

# The Correctional Trainer Summer 2019



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## President's Address

Welcome to Summer 2019 fellow IACTP members! Once again, I hope this edition of the Correctional Trainer finds each of you healthy and happy. I'm sure many of you have heard of the severe weather conditions that a lot of us that live in the Midwest have been experiencing. My hometown of Jefferson City, MO had a tornado touch down on May 22<sup>nd</sup>. I have lived here for 35 years and this is the first tornado we have had. The "old-timers" (I guess I'm one of them now) always told me "tornadoes don't touch down on river towns". So much for that logic...Speaking of the Missouri River, it reached it's highest levels since 1993 and most of downtown Jefferson City has been flooded for most of June ☹️ Well, enough about me and my hometown, I hope that all of you have survived all of the severe weather and flooding. All of you that have dealt with these type issues continue to be in my thoughts and prayers.

In my last President's address in the Correctional Trainer I asked for your input. Many of you have reached out to either myself or other board members. **Thank you!** One of those suggestions was for our association to implement a "Trainer of the Year" award. Our Board of Directors will be meeting in July to finalize this program. We are very hopeful that we will have the process "fine-tuned" and ready to award our very first "Trainer of the Year" at our conference in Omaha, Nebraska this September. Be watchful for news coming out about the nomination process. I encourage you to nominate trainers in your agency that you feel are worthy of this award. Also, please continue to send suggestions to fellow board members and myself. We listen to you, I promise! That is how we can make this association better, stronger and ensure that we cater to your needs.

Speaking of meeting your needs as correctional trainers, I also want to discuss our quarterly webinar series that IACTP offers. On June 12 I attended "Effective Communication and Documentation" presented by Lt. Gary Cornelius. Great information about report writing in the correctional environment! Thank you Gary for your presentation! We had a good number of members that attended, and I want to challenge each of you to continue to support and attend these webinars. Let us know what topics you would like to see us offer in 2020. Better yet, volunteer to present a webinar yourself! We have some great webinars coming up: **September 18, Inmate Perpetrated Sexual Harassment of Correctional Staff presented by Dr. Susan Jones and December 11, Assessment: What Does That Even Mean? By Dr. Penny Veit-Heitved.** Both Susan and Penny have presented at previous conferences and do a great job...I encourage your attendance!

Last topic, I promise 😊 then you can get on with reading this great edition of The Correctional Trainer. Our Board of Directors has been busily preparing for our conference in Omaha, Nebraska, which will be held September 23-26. Thanks to Denny Campbell and his crew in Nebraska for all the work they have accomplished thus far. Also a huge thanks to Trish Signor, Terry Satterfield and Michael Jones for "herding cats" and making sure that all the details of the conference, hotel, etc..get worked out. I sincerely hope that as many of you that can, are preparing to attend our conference this year. I have glimpsed at the line-up of workshops and they look great! Some other great news about our upcoming conferences...we have received confirmation from our friends in Maine that they will host in 2020, and also our friends in Minnesota have agreed to host in 2021!!! This is the first time in recent memory that we have conference sites locked in this far in advance! Thank you Trish Signor and Angie Newhouse 😊

That's all for now folks...as always, a very special thanks to all of you for your continued support of IACTP. See you in Omaha!!!



Jim Wiseman, President

International Association of Correctional Training Personnel



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## THE PRESIDENT-ELECT'S CORNER

Greetings IACTP members!!

I've been working with our Nebraska conference planning committee to bring you a spectacular conference. What a great team we have working on your behalf. The team has lined up some great trainings for you and I myself am really looking forward to the "copy right" course. The team has also brought in a wonderful Keynote speaker, Chad Carden, founder of the Carden Group. Chad and his team have created and helped to implement outstanding leadership training programs in Missouri Department of Corrections. The tentative detailed agenda and workshop descriptions can be found in this copy of the Correctional Trainer.

Did you know that Omaha is home to the world's largest indoor desert under the world's largest geodesic dome above the world's largest nocturnal exhibit next to one of the world's largest indoor rainforests! I sure didn't but I hope I can see it while I'm in Nebraska for the conference.

What else can you do in Nebraska you ask? Well, climb aboard history at The Durham Museum, explore 100 acres at Lauritzen Gardens, Omaha's Botanical Center and discover priceless works of art at the Joslyn Art Museum. Explore the Old Market, Omaha's historic entertainment district, where boutiques, antique stores and restaurants line cobblestone streets. This sounds like an advertisement doesn't it? Well, I did get on their website so I could tempt you with a few fun things to do I must admit. Our hotel sits right in the Old Market, so you just have to walk out the front door and head over to the shops, bars and restaurants. No need for an Uber! Once you see our Workshops in this issue of the Correctional Trainer, I hope you take it to your supervisor and get immediate permission to attend this wonderful conference that will increase your knowledge, skills and abilities in the world of training.

Hope to see you all in Nebraska!!

Trish Signor



**IACTP needs you and we want to hear from you. All members are welcome and encouraged to write an article for The Correctional Trainer. This is a great way to learn from each other. Tell us how you do things we want to know!**

**Articles can be sent to [shelly.carson@doc.mo.gov](mailto:shelly.carson@doc.mo.gov)**

**Thank you!!!**

# Let's Train Outside the Box



## Of mistakes and training

I wish to offer some of my hard-earned wisdom while on the presentation circuit. Learn from mistakes. Make a mistake, but do not do so on purpose. In defense of mistakes, I believe that there is so much that could be learned in that awkward moment when presentation is going less than well. The advice may not be deep or earth-shaking. In fact, it has been said often by others. It remains, though, it is sound advice.

I remember a mistake that I committed early in my presentation career. I was delivering an hour and a half talk for the American Corrections Association in Nashville, Tennessee. I was speaking in front of over 100 people on my favorite topic – contraband control. The problem was that one lapel on my suit jacket was comically folded. I must have looked like an unmade bed!

Time stood still when someone from the audience signaled to me about my jacket. In a flash that seemed like hours, I thought many things:

- This is Murphy's Law and had to happen at the beginning of my presentation.
- How can I recover?
- Will I ever want to give a speech again?
- What if no one had alerted me of how the jacket looked?
- Will they take me seriously?
- What to do now?

Then, a thought stuck me like a bolt from the blue; Ditch the jacket, Bouchard! After all, there was no hard and fast rule that stipulated speakers shall render their works while dressed formally. I took off the jacket and smirked and said an exaggerated "OOPS!" From there I relaxed. That was a defining moment for me. I found that could show a little humility, humanity and self-deprecation. I stumbled into an effective presentation style for me.

The presentation went well. I figured that it was no big deal if they remembered my rumpled sports coat. Perhaps they would likely remember the information I delivered. Little faux pas can translate into lasting realization. From there, training became fun for me. And I strive to make it fun for participants. Own your mistakes and learn from them. BY: Joe Bouchard



# TIPS AND TRICKS



## A Few Pointers.....

Recently, I entered a new phase of my post retirement corrections training career. After 35 years as a corrections training instructor, I was asked by an excellent training academy-the Hampton Roads (Virginia) Criminal Justice Training Academy to assist in its excellent general instructor development-training program. After many years presenting training, I am going to help develop criminal justice trainers. These professionals are the future of our profession-in both leadership *and* training. What is exciting is for me, after many classes over many years, to be given an opportunity to share my experiences. However, in doing so, I get to explain to tomorrow's instructors what has worked for me. On the other hand, more simply-I get to pass on some techniques that I have developed in training to make it both interesting and timely. Therefore, here are a few 'pointers':

- ▶ **Introduction:** An interesting Power Point presentation should contain information about you. I include photos of my department, innovations in the field, and some photos of me in my younger days (for fun). I also include photos of me as being older and where I live-the area. This, to me is better than reciting a biography. I am trying to identify with the class.
- ▶ **Talking points:** I like talking points on a slide, combined with a photo. For example, instead of having a crowded slide talking about inmate weapons, I put on a talking point such as Contraband, and then include a photo of some ingenious thing an inmate has made. And-there are plenty of photos out there. Do not read slides-it is boring and will be helpful only if trainees want to take a nap.
- ▶ **Be 'mysterious':** I do not want the class to see what is coming up, so if permitted by the academy, I do not pass out copies of the slides in advance. I write a class outline/note taking guide. Some trainees are note takers, and use them for later reference. I did-notes helped me later in my career.
- ▶ **Do not apologize for the class:** The subject may not interest you, and you may think that the class is unnecessary. For example, the jail superintendent calls you in and orders you to develop and present a training on corrections officer ethics. Ethics has been discussed in officer orientation, at the academy and at roll calls. You may think: "Again? *Again?*" If you want to lose your audience, just go on in with an attitude, and say, "The boss wants another ethics class-I know we have had this before and I don't want to present this as much as you all don't want to be here". Trainers are good soldiers and support the 'brass'. You are leaders and represent the best that the department has to offer. If you do not agree-do not be a trainer.

### A Few Pointers..... Continued...

- ▶ **Watch Profanity:** Corrections training deals with some serious, hard-core subjects. Profanity lowers the professionalism of your presentation. However-if you are quoting an inmate or colleague to illustrate a point, it is advisable to say: "Pardon my language-this is a quote".

- ▶ **The real world supports the class-and the class supports the real world.**

In training, we have a tendency to tell 'war stories'-the experiences from our career. We do this for several reasons. One, we want to put a tangible picture on what we are talking about. For example, if I am presenting the topic of unexpected problems in the jail booking area, I relate the story of how an inmate came in and acted calmly until the arresting police officer took off the handcuffs-and the offender 'broke bad'. Second-it brings the *real world* into the classroom and gives the training credibility. If the presenter has video-all the better. However, do not let the telling of 'war stories' control the presentation. An enthusiastic presenter may tell many war stories, and enthusiastic trainees may want to jump in and tell a lot of them as well. Have a few written in your notes pages-and insert them where they are effective, but do not let the class evolve into a group of veterans sitting around telling stories. Do overload yourself on research, theory and statistics. Use them effectively, however to support the serious nature of your training.

- ▶ **Use humor:** It is all right to use a little humor, such as amusing videos (Super Bowl commercials are great), especially after lunch. Post lunch is the worst time for a training instructor, when efforts must be made to keep the class attendees interested and alert. I have a 'joke folder' full of puns, etc. I tell the class if interest wanes, *I will bring out my folder-and they do not want me to do that*. Another good resource is the **Icebreaker** series of books by longtime IACTP member and former *Journal* editor Joe Bouchard. These are excellent in keeping a class interesting.
- ▶ **Use 'quizzes':** I love quizzes-and they can be useful. If I am presenting a stress management class, I give a quiz about stress to see how much they know. In my inmate manipulation classes, I take actual events and give a multiple-choice quiz. My favorite is a 'game show' that I call "Jailhouse Jeopardy". This game show is a Power Point quiz-and two teams try to answer questions that I put on Power Point. The prize for the winning team can be a large bag of chips, candy, etc. It is silly-but livens things up.

As your career in training progresses, try to be creative. Think outside the box. Not only will people remember your training, but also you will leave a legacy and be known as a credit to the field of corrections-a noble profession. **By Gary F. Cornelius**



## Stage Fright

One of the things we always share with our trainers here in Missouri is that a little “stage fright” should be expected, and is OK!!! I always share the results of a New York Times Survey conducted many years ago. The survey asked participants nationwide “What is your #1 fear?” I ask participants their thoughts and they always give me a wide variety of answers but rarely come up with the correct response “public speaking”. I then ask them what they think came in 2<sup>nd</sup> in the survey. They once again give a wide variety of answers but have never come up with the correct response which was “death”!!! Bottom line is that most people fear public speaking more than they fear dying!!!

I then go on to thank them very much for getting past their “stage fright” and volunteering to become trainers for our department. I also share the below excerpt from our Trainer Skills Development manual. Hopefully some of you will find these tips helpful.

Before you learn how to deliver your lines, it is important to be ready to deliver your lines. Stage fright is a phenomenon that you must learn to control. Actually, stage fright isn't the most accurate term for the nervousness that occurs when considering a speaking engagement. In fact, most of the fear occurs before you step on-stage. Once you're up there, it usually goes away. Try to think of stage fright in a positive way. Fear is your friend. It makes your reflexes sharper. It heightens your energy, adds a sparkle to your eye, and color to your cheeks. When you are nervous about speaking you are more conscious of your posture and breathing. With all those good side effects you will actually look healthier and more physically attractive.

Many of the top performers in the world get stage fright so you are in good company. Stage fright may come and go or diminish, but it usually does not vanish permanently. You must concentrate on getting the feeling out in the open, into perspective and under control.

Remember nobody ever died from stage fright. But, according to surveys, many people would rather die than give a speech. If that applies to you, try out some of the strategies in this section to help get yourself under control. Realize that you may never overcome stage fright, but you can learn to control it, and use it to your advantage.

### Symptoms of Stage fright

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>• Dry mouth.</li><li>• Tight throat.</li><li>• Sweaty hands.</li><li>• Cold hands.</li><li>• Shaky hands.</li><li>• Nausea.</li><li>• Fast pulse</li></ul> | <ul style="list-style-type: none"><li>• Shaky knees.</li><li>• Trembling lips.</li><li>• Any out-of-the-ordinary outward or inward feeling or manifestation of a feeling occurring before, or during, the beginning of a presentation.</li></ul> |
|--|--|

Here are some easy to implement strategies for reducing your stage fright. Not everyone reacts the same and there is no universal fix. Don't try to use all these fixes at once. Pick out items from this list and try them out until you find the right combination for you.

Visualization strategies that can be used anytime

|   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Concentrate on how good you are.</li> <li>• Pretend you are just chatting with a group of friends.</li> <li>• Close your eyes and imagine the audience listening, laughing, and applauding.</li> </ul> | <ul style="list-style-type: none"> <li>• Remember happy moments from your past.</li> <li>• Think about your love for and desire to help the audience.</li> <li>• Picture the audience in their underwear.</li> </ul> |
|---|--|

Strategies in advance of program

|   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Be extremely well prepared.</li> <li>• Join or start a Toastmasters club for extra practice</li> <li>• Get individual or group presentation skills coaching</li> <li>• Listen to music</li> <li>• Read a poem</li> <li>• Anticipate hard and easy questions</li> <li>• Organize</li> </ul> | <ul style="list-style-type: none"> <li>• Absolutely memorize your opening statement so you can recite it on autopilot if you have to.</li> <li>• Practice, practice, practice. Especially practice bits so you can spit out a few minutes of your program no matter how nervous you are.</li> <li>• Get in shape. I don't know why it helps stage fright, but it does.</li> </ul> |
|---|---|

**Strategies just before the program:** Remember, Stage fright usually goes away after you start. The tricky time is before you start. Be in the room at least an hour early if possible, to triple check everything. You can also schmooze with participants arriving early.

**Things to Remember:** First you must realize that *a little fear is a good thing*. It can give you energy to become more animated and to provide an enthusiastic performance. It can give you an edge to help you focus on what you're talking about.

Most of the fear you have of public speaking bear little relationship to reality. And while some fears are real, such as not meeting expectations - yours and the audience's, the majority will not happen.

*Remember that these fears are common and just because they plague you doesn't mean you won't make an incredible presentation.*

**To help you with stage fright here are a few things you need to remember:**

- Your audience wants you to succeed;
- Your audience knows you have the knowledge they want;
- Your audience doesn't know you are afraid;
- Your audience can be treated like an individual
- Anticipate problems and have solutions ready;
- Be early;
- "Divide and conquer"-- look at your audience one face at a time;
- Move, channel your energy into a constructive movement;
- Don't apologize for being nervous;
- Watch what you eat. Stay away from caffeine; and
- Write out your Anticipatory Set and Closure so you will "wow" them at the start and leave them wanting more.

By: Jim Wiseman\*\*\*\*\*



## Evaluating Corrections Training: Is it working?

I first published this article in 1992 and while there are a few areas that I updated, most of the information is still relevant today!

Providing leadership in training includes ensuring that the training content meets the needs of your employees. Evaluation of correctional training is one of those functions all training staff know must be done, but it is often an after-thought. This is a task that is often relegated to "later." This is due, in part, because a systematic evaluation system is difficult to grasp conceptually and even more difficult to implement. The dictionary definition of evaluation is "...to find or determine the amount, worth, etc."

The worth of training is a long standing controversial topic. How do you know that "it" is working? How do you measure "it"? Correctional trainers, are obviously looking for a change in performance of job duties - a positive change. This is the aspect of evaluation which is increasingly complex. How do you evaluate a change in performance?

## Evaluation by walking around

Getting out in the field and talking to staff from the line officer to the warden can give you a good "feel" for problems and successes in training topic areas. This is a very subjective method of evaluating needs and programs, but it can be very beneficial. You may not be able to easily measure the objective value of the program in this fashion but you can find out what is or is not working. Spending time talking to people about their needs as it relates to the training program can give you very valuable information about where the training is lacking. So, in fact, you are conducting an informal needs assessment while positively impacting the reputation of the training program by communicating a genuine concern for the needs of the correctional staff. This may be a very desirable method for evaluating training, but it should not be relied upon in its entirety. In fact, none of the methods which will be described in this article are meant to be a stand-alone approach. Evaluation of training must be multi-faceted.

## Document Review

A review of litigation logs can be another valuable way to determine if training is adequate. This is of course a reactive approach to evaluation. "We fix the problems." Incident reports, especially use of force reports, also are very valuable in addressing training issues. These types of reports *truly look towards the effect of training*. Life safety issues come into the spotlight at this point as well. If you have trained staff in the use of CPR and protective breathing devices and a policy is in place stating that they need to be used but staff fail to provide this service, this could be a very valuable indication of the applicability of this training.

## Tests

An article on evaluation could not be complete without discussing testing methods. The primary goal of testing is to measure how much the trainees learned in the session and can give valuable feedback to the trainers in terms of the training session. It is my experience that trainees are going to remember what they missed on the test much more than anything else because it reinforces issues that they had a difficult time in mastering.

Testing can also be an incentive to pay closer attention during the course and to complete the exercises as assigned. Most people have a specific desire to do well on a test of any kind and testing further shows that this "stuff" is important.

Agency standards can be affirmed by giving tests. Courts are now asking agencies to prove that learning did in fact occur. Test results can produce hard evidence that at the end of the session a certain type of skill or knowledge has been mastered.

Testing also allows evaluation of the training program in and of itself. Are you giving the trainees what they need to acquire appropriate skills or knowledge? Is the delivery system adequate?

The written test is probably most widely used of all testing methods. The public education system is built on written tests and most people have a history with that type of evaluation

process. This method is easily understood, but not necessarily that meaningful. There are people who can pass any kind of written test, yet still do not have the skills or be able to use the information. Additionally, there are also people who cannot pass a test, regardless of the written format, but do possess the ability to perform or learn the skills.

Written tests are often preferred by trainers because they can be easier to construct, evaluate, and document. Consequently, we have a system which is set up on a principle of testing that may in fact not be the most appropriate form of evaluation for the type of instruction which correctional systems routinely provide.

### **Performance Testing**

Performance testing is frequently used in certain types of training such as CPR or firearms. However, performance testing can be used in a myriad of other applications with a little creativity and work in the training design. Performance testing can be very useful to some participants because it requires that they begin to use their skills immediately.

In order for a performance test to be effective, it must simulate the aspects of the job as closely as possible. This can be very time consuming and costly. These tests can require tools and equipment that are used on the job which can create significant space and budget implications for a training program. And lastly, the performance test is much more difficult to grade. Subjectivity can be difficult to keep out of this type of evaluation. Therefore, it is critical when using a performance test that guidelines, or checklists, be used to ensure consistency and to aid in documentation.

### **Course Evaluations**

The course evaluation perhaps the most commonly used method of evaluation. This form can be a very valuable tool in accessing the immediate reaction to the program by the participants. It can also be a wonderful way to perform an ongoing needs assessment by asking what other types of training the participants need. However, it may not be a good way to assess long term retention or performance change.

Another downfall in the use of the course evaluation revolved around how the information received is to be used. How do you process it into meaningful information for your program? All too often these forms are routinely distributed to all participants; and many times, very little thought is put into them by students when they are completed. Sometimes they are the last item to be completed on the agenda and students are in a hurry to complete them. Then, the forms are then filed away until someone decides that it's time to throw them away.

Many variations of the use of these forms have been offered. Some instructors hand them out at the beginning or in the middle of the program. This can aid in the thought which goes into the completion of the form, but it can also distract from the presentation.

An expansion on this concept is the follow-up written evaluations. These types of forms are sent out at specified intervals after the training (60 days, 6 months, etc.). This type of evaluation can aid the student in recalling the basics of the training course, and it can provide the time necessary to try out the new skills. If you can tie this to an incentive of some kind to have them returned, this type of evaluation is a good measure of classroom and real-world applications.

## **Instructor feedback**

One of the areas we often miss in evaluating a program is input from the instructors. In a system which is big and spread out over a geographic region, this type of evaluation from standardized courses can aid the curriculum committee immensely. Many departments are striving towards curriculum standardization so it is important that this type of input is received from those delivering the training. Often, instructors can see problems or strengths in areas in curriculum that others may not see.

## **Supervisor's Evaluation**

A supervisor's evaluation process is fairly common-place. This can be done as a general type of assessment device on a semi- annual basis. A basic questionnaire may be sent to supervisors asking for information and feedback in terms of the overall training program. A more targeted supervisor's evaluation may be done by asking for very specific information relating directly to a specific training program. For instance, one could send out a message regarding a recent training on communicable disease and ask the supervisor to observe behavior changes as it relates directly to the use of universal precautions.

A by-product of this type of evaluation technique is that it reinforces to the trainees that the supervisor is aware of the curriculum and that the behavior is going to be monitored. It can greatly increase the validity of the course.

## **Peer Review**

Peer review as a concept is not new to the field of training and education. This involves having one's peers evaluate particular performance. This system can range from merely observing a class to evaluating an entire training program and this type of feedback from trainers within the agency can help to point out errors or omissions in the program concerning specific department standards and procedures.

Using an outside correctional trainer from another agency for peer review can give a well-rounded critique based on training in more general terms. Outside people can often make comments or suggestions about our "givens" which are not necessarily set in stone. Trainers begin to block out possibilities (just because we have never done it that way); and sometimes eliminate options. A fresh set of eyes can be a big benefit.

The concept of evaluating correctional training is very complex. In order to implement a correctional training evaluation program, many areas and methods must be used and integrated into the whole. I wish that we could just send out one form to a few people and get the response we need to verify the effectiveness of what we are doing and what we should be doing. Until we come up with a simple, one-step magic solution we must continue to use a complex and interwoven system to measure progress and effectiveness in our training programs.

By Susan Jones\*\*\*\*\*





### **Fieldtrip: trouble shooting security**

This exercise gets participants out of the classroom and into the outside world.

1. Assemble a small group of participants in a business, school, office or mall.
2. Let the group select a scribe. The scribe will record all observations of the group.
3. Inform the group that they must walk the entire area and look for blind spots and dangerous items and places.
4. Send another group on the same mission.
5. Have both groups report their findings of safety deficiencies in turn.
6. Appoint someone to record all answers on a white board.
7. After all deficiencies are in plain sight, have the teams brainstorm about possible fixes to the problems.
8. Note the strong security points.
9. Compare this scenario to a jail or prison. By: Joe Bouchard

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### **Believe it or not, Kids, there was a time before smart phones**

1. Introduce the premise. Just like in any sitcom, there is a situation that is the key to the show. Here, the facilitator can state that in the mid 1980's cell phones were few and far between, dumb as a brick and just as big and heavy. By 1992, many Americans has what would now be considered primitive mobile phones. As the second decade of the millennium concludes, we see great utility and the world at one's fingertips as long as there is service available. Also, we can take for granted simple apps in our phones like a flashlight, camera, and voice recorder.
2. Play a clip or two of the beginning parts of a sitcom.
3. Tell participants to make notes about how the story would be different with current technology. For example, "Cousin Larry would never have been locked out of the apartment overnight if he could use his cell phone to contact someone to let him in.
4. This is a great exercise to use to introduce a module on technology in corrections.

By: Joe Bouchard

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Just for Fun!!!!

## Acrostic Scrabble

To run this simple exercise about codes used in prisons and jails:

1. Read the introduction to participants

Knocks...

Tic tac toe boards...

Underlined letters...

Cyphers...

Deep codes...

Anyone who has worked in corrections for a few years has seen at least one of these mechanisms used by offenders to mask communication from staff. But the more corrections staff are aware of the tactics, the more likely they will be to keep the facility safe for all.

One method of coding is found in the acrostic. That is when the first letter of a word is the first letter in a coded word. If, for example, one wanted to convey the location of the hidden key, the note could say, "Use Night Darkness Every Routine Midnight And Twilight." To most, that would seem to be gibberish. However, the first letters of each word written in order spell UNDERMAT, or under (the) mat.

2. Unfold a scrabble game.
3. Place a few random words from the entire pile of letters. For example, CROSS, HOUR, RASPY, IDLY, SAID (CHRIS).
4. The words do not necessarily matter, though cryptic words add to the mystique.
5. The words do not necessarily need to connect. The point is that the first letters of each word leave a clue in the acrostic method.
6. Break the class into teams of four or five.
7. Tell the teams that some prisoners known to use code were in the game room and left the following words on the scrabble board.
8. Inform the class that the Inspector believes that this is a code and could possibly be an acrostic.
9. Allow each team time to look at the board with the words on it.
10. Let the teams find the acrostic and deliver its meaning.
11. Modified acrostic mode can be played with advanced trainees. Once the words are laid on the scrabble board, simply announce that one letter in each word represents a part of a clue word. The letter in each word does not necessarily have to be the first letter.

Of course, it is a numbers game and offenders have ample time to devise new ways to conceal plans from staff. Still, every bit of knowledge counts. Understanding codes is a great way for staff to enhance security. Or, writing in an acrostic manner, "Sure am feeling extra terrific like you!" (S A F E T Y! or safety!) By: Joe Bouchard \*\*\*\*\*

Just for Fun!!!!

## Writers' Blocks and Stumbling Blocks

In all jobs, there are times where there are heavy writing assignments. Even as technology advances, there is always a need for those who can write. For example, in corrections, suppose that there is a need to integrate a new program within operations. Each facility has to have a writer or two on hand to ensure that the plan is crafted and put on paper.

But what if there is no designated writer for the facility? There are certainly templates for some assignments. But the tried and true creative writing exercise is what may be needed.

### Writers' Blocks

1. Have 54 questions on hand. Trainers may obtain creative writing prompts or create their own. Please see below for some ideas.
2. Number the blocks 1 – 54.
3. Mix them up.
4. Stack the blocks in three to a row with the widest part of the block in a horizontal orientation.
5. Next, stack the next three more on top of those perpendicularly. In other words, they must be staggered.
6. Continue staggering the rows and stack in this fashion until you run out of blocks. If you did this correctly, you should have a tower of blocks with 18 rows and three to a row.
7. Have someone draw a block from the tower and read the number on the block.
8. Have that person place it on top to the tower and answer the question corresponding with the number on the block selected. Remember that the number on the block corresponds to the question in the list.
9. Once the question is answered, the person who just drew and answered will “pick” a victim to draw and answer the question.
10. Repeat steps 7 – 9.

By: Joe Bouchard \*\*\*\*\*



**Just for Fun!!!!!!**

### **You Think That's Funny?**

1. With a mass email or some other communications mechanism, give the very broad instruction, "For training on such and such a date, please bring in something that you think is funny."
2. When colleagues ask for more specifics, it is best to simply repeat "bring in something that you think is funny." The fewer restrictions, the more creativity may flow from the participants.
3. On training day, instruct participants to place their funny item on a table at the front of the room.
4. Note that the item may not necessarily be something tangible. It could be a story.
5. Select a judge (with the integrity of Judge Judy, Judge Ito and King Solomon) to decide which of those items she or he finds most funny. The judge should be given a small gift from the facilitators when accepting the weighty responsibility of selecting the funniest item.
6. Announce that there is a prize to the person who brought in the item that the Judge deemed funniest.
7. In turn, people come up to the table that holds the funny items. They pick up or describe their item.
8. Once the participant describes the item and why they consider it funny, they "pick" a volunteer.
9. Participants do this until all have had their say about their selected item.
10. The Judge announces which item is the winner.
11. The facilitator awards a prize. I have found in an irreverent exercise like this that it is fitting to give a prize bag with gag gifts. Prizes of this level generally match the levity of the exercise.
12. If you are of an overly dignified composition or abhor scatology, be careful when you play this game. There may be some entries that make you blush. By: Joe Bouchard \*\*\*\*\*



## 35<sup>th</sup> National Training & Performance Conference – 9/23-9/26/19

### *Trainers Plant the Seeds; Agencies Reap the Harvest*

#### Employee Engagement • Staff Retention • Strong Leadership

Hosted by the International Association of Correctional Training Personnel (IACTP)

In partnership with the Nebraska Criminal Justice Seamless System Committee

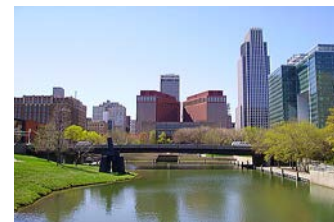
#### LOCATION

Embassy Suites by Hilton Downtown/Old Market • Omaha, NE

555 South 10<sup>th</sup> Street, Omaha, NE

#### HOTEL INFORMATION

The Embassy Suites by Hilton - Downtown/Old Market hotel in Omaha, Nebraska, is a full-service, all-suite hotel located in the heart of Omaha's historic Old Market District. Stay at this hotel and be close to many key attractions, such as Omaha Henry Doorly Zoo, CenturyLink Center Omaha, TD Ameritrade Stadium and the Durham Museum. Every hotel lodging reservation includes a spacious two-room suites featuring private bedrooms and separate living areas, perfect for relaxing after a day out at the Old Market. Each suite is equipped with a host of facilities, including two flat-screen HDTVs and high-speed internet access. Your complimentary breakfast is cooked-to-order each morning, while the complimentary Evening Reception offers drinks in the open-air atrium. The hotel restaurant, the Falling Water Grille, provides a café-style menu among tropical gardens and water features.



#### IMPORTANT LINKS

- ✓ **Call-for-Workshops:** Interested in being a workshop presenter? Click [here](#).
- ✓ **Attendee Registration:** Reserve your seat – [REGISTER NOW](#)
- ✓ **Hotel Lodging:** Book your hotel room – [MAKE ONLINE HOTEL RESERVATION](#) (Phone reservations can be made by calling 1-800-EMBASSY. Be sure to ask for the Group Code: ACT to get the discounted lodging rate of \$119/night plus tax. Make reservations prior to August 29<sup>th</sup>- rooms and rates may not be available after this date.
- ✓ **Exhibitors / Sponsors:** Interested in being an exhibitor or sponsor? Click [here](#).

#### THINGS TO KNOW...

- ✓ **August 29<sup>th</sup> Is an Important Date!!**  
Hotel lodging reservations must be made by August 29<sup>th</sup> to ensure you get a room at the discounted conference rate. The hotel may not have rooms after August 29<sup>th</sup>.
- ✓ **Opening Reception.**  
The conference kicks-off with an Opening Reception in the exhibit hall on Monday, September 23, 2019 from 5:00-7:00 pm. There are no workshops scheduled for Monday.
- ✓ **Opening Session.**  
The conference's Opening Session is Tuesday, September 24<sup>th</sup> at 8:30 am.
- ✓ **Hotel Parking.**  
The Embassy Suites offers a discounted self-parking rate of \$14 for conference attendees.
- ✓ **Free Shuttle.**  
A complimentary shuttle runs from the airport to the hotel. The airport is approximately four miles from the hotel. The shuttle operates from 5:00am – 11:45pm daily. Guests need to contact the hotel (402-346-9000) to request a pick-up.

**REGISTRATION CANCELLATION POLICY:** Cancellation of a conference registration on or before August 23, 2019 will be subject to a \$50 processing fee. Refunds will not be offered after August 23, 2019. Substitutions can be made up to September 13, 2019.

# SAVE-THE-DATE

## Agenda & Workshop Descriptions IACTP National Conference – 2019

### Monday, September 23, 2019

- 9:00am - 3:00pm IACTP Executive Board Meeting  
3:30pm - 7:00pm Registration Open  
5:00pm - 7:00pm Networking Reception  
Silent Auction Open for Bids

### Tuesday, September 2, 2019

- 8:00am - 4:00pm Registration Open  
Silent Auction Open for Bids  
Vendor Exhibits Open
- 8:30am -10:00am Opening Session and Continental Breakfast  
Local Welcome: TBD  
State Welcome: TBD  
Keynote: *Plant Your Seeds in Fertile Ground: The learning Mindset*  
Chad Carden, Founder, The Carden Group (Jefferson City, MO)
- 10:00am -10:30am Break
- 10:30am- 12:00pm Concurrent Workshops
- 1) Reshaping the Nebraska Department of Corrections: FTO/OJP Process
  - 2) Leading by Positive Example: Instructor Etiquette and Professionalism
  - 3) Hiring and Recruiting in Corrections: Get the Right Employee Fit!
- 12:15pm -1:30pm Awards Luncheon
- 1:45pm - 3:15pm Concurrent Workshops
- 1) The Nebraska Department of Corrections Leadership Continuum
  - 2) Creating a Culture of Competency Cultivation (3-hour session)
  - 3) Adventure-Based Learning: How to Use High Impact Experiential Activities as Training Tools (3-Hour Session)
- 3:30pm – 5:00pm Concurrent Workshops
- 1) Missouri: The Corrections Way Overview
  - 2) Creating a Culture of Competency Cultivation (3-hour session)
  - 3) Adventure-Based Learning: How to Use High Impact Experiential Activities as Training Tools (3-Hour Session)

### Wednesday, September 25, 2019

- 8:00am – 4:00pm Registration Open  
Silent Auction Open for Bids  
Vendor Exhibits Open

## Wednesday, September 25, 2019 (Continued...)

- 8:30am – 10:00am Concurrent Workshops
- 1) NIC Training Administrator's Network (3-Hour Session)
  - 2) Dusting Off the Badge: Lessons for Rookies & Refreshers for Veterans (3-Hour Session)
  - 3) Planting the Seeds for a Successful Train-the-Trainer Program
- 10:00am – 10:30am Break
- 10:30am – 12:00pm Concurrent Workshops
- 1) NIC Training Administrator's Network (3-Hour Session)
  - 2) Dusting Off the Badge: Lessons for Rookies & Refreshers for Veterans (3-Hour Session)
  - 3) Achieving Change through Values-Based Behavior
- 12:00pm – 1:00pm Lunch (lunch provided)
- 12:00pm – 1:00pm IACTP Executive Board Meeting
- 1:00pm – 2:30 pm Concurrent Workshops
- 1) Culture Change: Where Does Training Fit?
  - 2) Speaking for Change (3-hour session)
  - 3) Planting with Permission: Introduction to Copyright & Creative Commons for Trainers (3-hour session)
- 2:30pm – 3:00pm Break
- 3:00pm – 4:30pm Concurrent Workshops
- 1) Hypervigilance: Why "Leave it at the Gate" Is Harder Than We Think
  - 2) Speaking for Change (3-hour session)
  - 3) Planting with Permission: Introduction to Copyright & Creative Commons for Trainers (3-hour session)
- 4:45pm Silent Auction Ends  
Vendor Exhibits Close
- 5:30pm – 7:30pm Evening Reception Sponsored by Embassy Suites

## Thursday, September 26, 2019

- 8:00am – 10:00am Concurrent Workshops
- 1) Evaluating Our Growth: A Model of Cyclical Data, Assessment, and Training
  - 2) The Other Half: The Importance of Education Families about Corrections Work
- 10:15am – 11:00am Brunch & Closing Session
- 11:00am – 12:00pm IACTP Annual Membership Business Meeting
- 12:00pm Conference Adjourns

**WORKSHOP DESCRIPTIONS**  
**Tuesday, September 24, 2019**  
**CONCURRENT WORKSHOPS**  
**10:30 am – 12:00 pm**

**1. Reshaping the Nebraska Department of Corrections: FTO/OJP Process**

**Meeting Room:**

**Workshop Summary:** The Nebraska Department of Corrections underwent an overhaul of their FTO /OJT process. This presentation will share our process, what we learned, how we implemented it and what we will do to continue improvement.

**Learning Objectives:** After this session, attendees will be able to:

- Understand where NDCS started the process and how they utilized a needs assessment process to launch change.
- Identify the steps and key players for change implementation.
- Identify ongoing assessment and change tools for continued growth.

**Presenters:** Christina Carter, Professional Development Administrator; Justin Rea, Training Coordinator, Nebraska Department of Corrections

**Contact the Presenters:** Ms. Carter: [christina.carter@nebraska.gov](mailto:christina.carter@nebraska.gov), Mr. Rea: [justin.rea@nebraska.gov](mailto:justin.rea@nebraska.gov)

**2. Leading by Positive Example: Instructor Etiquette and Professionalism**

**Meeting Room:**

**Workshop Summary:** During this workshop session, we will discuss the role of the instructor as a leader.

Discussion topics will include: (1) What does it mean to lead by positive example? (2) What is instructor etiquette? (3) How does instructor etiquette play a role in the classroom? (4) How does remaining professional relate to the classroom?

**Learning Objectives:** After this session, attendees will be able to:

- List at least (four) 4 of the (five) 5 methods of Leading by Positive Example, as discussed in class
- List at least (four) 4 of the (five) 5 etiquette standards for an instructor, as discussed in class.
- List at least eight (8) of the (10) attributes of a professional, as discussed in class.

**Presenter:** Darryl Smith, Instructor 1, Tennessee Department of Correction

**Contact the Presenter:** Mr. Smith: [Darryl.k.smith@tn.gov](mailto:Darryl.k.smith@tn.gov)

**3. Hiring and Recruiting in Corrections: Get the Right Employee Fit!**

**Meeting Room:**

**Workshop Summary:** How much do you know about your potential pool of employees? What are you and your agency doing to effectively find the best employee? How do you effectively and efficiently recruit and hire agency “fits”? If you are interested in the answers to these questions, then join NIC for this interactive workshop where we discuss myths versus reality regarding your potential employee pool; strategies to bring qualified recruits to your agency; and developing recruiting techniques tied to your agency’s mission, vision, and values that match the needed on-the-job competencies to your recruits’ skills and qualifications.

**Learning Objectives:** After this session, attendees will be able to:

- Apply effective recruiting techniques in their organization, in order to hire agency “fits”. **Presenters:** Jeff Hadnot, Chief; Leslie S. LeMaster, Correctional Program Specialist; & Bernadean (Bernie) P. L. Iszler, Correctional Program Specialist, National Institute of Corrections, Academy Division **Contact the Presenters:** Mr. Hadnot: [jhadnot@bop.gov](mailto:jhadnot@bop.gov), Ms. LeMaster: [llemaster@bop.gov](mailto:llemaster@bop.gov), Ms. Iszler: [biszler@bop.gov](mailto:biszler@bop.gov)



**Tuesday, September 24, 2019**  
**CONCURRENT WORKSHOPS**  
**1:45 pm – 3:15 pm**

**4. The Nebraska Department of Corrections Leadership Continuum: Setting a Clear Path of Development for Our Leaders**

**Meeting Room:**

**Workshop Summary:** NDCS set out on a mission to develop a clear path of personal and professional development for their leaders. During this session, they will share their process, the Continuum model, resources, implementation path and lesson's learned.

**Learning Objectives:** After this session, attendees will be able to:

- Identify the process of developing the NDCS Professional Development Continuum model.
- Identify key stakeholders, resources and implementation path.
- Identify stages of the continuum and an inside look at the material.

**Presenters:** Christina Carter, Professional Development Administrator; Nikki Peterson, Development and Engagement Coordinator, Nebraska Department of Corrections

**Contact the Presenters:** Ms. Carter: [christina.carter@nebraska.gov](mailto:christina.carter@nebraska.gov), Ms. Peterson: [nikki.peterson@nebraska.gov](mailto:nikki.peterson@nebraska.gov)

**5. Creating a Culture of Competency Cultivation (3-Hour Session)**

**Meeting Room:**

**Workshop Summary:** Leadership competencies clarify the roles and responsibilities for leaders and managers. Many agencies expect leaders and managers to be able to identify the competencies but have limited expectation to assimilate them to their daily work. During this interactive session, participants will cultivate skills to create performance and competency based training. Utilizing the National Institute of Correction's leadership competencies, participants will explore innovative ways to enhance competency proficiency and methodology to assimilate to their daily work.

**Learning Objectives:** After this session, attendees will be able to:

- identify 12 NIC supervisor and manager leadership competencies.
- identify the leadership competency demonstrated when given a practical activity or exercise.
- debrief the leadership competency as part of a practical activity.

**Presenters:** Elizabeth Kreger, Academy Unit Supervisor & James Eberlin, Jr., Academy Training Developer, Ohio Department of Rehabilitation and Correction

**Contact the Presenters:** Ms. Kreger: [Elizabeth.kreger@odrc.state.oh.us](mailto:Elizabeth.kreger@odrc.state.oh.us) Mr. Eberlin: [jim.eberlin@odrc.state.oh.us](mailto:jim.eberlin@odrc.state.oh.us)

**6. Adventure-Based Learning: How to Use High Impact Experiential Activities as Training Tools (3-Hour Session)**

**Meeting Room:**

**Workshop Summary:** Are you interested in learning to harness the power of experiential training activities designed to increase the impact of your training? Do you want to learn to write questions tying learning outcomes to on the job practice? Would you like to practice facilitating training activities that connect classroom learning to on the job applications? Then join NIC for this interactive workshop!

**Tuesday, September 24, 2019  
CONCURRENT WORKSHOPS  
1:45 pm – 3:15 pm (Continued)**

Experiential learning or the process of learning through the experience of training activities is a deliberately designed action where training participants "learn through reflection on doing". During this two part, three hour workshop we will explore the "why" of using experiential activities in training, what type and variety of experiential activities there are to choose from, how to find and customize them for your training, how to choose activities to facilitate in your training based on your learning outcomes, how to develop debriefing questions targeted to your training outcomes and content, and practice facilitating an experiential activity, from setup to debriefing!

Designed to appeal to trainers, curriculum designers / developers, learning and performance professionals, facilitative trainers and others involved in the corrections training profession, participants in this active workshop will have the opportunity to engage in activities to apply this to the training they design and deliver in their own organization.

**Learning Objectives:** After this session, attendees will be able to:

- Write debriefing questions to tie training activities to learning outcomes in their agency.

**Presenters:** Jeff Hadnot, Chief; Leslie S. LeMaster, Correctional Program Specialist; & Bernadean (Bernie) P. L. Iszler, Correctional Program Specialist, National Institute of Corrections, Academy Division

**Contact the Presenters:** Mr. Hadnot: [jhadnot@bop.gov](mailto:jhadnot@bop.gov), Ms. LeMaster: [llemaster@bop.gov](mailto:llemaster@bop.gov), Ms. Iszler: [biszler@bop.gov](mailto:biszler@bop.gov)

**Tuesday, September 24, 2019  
CONCURRENT WORKSHOPS  
3:30 pm – 5:00 pm**

**7. Missouri: The Corrections Way Overview**

**Meeting Room:**

**Workshop Summary:** "The Corrections Way" (TCW) is designed to provide a new perspective and give the necessary skills and tools to reach maximum potential in personal leadership. Changing the culture is a process; this is a journey "not an event. It's all about "People", and how engaging quality conversations build even greater trust, rapport and respect within the organization. Think of this program as a blueprint to your personal success, team success, location success, and the overall success of the MODOC.

**Learning Objectives:** After this session, attendees will be able to:

- Discuss how social, personality and Communication Styles impact your environment and performance, and how to create, appreciate and inspire with Value Premise.
- Explain how to encourage and strengthen engagement with effective feedback.
- Explain how to use the De-escalation process, conduct difficult conversations and neutralize negativity.

**Presenters:** Ron Mobley, Jr., Regional Management Trainer; Shelly Carson, Curriculum Design Manager, Missouri Department of Corrections

**Contact the Presenters:** Mr. Mobley: [Ronald.mobley@doc.mo.gov](mailto:Ronald.mobley@doc.mo.gov), Ms. Carson: [shelly.carson@doc.mo.gov](mailto:shelly.carson@doc.mo.gov)

**8. Creating a Culture of Competency Cultivation (3-Hour Session)**

*This is a continuation of a 3-hour workshop that began at 1:45 pm. See Workshop #5 for description and details.*

**9. Adventure-Based Learning: How to Use High Impact Experiential Activities as Training Tool (3-Hour Session)**

*This is a continuation of a 3-hour workshop that began at 1:45 pm. See Workshop #6 for description and details.*

**Wednesday, September 25, 2019**  
**CONCURRENT WORKSHOPS**  
**8:30 am – 10:00 am**

**10. NIC Training Administrator's Network (3-Hour Session)**

**Meeting Room:**

**Workshop Summary:** The annual Training Administrator's Network meeting hosted by the National Institute of Corrections (NIC) will be held in conjunction with this year's IACTP conference. Please plan to spend the morning with training administrators from state agencies and large jurisdictions from around the United States to network and discuss important issues.

**Moderators:** Jeff Hadnot, Chief; Leslie S. LeMaster, Correctional Program Specialist; & Bernadean (Bernie) P. L. Iszler, Correctional Program Specialist, National Institute of Corrections, Academy Division; Jim Wiseman, President, International Association of Correctional Training Personnel

**Contact the Moderators:** Mr. Hadnot: [jhadnot@bop.gov](mailto:jhadnot@bop.gov), Ms. LeMaster: [llemaster@bop.gov](mailto:llemaster@bop.gov), Ms. Iszler: [biszler@bop.gov](mailto:biszler@bop.gov), Mr. Wiseman: [jim.wiseman@doc.mo.gov](mailto:jim.wiseman@doc.mo.gov)

**11. Dusting Off the Badge: Lessons for Rookies & Refreshers for Veterans (3-Hour Session)**

**Meeting Room:**

**Workshop Summary:** Are you wondering what happened to the attitude and feeling of pride and honor in and for the organization you work for? Do you feel like no one cares anymore about the hierarchy? What about the respect of rank and position of rank? Where is the pride in the way officers carry themselves and show respect and professionalism to those around them? Why does some think they are entitled and not doing their best to work following policies and procedures? This workshop is about how to instill, awaken, energize, and maintain the pride and honor in the profession of Corrections. Discovering the missing links of Pride and Honor for each individual Correctional professional is the goal of this workshop. How to make Pride, Honor, and Professionalism a Priority in the everyday workings of a correctional facility. Strengthening the organization by changing the organizations attitude and behaviors through empowerment, engagement, personal commitment and attitude.

**Learning Objectives:** After this session, attendees will be able to:

- explain how to instill the new correctional professional with personal pride in their job and their organization.
- identify how they are the root and foundation of their organization.
- make the change in their mind, behavior, attitude, and commitment of heart.
- cultivate those skills so they can share the skills to empower others to grow and make a difference in their organization.

**Presenter:** LaLonna R. Kuehn, Trainer & Facilitator, Tennessee Department of Correction

**Contact the Presenter:** Ms. Kuehn: [lalonna.r.kuehn@tn.gov](mailto:lalonna.r.kuehn@tn.gov)

**12. Planting the Seeds for a Successful Train-the-Trainer Program**

**Meeting Room:**

**Workshop Summary:** Several city law enforcement agencies continually ask the NYC Department of Correction for space so their employees can take part in our dynamic 11-day Instructor Development Course. Our formula is simple: make'em walk, make'em talk, and make'em write. Participants start with 2-minute impromptu presentations and continue with longer ones of increasing complexity, culminating in a 50-minute "facilitation" from lesson plans they must create during training, without lecture or lecterns, and very limited PowerPoint. Let us share with you how this award-winning training has become a citywide success story.

**Learning Objectives:** After this session, attendees will be able to:

**Wednesday, September 25, 2019  
CONCURRENT WORKSHOPS  
8:30 am – 10:00 am (Continued)**

- Identify how we engage the learners from the outset, and structure the topics differently from the "ADDIE" model of instruction, making it more interactive and participant-centered.
- Identify the instructional strategies, games, activities and classroom settings we use to create, engage, and maintain learner focus and attention.
- Learn how we develop lesson plans from a newer, easier to use format than the standard Correction one that has been around for years.

**Presenter:** Edwin C. Pauzer, Training Specialist, New York City Department of Correction

**Contact the Presenter:** Mr. Pauzer: [Edwin.pauzer@doc.nyc.gov](mailto:Edwin.pauzer@doc.nyc.gov)

**Wednesday, September 25, 2019  
CONCURRENT WORKSHOPS  
10:30 am – 12:00 pm**

**13. NIC Training Administrator's Network (3-Hour Session)**

*This is a continuation of a 3-hour workshop that began at 8:30 am. See Workshop #10 for description and details.*

**14. Dusting Off the Badge: Lessons for Rookies & Refreshers for Veterans (3-Hour Session)**

*This is a continuation of a 3-hour workshop that began at 8:30 am. See Workshop #11 for description and details.*

**15. Achieving Change through Values-Based Behavior**

**Meeting Room:**

**Workshop Summary:** This workshop will focus on "Achieving Change Through Values-based behavior" (ACTV) and how it was developed as a collaboration between researchers, practitioners, and the criminal justice system in the state of Iowa. Acceptance and Commitment Therapy (ACT) will also be introduced, which is the evidence-based cognitive behavioral psychotherapy behind ACTV. Participants will learn about Dr. Polk's "Matrix" tool and how it is utilized to create psychological flexibility and deliver main ACT/ACTV concepts. The workshop will also focus on the goals and principals of the ACTV program and how to be an effective ACTV facilitator. The presenter will use a mix of instruction, demonstrations, and hands on practical experiential exercises. The exercises will highlight the strategies used to facilitate ACTV and how to promote positive behavior change in offenders.

**Learning Objectives:** After this session, attendees will be able to:

- Describe the concepts/principles underlying the ACTV curriculum and compare ACTV to other models of domestic violence treatment (e.g., CBT and Duluth)
- Recognize the Matrix as a tool used to deliver main ACTV concepts
- Understand how to work with clients from an ACT perspective (e.g., how to integrate experiential exercises, metaphors, and facilitator stance) and how to address accountability from an ACT perspective

**Presenter:** Christine Parmerlee, Probation Parole Supervisor II, Support Services Center, Fifth Judicial District, Iowa Department of Correctional Services

**Contact the Presenter:** Ms. Parmerlee: [Christine.parmarlee@iowa.gov](mailto:Christine.parmarlee@iowa.gov)

**Wednesday, September 25, 2019**  
**CONCURRENT WORKSHOPS**  
**1:00 pm – 2:30 pm**

**16. Culture Change: Where Does Training Fit?**

**Workshop Summary:** This workshop will explore the connection between culture change in the corrections environment and the role of the correctional trainer. Hot topics will be discussed to illustrate this connection, such as: sexual harassment, PREA, and use of force. The role of the trainer, training techniques, and mission of the agency/facility are key components that will be examined and discussed. Additionally, the workshop will describe pitfalls that are often encountered when training is relied upon as the only method to implement culture change. The concept of planting a seed to implement this type of change will be presented.

**Learning Objectives:** After this session, attendees will be able to:

- identify specific training approaches and techniques that are appropriate when culture change is the goal of the training program.
- describe the connection between training and a vision for culture change.
- identify pitfalls that are often found within the expectations of the training program as it relates to the need for culture change.

**Presenter:** Susan Jones, Ph.D., Warden, Colorado Department of Corrections (Retired)

**Contact the Presenter:** Dr. Jones: [sjcanoncity@gmail.com](mailto:sjcanoncity@gmail.com)

**17. Speaking for Change (3-Hour Session)**

**Workshop Summary:** This course is designed to give an introduction to the principles of motivational interviewing using questioning and listening techniques for both colleagues. An overview of the Stages of Change will give participants a better understanding of the change process and identify internal and external factors that motivate a person to change.

**Learning Objectives:** After this session, attendees will be able to:

- reinforce expectations and communicate with others using motivational interviewing techniques thus increasing the likelihood of positive staff interactions.
- Recognize the Stages of Change and apply the concepts when working with staff or looking to make lasting changes both personally and professionally.
- Apply OARS (Open ended questions, affirmations, reflections and summaries) to guide conversation that will allow for better communication, goal setting and professional development.

**Presenters:** Courtney Gottschalk, Quality Assurance Coordinator & Joe Hinsberg, Program Manager, Inmate Program and Reentry, Arizona Department of Corrections

**Contact the Presenters:** Ms. Gottschalk: [cgottsc@azadc.gov](mailto:cgottsc@azadc.gov) Mr. Hinsberg: [jhinsb@azadc.gov](mailto:jhinsb@azadc.gov)

**18. Planting with Permission: Introduction to Copyright & Creative Commons for Trainers (3-Hour Session)**

**Workshop Summary:** As trainers, it is very tempting to find great information, images, and other resources online that you simply must share with your learners. However, did you know that, most likely, the “fair use principle” of copyright law does not apply to your work? This creates liability for both you and your agency. In this workshop, you will learn the basics of copyright law so that you can understand what materials you can and cannot use in trainings. You will also learn about the Creative Commons movement, which allows you to use copyrighted material with few, if any, limitations.

**Learning Objectives:** After this session, attendees will be able to:

- identify what materials are protected by U.S. Copyright Law.
- describe the Open Commons movement and its relationship to U.S. Copyright Law.
- identify the different Creative Commons licenses and what limitations, if any, they place on use.

**Presenters:** Andrew Cano, Distance Learning Development Specialist & Greg Sunderman, Trainer, Nebraska Judicial Branch Education

**Contact the Presenters:** Mr. Cano: [andrew.cano@nebraska.gov](mailto:andrew.cano@nebraska.gov), Mr. Sunderman: [greg.sunderman@nebraska.gov](mailto:greg.sunderman@nebraska.gov)

**Wednesday, September 25, 2019**  
**CONCURRENT WORKSHOPS**  
**3:00 pm – 4:30 pm**

**19. Hypervigilance: Life-Saving Skill or Neurological Trance? - Why “Leave It at the Gate” Is Harder than We Think**

**Workshop Summary:** The neurological concept of brain plasticity means that our experiences change the structures of our brains. When repeated, the changes become permanent and predictive. Neuroscience research is clear about this. Among other things, it is how learning occurs. And we certainly want our employees to be safe by learning to be vigilant on duty. But that can lead to hypervigilance. So, can we choose to mute hypervigilance? Should we? If so, how? Does emotion influence learned vigilance? Does sleep? What about immediate strategies such as breathing, and positive reframing? Where do we train staff on these concepts and practices?

**Learning Objectives:** After this session, attendees will be able to:

- Locate scientific research that addresses hypervigilance.
- Discuss the value and the consequences of on-and-off duty hypervigilance in corrections staff.
- List three existing training courses or programs at your agency into which you can add content on practical breathing and posttraumatic growth (PTG).

**Presenter:** : Greg Morton, Training Manager (RET), Desert Waters Correctional Outreach & Professional Development Administrator (RET), Oregon Department of Corrections

**Contact the Presenter:** Mr. Morton: [gm3bc@msn.com](mailto:gm3bc@msn.com)

**20. Speaking for Change (3-Hour Session)**

*This is a continuation of a 3-hour workshop that began at 1:00 pm. See Workshop #17 for description and details.*

**21. Planting with Permission: Introduction to Copyright & Creative Commons for Trainers (3- Hour Session)**

*This is a continuation of a 3-hour workshop that began at 1:00 pm. See Workshop #18 for description and details.*

**Thursday, September 26, 2019**  
**CONCURRENT WORKSHOPS**  
**8:30 am – 10:00 am**

**22. Evaluating Our Growth: A Model of Cyclical Data, Assessment, and Training**

**Workshop Summary:** Evidence-based practices call for the use of data and continuous feedback to facilitate progress with clients on community supervision. In Nebraska, the Division of Parole Supervision (DPS) has taken this model and applied it to staff development and training. This session will review the model developed by DPS which provides for an integration between quality assurance and continuous quality improvement with both agency-wide and individualized training initiatives. Included in this session will be discussion of assessment/data tools used by DPS as well as the “lessons learned” by members of the training team that received the 2017 APPA Presidential Award.

**Learning Objectives:** After this session, attendees will be able to:

- Gain familiarity with a set of tools developed for assessing officer competency that can be utilized to guide training
- Learn about applied processes that have integrated EBP elements of data, assessment, and training as it relates to staff development

**Wednesday, September 25, 2019**  
**CONCURRENT WORKSHOPS**  
**3:00 pm – 4:30 pm (Continued)**

- Obtain information related to challenges for implementation of the EBP model as it relates to staff development

**Presenters:** Jennifer Miller, Ph.D., Assistant Director of Supervision, Research, and IT; Denny Campbell, Training and Staff Development Supervisor; Joel Denney, IT Business Systems Analyst;

Rachel Prescher, Parole Supervisor, Nebraska Board of Parole / Division of Parole Supervision

**Contact the Presenters:** Ms. Miller: [Jennifer.miller@nebraska.gov](mailto:Jennifer.miller@nebraska.gov), Mr. Campbell:

[Denison.campbell@nebraska.gov](mailto:Denison.campbell@nebraska.gov), Mr. Denney: [joel.denney@nebraska.gov](mailto:joel.denney@nebraska.gov), Ms. Prescher:

[Rachel.prescher@nebraska.gov](mailto:Rachel.prescher@nebraska.gov)

**23. The Other Half: The Importance of Educating Families about Corrections Work**

**Meeting Room:**

**Workshop Summary:** A healthy family life contributes positively to both personal and professional functioning. This workshop discusses the importance of preparing significant others when their loved ones begin to work in corrections, and also ways to support family members of veteran staff during the course of their career.

**Learning Objectives:** After this session, attendees will be able to:

- describe topics that help increase family members' understanding of the impact of the job on their corrections employee loved one.
- describe topics that help increase family members' understanding of the impact of corrections work on the family.
- describe practical suggestions for addressing commonly occurring family life challenges in relation to corrections work.

**Presenters:** William Young, Instructor, Desert Waters Correctional Outreach

**Contact the Presenters:** Mr. Young: [desertwaters.wyoung@gmail.com](mailto:desertwaters.wyoung@gmail.com)



# UPCOMING EVENTS

## 2019 IACTP WEBINARS

**Date:** Sept 11, 2019

**Presenter:** Susan J. Jones, PhD (Retired Warden, Colorado Department of Corrections)

**Presenter email:** [sjicanoncity@gmail.com](mailto:sjicanoncity@gmail.com)

**Title of Webinar:** Inmate Perpetrated Sexual Harassment of Corrections Staff

**Description of Webinar:** This webinar will present the issues faced by corrections professionals and particularly corrections trainers as the work to manage the sexually abusive/harassing behaviors of inmates-directed at staff. The presentation will include a review of policy, litigation, and research. The webinar will focus upon appropriate training tools and delivery methods to encourage corrections staff to report and address these inappropriate behaviors of inmates in a consistent and professional manner. Culture change is a key component of this type of training approach and the tools to address such a change will be presented.

## 2019 IACTP WEBINARS

**Date:** December 11, 2019

**Presenter:** Dr. Penny Veit-Hetletved Director of Education, Staff Development, and Core Correctional Practices of the ND DOCR

**Presenter Email:** [pvetletved@nd.gov](mailto:pvetletved@nd.gov)

**Title of Webinar:** Assessment—what does that even mean?

**Description of Webinar:** This session will discuss the world of assessment and how it applies to training personnel. Participants will receive resources, examples, and an opportunity to discuss obstacles and how it can be framed in a measurable (non-emotional) way.



**IACTP Regional Training Initiative**

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

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

**Check out the new structure of our membership fees**

| Type of Membership                 | Annual Dues         |
|------------------------------------|---------------------|
| New Member                         | \$50.00             |
| Renewing Member                    | \$50.00             |
| Full-Time Student (w/ID)           | \$35.00             |
| Affiliate Organization             | \$250.00            |
| Associate/Corporate                | \$1,000.00          |
| Agency Membership: (3-8 Members)   | \$43.00 per person  |
| Agency Membership: (9-12 Members)  | \$42.00 per person  |
| Agency Membership: (13-16 Members) | \$40.00 per person  |
| Agency Membership: (17-20 Members) | \$38.00 per person  |
| Agency Membership: (21-24 Members) | \$36.00 per person  |
| Agency Membership (25-30 Members)  | \$34.00 per person  |
| Agency Membership (31-60 Members)  | \$33.00 per person  |
| Agency Membership (61+ Members)    | \$2,000.00 flat fee |

To join online, visit <http://www.iactp.org> and use the "Join Us" tab.  
Agency Memberships need to be processed by phone, so please call the IACTP office at 859-283-4209  
and speak with Michael Jones.

**WATCH YOUR EMAIL FOR BOARD OF DIRECTORS NOMINATIONS**

## IACTP Member of the Quarter



**Captain Theriault**  
**Maine Department of Corrections**

Captain Theriault served 3 years in the United States Army as a 12B Combat Engineer where he was deployed overseas to Bosnia Herzegovina to support de-mining and peacekeeping missions. Returned home to Maine and started working at the Maine State Prison in 2002 as a corrections officer. He was promoted to a Corporal Training Cadre in 2014. The Captain was selected to become a trainer in Motivational Interviewing and Effective Communications where he received over 200 hours of training. He was promoted to the rank of Captain as the Senior Training Cadre in 2016. He is the lead instructor for the State of Maine in Mechanics of Effective Restraint and Control. He currently trains all correctional staff for the Maine Department of Corrections including county jails and support staff. Captain Theriault has been an IACTP member since 2014.

# YESTERDAY IN FACTP

## **Twenty-Minute Trainer: The Changing Inmate**

**By: Gary F. Cornelius - Fall of 1995:**

In earlier columns, I have discussed how important it is for correctional officers to keep up with developments concerning inmates and their behavior. The well-informed offer knows things about inmates' things that range from problems with substance abuse, how they manipulate, their social and economic problems, and so on. Being informed can give staff clues as to why the inmates behave as they do.

One of the behaviors that came to my mind was violence. It is true that the street criminal is no stranger to violence. I have a "gut" feeling, which tells me that criminals through the years have become "meaner" and more violent.

In December 1993, I read a fascinating article about the "new" type of inmate that I would like to share. The article was entitled "*Recent Crimes Shock Old-Timers Doing Time*", and was written by Miles Corwin of the Los Angeles Times. It appeared in the December 26, 1993, edition of the *Washington Post*.

The article discusses how older inmates who have been incarcerated at the Tehachapi California State Prison, for a long time are amazed at the new type of inmate – an inmate who is more ruthless, violent, and has less remorse than the criminals, some in their 60's, wonder about this new breed who shoot their victims for no reason. These victims are cooperating with the criminal, but the criminal pulls the trigger, as one inmate says, "for the hell of it". Several observations from these old cons are worth mentioning. Inmate Robert Darcy, age 65m was convicted of kidnapping in 1968. He says that in his day, if a criminal held up a merchant, stole a car from a motorist, or "clipped a wallet" from a victim who didn't resist, the criminal did not shoot them. Darcy says..."in the old days, if a guy killed someone, he would sometimes show remorse in the joint... But these guys today will just look through your and say:"Yeah, I blew him away. So What."

Paul Allen, age 66, is a convicted bank robber who has done 30 years in and out of 15 prisons. He considers this new breed of killer inmate "more a terrorist than a criminal". Allen says that the most respected holdup men were those who could get the money with having to "bust skull"...

What can  
IACTP  
Do for  
you?



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

Please send your  
responses to:

<http://www.iactp.org>

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

If you change  
**Nothing,**  
nothing will  
change.

## The Certified Correctional Trainer

### The Purpose of Trainer Certification:

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

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

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

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

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

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

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

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

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



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



Please submit nominations for the 2019 IACTP Awards of Excellence. Annually our organization strives to recognize excellence in correctional training in the following categories:

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

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

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

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

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

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

#### General

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

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

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

#### **Awarded Recipient**

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

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

All the above awards will be presented at the 2019 National Training and Performance Conference hosted by IACTP. This year's conference will be held in Omaha, NE from September 23-26, 2019.