



# The Correctional Trainer

## Winter 2016

FOR THE INTERNATIONAL ASSOCIATION OF CORRECTIONAL  
TRAINING PERSONNEL

Joe Bouchard | Editor | December 1, 2016

## In this issue

President's Address	2
A note from the Editor	5
The Leader in You	6
Training Tip	11
The Contraband Nerd	14
The Twenty Minute Trainer	17
Corrections Directions	20
Icebreaker 101	23
Icebreaker 101 (second helping)	28

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**

Welcome to the Fall Edition of the Correctional Trainer! As my first opportunity to share information about the Association, I want to begin by saying what an honor it is to represent such a committed and passionate group of individuals.

The International Association of Correctional Training Personnel is the only professional group dedicated to those who work within the field of corrections training, whether that be within large or small facilities, academies or community corrections. Having the opportunity to work as a trainer or in an administrative capacity within training, you know just how much an impact you have on the staff within your organization. It is not happenstance when executive-level administrators refer to employees as “our greatest resource.” Just try running a corrections agency without staff! Training is the core function of any truly functional organization. IACTP will help you help your agency increase its performance and effectiveness. As your incoming President, I am looking forward to serving you and working with the Board to help provide the type of member services you expect of your professional organization.

During October 2016, IACTP celebrated its 32nd annual trainer's conference in the “Show Me” state, hosted by the Missouri Department of Corrections in St. Louis. Three concurrent workshops were conducted during each day of the conference. Topics ranged from those focused-on training and staff development strategies to include to those involving the management of the offender population. An evening outing at the Sabre Red manufacturing location was offered with participants able to see where these widely-used products are made, and observed demonstrations.

Congratulations go out to Gary Hill of the CEGA/Contract Center and Caterina Spinaris/Executive Director of Desert Waters for being recognized as award recipients during this year's awards luncheon. Many thanks to President-elect Jim Wiseman/Missouri Training Academy Training Director and his team who served as the host committee for the 2016 conference. Also many thanks to our Conference Coordinator Terry Satterfield for her enduring efforts to ensure all the bases are covered each year as we move from state to state, and welcome our members to another exciting conference. Another job well done!

The IACTP Board conducted two on-site meetings during the annual conference in St. Louis and a Strategic Plan was created and later shared during the all-member meeting prior to the conclusion of the conference. The Vision for the Association is to improve upon its key link to members via the Website, through significant enhancements and continuous management, expanded member services and increased membership.

Board Officers and Directors will be utilized as Committee Chairs to lead committees consisting of Association members, in order to begin getting more individuals involved in the work of the IACTP. During the all-member meeting on Wednesday, participants had the opportunity to sign-up to take part in one of six different committees working on various Strategic Initiatives. Improvements to the IACTP website will be the first to be completed, with the goal to secure a Webmaster to manage the association's site, webinars, and in the future, develop the framework for a training materials repository (e.g., lesson plans, PowerPoints, etc.). Groups are also working on building membership, marketing, and expanding authorship of the journal to mention a few.

As you can see, the Association is gearing up for an exciting future and we encourage you, as members to be as active as you want to be, in helping us work towards the goals outlined above. Please feel free to directly contact any of the committee chairs or myself to get started. We want the IACTP to be a participative membership association and one that meets your expectations, particularly given the unique nature of corrections training and staff development needs.



*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. Kathy.Mickle-Askin, Chair of Marketing Committee

Kathleen.mickle-askin@wilmu.edu

3. Terry Satterfield, Chair of the Quarterly Journal Committee

terrysat@verizon.net

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

moconno@azcorrections.gov

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

Trish.Signor@iowa.gov

## A note from the Editor:

Goodbye, Pete! Thanks for everything. Best wishes in all that you do.

Welcome to the helm, Tracy! I am excited to see your leadership in motion.

Here I am as I always find myself every two years. I am sad to see one Leader go and I am excited for another Leader to step in. I am torn. But such is the nature of this cycle.

So, with these dual sentiments battling each other, I focus on other things. (Is that psychologically healthy?) I look at one of the foundations of our effectiveness as trainers. I focus on the icebreaker.

I never find myself going in different directions when I create icebreakers. It is a way to take something simple and relatable, put in into an activity form, and watch to see if it will buttress training. I know that some may crash and some may soar. But the field testing of an icebreaker or classroom exercise is a wonderful time to learn about improvisation, patience, and class dynamics.

Admittedly, some of these icebreakers are a bit on the bizarre side, at times. Why use something so odd to support serious points that keep us safe on the world's most dangerous beat? In my case, I do this to make the exercise memorable and the lessons stick. I believe that instructors who can make a serious point while doing something that seems foolish on the surface are secure in themselves. They are willing to go the extra mile to ensure participants understand the points. Don't be afraid of the unusual.



*~ Joe Bouchard*

## *THE LEADER IN YOU*



Susan Jones, PhD



### **What is succession planning?**

As a trainer, you have probably been involved in creating components of a succession training program. In some agencies, this type of training curriculum goes hand in hand with a mentorship program. However, succession planning goes far beyond these two components – it goes to culture. A system with a true succession plan has a culture that supports the idea that none of us are indispensable.

This type of acceptance is not always found in correctional systems, in fact, the feeling of being indispensable is a key feature in many correctional cultures. The feeling that the system needs you as an individual is what allows us to create loyal employees who will work whenever we need them, for as long as we need them. This feeling also creates

employees who are willing to make corrections work the center of their world, to the exclusion of their health, family, and community.

I have been in many different versions of succession planning events and none of them focused on this basic value. Of course, many times the people in the succession planning events are the people that have attained rank and have tenure in their agency. These are the very people that “drank the kool-aid” and believed that they are pivotal in the very operation and future of the agency.

The other aspect that inhibits succession program from succeeding is the basic competitive nature of human beings. Sharing information, power, and resources so that others gain experiences that may make them better leaders may mean that they can obtain some competitive advantage over ourselves. This can be counter-intuitive in most workplaces, including corrections.

So how do we move from a training program aimed at the future leadership needs of our agency to a succession program that works? Culture change must be included as a fundamental component. That means that the agency must put it into practice. For instance, the “go-to” people cannot continue to be the people selected to work on every new project. Additionally, the staffing shortages and other issues that require mandatory over-time must be addressed and eliminated. Finally, the rewards we offer to people that are “always there for the good of the department” must be carefully considered. The value on a balanced life and on the needs of the “whole” person of each employee must be both communicated and be measurable. Only then can succession training really mean anything. Only then can the training program and mentoring programs work.

A true measure of a successful professional is one who knows the day they walk out of that prison on their last day it won't disrupt the work at all. The goal of each professional is to make their absence not even noticeable. That is evidence of a real succession plan.

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





*Check it out!*

*Operation Icebreaker: Shooting for Excellence*

Has been published by IACTP



This is a book of corrections icebreakers created by Joe Bouchard. There are 25 new classroom exercises designed specifically for corrections settings.

Some of them are:

- Captain Obvious Test Trio
- Of Creeps and Jerks
- Enjoy the Apocalypse
- Why do you Holler? It is only a Dollar!
- Contraband Cards
- Assessing your Bovine-Scatometer
- Shopping Cart Icebreaker
- And many more...

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

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

## Thanksgiving Facts from Edwin Pauzer:

- It wasn't until 1941, that Congress declared Thanksgiving as a national holiday, the fourth Thursday in November.
- The Macy's Thanksgiving Day Parade started in 1924 and was called the Macy's Christmas Day Parade.
  - Sarah Josepha Hale, author of "Mary had a Little Lamb" petitioned five presidents to create a holiday of Thanksgiving.
- Fossil evidence shows that turkeys roamed the Americas 10 million years ago.
  - 91% of Americans eat turkey on Thanksgiving Day.
  - Benjamin Franklin wanted the national bird to be a turkey.
- Three places in the United States are named after the holiday's traditional main course — Turkey, TX; Turkey Creek, LA.; and Turkey, N.C. There are also nine townships around the country named "Turkey," with three in Kansas.
- The cranberry was originally called the crane berry because of its pink blossoms and drooping head, which reminded the Pilgrims of a crane.
  - 20% of annual cranberry consumption is at Thanksgiving dinner.
- The plumber's busiest day of the year is the day after Thanksgiving. What a surprise!



## Some award winners from IACTP's 2016 Conference in St. Louis



**Commercial Program Award:** Caterina Spinars for the "From Correctional Fatigue to Fulfillment" program and presented by President Reveal.



**Training System Award:** Gary Hill for his work internationally with CEGA/Contact Center and presented by President Reveal.



**2016 President's Award:** Joe Bouchard for his work as Journal Editor and creator of the Icebreaker 101 book series. This was presented to Bouchard at Baraga Correctional Facility in Michigan.

## **Training Tip - Things to Remember About Asking Questions**

By Ed Pauzer

Asking questions and answering them is an art form that will demand practice. Here are some tips for asking questions.

- 1) Keep your questions short and simple. Make them easy to understand.
  
- 2) Ask open-ended questions for opinions and feelings. They start with “Why...?” “What about...?” “How...?”
  
- 3) Ask a close-ended question for specific information. It will start with “Do you...?” “Who...?” “When...?”
  
- 4) A hypothetical question is a great way of opening a discussion. “What would you do if...?”
  
- 5) Allow 9 seconds to pass when you are asking a question of the audience. Scan the room for volunteers. Many times trainers are too quick to answer their own question. Sometimes, it takes that long for participants to formulate a response.
  
- 6) If the participants look perplexed by your question, rephrase it.
  
- 7) If someone’s answer is way off, avoid embarrassing the participant. Say, “What I’m really looking for is more along the lines of...”

8) Ask a question and offer a multiple choice of answers. Ask the learners to raise their hands for A, B, C, etc. The ones who get it wrong will still remain fairly anonymous and won't be embarrassed.

9) Invite the learners to form dyads or triads with each other. Each will get an opportunity to ask a question about something she just learned. One in the group might report what the questions and answers were for the others at the table.

10) Write a question on an index card, and write the answer on the back. Trade it with a partner showing only the question side of your card. The partner will write the answer down underneath your question. Then, check each answer amongst the duo.

11) For a real curve ball, ask a question and then call on someone to pick someone else in the class to answer the question. Such a random chance of being called gets the participants' attention right away.

12) Avoid calling on the same person repeatedly. The other participants will start to feel like spectators to a private conversation.

13) Oh-oh! Your mind just went blank. You forgot where you are in your presentation; you lost your place. You don't want to say, "Where was I?" Or, "Can anybody tell me what I was talking about?" Now is the time to ask a rhetorical question. "How can you apply what we just covered, back on the job?"

14) Don't endorse answers that are clearly wrong. You can add, "Let me hear from someone else." A simple nod or thank you will also suffice.

15) Avoid repetitive statements in your questions. Constantly saying “like” or “ya know” becomes distracting. Your participants will probably begin counting the times you do that rather than answering the question.

Asking questions and asking the right ones increases learner participation and allows you to measure if they are learning.





2. Clean – Is the area clean? Might you contract a disease if you are incautious? Everything should be regarded as potentially infectious. Universal precautions such as gloves should be on hand.
3. Rigged – Has the area been arranged to trap or endanger staff? Once a colleague with more time in the facility than I handed me an envelope. Inside was a twisted rubber band stapled to each side of the envelope. A paperclip was in the middle of the rubber band which was twisted multiple times. When I opened the envelope, the rubber band unwound, made a loud noise and surprised me. It could be more dangerous than that mild prank. For example, a sharp edge infected with feces might be placed under a shelf. If staff feel rather than look, they might become injured or infected.
4. Planted – Has sacrifice contraband been placed in the area? Might you be satisfied to find a few purloined manila folders and conclude the search? Did the prisoner hide something more valuable?
5. Obvious – Has anything been hidden in plain sight? Does a prisoner palm something while being searched?
6. Acting – How are offenders acting before the search? Is there either adamant or seemingly non-caring postures? Is there too much or too little resistance to the search?
7. Proximity – As you search, is there anything going on around you? How are prisoners reacting to staff? Are there diversions?
8. Documentation – Is the search written down? Will you issue a written misconduct report?
9. Expectations – Did you find what you thought you would find?

Of course, these are not all the questions that might be on every contraband hunter's list. Circumstances will guide the questions. Those above are excellent points of departure.

Why do we occasionally need to think of so many things prior to executing a search? In a way, it is like knowing about the entire iceberg. We see only about the tip of the iceberg, but there is so much more. Consider the immense and unseen part of it underneath the water. In addition, it is important to assess the surrounding waters.

Nothing exists in a vacuum. This is particularly true in a correctional facility. What you find in the search may be related to some other contraband enterprise in the facility. And by reviewing these questions, your search may become more focused and successful, enabling you to increase safety for staff, offenders, and the public.

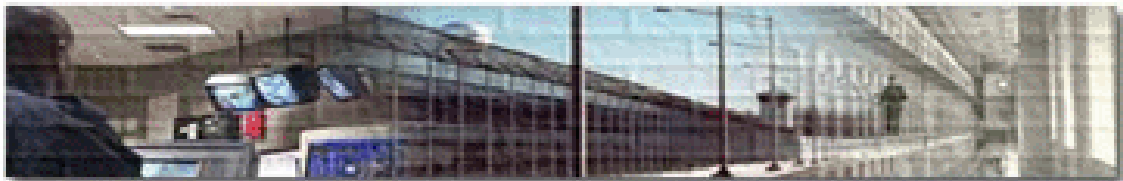




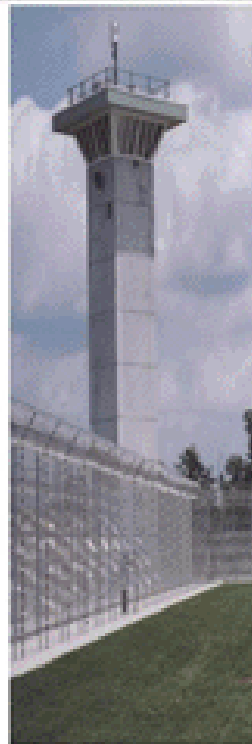
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"Would I Work for Me?"  
Ethics Training for Correctional  
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Advanced Training for First Line  
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Correctional Safety Officer  
Certification Program  
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"Manage the Incident Before the  
Incident Manages You"  
Developing A Gang Management-  
Program in your Institution  
Curriculum Design for Corrections  
and Juvenile Justice Professionals  
Crime Scene Preservation and Evidence  
"What You Don't Know About Evidence May  
Result in Critical Cases Being  
Dismissed"



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

## **The Twenty Minute Trainer**

By

Lt. Gary F. Cornelius (retired)

### **The Pains of Incarceration**

Today's law enforcement officers-both police and corrections-are faced with several daunting tasks. They are maintaining law and order, arresting criminal offenders and keeping a calm atmosphere in correctional facilities and on the street while being outnumbered. When I teach an in-service class for jail staff, I tell class attendees that our jobs are like being in The Alamo-we are surrounded and outnumbered by inmates. Police departments and correctional agencies will always be outnumbered by the populations that they serve, maintain control of and observe. So-it is important to remember that we can get a lot further with people by maintaining good interpersonal relations with them. This means treating them with dignity and respect. Empathy plays a role as well. Officers should try to understand life from others' points of view. Hopefully this mindset may result in an appreciation of the officer, and better interpersonal communications. For example, a police officer listens to a citizen talking about living in a high crime neighborhood and tries to put himself in the other person's situation. This shows both concern and respect. Also, realistically speaking, this approach does not work all the time; there are citizens that will always give police a hard time. But-the possible results are worth the effort.

The same can be applied to corrections officers (COs) working among incarcerated inmates. COs work inside a building where there are more inmates than officers. Secondly, the inmates do not want to be there. Third-most of the inmates do not like the staff. And fourth-when combining these factors, many inmates will try to get around our best security efforts.

As for me, I have always thought that if you treat inmates like humans, and respect their basic dignity, you will get along better with them and sometimes they may tell you what is going on in the housing units. You want positive relations with them-and that means not 'pissing them off'. Ask yourself this: I have to work inside this building,

surrounded by people who inwardly may be angry. I want to get along with them....why would I want to 'piss them off'?

So-let's look at how painful incarceration is, how you can understand it, and by doing so-you will not unduly make the inmates angry. This information comes from a great work that I highly recommend by Robert Johnson of American University: *Hard Time: Understanding and Reforming the Prison*, Third Edition (Wadsworth, 2002). A few points to note:

- Being imprisoned is disheartening and threatening for most inmates. Inmates know that their relationships with loved ones are soured or suspended, their careers are disrupted and any hopes and dreams are dashed. More simply-their lives are a mess.
- Pain is psychological. Inmates begin to realize that they are missing out a lot-both mentally and physically. They hear COs talk about how great their new car is or how they attended their children's' school play or graduation. Inmates are stuck inside; many have children. They realize that due to their sentence, lack of good decisions and criminal behavior, they won't be driving a new car and they will be missing out on family life, birthdays, graduations, Christmas, etc. They come to realize that life is passing them by and when they do get out, life for them will be a never ending uphill struggle. Their loved ones and friends may have written them off. Understandably, there may be an undercurrent of anger in the inmate. If another inmate or CO 'pushes their buttons', this anger may be released. In other words, a sarcastic CO unnecessarily saying something condescending to an inmate who is already feeling down may get a reaction that is very unpleasant-or dangerous.
- Incarceration deprives inmates of many things that we enjoy on the outside. First is liberty-or the choices that we enjoy in our daily lives. We can eat and drink what we want, get up when we want, and go where we want. Secondly-inmates are deprived of goods and services. They receive the basics, and although facilities are becoming cleaner, more comfortable, and may offer more in television, commissary, etc., inmates receive the basics in food, medical care, etc. They also are limited in personal choices. Third, inmates are deprived of intimacy and sexual contact. But, as COs know, some may try to have their sexual desires met inside-with corrupt staff or with other inmates. Finally, incarceration deprives of safety and security. While we control our security and who we allow into our lives, into our homes, near our families and near us, inmates must live with people that they probably would not associate with on the street. Combine this with predatory inmates, thieves, gang members and 'hotheads', many inmates do not feel safe-despite our best efforts to maintain security and safety for them.

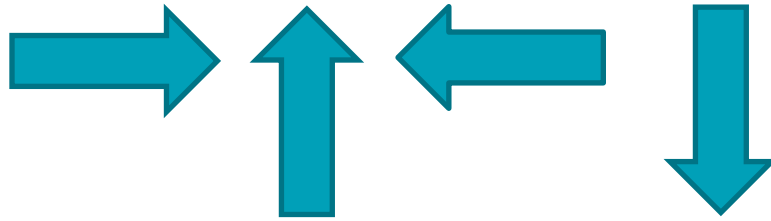
How then do we interact with inmates that are feeling the effects of these deprivations and psychological pain? We want good relations with them as much as possible, not anger and ill feelings. Here are a couple common sense pointers:

- Understand how they feel-life is passing them by, deprivations, etc., and don't make fun of their plight or ridicule them. They feel bad enough; why make it worse? You may tap into some angry feelings-which may escalate into a tense situation.
- Be "respectfully empathetic". Empathy keeps your objectivity intact-you understand their situation while not feeling overly sorry for them-which is sympathy. Also, remember that they will try to manipulate and play the 'sympathy' card on you.
- Whenever you can, talk to inmates about how they can work to correct the course that their lives have taken. While many inmates do not take advantage of programs, there are some that do. Even when serving long prison terms, there are opportunities for inmates to improve themselves-and salvage some aspects of dignity. Encourage inmates to take advantage of facility programs. Do this as much as you can. Inmates who have accomplished something in programs-such as sobriety, being clean from drugs, getting a GED, learning a vocational skill, etc., will feel better about themselves. If they do, they will get along better with you-and that can go a long way in making your job easier.

Let's be realistic. There are some inmates who are so negative and angry to the point that this approach will never work. But in my experience-most inmates will appreciate this approach. And-it may serve to keep the institutional climate calm. And if the climate is calm-the safer you are.

Reference: Johnson, Robert. (2002). *Hard Time: Understanding and Reforming the Prison*, Third Edition. Belmont, CA: Wadsworth Thomson Learning.





## *Corrections Directions*

### **Like a paleontologist watching Jurassic Park**

By Joe Bouchard

There is a family story that makes me ponder human nature. I have heard that my great-grandmother frequently directed loud outbursts towards the television. Evidently, that normally wise and controlled person had a special trigger. Classic big time wrestling made her crazy. I am certain that she knew that the matches were not 100% authentic. But why did great-grandma holler at images of feigned fighting?

Before I judge too harshly, I have to consider my own situation. You see, I enjoy watching various shows that center around criminal justice and corrections. Yet, I find myself analyzing rather than enjoying the show. In fact, there are times in which I yell at the screen. Nothing in the show changes from my loud rant. Still, I continue to do rant.

The choices are vast. There is a large sub-genre of corrections television. This wide spectrum ranges from strict facts to outlandish fantasy. In this group, *Orange is the New Black* and *Scared Straight* are two of my favorite shows to love (and occasionally hate). The former is a dramedy loosely based on the experiences of a female prisoner. The latter is a documentary series.

Each time I watch anything dealing with corrections, I cannot help but to poke holes in what I consider deviations from reality. In order to minimize my rants tirades while watching any corrections TV, I try to reflect on a few points:

- Quiet and non-controvertible shows do not attract many viewers. For example, who would tune in for a show about a quiet prison law library? While I am glad that this reality is often as slow paced as the Golf Channel, I know that it would not make a popular show. While there are exciting moments in corrections, corrections professionals cherish the quiet times;
- “Reality” shows and documentaries are edited. Steps between events are omitted for a variety of reasons for the lay watcher;
- Professionalism and work personas are often modified to fit the needs of the producer. For the sake of the story, characters often are caricatures;
- Sometimes, it is healthy to forego corrections shows for a while. This allows the professional to decompress and recharge for the next shift. Developing interests beyond corrections helps form a better balance. And that is crucial in such a stressful occupation.

With those points in mind, I still find myself like a paleontologist watching Jurassic Park. Yes, I enjoy watching the familiar elements of my chosen profession. Yet I am frustrated by the short cuts, cheap generalizations, and inaccurate portrayals of corrections staff. I have to accept that these are shows, in much the same way that the paleontologist will overlook the Stegosaurus of the Jurassic era and the Triceratops of the Cretaceous grazing side by side.

That said, I am working on reading the reactions of those with whom I watch these shows. If there are questions, I will answer them to the best of my ability as reflected in my experiences. If I am not solicited for information, I will try to remain silent. This is the sort of courtesy that I would expect.

Perhaps like the lion’s share of corrections professionals, I am destined to analyze as a part of my vocational experience. In corrections, one’s bovine-scatometer has to be a finely tuned instrument in order to enhance safety. Corrections is a field in which what we see is usually a very small part of the story. If I engage in occasional impatient skepticism while watching corrections shows during my free time, then that is the price I pay to maintain on-the-job skills that contribute to my safety.

## ATTENION: 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**

### **“Go ahead! Make my sandwich!”**

**By Joe Bouchard**

An important part of this icebreaker is the concept of teamwork. Regarding teams, many will immediately concentrate on leadership. However, followership is infrequently assessed. Yet, assessing this overlooked element of any team starts with assessing oneself. I believe that knowing oneself is important in working well in a team. Those who do not recognize their strengths and weaknesses are less able to work optimally in a team setting. The components could bring down the whole if there is no self-familiarity.

Now ask yourself this: Is anyone hungry? Let’s talk about the universal topic – food.

Food is necessary. Food is love. Food is community. Food is the backdrop to conversation. Most of all, food is an identifiable element in all groups. Everyone can relate to food. Therefore, food is fodder for this exercise. Dare I say, this departure is food for thought.

This icebreaker’s purpose is to get people to personify a sandwich that they invent. Participants will use their own traits, good and bad, in the form of food to create this sandwich. This allows participants to look at how they may present themselves to others. This exercise works well just before lunch at a day-long meeting in anticipation of a food delivery.

I found it great to solicit a volunteer for a judge. This person will grant the prize and/or bragging rights to the winning team.

The facilitator announces that participants have five minutes to come up with the following: Describe what a sandwich that bears your name would contain and why it fits your personality or your group’s personality.

Note: When creating your signature sandwich, the sandwich does not necessarily have to be delicious or even palatable. It simply must be a representation of the creator.

For me I would answer:

The Joe Bouchard sandwich, a.k.a. the ‘Problem Child’ would feature:

- Whole wheat bread lightly toasted (a classic, hearty foundation);



- Canadian bacon (a nod towards my heritage and perhaps ham presentation style);
- Brie cheese in moderation (a little salty, somewhat cheesy, but not too much);
- Thousand Island dressing on the side (as to some my alleged sense of humor could be described as a little dry);
- Sprinkle with chocolate covered coffee beans (a caffeinated jolt with a bit of sweetness to drive it and to include an out-of-left field element of surprise).

This is an odd but non-offensive sandwich that you will remember.

The class is broken up into teams to design a signature sandwich that is just right for their team members. If there is one particularly strong personality, the team sandwich can be built on that individual's qualities. When five minutes of brainstorming has passed, the facilitator asks for a volunteer to describe their creation with justification of the ingredients tied to the attributes of team members. The volunteer delivers the information then is told to select the next "volunteer" to reveal their signature sandwich. Repeat until lunch comes or everyone is rendered immobile and crabby due to hunger. At this time, the judge can render her or his decision.

Consider the beauty of the sandwich. The importance of the combination cannot be overstated. Alone, each part of a sandwich is all but ordinary. Its combined components can be a meal as well as a tasty statement.



Postscript:

On 11/22/2016, I conducted this icebreaker for the first time in Mount Pleasant, Michigan at an EPIC meeting for the Michigan Department of Corrections. It was an excellent fledgling flight and I anticipate running this icebreaker for many years. Below you will find photos of this event and the three finished concept sandwiches. These entries were sent to a local sandwich shop for possible inclusion in their menu. Bon appetit, mes Amis!

And from left to right our two hosts, Kathy and Duncan and The Judge. I note without reservation that The Judge is a veritable tower of integrity, channeling the judicial talents of King Solomon, and Judges Judy and Ito.



And now the three sandwich making teams...



The “All Inclusive” team is comprised of Wil, Pam, Brad, Brenda and Deb.

- Everything bagel (This is an all-inclusive bagel – it includes everything)
- Peanut butter (brings everything together – sticking together)
- Peach habaneros (Exciting, unique, sassy, never boring).

The “Fire Starter” team is comprised of Shane, Bob, Chris and Matt.



Team member Bob inspired the “Below Zero”

- Focaccia (Strong base – Heavy, sturdy, great foundation for a strong sandwich)
- Roast beef, corned beef, bacon (Be it hot, cold or almost frozen, you can always get it to provide energy for all)
- Sauerkraut (Adds a lively spirit to the sandwich)
- Red hot cherry peppers (It starts to build your fire)
- Spicy cream cheese /pepper cheese (keeps the fire going on cold days and nights)
- Provolone (Not too sharp, sturdy texture, levels out the flames).

The “Melting Pot” team is comprised of Dianne, Peter, Lorenzo, Quenton and Stephanie.



- Marbled rye (marks the diversity of the group)
- Applewood smoked bacon (good bacon takes time and this group takes time to get things right)
- Turkey burger (an interesting alternative)

- Pepper jack cheese (for spice in life, zip, pizzazz)
- Garlic infused Aioli (Classy while outside the box)
- This goes well with Dr. Pepper.

And the winner is...

Team Melting Pot

**Thanks to all of those from the 2016/2017 MDOC EPIC team. May all your sandwich making endeavors be rewarding and delicious!**





Icebreaker 101  
(Second helping)

**But I need that phone!**

By Joe Bouchard

Instructors today face an attention-grabbing peril. In earlier years, it did not really exist. And as time marches forward and technology inexorably pushes on, this compelling force continues to sap student focus from the front of the room.

No matter how interesting the instructor or subject matter may be, students are invariably pulled to this hand-held window to the world. It is the cell phone and its handiness and ubiquity make it a challenge to all instructors.

I am not calling for a total moratorium on cell phone usage in class. There are times such as emergencies that warrant their use. In addition, while lecturing and if challenged by a student on facts or opinions, I will on occasion allow the use of a smart phone to fact-check. Of course, the student must cite the source, date, and other particulars.

Otherwise, bye-bye phones while I am teaching.

DO NOT USE YOUR PHONES DURING CLASS is the new mantra. Rather than softly implore students to “please put away the cell phones”, I take this more direct approach. And, at the risk of sounding unapproachable, dictatorial or downright unfriendly, I wrap

it in the form of an icebreaker. It is a four-part formula icebreaker, perfect for the first day of class.

It goes like this:

1. The instructor writes the following on the board:
  - a. Name,
  - b. Time at college/corrections agency,
  - c. Goal for this class,
  - d. and your excuse why you need your cellphone in class
2. I would go first:
  - a. Hi, my name is Joe Bouchard
  - b. I have been at this college for 17 years/23 years with the Department of Corrections
  - c. My goal is to teach you fundamentals of corrections in an interesting manner
  - d. I need my phone in class so I can check AccuWeather to prepare for the ride home
3. Each student does the same thing in turn.
4. After the first volunteer delivers the four introductory points, encourage that student to pick a “volunteer” to do the same.
5. Compile a list as students give information. Keep the reasons they want to use a cell phone in class in different columns. Some may be in the serious column – I am awaiting news of my Dad’s status in the hospital. Or, the answer could be less-than-serious. – I am in the middle of a snap chat streak that I cannot break.

This lets students know each other better and the instructor can take the pulse of the class, looking for introverts and extroverts.

In the unlikely event that you try this on a class of all introverts who refuse to answer question 4, here are a few possible answers (serious and not so serious)

- My friend is going through a horrible breakup
- I must pick up my uncle from the airport and need to wait for a call

- I am a volunteer fire fighter
- I might have a work emergency
- I like Facebook – I am an addict!
- There is a baby on the way in my family and I must monitor the phone for info
- I can play candy crush and listen to you.

For corrections and criminal justice classes, this is a nice segue into the dangers of powerful smart phones in the hands of offenders. This can also be used to start sessions on persuasion or manipulation.

Call me direct, if you will. I simply will not try to directly compete with phones and I shut them down. Still, I look forward to the creativity that some will employ to keep their cell phone on their desk.



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**Chapter 1 P. 8 Review Quiz**  
Points: 8

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

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

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

Cor101 (Lesson 1)  
Basic Concepts in Corrections

**Chapter 1 P. 1 : Introduction**



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

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

- Summaries of curriculum
- Instructional strategies
- Criminal Justice (adult and juvenile) topics
- Training tips
- Training evaluation and organizational impact
- Use of technology in training
- Topic Specific Case Studies
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- 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.

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

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