmates money or do favors for them-in violation of policies and security procedures? Jones describes criminals out to cheat and steal from seniors as "slick, crafty, greedy and very smart.....often [striking] without the victim being aware until it is too late...and the fraud [or scheme] is not so easy to identify." Any corrections veteran can easily compare this behavior to the inmate manipulator.

Second: Most criminals, including thieves, are lazy and detest hard work. They will target unwary and naïve people. They do not like sharp, well informed people who follow the rules. Sound familiar? Many inmate schemers want to do time comfortably, on their terms. This point must be emphasized over and over in volunteer training and supervision.

Third: Criminal tactics may be high pressure. In my book *The Art of the Con: Avoiding Offender Manipulation*, Second Edition, I discuss how staff-sworn and non-sworn-can defend themselves against the inmate manipulator. Many manipulators will ask over and over for favors, often tricking staff into breaking a rule and then using pressure to get the worker to do what they want-including contraband smuggling, running messages, escaping or having sex.

Fourth: To be successful at identity theft and con games, criminals must get personal information. All staff should be strongly advised to never, never never give personal information to an inmate, especially dates of birth, financial information, where they live, contact information, etc. And-never perform favors for an inmate or communicate with the inmate's family or friends. If there is doubt on what to do, the volunteer should ask a CO, shift supervisor or a programs supervisor for direction.

Fifth: Training must take two tracks: In one track, all sworn and non-sworn staff must be well versed in how inmates manipulate and the methods they use. This requires both effective supervision and staff training-roll call, in-service, etc. Second-take that training and apply it when training volunteers. Use actual events such as the now infamous escape from the Clinton, New York state prison or the Baltimore jail scandal. You do not want to scare the volunteers away-but be clear that they must be on their guard, all of the time-and the facility staff will look out for them.

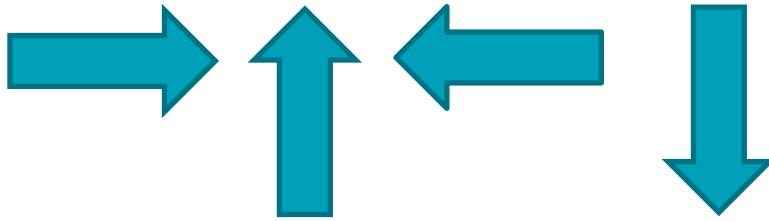
In closing, well trained volunteers are a resource. They have experience and can be a positive role model for inmates-but they must be trained on how to resist the inmate manipulator. And-we have to watch out for them-just as we do for the nice retired senior couple living next door.

Reference:

Jones, Tony L. (April 2001). Protecting the Elderly: Inform Your Senior Citizens About Con Artists. Law and Order, 102-106.

This article originally appeared in the March 13, 2017 www.corrections.com. It appears with the permission of Mr. Cornelius and corrections.com





Corrections Directions

Dissecting cliques

By Joe Bouchard

I once heard something to the effect that with three people you have a clique and a potentially disenfranchised person. It doesn't take much to create an exclusive group. Some groups believe that they are better than others. Unfortunately, it is a part of how human beings operate.

Many factions exist in our vocation. Perhaps clique is the most appropriate word for this. One could argue that the phrase subgroup is a reasonable substitution. There is an important distinction between clique and subgroup. Clique means an exclusive or clannish set of people. Subgroup refers more towards a smaller part of a whole. In most cases, there is nothing elitist, or clannish in the definition of the latter.

Focusing on the negative aspects of groups, local elitism clusters of various kinds are found in all professions. But in corrections it is more than a minor irritation. Division in the ranks and discriminatory cliquishness causes corrections peril. That set the stage for competition between groups. We become more occupied defending ourselves against each other rather than watching out for each other. Misplaced vigilance crates conditions unfavorable for safety.

With cadres present, loyalties and professional priorities become divided. If the camaraderie between clique members overrides professionalism, trouble is not far behind. Of course, the enterprising prisoner uses these staff flaws to control conditions conducive for their personal comfort.

Those prisoners who endeavor to manipulate search for division and prey on weaker parties. Sometimes simultaneously, some inmates bloat the egos of clique members for the aim of ingratiating themselves and averting suspicion.

Inmates who maneuver simply employ human emotions - isolation and disenfranchisement. Those employees that are targeted with negative behavior by the clique are “befriended” by seemingly sympathetic manipulators. That paves the way for uneven rules enforcement and favoritism of certain prisoners. Power centers arise in the prisoner population when staff unwittingly allow such conditions.

Granted, many groups draw together through similar circumstances. But some can develop into horrible cliques over time. Some are founded on a cult of personality. Others function through an economic or ideological agenda. Still others stand united against other perceived threats. Whatever the cohesion, some other initial bonds that form cliques are:

Time served – a cadre based on disenfranchising employees with little or no seniority. This group could also be a union of newer employees reacting to those with greater seniority. Of course, those with ample time in an agency can form bonds based on time served.

Gender – could be a collection of minority gender in the facility or those opposed to the minority gender.

Local royalty – the bond of those who have lived long-term in a rural area and view it as an important distinction.

Common enemy – a group drawn together with an interest in hating one particular, opposing individual or rival group.

Nepotism – this is a clique driven by blood and marriage relationships.

Sectionalism - elitism based on location of work area within a facility.

Former facility affiliation – transfers to a new facility can often be seen as outsiders and ostracized. Such planned isolation forces a new clique to form.

Cliques will always exist. Certainly, it is human nature to for affiliations to distinguish themselves. But, we are less secure when the loyalty is not to the common goal of fulfilling our mission statement. By dissecting the structure and foundation of cliques, we can begin to understand why they exist and flourish. With that information, we can begin to build staff unity and make a safer workplace for all.

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

E.V.I.L. Origins Test

Thirteen Contraband Questions

By Joe Bouchard

In general, contraband enters any institution by way of one of four ways. Bootleg comes in through:

1. Employees
2. Visitors
3. Inside (made from materials already in the facility)
4. Let in (items that escape detection in the mailroom, shipping, or over the secure perimeter)

As you see, the categories are broad. Also of note, employees and visitors may knowingly or unwitting introduce contraband. For each description below, please indicate how the contraband was likely to have been introduced into the facility by using the letter E, V, I, or L. More than one category may apply.

1. You witness a prisoner licking a coloring book page that had been colored. He seems to be under the influence of a controlled substance. How did this get in the facility?

2. A clear barrel pen has been fashioned into a bow and arrow. The bow string is a rubber band, the bow is the flexible pen shaft, the arrow is the writing part of the pen. How did this get in the facility?

3. A prisoner is discovered making purchases for a third party of items from a big box store. He is using someone's credit card information. How did this get in the facility?

4. There is an unofficial New Year's Eve party. At least three prisoners are 'bombed out of their gourdes' or inebriated on prison made wine. How did this get in the facility?

5. In another type of New Year's Eve party, there are three intoxicated offenders. Five empty bottles of a cheap brand of vodka are discovered in the snowbank. How did this get in the facility?

6. An offender offers you a stick of chewing gum. How did this get in the facility?

7. You are presented with a one foot tall sculpture of you. It is a soap carving. How did this get in the facility?

8. A plastic tip arrow with camouflage coloring is found on the yard. It is filled with narcotics. How did this get in the facility?

9. A prisoner takes an envelope out of the binding of a general library book. It is filled with crushed pills that are later discovered to be opiates. How did this get in the facility?
10. A prisoner is terrorizing those in neighboring cells with his 'pet' corn snake. How did this get in the facility?
11. You notice an empty condom in the trash in a housing unit. A test reveals that there are traces of narcotics in the condom. How did this get in the facility?
12. Maps of the local area are found in the area of control of a prisoner who happens to be on a work release program. How did this get in the facility?
13. During a routine search, you discover a thumb drive in a prisoner's laundry. It contains facility schematics, names of staff's family members, and a security threat group roster with articles of incorporation. How did this get in the facility?



Training Tip

By Edwin Pauzer

TRAINING TIP No. 4: 16 Things You Should Know About Answering Questions

When participants are asking you questions, you have achieved interaction critical to successful training. How you answer those questions is key to maintaining that interaction. If their questions are hostile and challenging, how you answer those questions is key to maintaining control.

- 1) Always look directly at the person asking the question until she is finished asking the question. Take notes if you have to. Begin answering the question by looking at the person who asked it. After you have begun to reply, begin to look at the other participants in the class.
- 2) Stand still when receiving a question, or at least don't back away nor move toward the questioner too briskly. Above all, resist the impulse to fold your arms. Body language is extremely important, and will be believed more readily than your words if they are contradictory.
- 3) Repeat the question if you have a large class, especially if you have a microphone and the questioner doesn't. Then, repeat step 1.
- 4) The worst mistake you can make is say, "I'm not sure, but I think the answer is...." It means you don't know.

- 5) Watch out for unconscious cues that can be interpreted unfavorably. “No one has ever asked that question before,” can be interpreted as “That was a dumb question,” unless you add, “but it deserves looking into!”

- 6) If you truly do not know the answer to the question, say so. If time permits tell the questioner that you will get back to her before the class ends. Ensure that you have her email address to answer it if you cannot give a substantive response by the end of the class. There is also nothing wrong by asking if anyone else in the class can answer the question.

- 7) Don’t make the same mistake some instructors do by paying attention if only one is asking the questions. It makes the rest of the participants feel irrelevant and look like bystanders. Say something like, “Anna raises an excellent point, but I would like to hear how the rest of you feel.”

- 8) If the person’s question shows that he missed the point of the learning event, have some stock approach ready e.g. “I’m sorry if I wasn’t clear enough. Let’s see if this helps.” It’s much better than “You missed the point entirely.” Take the responsibility instead of shifting it to the participant.

- 9) If a person is monopolizing the questions you can institute the ‘Ask three before me’ rule. Ask participants to ask three of their colleagues at their table before they ask you. They may have the answer or be able to discourage the monopolizer from dominating the interaction.

- 10) The other thing you can do is ask people to write down their questions on an index card or a post-it. (This is especially effective if you are pressed for time). Collect the index cards before the break and read them during it. It’s an excellent way to start up the class when they return. If it’s post-its, ask them to place them on a flip chart labeled “Questions” or “Parking Lot.”

- 11) You can also pass out pennies, two to ten depending upon the size of your paycheck—of course. Once people comment, ask a question, or offer an answer, you

collect a penny from each. At the minimum, they will be able to say, “I added my two cents.”

12) Some people may be too shy to ask a question or say they don’t understand. You can pass out index cards with green or red dots or marks on them. Tell people that to raise the red card if they are not keeping up with you or need some point clarified.

13) Hypothetical questions are good if they come from you. They are an entirely different story if they come from the participants because they are asking you to answer, well, a hypothetical situation, or more simply one that doesn’t exist. If it is long-winded you can address it a number of ways. This might be the most practical: “Quite frankly, I will need more clarification. Perhaps you can see me on the break so we can discuss it in detail.”

14) Sometimes people will insist they are right and that you are wrong. The first thing to do is not take it personally. They are most likely challenging what you are teaching. You can reply a number of ways, starting with, “I respect your opinion and experience but we have already had dramatic success where it has been implemented so far,” or, “We have received glowing testimonials from researchers Dewey, Cheatum and Howe on the results.”

15) A participant may try to put you in the position of speaking for others, and she will do so by prefacing her question e.g. “Considering that management doesn’t care about the safety of our officers and the union isn’t doing enough. Can you explain why we don’t have enough gas masks?” The preface starts with an insult to management and the union. The moment you start answering the question about gas masks, you are admitting that management and the union aren’t doing their jobs. Challenge the premise immediately with: “I don’t speak for management or the union. Nor do I share your opinion about either. What I can say about the gas masks is....”

16) Remain calm and professional if someone is being hostile. Chances are the participants are siding with you, because they might be thinking, “There but for the grace of God that could be me up there.” As long as you stick to the issue, you will have their support. That support evaporates the moment you respond inappropriately. It also shows them you have no control over your class. Try to bring the questioner back to the issue

and open it up for discussion. If the person is remaining belligerent, announce a break and speak to the offender and ask her to come back on another occasion. Make it a point to notify your supervisor and hers.

Remember adult learning theory. Respect people's opinions and beliefs. They are already coming to your class with them. Questions from your participants are a barometer of their interest. Answering their questions thoughtfully and respectfully will only enhance your image with them.





Icebreaker 101 (Second helping)

Captain Obvious and the Restricted Publications List

By Joe Bouchard

Part of how we keep safe in corrections is to limit sensitive information to offenders. Some of the reasons that corrections agencies ban publications is because of violence, advocacy or racial/ethnic supremacy, or danger to the security of an institution.

Not all titles will reveal the content. *Gerald's Game*, for example, would not draw much attention to those who did not know the plot. However, this book has elements of bondage in the sexual sense. *The Lord of the Rings* could be banned because the appendices contain a code in the form of Durin's alphabet.

So, in order to get a feel for what each agency might ban, we bring in Captain Obvious.

1. Break the class into teams
2. Read the criteria for your agency in banning publications
3. Give the example of a Captain Obvious title that could be banned and the reason why. The title of the book need not be real. In fact, in the spirit of Captain Obvious, it is best to make up something that is blatantly against safety codes. For this, an obvious example is *Tunnel Digging and Maintenance for the Incarcerated*. This book would be banned because it describes how prisoners can escape from a correctional facility.

Another example is *Common Plants that can get you High*. It is banned because it describes narcotics from common sources. Neither of these books exist. If they did and their titles matched their content, they would surely be on the Restricted Publications List.

4. Give the teams ten minutes to compile as many Captain Obvious titles as possible.
5. Have each team read their titles and why they were suggested to be banned in correctional facilities.
6. Have each team pick its two favorite books for the list they compiled.
7. Allow the team to do a subject search on Amazon books or some other data base to see if these books exist in some form.
8. Distribute the article below as food for thought for the class.

Knowledge is power.

To ban or not to ban

No decision is made in a vacuum. Rare is the occasion that there is a definitive answer to anything. Ambiguities abound and certain restrictions apply. This is certainly true when a book, article, or publication is considered as a possible restricted item in a correctional facility.

When a publication is banned in a correctional facility or by an entire agency, many words come to mind from all sides. Security, censorship, practical measure, intellectual freedom, safety, and litigation are just a few of these. Never the less, whether you are a librarian, an officer, a teacher, or an administrator, here are a few questions to consider:

- *Does your facility or agency have a restricted publications list? If so, what is the process to add a book/publication to that list?*
- *Does the book pose an immediate threat to the good order of the institution?*
- *Is there a criteria list for denial such as violence, advocacy or racial/ethnic supremacy, or danger to the security of an institution?*

- *Is there a centralized office in your agency that affirms or denies requests for inclusion of a publication on the restricted list?*
- *Do your facility and agency policy directives on mail and prisoner discipline outline the procedure for a notice of intent or any other administrative actions?*
- *What process of appeal does an offender have to contest a restricted publication decision?*

In the end, it may not be as easy as a denial. We must be conscious of the fact that any decision to restrict a book can go beyond the agency level. No matter how seemingly routine a restriction may be, the aftermath may be lengthy and mired in details. Individuals and outside entities may become deeply involved. Here are some awareness points:

- *Follow policy and procedure.*
- *As necessary, request a second opinion from an authority that is higher in the chain of command.*
- *Document the process.*
- *Retain all documentation in consideration of possible offender grievances and litigation.*
- *Despite any personal feelings about a particular restriction, it behooves the professional to adhere to all operating procedures.*
- *Provide professional responses to all inquiries, no matter how provocative or heated they may seem.*
- *Remember the overall goal of the mission statement.*

Corrections decisions are made with the bounds of our policies and procedures and with society's expectations in mind. Therefore, a specific book ban depends on so many factors. It is almost never as easy as issuing a categorical "no". Outside forces may question the decision. And all of that has to be weighed against the common corrections mission statement of safety for staff, the offender, and the public. To ban or not to ban is not as simple as judging a book by its cover.

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. 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. 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

Submission

Deadlines

February 1

May 1

August 1

November 1