



The Correctional Trainer

Winter 2017

FOR THE INTERNATIONAL ASSOCIATION OF CORRECTIONAL
TRAINING PERSONNEL

Joe Bouchard | Editor | December 2017

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

President's address

'Tis the season to hang holiday decorations, hurry to get those special gifts and prepare for a shiny new year. Here at IACTP, we are celebrating the success of another conference. It looked as though Christmas had come early in the exhibit hall; there was something for everyone. We had a tremendous array of vendors sharing the latest technologies and staff development opportunities. As participants gathered to bid on silent auction items, networking was well underway. And all that was just during the Sunday evening reception!

As promised, the 33rd annual IACTP conference was one not to be missed. Over 170 participants representing prisons, jails, community corrections, and higher education, found an agenda overflowing with workshops selected for their relevance to training professionals. Presenters ranged from academicians to corrections personnel from many disciplines and areas of expertise. The association is very grateful for the contributions these individuals provided not only by offering their time but also through the sharing of information and ideas with which participants could enhance their own professional growth. The wide array of disciplines offered attendees the opportunity to do a lot of their own information sharing and networking. By the close of the conference, most left with more information than they had time to organize – but that's one hallmark of a successful event.

Each year as part of the conference, the association recognizes excellence within the field of corrections training during the awards luncheon on the first day. This year four awards were distributed which represent an array of innovative approaches to developing staff. Congratulations goes out to the Missouri, Ohio and New York City departments of corrections training academies and the Crisis Consulting Group (Maine) for their contributions to the field. All award winners are profiled within this journal. I had the honor of awarding this year's President's award to Randy Perdue. Randy has contributed to IACTP as a board member and former president, while also serving many years in the West Virginia Department of Corrections. He was a mentor to myself as a new training director and to others across the country. Not many individuals can be found who dedicate their 'second' careers (post-military retirement) to this fast-paced world of corrections. Randy's level of knowledge and enthusiasm for training and staff development is absolutely contagious!

The association would like to extend many thanks to the Ohio Department of Rehabilitation and Correction (ODRC) and the Ohio Department of Youth Services (ODYS) training academies for their work to co-host this year's conference. This represented the first time IACTP held its annual conference in the Buckeye State and it was great to see so many ODRC training professionals in attendance. Whenever a state hosts the conference, it provides a phenomenal opportunity to bring not only in-state

trainers together, but also those from all the corrections disciplines throughout the country and internationally. This collective gathering is synergistic and will motivate even the most tenured of trainers! The association would like to welcome all the new IACTP members that came on board at the time of the 2017 conference. We believe your experience will provide a great deal of insight as to the benefits of being part of this organization.

As I typically try to do within each edition of the Correctional Trainer, I'd like to provide our membership with an update as to the association's most recent activities. The new board members introduced within the fall edition immediately began working during the all-day meeting preceding the conference. Many goals have been realized during the past year, in terms of expanding and enhancing member services. More are upcoming! Beginning December 14, 2017, webinars will be offered to members utilizing GoToMeeting. This interactive platform is a great tool within which to share information. The first one-hour session will be "Generations at work: why can't we all just get along?" Look for the announcement and registration information. A listing of webinars planned for 2018 will be launched in January.

Also in December 2017, the association will be accepting applications from any member wishing to pursue certification as a correctional trainer. Through a collaboration with the American Jail Association, IACTP offers members this opportunity. At least one scholarship will be offered annually, which will cover the entire cost of the certification process. If you are interested in applying for a scholarship, please go to the Certification and Training section of the IACTP website to access the form. If you have any further questions about the certification process, please feel free to send inquiries to www.iactpc@gmail.com. **notice that there is an extra "C" after IACTP.

While work to enhance the usability of IACTP's website will continue as the organization evolves, additional member services are being planned for the 'members-only' section. Members have requested that the association provide information as to the many correctional and law enforcement training (specific) conferences. A calendar will be posted on the website within which to share information from across the country. To help us in the development of this tool, we would like our members to send information about conferences (in your area) that would be of interest to corrections training personnel. The conference information, inclusive of title, dates, web address, etc., can be forwarded to the association's email: www.iactpc@gmail.com.

The board is also beginning work to create an online repository of training material for our members (e.g., lesson plans, visual aids, etc.). Once the framework for this training

library is complete, we will again be reaching out to our members to help fill the electronic ‘shelves!’ Be thinking of the programs that have helped improve your organization’s efficiency and/or effectiveness; those that are well documented into lesson plan format will be the ones we seek to highlight. The goal is to offer a full menu of topics to assist curriculum development and training efforts. As we know, the field of corrections is constantly changing and so too is the nature of the “training department” of yesterday. What used to once be looked upon as a necessary evil or way to help mitigate liability, ‘training’ has evolved into a performance management tool capable of impacting organizational culture and operations.

Please join IACTP in welcoming its newest member to join the board of directors. Stewart Baumgartner, Director of Training for the North Dakota Department of Corrections and Rehabilitation, has been appointed to the Adult Corrections Director position. He will finish the current term of Mike Dooley, who recently stepped away from his role with the board but remains an active member. We’d like to thank Mike for the many years he contributed to the association.

Last and certainly not least, I’d like to recognize the efforts of the officers and board for the association. As you can see from the many updates, this group is motivated to make your membership with IACTP valuable. While the board is the entity that makes things happen, their work is guided through the input and recommendations of our participative members. To further improve our communication as a membership, we will soon launch a listserv-styled tool so information can be shared at any time; no more waiting to network only at the conference.

We hope you enjoy this edition of the Correctional Trainer. I encourage you to make regular visits to www.iactp.org, and stay up to date with our latest information, to include dates for the 2018 conference in the great state of Tennessee. Until next time, may you and your loved ones have a wonderful holiday season



A handwritten signature in black ink that reads "Tracy L. Reveal". The signature is written in a cursive style.

Tracy L. Reveal, Ph.D., President IACTP

New and Incoming Board Members

Ed Pauzer, New York City Department of
Corrections came on board as IACTP's Jail Director

Dr. Don Gala, retired from Federal Bureau of Prisons
joined us as IACTP's Federal Corrections Director

A note from the Editor

Who needs friends, really?

For corrections trainers and instructors, there are times that we feel completely alone. When we are in front of a room full of pre-professionals, professionals or training peers, we are vulnerable. As the presentation begins, there seems to be a lonely and slow-ticking of time. However, as instructors in one of the toughest and most scrutinizing classrooms, confidence can build quickly with each success. In fact, one might even suppose that one can administer corrections lessons with no help whatsoever.

Certainly, we all need assistance. Very few successful brainstorming efforts are solo efforts. I found this to be true when I was thrown in a mix of colleagues from across the State of Michigan for an Employee Engagement Team. This team, comprised of corrections professionals from all over the Great Lakes State, was a rich blend of styles. Two of these, Chris Schweikert and Shane Gray, helped flip a switch in my mind and with their creativity and energy. They inspired me and drove away my protracted writers' block.

I have included in this issue icebreakers from Chris and Shane ("Rule of 21" and "Which Way is North?", respectively) These icebreakers offer a glimpse into their talent. Still, one might think of this as an exciting band of your favorite music genre. One can get the gist of the music through recordings, but seeing the band live completes the experience. Take it from me, these guys are great to see 'in concert'.

In the end, we are not training islands. We truly are not alone. We all stand on the shoulders of others and harvest energy and ideas as we progress through our careers. So, join together with a few new writer/trainers and reflect on our need for friends in the profession. And let's not forget other training friends like Cornelius, Jones, and Pauzer to name a few



~ Joe Bouchard

2017 Conference photos



The 2017 President's Award was given to Randy Perdue.

Randy indemnifies what it means to be a corrections training professional. A past president and board member of IACTP, Randy was instrumental in partnering with the American Jails Association to offer the Certified Correctional Trainer certification process to Association members. After retiring from the United States Marine Corps, Randy became the Director of Training for the West Virginia Department of Corrections. In this capacity, he administered a residential academy while ushering in many training initiatives which helped improve the operations and staff development within the agency. Randy created a leadership training series for staff, to include providing annual training for executive-level administrators. As the Director of Training, he worked closely with other Training Directors, helping to mentor them, while developing partnerships throughout the country. Randy's contributions to training have continued into his current role as a member of the John Maxwell team. The passion and energy with which Randy facilitates training is absolutely contagious. It is my pleasure to recognize Randy Perdue for his contributions and influence within the field of correctional training and his service to IACTP.



Specialized Topic Award

Reginald A. Wilkinson, Corrections Training Academy for implementation of the MILO system. Receiving the award on behalf of the Academy is current Superintendent Ernie Moore.



Innovative Approaches Award

This award was given to the Missouri Dept. of Corrections Training Academy. Accepting the award is Ed Yahnig, Regional Training Administrator.



Training Systems Award

The recipient for this award is the New York City, Dept. of Corrections. Accepting the award is Program Administrator Christine Allen and Director of Training Allan Straker.



Commercial Programs Award

This award was given to the "Crisis Consultant Group." Accepting on their behalf is a representative from the Maine DOC Training Academy.



Above left is one of the many excellent items at the silent auction. Above right is a photo of the Glock vendor. The company donated two (2) firearms for us to raffle. Those who won, could select from a number of different handguns. Participants really enjoyed all of the awesome silent auction and raffle items and the Association thanks those who contributed.

ATTENTION IACTP MEMBERS

SUPER POWERS NEEDED!

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

The Correctional Trainer wants to hear from you. Share your stories, techniques and experiences with other correctional training personnel. Articles may be accepted from line trainers, administrators, academia and other interested parties.

Articles may include, but are not limited to:

- Summaries of curriculum
- Instructional strategies
- Criminal Justice (adult and juvenile) topics
- Training tips
- Training evaluation and organizational impact
- Use of technology in training
- Topic Specific Case Studies
- Book reviews
- Video reviews
- Summaries of recent court cases
- News items of general use to IACTP members
- Agency Spotlight
- Icebreakers and classroom exercises



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

THE LEADER IN YOU



Keep Marching

Susan Jones, PhD

How are you supposed to train staff who are working so many hours they are barely hanging on?

The use of mandatory overtime in many areas of the country is at a crisis level. The stories of people who are working 16-20 hours, sometimes many days in one week, are common place. (see *Mandatory Overtime*, recently published in the Correctional Oasis, November 2017 (<http://desertwaters.com>). So, now as a trainer, do you find yourself talking to a group of individuals whose eyes are open, but that is all? Do you find yourself teaching a “class” to two individuals? Or, is training becoming a read and sign memo type delivery that is being done at shift briefings?

When I was a correctional trainer, I experienced all of these types of “audiences,” but for just a short period of time. Usually the crisis would pass, and we would get back to doing good training delivery. I am not so optimistic that the current crisis will pass anytime soon.

Part of the role of a correctional trainer is to be a leader – to impart motivation and loyalty to the good work that the agency demands. This role was one of the best parts of being a trainer in my career. How do you impart motivation to people whose agency is asking, or demanding, more than they can give? After all, what type of correctional leader really values their staff but demands that they are at work to the exclusion of their

family and outside life? Standing in front of a room of staff in this situation is demoralizing for all involved, particularly the trainer.

The only advice I can give, as we traverse this very troubled time, is to remember that you are a leader, even now. You are the person that is there for the staff and your example of how to keep going is a positive message to all. Do not become part of the problem. The last thing staff need is to go to class to hear how terrible things are. As hard as it is, keep up the “good” work and try to impart something positive – even if it is just to the two people in class.

Most trainers are committed to the staff, the agency, and to the career. Towards that end, keep marching – as things will change.



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.

Check it out!

Brand new from IACTP and Joe Bouchard

Icebreaker 101: Undamming the ice



This is a book of corrections icebreakers created by Joe Bouchard. There are 28 new classroom exercises designed specifically for corrections settings.

Some of them are:

- You cannot say that in a classroom!
- Just Shut Up!
- Gross! Wash your hands
- Time for a change
- Block Party
- All should be True
- And many more...



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

COMING SOON!

The second IACTP Icebreaker book with over 101 classroom exercises written for Corrections and Criminal Justice professionals?

Training Tip

By Ed Pauzer

TRAINING TIP 32: The Power of Brainstorming

Michael Osborne had the brainstorm about Brainstorming in 1953 when his book “Applied Imagination” was published. It works on the principle that the synergy of a group can create more solutions and ideas than a group of individuals working independently. It wasn’t long before it was adapted to training because it is an instructor’s dream of compelling participants to cooperate and demonstrate respect for other people’s ideas, and guiding them to finding their own solutions.

There are four parts to brainstorming:

1) State the Problem:

State the problem in clear terms.

2) Quantity:

Encourage a quantity of ideas, not quality which will come later. The idea of quantity without judgment is to keep the creative process going, whereas criticism at this juncture might stifle it completely. As the facilitator you will discourage disapproval of ideas. You may contribute to the process but your main role is to drive the group or groups to come up with as many different ideas as possible.

(A Tip within a tip: if you are recording their ideas try to write what they say exactly without editing their words.).

3) Analyze Ideas:

The participants now begin to amend their list by adding, subtracting, increasing, decreasing, deleting, substituting or consolidating or even reversing the ideas posted. Participants might ask other participants to explain their ideas in more detail or in context.

4) Select the Best Options:

Participants now begin to evaluate which are the best ideas by defining the criteria for the solution and test each idea against the criteria. Another technique for choosing the best ideas is for the instructor to ask the participants to select the three best, five best or two best. He or she will place a tick mark beside each choice. (It's interesting here that you will find some voting against the ideas they offered in favor of other people's ideas).

Brainstorming can be a viable technique with as few as five, but it is better in medium-sized to large classes. It also gets everyone involved and contributing, it promotes a spirit of cooperation rather than competition, and it allows the participants to determine their own learning.



Then I thought of smaller, common items found inside our facilities. In its own way, forbidden dice and tobacco may cause trading schemes or even be the tip of an iceberg to a gambling ring. Many dangers surround those ventures. And small, common items wielded by an enterprising prisoner, have their own perilous nature.

It is a question like the tiger and the rat. Certainly, an individual rat will do much less damage than a rare and obviously dangerous tiger. So it is a matter of frequencies, probabilities, and perhaps it being in the wrong place at the wrong time. One may never have to consider a plastic pistol smuggled into a lock up. However, when it is in your face, it is on the forefront of one's mind.

It is easy to think of low level, nuisance contraband as the rat. The tiger is the exotic, rare thing that one may find only once in a career. In terms of numbers, knowing how to snare a tiger is less important than knowledge of rat trapping.

As luck would have it, however, trapping the tiger and trapping the rat can be done with the same methods. All of the tools that we employ in our normal contraband control procedures, if done right, will defeat or at least frighten both beasts. Of course, they are:

- Vigilance
- the overt search
- the covert search
- communication between staff
- documentation
- reading the signs
- listening to offenders with the "inside ear"
- persistence
- drawing upon your own experience and that of others
- research of the literature
- Internet searches

In the end, rare and ingenious contraband items and common bits of bootleg are the same in at least one respect. Both can be dangerous. The frequency in which we encounter any specific item is not as important as the idea that these items are the root of dangers. Whether an item is rare or not, the prisoner who wields it usually has an unfair advantage. With that they can dictate favors, arrange for unauthorized comforts, and build the power base. It is the duty of staff to eliminate or at least lessen the opportunities for enterprising inmates to create, trade, and use contraband. The safety of all inside depends on this.

The Twenty Minute Trainer

By

Lt. Gary F. Cornelius (retired)

Tips for Good Reports

No, I am NOT going to ‘reinvent the wheel’ about report writing. We have had that subject in the academy and in our careers as corrections officers (COs); we have written hundreds-or maybe thousands-of incident reports. We all know what a good corrections report should contain:

- Who
- What
- When
- Where
- Why
- How
- Action taken

If those elements are present and are clear-most supervisors will sign off on the report. Off to an inmate file or records database the report goes, to be used in disciplinary hearings, to be read at roll calls, in criminal court and to defend us and our agency in a lawsuit. As your career goes on, you realize that a well written report is very valuable. A well written report can save a life or a career. The information in it can be very crucial to an inmate’s or staff member’s well-being. Cautions, descriptions of behaviors-such as mental illness and suicide, as well as assaults, gangs, escape risks, contraband, etc. must be clearly written-and the reader forms in his or her mind a clear picture of the situation or events.

Harriet Fox is a county jail corrections officer in California and is the author of a good blog on CorrectionsOne-Harriet’s Corner.

In May of 2016, she wrote an excellent article, 4 tips to excellent report writing for corrections officers. These tips, combined with your experience and training, can serve as a great refresher about report writing-and can be used to train new COs.

Here they are:

- Pretend that you are a storyteller: Pretend that you are telling someone a chronological step by step version of what happened. Be clear, concise and think of the reader as someone who was not there. Do not be wordy-just stick to the main points.
- Do not use big words or law enforcement jargon: CO Fox gives a great example when she used the term ‘laceration’ in describing an inmate’s injury. Her sergeant asked her if she knew the medical definition of laceration. She did, but could not verbally state what the medical definition was. Her sergeant said to just use the word ‘cut’-or in so many words-keep it simple. Defense attorneys or attorneys suing on behalf of inmates love to get ‘picky’ when it comes to written reports. Keep the language simple and clear. The story will still be told. The cleaner you write, the more professional you look. Many COs are proud of their education-but a report is not a research paper. A better impression will be made with a well written, clear, to the point report than one with a lot of flowery language.
- Include statements: Quotes can be very useful, and they illustrate a lot. For example, an inmate is disobeying your direct orders. He stares at you and says loudly: “F__k you! F__k this place! You and your buddies are nothing but a bunch of no good a___holes!”

Put those quotes in the report. It shows the inmate’s state of mind, and points a clearer picture of events. Also, when the inmate is in the disciplinary hearing or on the witness stand in a criminal case or lawsuit, he will have to answer why he said what he said.

This is also useful in writing reports about potentially suicidal inmates or inmates that appear to be seriously mentally ill. An inmate says, “leave me alone-I want to die”, or “do you hear the angels talking to me?”. This can be useful in classification decisions and for the mental health staff. If other staff hear inmates’ quotes and are writing supplements-make sure they also write accurately what they heard.

- “Just the facts, ma’am”: Just like in the TV police shows, just include facts-not speculation, assumptions or opinions. Facts and pertinent details should be included in chronological order.

Other advice from CO Fox includes finding your report writing style and keep using it. Also-you do ‘juggle’ a lot of duties on the job. Try to write both quickly and completely. Supervisors should arrange, if possible a relief for you if you have a very detailed report

to write. Also-reports can protect all of us on the job from false accusations of mistreatment by inmates as well as stating good reasons for using caution with a combative, mentally ill or violent inmate. That is why reports should be gone over and discussed in roll calls-so everyone that interacts with inmate are aware of what is going on.

Last, but not least, whenever you write a report, it reflects on you. Your reports will be used in court, in hearings and in performance evaluations. Your name is on it-make it the best example of your professionalism that you can.

Reference:

Fox, Harriet. (2016, May 10). 4 tips to excellent report writing for corrections officers. Harriet's Corner. CorrectionsOne.com News, www.correctionsone.com



Training Tip

By Ed Pauzer

TRAINING TIP 107: What I Would Tell New Instructors

When I conduct a train-the-trainers course, I am invariably asked what advice I would give to new instructors. Since I never remember all the things I want to tell them, I've compiled these points.

1. Doff the authority armor. People don't learn through intimidation or from instructors who put up mental or physical barriers. (Toss the lectern in the supply closet and keep a table beside you, not in front of you.) If you intimidate them, they are more likely to freeze up mentally, and if that doesn't work, their brains will work overtime to push the learning experience as far away from their memory as possible.
2. Make training fun. I can relate to that from personal experience when I was stationed in Germany and my German girlfriend and I drove down to the Austrian Alps for skiing. All the way there, Sonja kept saying "I hate skiing" in her native language. We both persevered. I was dumbstruck after the first day when she told me what a great time she had. Before I could blurt out a "what?" she explained that it was the first time she skied as an adult and wasn't forced to take lessons. She learned on her own, and had fun doing it!
3. Don't take it personally. Some people may resent having to come to training for good reasons. Their attitude will be on full display. It isn't and won't be about you unless you take it personally. Challenge their attitude and you have just lost control of your class, along with their support. Get them involved without being pushy or demanding. If you make learning fun and it answers W.I.I.F.M., they will probably come around.
4. Have your participants work in groups and on group exercises. People are less threatened working collectively and are more likely to participate knowing there is safety in numbers or shared responsibility.

5. Give feedback as you would to a CEO or a world leader--respectfully. Focus on the behavior or response rather than the personality and give the feedback sandwich—the good, the area to improve, and encouragement.

6. Do 10% of the talking and 90% of the listening and observing. People like learning on their own. It gives them a greater sense of accomplishment and ownership. They will remember it much longer than if someone teaches it to them. Your job is to show the way through facilitation rather than presentation.

7. Make people walk, talk and write. The more people are in motion, the more energized they are. Lecture is deadly. The hippocampus in your brain will record what is being said until it decides on its own to only filter the unimportant information, or even stop completely as the daydream takes over. Complete shutdown is usually 15 minutes. For some, you will only have 10 minutes before their minds are outside the room.

8. Avoid PowerPoint. Most people think they know how to use PowerPoint, but the truth is that most of them know how it works, but don't know how to design it or integrate it, and they don't even create it very well. Too many people put too much information on too few slides, as if they had to pay for each slide. Research shows that when you're 30 seconds into your next slide, the people have already forgotten 90% of the previous one.

9. Place learning over content. When an instructor says "I've got to get through this," or "I don't have time to give them a break," I already know an instructor who has forgotten what she was supposed to be facilitating for the sake of content. Rushing through content or denying breaks will not facilitate learning. The mind will rebel and wander, even though you may cover content.

10. You're not there to be popular or to be an entertainer. Not surprisingly some of the best training results actually come from instructors who weren't so popular, which means a positive reaction to you doesn't guarantee that learning occurred or stuck.

11. Start on time and end on time. Nothing shows a lack of respect for a class like an instructor who shows up late or one who goes beyond the ending time. I knew one who thought it was perfectly acceptable to go 30 or 40 minutes beyond the close. In other words, whatever he had to teach them was more important than whatever plans they may have had afterwards. If you make it a habit to show up late, they will too.

12. Avoid berating anyone who comes in late because you never know what delayed him or her. You could end up embarrassing yourself.

13. Don't blame the topic no matter how dull it might seem to you. Find a way to make it interesting by involving people, making them find information, or by them competing with other groups. The impossible is not impossible, it only takes a little longer.

14. Your training should be one third to one half practice. That's where training differs from education. The closest thing education has to it is called lab.

15. Training is the least part of their learning. Remember, it is a process, not a result. You've heard the saying, "if you don't use it, you lose it." The most important part of their learning is transferring it to the workplace and practice, practice, practice, practice. It's way too easy for people to default to their comfort zone of doing things the old way. You have to take steps with the participant's manager to ensure that doesn't happen. The purpose of training is to change behavior, but you also want to make the change habitual.



Corrections Directions

By Joe Bouchard

Rules are rules

I once heard a story on the news related to rule enforcement. It seems that a celebrity was instructed to turn off his electronic device prior to a transcontinental flight. According to the story, the celebrity did not comply with the instruction. Because of this, he was escorted off of the airplane.

Of course, the story developed as the hours and days moved forward. Messages on social media and on news and celebrity shows will certainly take this story in any number of interesting and bizarre directions. Though our point of departure is based in the alleged noncompliance rules by famous person, let's apply this to our everyday work life. In consideration of the nature of rules, we can ask ourselves a few questions:

Do the rules apply to everyone?

The simple answer is: rules do apply to everyone. Staff, prisoners and the public are expected to follow posted rules and valid verbal instructions.

Let us modify the question. Does everyone believe that rules apply to them? With this, the answer is not cut and dry. Some offenders may be of the opinion that they are above the rules due to time served, a sense of entitlement, rebellion, or any number of factors. Some staff may thumb their nose at the rules for the same reasons.

Perhaps a celebrity puts faith in the cult of personality over the notion of uniform behavior. Think of a big Hollywood name getting checked for a minor safety rule. We can easily imagine a Diva (or Divo?) say, "Don't you know who I am? No one treats me this way!" Some would agree with the privileges of fame. Others expect compliance - no matter one's status.

Are some rules unreasonable?

Most everyone at some time, staff and offender, believes that a certain rule is unreasonable. I once heard of a facility that declared solid-colored pens as contraband. Except for the tiny "segregation pens", clear-bodied, transparent pens were all that staff and offenders could use. This was done in order to curtail smuggling through a small but effective contraband vessel. One staff member who was quite attached to his gold pen instantly took offense to this rule. However, when explained that this was for security sake and nothing personal, the rule was accepted by that staff person. In this case, the rule

was seen by the staff person as initially unreasonable then valid when the mission came into focus.

Are rules enforced the same way?

Discretion is a strange tool. On one hand, it liberates us by giving us flexibility. No two sets of circumstances are completely identical, after all. For minor rules, a verbal reprimand may work better than a misconduct report. However, those who are less flexible will wrangle with uniformity. When someone does X, then Y should always follow as a consequence, they reason.

Decisions are not like binary language. It is not as simple as your basic either/or proposition. Certainly, there are circumstances that warrant absolutes in the world of rules. Still, other things are more prone to discretion. Clearly, consistency is the brass ring to grab. But the fact remains that it is an imperfect world.

The fact is that there will be differences in enforcement of almost all rules. This is true between shifts, between facilities, and in comparison to different areas of the institution. In fact, an individual may enforce the same rule in different ways during the same day.

Does enforcement change over time?

Sometimes, a new rule is issued in reaction to an event. For example, if hand soap is proven to be the new trading medium, the rule that governs the amount of soap an offender can carry will be likely to be strongly enforced. As time goes on, this enforcement may become lax to all but the most stringent rule enforcer. Event-driven rule enforcement has a way of moderating over time.

Just like the celebrity who refuses to comply with valid safety rules on an airline, not all will agree with rules and authority. But, in maintaining order, that is what corrections professionals face every day.

ATTENTION: NERDS NEEDED!



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

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

If you answered yes to any of these questions, you should write for “The Contraband Nerd” - – The new column for IACTP’s The Correctional Trainer



ICEBREAKER 101

Which way is North?

By Shane Gray

Where am I? Where am I going? For all of us at one time or another, these are valid questions. When left unanswered, these can produce anxiety. All is not lost, though. To ease the trepidation, leadership and communication are handy tools. When used well, they will point the person in the right direction.

Leadership is not just about telling people what to do (e.g., point north). It involves giving people a sense of purpose, creating a picture or vision, and developing the confidence of others. This exercise starts with a simple demonstration:

- Tell everyone to close their eyes.
- Tell everyone to point to the direction north and to hold their arm/pointer finger in place.
- Tell everyone to leave their arm in place and open their eyes. What they will see are arms and fingers pointed in all kinds of directions. DEMONSTRATE which way is NORTH and then have the participants point in the direction of NORTH.

What were the effects?

Here are some discussion points:

- Point out that it is not enough just to tell people what to do. Leadership involves giving people a sense of purpose (why are we doing this), it involves creating a picture (often called vision) of the way that things can be, and it involves developing the confidence of others.
- Good communicators and leaders can fail if they do not meet the needs of their people
- Even when given great instruction, we still did not achieve 100% success. This is an opportunity to ask, “what went wrong?”
- The leadership and communication style must match the needs of the team to achieve 100% success.
- We must give proper instruction, with demonstration, and knowledge.
- o TELL – SHOW – DO
- o BE – KNOW – DO

Not all routes and destinations are the same. However, good communication and sound leadership are necessary for everyone’s success.

This icebreaker is courtesy of Shane Gray, Human Resource Developer Specialist, Michigan Department of Corrections.

“I am a current employee of the MDOC with over 27 years of service. I began my career as a Corrections Officer inside what was then known as the largest walled prison in the world, the State Prison of Southern Michigan. I have held positions such as Sergeant, Lieutenant, Assistant Deputy Warden, Human Resource Developer, and currently, Human Resource Developer Specialist”.



Icebreaker 101

(Second helping)

Rule of 21

By Chris Schweikert

As a trainer, you always must have a trick or two up your sleeve. And there is nothing like a little card trick to mesmerize your audience. Plus, with the ever-attentive classroom full of corrections professionals, this exercise allows the trainer to test his or her meddle.

Begin by taking 21 playing cards from a deck of 52; try to ensure that you do not have the same cards.

Have someone pick a card from the deck; make sure they do not show you, they may show anyone else observing. Once they have their card have them place it back in the deck of 21 and then have them shuffle the cards.

Once the cards are shuffled, from the top of the deck place them face up one at a time making three rows across. Continue with the same three rows going placing a card face up on top of the previous card until all rows are complete with seven cards down, three rows across.

Have them choose the row of their card, not telling you their card only the row.

Start with a row in which their card is in and from the top down slide the cards into a pile one over the other. Then take the row their card is in and repeat so that the row with their card is in the middle of the other two rows of cards.

Complete this process three times.

Once you have completed it three consecutive times. You then count out the cards and the 11th card in the deck should be the one that they chose in the beginning.

Communicating between employees the theme of this icebreaker. Much as you ask a magician how a trick is done think of common answers (I.E... It's magic, I can't share my secrets) With this you will not only show them how you accomplished your task but you will tell them to give them the information of how the task was accomplished so they can also learn it.

Chris Schweikert has been with corrections since 1998. He started as an officer at the State Prison of Southern Michigan (SMI) and promoted to Sergeant in 2006. Then in 2013, he was promoted to Human Resource Developer/ Institutional Training Officer. Schweikert says, "The ability to have an effect on staff at all levels makes this the most rewarding job one may ever have asked."



Corrections Resolutions for 2018

The start of a new year is a very potent force. It can prod most of us into action. Self-improvement runs wild as the new year dawns.

Many of us look to our personal life for areas of improvement. While that is a great focus, home is not all of which we are comprised. We have our work persona. And, let's face it, corrections is a different sort of vocation. Its intensity and stress deserve attention in its own resolutions.

Here are some suggested areas:

Work for the broad mission: Remember that we are working to keep safe, staff, offenders, and the public.

Act on smaller goals to support this mission:

Improve your skills in creating curricula for the adult learner

Focus on developing new and existing employees

Learn new instructional skills to enhance programming

Continue good communications.

Again, these are merely suggestions. And it is granted that some may never officially issue their own resolutions. Still, others may have already crafted their own. Whatever corrections resolutions you choose as a focus, may you have a productive and happy 2018.

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

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

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

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

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

Effective June 1, 2014 — Submit articles to:

Joe Bouchard, Editor Email: bouchard@up.net

Submission

Deadlines

February 1

May 1

August 1

November 1