National Institute of Corrections

Inmate Behavior Management Program

Module Overview

Participants are introduced to each other and the program staff. They receive an overview of NIC's services and the goal of this program. This module introduces the inmate behavior management plan, its components, and its importance. Participants are asked to identify inmate behaviors that cause problems in jails and discuss the benefits of more effectively managing inmate behavior (and thus reducing these problems) for staff, inmates, and the community. Participants are also given a brief lecture on the traditional focus on physically containing inmates versus shifting the focus to behavior management.

Performance Objectives

At the conclusion of this module, participants will be able to do the following:

- Using the information provided, identify the course goals for this training program and assess the relationship between commonly made administrative and operational decisions and inmate management;

- Identify indicators that show whether inmates are managed and under staff control;

- Define the benefits of effectively managing inmate behavior for staff, inmates, and the community;

- Identify the six elements of an inmate behavior management plan.

GETTING ACQUAINTED

- Tell us:

    - ▸ Your team members names
    - ▸ Their current assignments

THE NATIONAL INSTITUTE OF CORRECTIONS

The National Institute of Corrections is a small federal agency within the Department of Justice, Bureau of Prisons and was established about 25 years ago to be the primary federal source of assistance to state and local corrections.

The Jails Division helps local jails across the country by providing technical assistance, training, and information services.   Our services are provided at no cost to the requesting agency.

EXAMPLES OF DECISIONS

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Changing the way we perceive something is difficult, especially when years of conditioning, experiences, and other people's viewpoints so strongly reinforce our perceptions. But sometimes we get trapped in our perceptions and can't get beyond them even if a new way of looking at something will benefit us.

CREATING A PARADIGM SHIFT

Containment of Inmates

vs.

Management of Inmates

CONTROLLING INMATE BEHAVIOR

Are inmates activities and behavior under control in your jail at all times?

What are some of the things inmates **do** that tell you that you really do not have inmates under your control?

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BENEFITS OF AN INMATE BEHAVIOR MANAGEMENT STRATEGY

If you were able to better manage and control inmate behavior, what are some specific benefits the jail might see?

Instructions: In your table groups, take about 10 minutes to discuss this. Include potential benefits for the administration, line staff, inmates, the community, and others.

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PHYSICAL CONTAINMENT VS. BEHAVIOR MANAGEMENT

American jails have always wanted to control inmates, but we relied mostly on physical containment to control them. We were pretty good at physical containment:

▸   keeping inmates behind walls,
▸   behind bars,
▸   behind security glass,
▸   behind steel doors.

That really was our focus, and, many times, once the inmates were physically contained, they were left to their own devices.   The inmates vandalized the building, assaulted each other, planned escapes, disregarded jail rules – in other words, they were out of control!

And, all of this has cost us a lot over the years — in lawsuits, building repairs, staff and inmate injuries, decreased public safety, and negative public perception of jails.

> It became apparent that physical containment **alone** didn't give us control over the inmates. Now we understand that we can **manage** inmate behavior and achieve much better results. We can be in control of our jails and better ensure the safety and security of the staff, inmates, and community.

JAIL DESIGN - THERE ARE THREE BASIC TYPES

L**INEAR, INTERMITTENT SURVEILLANCE -** The inmate housing units contain cells lined up in a row. The cells sit at a right angle to a staff corridor, which is separated from the cells usually by bars. The inmate's day-room may be located behind or in front of the cells. The observation of inmates is intermittent. Staff walk through the corridor periodically to observe the inmates, then return to a duty station located outside the living unit. The duty station is usually some distance away from inmate housing, and staff are not able to see or interact with inmates from the duty station.
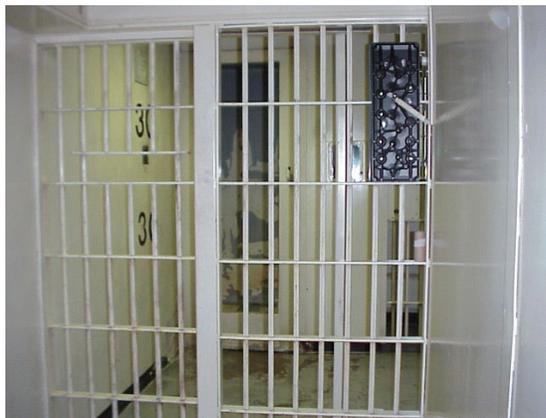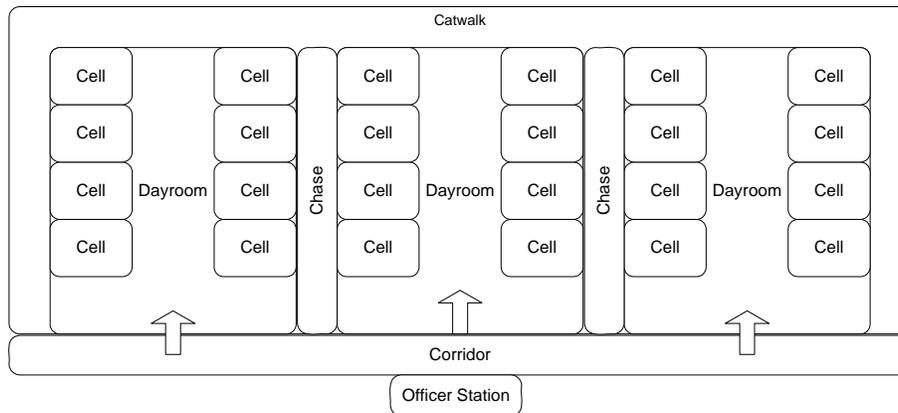
PODULAR, REMOTE SURVEILLANCE - The inmate housing units contain cells clustered around a day-room. The staff's duty station is within the housing unit, usually adjoining the day-room, with a security glass front that allows staff to constantly observe the inmates. The term "remote" refers to staff's separation from the inmates by the glass barrier. In this type of jail, staff can observe the inmates while they are in the day-room, and interact with them on a limited basis, usually through intercoms.

Cell | Cell | Cell | Cell | Cell | Cell | Cell | Cell | Cell | Cell

Cell

Dayroom

Cell

Dayroom
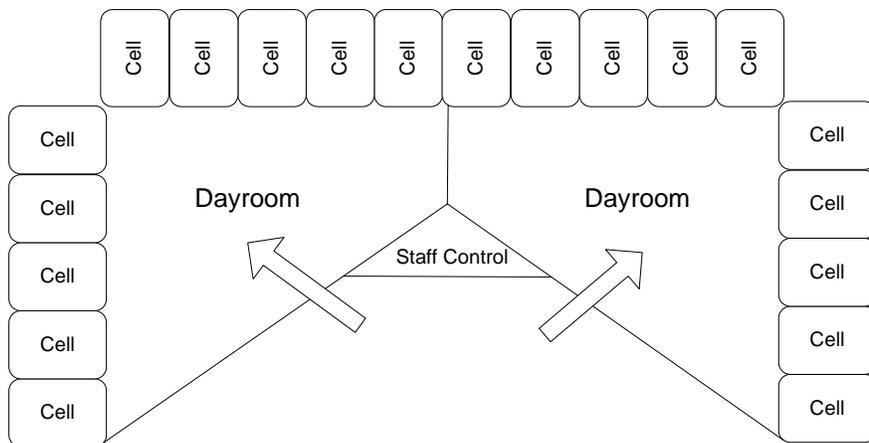
Cell

Staff Control

Cell

Cell

Cell

Cell

Cell

Cell

Cell

Cell

PODULAR, DIRECT SUPERVISION - The inmate housing units contain cells clustered around a day-room. The staff's duty station is in the day-room and may consist of a desk or a counter with a control panel that allows staff to lock and unlock individual cell doors, control housing unit lights, and respond to intercoms. There are no physical barriers that separate the staff's station from the inmates, and staff are encouraged to spend most of their time circulating through the housing unit and interacting extensively with inmates, with the purpose of managing their behavior.
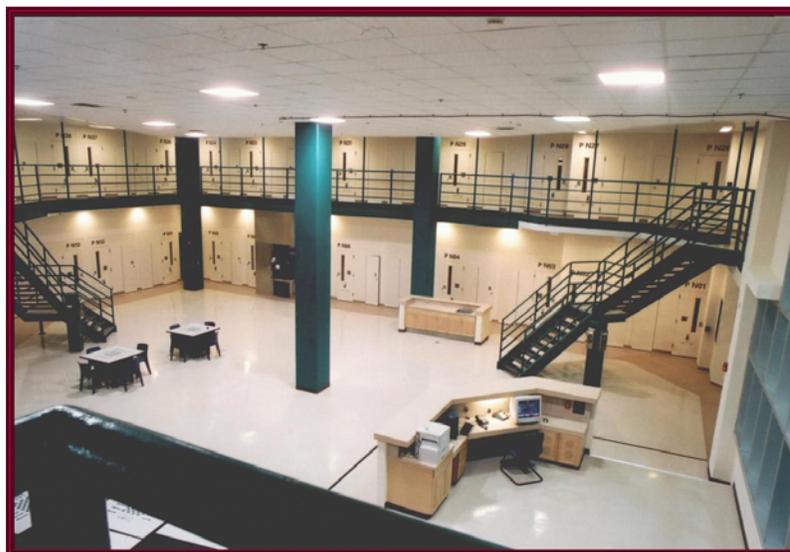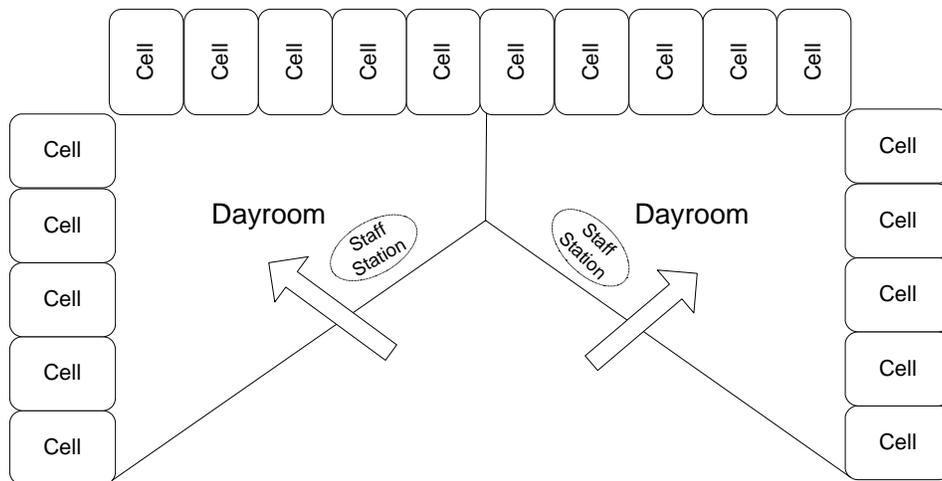
INMATE BEHAVIOR MANAGEMENT PLAN

To effectively manage inmate behavior, jails need a thoughtfully developed and comprehensive plan. This week, we're going to focus on the *six essential elements of an inmate behavior-management plan*. These include:

1.   Assessing the risk and need each inmate presents at various points in his/her detention.

2.   Assigning inmates to housing units

3.   Meeting the inmates' basic needs

4.   Setting and conveying expectations for inmate behavior

5.   Supervising inmates

6.   Keeping inmates occupied with productive activities

DELIBERATE AND FORMAL PLAN

• Goals

• Overview of the six elements

• Provisions for periodic assessment of the plan

A plan based on the recognition that:

• All the elements are closely related;
• The elements are integrated building blocks;
• Decisions made in one of the elements will likely affect some or all of the other elements
• All six elements together are necessary to reach inmate behavior management goals.

IN OTHER WORDS, THE WHOLE IS GREATER THAN ITS PARTS!

IMPLEMENTING EACH STEP OF THE PLAN REQUIRES:

• Clear directives in the form of written policies and procedures;
• Adequate staffing levels;
• Staff training;
• Supervision of staff to ensure each step is implemented according to policy and procedure;
• Systematic documentation and record keeping;
• Monitoring to make sure it has been implemented properly and to determine if we are achieving our desired results.

Module Overview

This module introduces the relationship between assessing risk and need and managing inmate behavior and the characteristics of an effective assessment of risk and need. It then discusses specific purposes of assessing risk and need, including accept/not accept, managing the inmate in booking and intake, and managing the inmate in the jail. The module also covers overrides and interviewing. Participants will be introduced to the action planning process that will be used in the following modules.

Performance Objectives

At the conclusion of this module, participants will be able to do the following:

- Given the information in this module, analyze the relationship between risk and need assessment and managing inmate behavior;

- Identify criteria for accurately assessing risks and needs for each inmate;

- Determine the points at which inmates should be assessed for risk and need;

- Assess and develop formats for assessing risk and need.

- Identify the importance of overrides and interviewing;

- Given a role play, determine how to respond to a scenario inmate's risks and needs in order to effectively manage his or her behavior.

WHAT IS RISK?

Risk is a measure of dangerousness.

WHAT IS NEED?

Need is a physiological or psychological requirement for well-being.

ASSESS BOTH RISK AND NEED

The level of risk an inmate presents and his needs both directly affect his behavior and how we respond to that behavior.

ASSESSING RISK AND NEED...

is a process of collecting information that tells us who each inmate is and allows us to classify him. Based on that information, we can make decisions on how to manage him – decisions related to security, supervision, services, and programs.

EFFECTIVE RISK AND NEED ASSESSMENT

■ The assessment is **Objective.**

▸ The assessment uses **valid criteria.**

▸ The assessment is **reliable.**

▸ The assessment process is **equitable.**

■ The assessment process is **straightforward and easily understood** and implemented by staff.

■ The assessment process is easily understood by inmates, and is perceived by them as fair.

CRITERIA WE USE TO ASSESS RISK AND NEED.

Assessment criteria need to be **valid.** That is, they <u>accurately</u> assess risk and need.

RISK:

- Severity of current charge
- Detainers and warrants
- Sentencing status
- Criminal history
- Escape history
- Institutional disciplinary history
- Substance abuse
- Stability factors (age, employment, residence, family ties)

NEED:

- Medical condition
- Mental condition
- Intellectual capacity
- Substance abuse

Valid criteria accurately assess risk and need. Valid criteria should also accurately predict an inmate's behavior.

THREE REASONS TO ASSESS AN INMATE'S RISK AND NEED

1. To determine if we should accept him into the booking and intake area

2. After he is accepted, to determine how to manage him in the booking and intake area

3. If he stays in the jail, to determine how to manage him in the jail.

ACCEPT/NOT ACCEPT ASSESSMENT

The first decision we make about an arrestee is whether we will accept him into the booking and intake area.

What do we base our accept/not accept decision on?

_____

_____

_____

_____

_____

ACCEPT/NOT ACCEPT DISCUSSION

❏   How is the accept/not accept decision made?

❏   How does this process contribute to managing inmate behavior?

❏   Why is this important to all staff?

BOOKING ASSESSMENT

For this assessment, we are not talking about managing the inmate in the long term. Instead we want to identify and respond to critical issues that may come up while he is in the booking and intake area.

❏   What types of criteria are we assessing to identify these critical issues and manage them in the short term?

_____

_____

_____

_____

_____

BOOKING ASSESSMENT DISCUSSION

❏   How critical inmate risks and needs identified?

❏   How does this process contribute to managing inmate behavior?

MANAGING THE INMATE IN JAIL: INITIAL ASSESSMENT

Regardless of where and how long inmates are held for the initial observation, an in-depth assessment of risk and need and a classification determination must be made before an inmate is admitted into the jail. Conducting this assessment requires the use of an instrument **in conjunction with** an interview with the inmate. Each is critical to effectively assessing the inmate's risks and needs.

ASSESSMENT INSTRUMENTS

1. The **point-additive instrument** - assigns weights and numbers to various factors and leads to an assessment of the inmate based on a total numerical score.

2. The **decision-tree instrument** - leads you through a series of yes and no questions and leads to an assessment of the inmate based on the answer to the questions.

REVIEW OF THE POINT-ADDITIVE INSTRUMENT

SEVERITY OF OFFENSE SCALE

❏ A severity of offense scale is a list of all possible offenses categorized by the level of risk they present in the jail.

❏ Using a severity of offense scale ensures that all staff rate the inmates' current and past charges consistently.

❏ Each jurisdiction must develop its own severity of offense scale.

❏ Begin with your criminal code as a guide and place each offense in a risk category.

LARGE GROUP EXERCISE USING THE POINT-ADDITIVE INSTRUMENT

Inmate Profile
- **Charge** – Sale, Delivery, Possession of a Controlled Substance
- **Past felony** (s) – Burglary
- **Escapes** – Unsupervised - returned late from work crew
- **Behavior** – 6 minor violations with 1 day segregation
- **Number of prior felony convictions** – One
- **Drugs and Alcohol abuse** – Unknown
- **Stability** – 32 years old, no job, lives with mother, has limited formal education.

REVIEW OF THE DECISION-TREE INSTRUMENT

The decision-tree instrument assesses inmate risk through a series of yes or no questions that guide you to the outcome.

1. Current Offense Assaultive Felony

2. Prior Assaultive Felony Convictions

3. Escape History

4. 3 or More Prior Felony Convictions

5. Detainers, Warrants or Pending Charges

6. Known Past/Present Institutional Behavior Problems

7. Pre-Sentence or Post Sentence

8. If Post-sentence
    - ▸ current offense felony or misdemeanor
    - ▸ community ties
    - ▸ overrides
    - ▸ high risk
    - ▸ special conditions

LARGE GROUP EXERCISE USING THE DECISION-TREE INSTRUMENT

Inmate Profile

▸ **Charge** - Kidnapping
▸ **Offense History** - Prior domestic violence (simple battery)
▸ **Escapes** - None
▸ **Institutional Disciplinary History** - None
▸ **Number of Prior Felony Convictions** - None
▸ **Detainer/Warrant** - Violation of Probation – Simple Battery
▸ **Drug and Alcohol Abuse** - None
▸ **Stability** - 25 years old, married but separated from wife, high school graduate, employed

OVERRIDES

▸ Administrative or Policy Overrides

▸ Discretionary Overrides

OVERRIDE RATE

It is important to review the number of overrides that occur in the jail.

▸ too low

▸ too high

To prevent abuse of overrides, staff should be well-trained and supervised.

CLASSIFICATION DISCUSSION

❏   What is your classification process?

❏   What instrument do you use or would like to use?

❏   How does this process contribute to managing inmate behavior?

❏   Why is this important to all staff?

FACE-TO-FACE INTERVIEW

The initial in-depth assessment involves the use of an instrument in conjunction with an interview.

Interview Skills

Whoever is assigned to conduct these interviews must have the following skills:

• Communication skills

• "People" skills

• Working knowledge of jail operations

INTERVIEW DISCUSSION

❏ When do you use inmate interviews?

❏ How do inmate interviews contribute to managing inmate behavior?

❏ Why is this important to all staff?

Now it's your turn!!

Interviewing Skills: Peaches

Directions: In your table groups, watch a role play of an interview with an inmate, Peaches. After the interview, we will discuss the following questions.

1. What information did you get from the interview that will help you assess this inmates' risks and needs?

2. What would you do to manage this inmate in the jail? Where would you house her? Does she need any special services?

Action Planning

> Good things don't happen by accident.
> **You** have to **make** them happen.

To Bring About Positive Change and Solve Problems

You need a PLAN
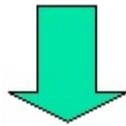
You need to take Action

You need an

ACTION PLAN

1. Identify the problem

7. Measure the results

2. Analyze the problem

6. Implement the action plan

3. Identify possible solutions

5. Write the action plan

4. Analyze possible solutions
and select the best
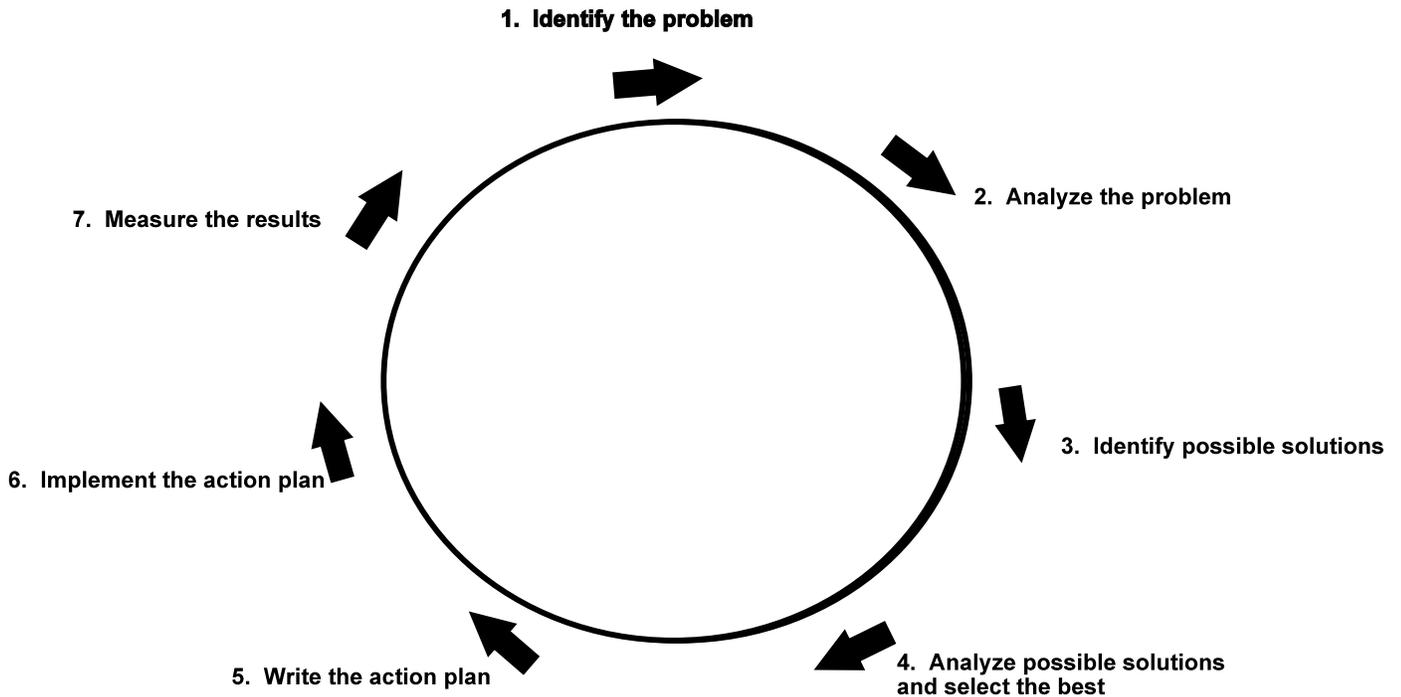
An Action Plan...

- Provides a formal strategy for solving problems and accomplishing change.
- Provides a plan to help you overcome your deficits, keep track of responsibilities, and make sure nothing gets left out.
- Acts as a roadmap to places you want to go!

Action Planning Process

- Identify your primary needs.

- Prioritize your needs and select the most important one. This will become your goal.

- Break the activities needed to achieve the goal into manageable tasks that can be shared among staff members.

- Prioritize each of the tasks in a logical order and identify any resources that may be needed to complete the task.

- Assign staff members to carry out each task.

- Assign completion dates for each task.

- Follow up with each staff member to see if he or she has finished their task by the due date. Readjust dates if necessary.

Example of Use of Action Plan Format

Problem: Staff not filling out reports/forms completely and accurately.
Goal: To increase acceptance rate on reports/forms to 95% over a 30 day measurement period.

	Action Step (Tasks)	Person Responsible	Resources Required	Completion Date
1	Collect all forms and reports for last 30 days	Support Staff	None	8/30/2005
2	Review and assess forms/reports for completeness and accuracy	Jail Administrator	None	8/31/2005
3	Make copies of completed forms for each shift	Support Staff	Photocopier	9/1/2005
4	Direct each shift to review and critique each	Shift Supervisors	Copies of forms	9/2/2005
5	Collect reviews and ID problems	Jail Administrator	None	9/8/2005
6	Schedule all-staff meeting	Jail Adm/Support Staff	Notice/Shift Schedule	9/8/2005
7	Schedule Meeting Room in Courthouse	Support Staff	Clerks Office	9/13/2005
8	Conduct all staff meeting to report findings and deficiencies	Jail Administrator Shift Supervisors	Meeting Room	9/16/2005
9	Scheduled individual meetings with specific staff	Jail Admin/Support Staff	None	9/17/2005 – 9/21/2005
10	Hold individual coaching sessions w/staff	Shift Supervisors Training Staff	Actual Forms or Reports	9/22/2005

Step by Step action plan to achieve your goal:
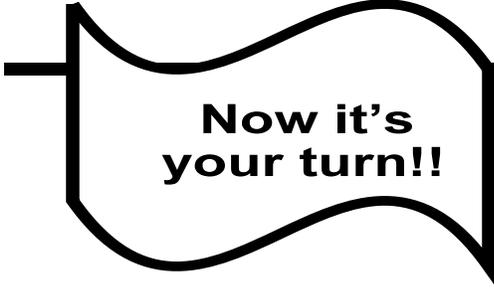
**Now it's
your turn!!**

ASSESSMENT CHECKLIST FOR ASSESSING INMATES' RISKS AND NEEDS

Directions:

- As we go over this checklist, individually make a decision about each item and indicate your answer on the checklist.
- There are only yes or no answers, no in-betweens.
- If it seems in-between, it is probably no.
- Make your decision about your answers, right away, don't dwell on your answer.
- By agency, compare and discuss your no answers to identify potential areas of need.
- Prioritize your highest needs by determining those items that are most important to your agency and select one priority. This will be your goal.
- Take about 30 minutes to complete the Action Plan Form for your top priority.

Module Overview

This module discusses sorting inmates into like groups for improved manageability, based on risk and needs assessments. It describes which groups must be kept separate and which groups should be kept separate where possible. The module then focuses on aligning the inmate groups with the jail's housing units to ensure inmates are assigned to housing where they can be most effectively managed.

Performance Objectives

At the conclusion of this module, participants will be able to do the following:

- Analyze the relationship between assigning inmates to housing and managing their behavior;

- Given a scenario, develop a housing plan;

- Assess your own agency's current housing plan and develop an agency plan to develop/improve your housing plan.

SORTING INMATES INTO HOMOGENOUS GROUPS

Assessing risk and need for each inmate gives us valuable management information on individual inmates, AND it allows us to sort the total inmate population into groups. Why do you think it might be easier to manage inmates when we group like inmates together?

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To group inmates effectively, we should have a systematic way of assigning inmates to housing. To do this, we must:

1. Know who our inmates are;
2. Identify which inmates should be grouped together;
3. Determine where these groups will be most effectively housed within the physical plant.

Grouping and Separating Inmates

- Separating High Risk (Maximum) Inmates from Others

- Separating Low Risk (Minimum) Inmates from Others

- Separating High Need Inmates from Others

OTHER REASONS TO HOUSE INMATES SEPARATELY

- Further separations within the same risk level

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- Separating female inmates

- Separating disciplinary detention inmates

HOUSING PLAN DISCUSSION

•   What is your housing plan?

•   How does the housing plan contribute to managing inmate behavior?

•   Why is this important to all staff?

WHAT A HOUSING PLAN IS BASED ON AND WHAT IT SHOULD DEFINE

A housing plan describes how bed space in a jail will be used to group inmates so we can effectively manage them.

A housing plan is based on an assessment of the following:

- The physical plant

    - Existing bed space, including:

        ▸ the number of housing units
        ▸ beds within each housing unit
        ▸ configuration of the housing units
        ▸ level of physical security in the housing unit

- Level of supervision that can be provided in each housing unit

- Risks and needs in the inmate population

- Types or categories of inmates the jail houses

- The numbers of inmates within each category

The housing plan should define:

- Which types of inmates can be housed together

- Where each type of inmate group will be housed

- How services are delivered to each unit

- The level of staff supervision in each unit

- Programs and activities available to each housing unit

The housing plan can be in the following formats:

• Chart

• Floor-Plan

ALL JAILS NEED TO HAVE A HOUSING PLAN, AND IT SHOULD BE FLEXIBLE

All jails, no matter how large or small, need to have a plan that addresses how inmates will be grouped and housed to manage them most effectively. The plan needs to be flexible and revisited on an ongoing basis. The makeup of the inmate population will fluctuate–both in numbers and types of inmates–and the plan needs to be flexible to accommodate those fluctuations.

Now it's your turn!!

HOUSING PLAN

Directions: In your table groups, develop a housing plan for a jail using the drawing you are provided. On the following page you will find the jail's inmate population profile, which was developed based on historical information related to risk and need assessment. In developing your housing plan, you need to:

- Maintain all required separations;
- Place inmates in like groups so they can be most effectively managed (keep in mind that the most <u>basic</u> goal of management is safety and security);
- Justify any mixing of groups that ideally might be housed separately and explain any special supervision considerations you might have to put in place for mixed groups;
- Consider the level of supervision needed for each group against the level of supervision available.
- Consider how programs and services will be delivered to each group.

You'll have 20 minutes to complete the exercise. The instructors will check on your work and ask one or two tables to report out.

THE JAIL

The jail has 130 beds, as follows.

- One cluster of five 8-bed units arranged around an officer's station. Each unit has 8 single cells which open onto a common dayroom. This is a podular remote surveillance unit, meaning the officer, from large windows at his station, looks directly into the dayroom of each unit.

- Two 20-bed dormitories, with an officer's station between them. The officer can look

directly into each dormitory through the large windows at this station.

- One 40-bed podular direct supervision unit, with 40 single cells arranged around a common dayroom. The officer's station is a desk in the dayroom. There are no barriers between the officer and the inmates.

- One row of 5 cells, each of which is double bunked. (The inspector is threatening to close these cells for code violations.)

- The jail administrator has given you a one week deadline to find space for an 8 bed intake pod.

The jail also has one outdoor recreation area and two multi-purpose program rooms. One of the rooms contains library books. Both rooms are used for programs such as AA and NA meetings, GED classes, and religious services.

The jail also has a booking room sallyport, a booking room with three cells, a nurse's station, a kitchen, and an office for the shift supervisor.

THE INMATE POPULATION

25 females
    2 - minimum and work release (one each)
    2 - maximum
    2 - special needs (both are mentally ill (one is medium and one is maximum)
    18 - medium, general population
    1 - disciplinary detention

128 males
    11- maximum
    50 - minimum - general population
    8 - minimum, inmate workers (kitchen and housekeeping)
    8 - minimum, work release
    45 - medium - general population
    6 - disciplinary detention

**Now it's
your turn!!**
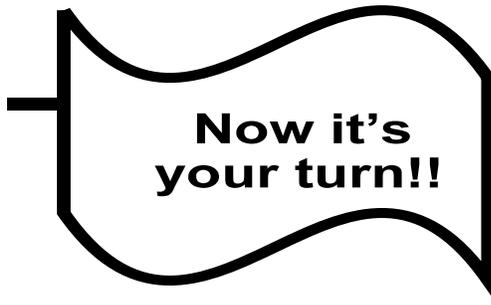
ASSESSMENT CHECKLIST FOR ASSIGNING INMATES TO HOUSING

Directions: Individually, complete the Assessment Checklist for Assigning Inmates to Housing. Then, in your agency groups, discuss your answers and list the priority areas your agency needs to address in order to more effectively manage inmate behavior. Then, develop an action plan to address your highest priority. You have 30 minutes to complete this exercise.

Module Overview

This module focuses on the importance of meeting inmates' basic needs and the relationship between meeting basic needs and inmate behavior management. Participants will define basic needs within the context of the jail.

Performance Objectives

At the conclusion of this module, participants will be able to do the following:

- Analyze the relationship between meeting basic needs and inmate behavior management;

- Define basic needs within the context of the jail;

- Given a small group exercise, draw connections between unmet basic needs and negative inmate behavior.

NEED:

A physiological or psychological requirement for well-being

HIERARCHY OF NEEDS

The idea that human behavior is motivated by needs is based on the work of Abraham Maslow, a twentieth century psychologist who developed a hierarchy of needs, first published in 1954. Maslow wrote that human beings are motivated by unsatisfied needs, and that certain lower needs must be satisfied before higher needs can be satisfied.

Self Actualization

Esteem

Social

Safety
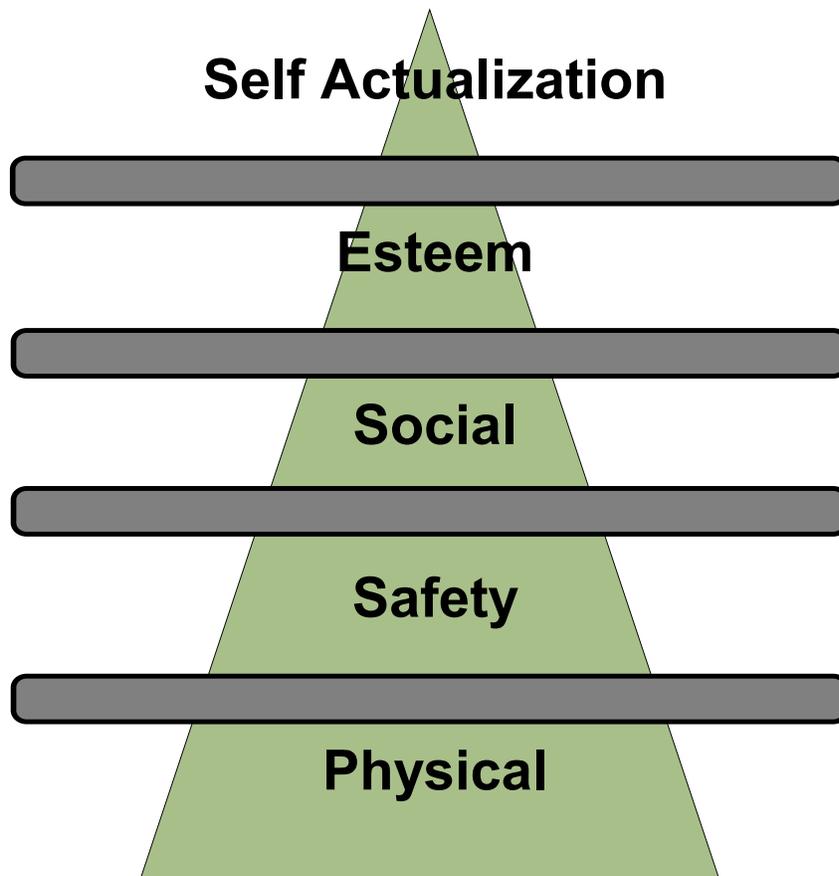
Physical

BASIC INMATE NEEDS

As we examine the **basic needs** that motivate inmate behavior in our facilities, we will focus of the first three levels of need.

Physical Needs

What jail operations or activities relate to meeting these basic inmate need?

_____

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_____

What negative behaviors might we see if the jail fails to meet the inmates' physiological needs?

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Safety Needs

What jail operations or activities relate to meeting these basic inmate need?

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What negative behaviors might we see if the jail fails to meet the inmates' safety needs?

_____

_____

_____

Social Needs

What jail operations or activities relate to meeting these basic inmate need?

_____

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_____

What negative behaviors might we see if the jail fails to meet the inmates' social needs?

_____

_____

_____

WHY MEET BASIC INMATE NEEDS?

• Required by law

• Better manage and control inmate behavior

**Now it's
your turn!!**
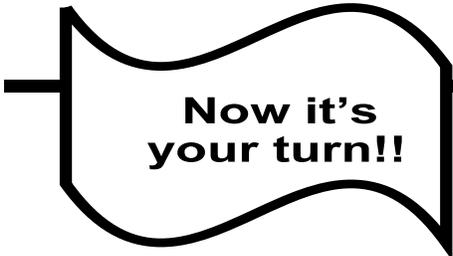
CONNECTIONS BETWEEN BASIC NEEDS AND NEGATIVE INMATE BEHAVIOR

Directions: In your table group, review and discuss your assigned scenario. Identify the unmet basic needs that may be contributing to negative inmate behavior. Determine what action you will take to meet the basic need.   Prepare a report using your report out sheet. Be prepared to report out on your findings in about 15 minutes.

Remember! Unmet basic needs may not be the only reason for the negative behavior and meeting the need may not be the only strategy to change the behavior, but for this exercise we want you to focus only on the unmet basic need that could be causing the behavior, and only on strategies to meet the need in order to reduce the negative behavior.

Unmet Basic Needs	Action to Meet the Need

Scenario #1

As the jail administrator, you are reviewing disciplinary reports. During the last 4 days, one inmate has received 8 minor rule violations, including:

- Inmate had paper blocking the vent in her cell
- Inmate had 3 extra pairs of socks, 2 extra shirts, and 1 extra blanket
- Inmate was in bed at 1500 hours, in violation of rules
- Inmate switched to a lower bunk without authorization
- Inmate had paper blocking the vent in her cell
- Inmate was wearing her t-shirt on her head
- Inmate was in bed at 1130 hours, in violation of the rules
- Inmate had paper blocking the vent in her cell

What basic need might be contributing to the inmate's negative behavior? What actions will you take to meet the basic need?

Scenario #2

As the jail administrator, you are reviewing disciplinary reports. One inmate has been written up for possession of contraband. During a routine cell search, the following contraband was found:

- 1 toothbrush, sharpened to a point
- 1 piece of metal, apparently from a chair in the law library

A review of the inmate's file shows that he is 55 years old, a diabetic, and has a prosthetic leg and a cane. He has been housed in the general population area for several months with no problems, however the officers have noted that he has been "hanging around" the officer's station for the last several days.

What basic need might be contributing to the inmate's negative behavior? What action will you take to meet the basic need?

Scenario #3

As the jail administrator, you are reviewing disciplinary reports. An inmate worker has been written up for misusing county property and being in an unauthorized area. The inmate is the "Overlap Kitchen Worker". An officer making rounds through the kitchen observed the inmate in the staff office, using the telephone, while the kitchen staff and other inmate workers were outside the kitchen emptying trash.

A review of the policy shows that the "Overlap Kitchen Worker" works six days a week between 0930 - 1730 hours. Telephones are turned on in the housing units between 1000 - 1600 hours.

What basic need might be contributing to the inmate's negative behavior? What actions will you take to meet the basic need?

Scenario #4

As the jail administrator, you are reviewing disciplinary reports and grievances. Over the last 3 days, one inmate has received 3 minor rule violations.

- Inmate's roommate accused him of eating his Ramen noodles.
- Inmate had orange from the breakfast tray hidden under his mattress.
- During court transport, inmate was found to have a hard-boiled egg hidden in his sock.

The inmate has also submitted a grievance, claiming that his rights are being violated because he has not received a dinner tray for several days. A review of the inmate's file shows that he has been going to court for trial each day from 1330 - 1830 hours. The dinner meal is served at 1700 hours.

What basic need might be contributing to the inmate's negative behavior? What action will you take to meet the basic need?

Scenario #5

As the jail administrator, you are reviewing disciplinary reports. One inmate has been written up for possession of contraband. During a routine cell search, the following contraband was found:

- 1 broken razor
- 10 pills

A review of the inmate's file shows that he is 36 years old and is in jail for the first time on vehicular homicide charges. The inmate has no history of mental health issues, but came into the jail exhibiting signs of severe depression, indicating thoughts of suicide, extreme guilt over the death of the other driver, and repeatedly told the arresting officer that he should have died too.

Officer comments indicate that the inmate receives 2 pills per day from medical for depression, but apparently has not been taking them. Inmate has not been seen by the mental health staff since he was booked three weeks ago.

What basic need might be contributing to the inmate' s negative behavior? What actions will you take to meet the basic need?

Now it's your turn!!
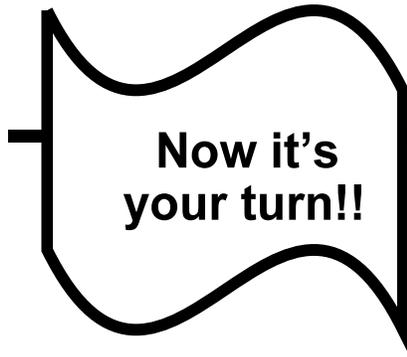
ASSESSMENT CHECKLIST FOR MEETING INMATES' BASIC NEEDS

Directions: Individually, complete the Assessment Checklist for Meeting Inmates' Basic Needs. Then, in your agency groups, discuss your answers and list the priority areas your agency needs to address in order to more effectively manage inmate behavior. Then, develop an action plan to address your highest priority.

Module Overview

This module focuses on the importance of defining and conveying expectations for inmate behavior. After examining the self-fulfilling prophecy the module considers how behavioral expectations are conveyed directly and indirectly, and how behavioral expectations can be reinforced with incentives and disincentives.

Performance Objectives

At the conclusion of this module, participants will be able to do the following:

- Describe the importance of defining and conveying expectations for inmate behavior;

- Relate the self-fulfilling prophecy to how jails define and convey behavioral expectations.;

- Determine how jails convey behavioral expectations directly and indirectly;

- Given a list of behavioral incentives and disincentives, determine how they can be used to enhance inmate management;

- Assess your own agency's current process for defining and conveying expectations and develop an agency plan to improve the process.

THE SELF-FULFILLING PROPHECY

COMMUNICATING EXPECTATIONS AND BELIEFS

Climate: the tone of the environment that we set for people.

- How might this apply to inmates the jail setting?

Input: the amount of helpful information and resources that we provide.

- How might this apply to inmates in the jail setting?

Output: the amount of opportunity we give people to learn and complete new work assignments.

- How might this apply to inmates in the jail setting?

Feedback: the amount, quality, and tone of feedback we give regarding people's efforts and performance.

- How might this apply in the jail setting?

SITUATIONAL NORMAL ADULT

The real question is: *Do inmate behaviors cause our expectations, or do our expectations cause or contribute to their behaviors?*

> *THE ONLY WAY TO TRULY ANSWER THAT QUESTION IS TO SEE WHAT HAPPENS IF WE CHANGE OUR EXPECTATIONS, IF WE BEGIN TO EXPECT DIFFERENT, MORE POSITIVE BEHAVIORS FROM INMATES.*
>
> *WE NEED TO GIVE INMATES A NEW ROLE TO PLAY, THAT OF SITUATIONAL NORMAL ADULT. WE CAN CREATE THE ENVIRONMENT WHERE IT IS IN THE INMATE'S BEST INTEREST TO BEHAVE APPROPRIATELY*

Traditionally, we have not allowed this environment to occur as we continue to focus our time and resources toward the 5% - 10% of inmates that can't or won't behave positively. Focusing on these inmates has instilled the belief that **ALL** inmates misbehave and we have responded to this belief in the way we:

- build jails,
- hire, screen, and train staff,
- write policy and procedures, and
- operate our facilities

It's no wonder that we have so many problems with inmate behavior.

> *Think about this:*   If we want normal behavior, why do we create such an un-normal environment?

DEFINING EXPECTATIONS

•   Determine acceptable inmate behavior

•   Set high, but attainable, behavior expectations for inmates

•   Ensure that the inmates have the means to comply

CONVEYING EXPECTATIONS

We convey our expectations for inmate behavior both directly and indirectly.

•   What are some examples of how we convey our expectations to inmates directly?

•   What are some examples of how we convey our expectations to inmates indirectly?

FORMAL ORIENTATION

•   It is helpful if a staff person can conduct the orientation in person, so the inmate can ask questions.

•   Video orientation helps to ensure a consistent message is conveyed to all inmates.

•   Make provisions to orient illiterate or non-English speaking inmates.

•   Document the orientation.

INMATE HANDBOOK

- Do all inmates have ready access to it?

- What types of information does it contain?

- Is it written in a tone that conveys an expectation of positive behavior?

- Is it written in a clear and straightforward manner? Is it easy to understand?

- Is it reviewed regularly for needed updates?

- Is it available in the non-English languages common in your jurisdiction?

- How do you provide for people who cannot read in any language?

**Now it's
your turn!!**
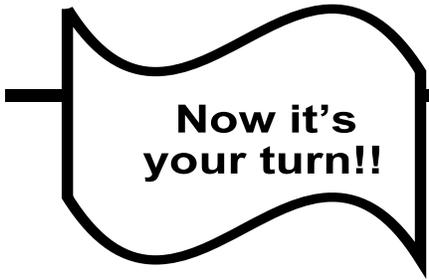
EXERCISE   **WHAT BEHAVIOR DO YOU EXPECT?**

Example:

Behavior	Convey Directly	Convey Indirectly
Respectful	*Rules in Inmate Handbook*	*Staff treat inmates respectfully*
No vandalism	*Orientation to consequences for property damage*	*Facility is well maintained and any damage is repaired promptly*

**Now it's
your turn!!**

INCENTIVES AND DISINCENTIVES

Directions: You will be divided into two groups for this exercise. One group will brainstorm incentives for positive behavior and one group will brainstorm disincentives for negative behavior, creating a list on an easel pad. Once the list is complete, discuss how these incentives or disincentives affect inmate behavior management. Be sure your spokesperson is prepared to share your thoughts on this in 10 minutes.

Incentives	Disincentives

DISCIPLINARY PROCESS: INFORMAL

• What are the advantages of **informal** incentives and disincentives?

• What are some challenges and concerns when using **informal** incentives and disincentives?

DISCIPLINARY PROCESS: FORMAL

• Formal discipline is used when the rule violation is serious or the inmate repeatedly violates minor rules

• Inmates and staff need to have the disciplinary process in writing so they know how it works, what behavior is prohibited, and what the sanctions are for rule violations.

**Now it's
your turn!!**
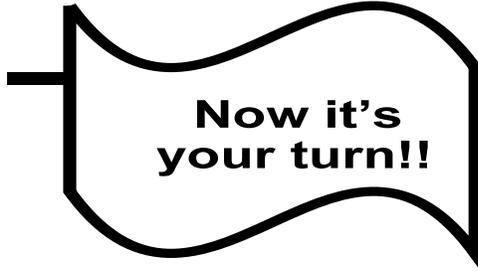
Directions: In your table groups, discuss and analyze the provided scenario, identifying the problems and solutions. Take about 10 minutes to review your scenario and prepare a report on the easel pad. Select a spokesperson to report out on your scenario, the problems it poses, and your solutions.

Defining and Conveying Expectations   Scenario #1

As the jail administrator, you are reviewing the minutes from the monthly meeting of housing unit officers. Officers are complaining that they can't enforce any rules in the units because every time they write up an inmate for a disciplinary infraction, even if they are found guilty, inmates are being given only minimal lockdown time, usually "on the unit", instead of being moved to the disciplinary section.

When you talk to the disciplinary hearing officer, he says, yes, most lockdowns are served on the units because there is no room in the disciplinary housing unit. Three of the 8 cells are inoperable and the other 5 are being used to house the U.S. Marshall hold inmates.

What is the failure to define and/or convey expectations?
What is your solution.

Defining and Conveying Expectations   <u>Scenario #2</u>

As the jail administrator, you are making rounds throughout the facility. It is two hours after lunch. In one unit, you notice that there is food spilled on the floor near the trash can, coffee splashed on the wall behind the serving table, and scraps of paper towel throughout the unit. You go to the officer's station to talk with the officer on duty.

The officer says, yeah they all just throw their stuff around after meals, they're not interested in cleaning up, their houses are probably dirtier than this, they're special needs inmates after all. You review your policy and procedures and the inmate handbook and find no rules or policies governing clean up after meals.

What is the failure in defining and/or conveying expectations?
What is your solution.

Defining and Conveying Expectations   <u>Scenario #3</u>

As the jail administrator, you are making rounds throughout the facility. In the direct supervision unit you notice that beds are unmade, the noise level is extremely high, and many inmates are out of uniform. You know that you have clearly defined your expectations for inmate behavior, in fact, you have recently spent a considerable amount of money to produce an orientation video for use in the housing units. You pull the officer aside to talk.

The officer says yes, the inmates generally violate many minor rules, usually claiming that they "didn't know". The officer says policy is to turn the orientation video on every morning at 9:00 am and run it until 11:00 am. Inmates are told to watch the video, but the officer doesn't require them to do so or document that they have done so. The officer reports that few inmates seem to watch the video, most are either in their cells, playing cards, or watching the other TV.

What is the failure in defining and/or conveying expectations?
What is your solution?

Defining and Conveying Expectations   Scenario #4

As the jail administrator, you have received complaints from the kitchen, maintenance, and outside work crew supervisors about the severe lack of inmate workers. As you review the situation, you notice that there seems to be a large number of inmates being removed from worker status for failure to follow inmate worker rules. You go to the inmate worker coordinator to discuss the situation.

The coordinator says, yes, there has been a large number of inmate workers who have been removed for violating the rules. Most inmates who violate the rules claim that they "didn't know" about the rules, but each new worker is required to read and sign and Inmate Worker Agreement which lists all the rules. He further explains that he brings each new group of inmate workers into the conference room, hands out the agreement, and has them sign it before they report to work on their first day. "It just takes a couple of seconds", he says.

What is the failure to define and/or convey expectations?
What is your solution?

Defining and Conveying Expectations   Scenario #5

As the jail administrator, you are escorting a tour through the facility. On one floor, as you pass by the cells, inmates begin yelling, whistling, and using profanity toward the tour group. The officer on the floor yells at the inmates, using profanity, in an effort to get them to quiet down. After the tour is completed, you go back to talk to the officer.

The officer tells you that the inmates are always like that, and that he has to talk in the same way so that the inmates will understand and respect him.

What is the failure to define and/or convey expectations?
What is your solution?
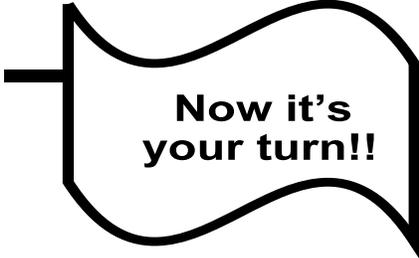
**Now it's
your turn!!**

APPLYING INMATE BEHAVIOR MANAGEMENT ELEMENTS

Directions: In your agency groups, consider the following element of
Inmate Behavior Management: Defining and Conveying Expectations for
Inmate Behavior. Discuss how effectively your agency has implemented
each element.

Complete the self-assessment checklist and discuss your answers with
your team members. List the priority areas you agency needs to
address in order to more effectively manage inmate behavior.

Module Overview

This module focuses on the importance of supervising inmates in order to manage their behavior and the process of reassessment. After a lecture and discussion on the elements of effective inmate supervision, participants develop strategies to effectively supervise inmates. After a lecture and discussion on barriers to inmate supervision, participants develop strategies to overcome these barriers and develop an inmate supervision plan.

Performance Objectives

At the conclusion of this module, participants will be able to do the following:

- Analyze the importance of supervising inmates in order to manage inmate behavior.

- Given the material presented in this module, document your current inmate supervision plan.

- Given examples of a staff behavior, compare a physical containment focus to a behavior management focus and determine how they differ;

- Identify the importance of the reassessment process and the tools available to reassess inmates;

- Apply the inmate behavior management element, supervising inmates, to their own jurisdiction and modify their inmate supervision plan.

Supervising inmates is the fifth component of the inmate behavior management plan. The previous four components have laid the groundwork that enables staff to supervise inmates.

1. Assessing risk and need

2. Assigning inmates to housing

3. Meeting the inmates' basic needs

4. Defining and conveying expectations for inmate behavior

Supervising inmates means that staff monitors and manages inmates to ensure their behavior meets our expectations.

Key Elements of Supervising Inmates

1.   Active supervision of inmates by staff.

- Increase staff presence.

- All space is staff space.

- Eliminate staff congregation areas.

- Increase positive staff interaction with inmates.

❏   Observe, listen, and pay attention to inmates.
❏   Treat inmates with respect and consideration and expect the same from them.
❏   Act fairly toward all.
❏   Solve small problems before they become large ones.
❏   Resolve conflicts between inmates.
❏   Motivate inmate cooperation.

2.   Staff have both responsibility and authority.

- Give staff authority to make decisions within the housing unit, following established guidelines.

- Hold staff accountable for unit conditions.

- Recognize and reward staff behaviors.

NOW IT'S YOUR TURN

Directions: Describe your current Inmate Supervision Plan. What does supervision mean in your agency. Create a list detailing expected officer behavior in your current Inmate Supervision Plan. You have 20 minutes for this exercise

_____

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BARRIERS TO INTERACTION

There are various types of barriers that can impede staff interaction with inmates and, therefore, supervision of inmates.

Five Potential Barriers

1. Physical Plant

2. Staffing Levels

3. Staff Placement

4. Staff Behavior

5. Administrative Committment

Each of these barriers can be either fixed or variable. Agencies will be able to control changes in the different barriers to varying degrees.

BARRIER #1: PHYSICAL PLANT

Physical plant barriers prevent staff from seeing, hearing, and sensing the mood and activities of the inmates. Where staff do not have a presence, they do not have control.

- What are some possible ways you might be able to adjust your physical plant to allow for more staff and inmate interaction?

- What should you consider before making significant changes to physical plant to increase the interaction between staff and inmates?

BARRIER #2: STAFFING LEVELS

- Staff assigned to other duties

- Not enough staff

BARRIER #3: STAFF PLACEMENT

This refers to where staff duty stations are located – are staff working where they can see, hear, and interact with inmates? The location of staff duty stations vary among jails, depending on design and operating philosophies.

BARRIER #4: STAFF BEHAVIOR - Staff may not see their role as supervisors. Shifting staff's focus from physical containment to behavior management may require a significant change in staff attitude and behavior.

How do staff see their role?

How does an agency change staff resistance?

Shifting staff focus from physical containment to behavior management.

Staff Behavior	Physical Containment Focus	Behavior Management Focus
Staff ability to hold individual inmates accountable	Limited ability due to limited interaction	**Staff hold inmates individually accountable**
Staff approach to inmate needs and concerns	Little consideration	
Staff-inmate relationships	Often adversarial	
Staff role in monitoring inmate behavior	Observe inmates, react to problems, when they reach the point of gaining staff's attention	
Staff approach to inmate rule violations	Write up inmates	

> *The change from a physical containment focus to a behavior management focus asks staff to change not just what they do, but how they think about their role in the jail and what they believe about inmates.*

BARRIER #5: ADMINISTRATIVE COMMITMENT - If the administrator's commitment is not clearly articulated and clearly and consistently demonstrated, staff are unlikely to make or maintain the necessary changes in their behavior.

Demonstrating administrative commitment:

*   ensure the other five components of the inmate behavior management plan are fully implemented
*   help staff understand all components of the behavior management plan and how, together, they enhance safety and security
*   ensure staff are clear on the purpose of their interaction with inmates, what there role is, and specifically how to carry it out in the housing unit
*   ensure operational policies are clear and documented
*   train staff on, at a minimum, supervision and interpersonal communication skills, problem solving, standards for inmate behavior, and operational policies
*   provide staff with the tools necessary to successfully supervise inmates
*   ensure adequate staff are on duty to provide back up for emergencies in any area of the jail
*   require shift supervisors to spend time with staff in the housing units, with a focus on coaching and supporting staff in their role as supervisors of inmates.

> Remember, each barrier can be controlled to varying degrees, depending on the circumstances of your agency.
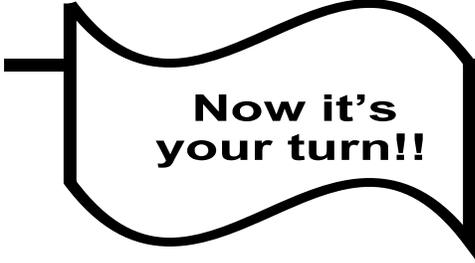
Now it's your turn!!

APPLYING INMATE BEHAVIOR MANAGEMENT ELEMENTS
Creating an Inmate Supervision Philosophy

Directions: At your agency groups, consider the following element of Inmate Behavior Management: Supervising Inmates. Discuss how effectively your agency has implemented this element.

Review the inmate supervision plan you worked on earlier in this module and based on what you have learned modify your supervision plan.

- What changes could be made to enhance how we supervise inmates so that we improve our management of inmate behavior?
- What behaviors do you expect from staff?
- What behaviors do you expect from supervisors?

You have 20 minutes to complete this exercise. The instructors will be assist you and review your supervision philosophy.

REASSESSING INMATES' RISKS AND NEEDS

Do the risks and needs presented by individual inmates change during their stay in the jail?

Reassessment can be prompted by

•   Change in circumstance

•   Scheduled

•

REASSESSMENT PROMPTED BY CHANGE IN CIRCUMSTANCES

•   Improvement or deterioration of the inmates' behavior

•   Medical or mental health conditions or diagnosis

•   Court information

•   Crises in the inmate's life

•   A request from the inmate for reassessment

•   A request from staff for reassessment

SCHEDULED REASSESSMENTS

For many inmates, there is not an obvious change in circumstance that would prompt a reassessment. To ensure we don't overlook a change in an inmates' risk and need, we should conduct periodic, scheduled reassessments.

At what intervals should we conduct these scheduled reassessments and how do we decide what these intervals should be?

Consider:

• 	Average length of stay for the inmate population.

• 	Time needed to assess the inmate's behavior.

• 	Time needed to collect additional information on the inmate's medical and mental health conditions.

• 	The original assessment and resulting classification.

CONDUCTING A REASSESSMENT

Just as with the initial in-depth assessment, an effective reassessment requires the use of an **instrument** in conjunction with an **interview**. During the reassessment interview, we want the inmate to feel comfortable in giving us information that will help us manage him. The setting should have the same attributes as the setting for the initial interview. And the interviewer must have excellent interviewing skills–the same skills we identified for the initial interview.

POINT-ADDITIVE REASSESSMENT INSTRUMENT LARGE GROUP EXERCISE

Directions: You are reassessing the following inmate. You have both his original point-additive assessment, and information that has prompted a reassessment.

Original Score: Point-Additive

Charge	Armed trespass	2
Serious Offense History	Battery and trespass	0
Escapes	None	0
Inst. Disciplinary History	1 major institutional violation	3
# of prior felony Conv	One	2
Detainer/Warrant	None	
Drug and Alcohol Abuse	alcohol use resulting in legal problems	1
Stability	45 years old, employed as a carpenter, owns home, has wife and two children but is separated and is living with his sister.	-2
Total	**Medium**	**6**

Reclassification information:

Sentenced to 120 days in jail on the violation of restraining order. No disciplinary problems once he was through detox. Has been in jail 45 days and has signed up for AA and the alcohol treatment program.

DECISION-TREE REASSESSMENT INSTRUMENTS LARGE GROUP EXERCISE

Directions: You are reassessing the following inmate. You have both his original decision-tree assessment, and information that has prompted a reassessment.

Original Score: Decision-Tree

| Charge	Delivery of Cocaine
Serious Offense History	Burglary of an unoccupied dwelling and larceny
Escapes	Unsupervised - return late from work crew
Inst. Disciplinary History	None
# of prior felony Conv	One - non-violent felony
Detainer/Warrant	None
Drug and Alcohol Abuse	Unknown
Stability	32 years old, no job, lives with mother and has 10th grade education

Decision Tree: Medium 5

Reclassification Information:

Been in jail 30 days - sentenced to 5 years in prison. Has had two minor disciplinary actions (smoking and being untidy) with no lock down.

RECLASSIFICATION DISCUSSION

❏   What is your reclassification process?

❏   What instrument do you use or would like to use?

❏   How does this process contribute to managing inmate behavior?

❏   Why is this important to all staff?

**Now it's
your turn!!**
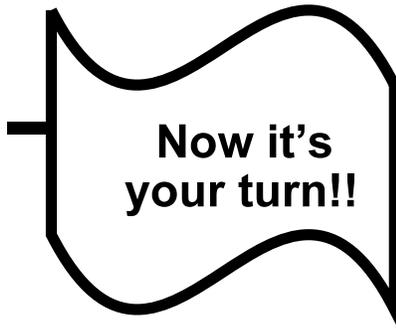
ASSESSMENT CHECKLIST FOR SUPERVISING INMATES AND REASSESSING INMATES' RISKS AND NEEDS

Directions: As individuals, complete the assessment checklist for supervising inmates and reassessing inmates' risks and needs. Then, in your agency groups, discuss your answers and list the priority areas your agency needs to address in order to more effectively manage inmate behavior. Then, develop an action plan to address your highest priority. You have 30 minutes.

Module Overview

This module focuses on keeping inmates productively occupied in order to manage their behavior. Participants evaluate inmate activities and place them on an activity continuum indicating how difficult they are to implement. Participants also analyze barriers to implementing productive activities and develop strategies to overcome these barriers.

Performance Objectives

At the conclusion of this module, participants will be able to do the following:

■ Analyze the relationship between keeping inmates productively occupied and inmate behavior management;

■ Given common barriers to productive jail activities, create strategies and implementation concepts to overcome these barriers;

■ Given the information from this module, develop an activity plan for your jurisdiction.

KEEPING INMATES PRODUCTIVELY OCCUPIED

• How do productive activities contribute to inmate behavior management?

_____

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Productive activities provide staff with tools they can use to keep inmate behavior focused on the positive instead of the negative.

• What happens if the jail does not provide inmates with productive activities?

_____

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When we provide structured activities, we control the nature of the activity. When the inmates control activities, who then controls the jail?

_____

_____

The jail's ability to keep inmates productively occupied is critical to the inmate behavior management plan and to the safety and security of the jail.

_____

_____

**CATEGORIES OF PRODUCTIVE INMATE ACTIVITIES**

- **Work** within the housing unit

- **Positive unstructured activities** inside the housing unit

- **Structured activities** within the housing unit

- **Organized programs** outside of the housing unit

COMMON BARRIERS TO IMPLEMENTING PRODUCTIVE ACTIVITIES

• **Staffing:**

• **Schedule:**

• **Space:**

• **Resources:**

• **Needs Assessment:**

• **Resistance:**

Now it's your turn!!
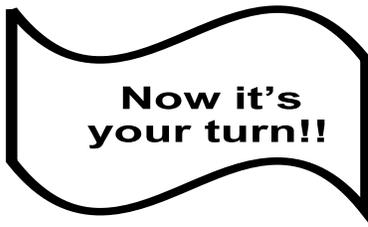
Directions: At your table groups, take about 15 minutes to discuss ways in which you might overcome your assigned obstacle(s). Go beyond simply listing your ideas; include strategies to implement your ideas. For example, if you suggest using volunteers to provide productive activities, discuss where you might get those volunteers and how you will manage or supervise volunteers. Chose a recorder to record your ideas and a reporter to share the ideas with the group. You have 10 minutes to complete your assignment.

KEEPING HIGH RISK INMATES OCCUPIED
- Why would you want to keep these inmates productively occupied?

_____

_____

_____

- How do you accomplish keeping them productively occupied?

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KEEPING HIGH NEED INMATES OCCUPIED
- Why would you want to keep these inmates productively occupied?

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- How do you accomplish keeping them productively occupied?

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KEEPING INMATES IN BOOKING OCCUPIED
- Why would you want to keep these inmates productively occupied?

_____

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_____

- How do you accomplish keeping them productively occupied

_____

_____

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**Now it's
your turn!!**
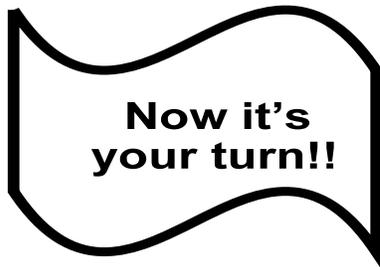
Directions: In your jurisdiction groups, prepare an "activity plan" using the blank form provided. List all the activities currently done in your jail, and add any activity you would like to include in the future. Indicate what you are doing to encourage, equip and empower security staff to introduce activities that promote staff interaction with inmates and rewards pro-social behavior. You have 30 minutes for this exercise.

"Activity Plan"

Fill out this blank Activity Plan as completely as possible.

List all of the activities currently done in your jail, and add any activity you would like to include in the future.

State exactly what you are doing to encourage, equip and empower security staff to introduce activities that promote staff interaction with the inmates and reward pro-social behavior.

List activities introduced or provided by other agencies, such as an intensive substance abuse treatment program done by someone from the local hospital, or a GED program conducted by the school district.

You have 30 minutes for this exercise.

Activity Type:	Where it is done:	How many inmates participate:	How many hours each day:	Who directs the activity:	Resources needed (including approval)
Sober Living Unit	Classroom near housing unit	24 males 8 females	6 to 8 with homework	Clinicians from AOS	Materials (books), inmates in group do not have to lockdown after lunch – authorized by unit staff/supported by Sgt.

Keeping Inmates Productively Occupied

Activity Type:	Where it is done:	How many inmates participate:	How many hours each day:	Who directs the activity:	Resources needed (including approval)

Now it's your turn!!

ASSESSMENT CHECKLIST FOR KEEPING INMATES PRODUCTIVELY OCCUPIED

Directions: Individually, complete the assessment checklist for keeping inmates productively occupied. Then, in your agency groups, discuss your answers and list the priority areas your agency needs to address in order to more effectively manage inmate behavior. Then, develop an action plan to address your highest priority. You have 30 minutes.

Remember!!!

Keeping inmates productively occupied provides a powerful incentive for inmates to maintain positive behavior. When the inmates have access to meaningful activities, and continued access is based on the appropriateness of their behavior within the jail, inmates are strongly motivated to behave according to the expectations that have been set by the jail.

Providing access to activities gives staff a tool to reward positive behavior and to enforce consequences for negative behavior. This enhances the staff's ability to supervise and manage inmate behavior.

Module Overview

This module focuses on the importance of planning for implementing and monitoring a new inmate behavior management system. Participants identify SMART goals for the inmate behavior management plan and explore implementation issues and pitfalls. The module ends with a discussion of monitoring both the process and impact of the inmate behavior management plan.

Performance Objectives

At the conclusion of this module, participants will be able to do the following:

- Given a sample goal, determine if it meets the **SMART** criteria specified in this training module;

- Given the criteria for setting goals, develop a specific and measurable goal for the inmate behavior management plan;

- Given a proposed budget-reduction situation, identify 3 action strategies and determine the affect they will have on inmate behavior management;

- Develop a plan to monitor the Inmate Behavior Management strategy and achieve one IBM goal.

IMPLEMENTING THE INMATE BEHAVIOR MANAGEMENT PLAN

Understand this is an operating system and may require changes.

Don't underestimate the amount of time it may take.

Implementing comes in three stages:

❏   Planning

❏   Operationalizing

❏   Monitoring and Modifying

Your implementation plan for inmate behavior management should specify:

❏   what is going to be done,
❏   by whom,
❏   when, and
❏   resources needed.

IDENTIFYING GOALS

Identify your goals for the new inmate behavior management plan. It is important that you put your goals for the inmate behavior management plan in writing, and that your goals are SMART:

❏   **S**pecific

_____

_____

❏   **M**easurable

_____

_____

❏   **A**chievable

_____

_____

❏   **R**elevant

_____

_____

❏   **T**ime-bound

_____

_____
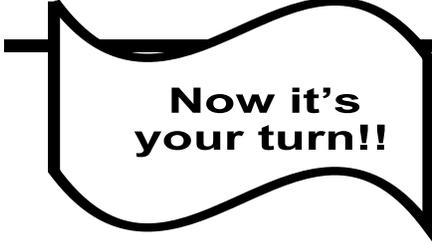
**Now it's
your turn!!**

EVALUATING GOALS

Directions: In your table groups, evaluate your assigned goal and
determine if it meets the **SMART** criteria. If you feel that the goal
doesn't meet the **SMART** criteria then you need to specify what you
would change to make it work. Have your spokesperson ready to report
out in 10 minutes.

Goal #1: Reduce the number of assaults.

S:
M:
A:
R:
T:

Goal #2: Increase the number of participants in the GED program over
the next three months.

S:
M:
A:
R:
T:

Goal #3: Increase the level of sanitation in the jail.

S:
M:
A:
R:
T:

Goal #4: Reduce the amount of vandalism in the housing units.

S:
M:
A:
R:
T:

Goal #5: Reduce the amount of staff sick leave in six months.

S:
M:
A:
R:
T:
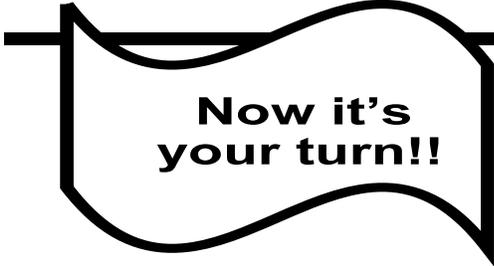
**Now it's
your turn!!**

Directions: In your agency groups, take 5 minutes to write down one **SMART** goal relating to improving inmate behavior management. Hint - make sure it fits into one of the 6 elements. Write your goal on an easel pad. You will use this goal in a future exercise.

The instructors will circulate to all the groups to check your progress.

IMPLEMENTATION ISSUES

❑   **GAINING SUPPORT**

❑   **DEVELOPING POLICY AND PROCEDURE**

❑   **IDENTIFYING AND PROVIDING STAFF TRAINING**

❑   **OBTAINING NECESSARY RESOURCES**

❑   **DEVELOPING AN INFORMATION SYSTEM FOR THE INMATE BEHAVIOR MANAGEMENT PLAN**

❑   **PILOT TESTING**

COMMON PITFALLS OF IMPLEMENTATION

- Underestimating challenge associated with cultural change
  - ‣ Staff resistance

  - ‣ Backsliding

‣ Assumption of success

‣ Failure to develop strong foundation

‣ Failure to demonstrate administrative commitment

‣ Failure to make decisions within the context of inmate behavior management
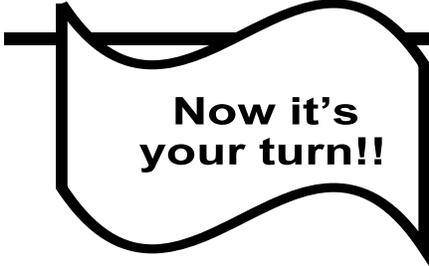
**Now it's
your turn!!**

MAKING DECISIONS IN THE CONTEXT OF INMATE BEHAVIOR MANAGEMENT

Budget Situation

You are the jail administrator. The jail has been ordered to reduce expenditures by 5%. After reviewing the budget and the jail's operations, you determine that savings are possible in the several areas. In fact, any **three** of the proposed actions will result in the desired 5% expenditure reduction. You are committed to effectively managing inmate behavior, and to making decisions that support inmate behavior management.

Directions: In your table groups, analyze the list of proposed reduction strategies on the next two pages and consider the impact each would have on your ability to manage inmate behavior. Choose the three actions you would take. Prepare a report listing your choices and explaining your rationale as it relates to inmate behavior management. You have 10 minutes.

PROPOSED BUDGET-REDUCTION STRATEGIES

1. Discontinue provision of free over-the-counter medications and require inmates to buy these items from the commissary instead.

2. Eliminate one support position and have swing shift supervise trash pickup, laundry exchange, and commissary delivery.

3. Change the timing of the initial classification assessment from after 48 hours to after 5 days of incarceration.

4. Increase the summer temperature in the jail to 78 degrees and decrease the winter temperature to 62 degrees.

5. Eliminate in-house maintenance staff and use County maintenance instead.

6. Change the timing of scheduled reassessments from after 30 days to after 180 days of incarceration.

7. Change commissary delivery and laundry exchange from twice per week to once per week.

8. Lock down all housing units on Saturdays.

9. Change visiting hours from 1:00 pm - 8:00 pm, seven days a week to 6:00 pm - 8:00 pm, four days a week.

10. Eliminate the recreation officer position and have housing unit officers supervise recreation.

11. Eliminate free meals for staff.

12. On weekends, provide two meals (brunch and supper) instead of three meals to inmates.

13. Close one housing unit and put inmates on cots in the remaining units.

14. Eliminate the work release program and transfer these inmates to the bracelet program.

15. Enter into an agreement with a neighboring county to hold your female inmates, in exchange for holding their high-security male inmates.

16. Post the inmate handbook and code of conduct on bulletin boards in the housing units instead of distributing a copy to each individual inmate.

17. Require staff to obtain 24 of their required 40 hours of annual training at their own expense.

18. Eliminate the two-week pre-service training academy for new staff and instead provide a two-day orientation.

19. Eliminate housing unit posts and instead have a rover monitor the housing units.

20. Eliminate programs and instead provide inmates with GED, AA, and NA materials on the units.

MONITORING THE INMATE BEHAVIOR MANAGEMENT PLAN

The agency, and especially the jail administrator, needs to vigilantly monitor the inmate behavior management plan, not just during transition and implemention, but on an on-going basis. Two things need to be monitored:

1.   **Monitoring the process** - are all systems working as designed?

When you are monitoring the **process**, you will want to identify what information you will need to allow you to monitor, how often you will need the information, from whom you will need the information, and in what form you will need the information.

Determine the appropriate response to your monitoring.

2.   **Monitoring goal achievement** - is the inmate behavior management plan doing what we expected - are we achieving the goals we set?

When you are monitoring **goal achievement** you need to identify the indicators that will tell you that you are meeting your goal, and, as for process monitoring, you need to determine what information you need, how often, from whom, and in what form.

And, after you receive the information on goal achievement, you need to analyze and respond to your monitoring.
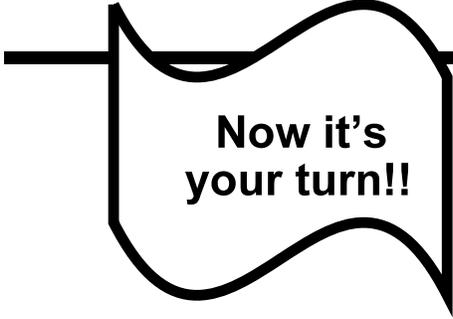
**Now it's
your turn!!**

Directions: In your agency groups, using the goal developed in a previous exercise, determine how that goal will be monitored. Be specific.   You have 10 minutes. You will report out in your table groups with one of the instructors.

Module Overview

This module focuses on managing change when implementing an IBM strategy. Participants will learn to recognize how change impacts their organization and how to manage it. After a lecture and discussion about the change curve and the resistance to change the participants have an opportunity to develop a communication plan to facilitate the implementation of the IBM strategy.

Performance Objectives

At the conclusion of this module, participants will be able to do the following:

- Analyze the four points on the change curve, determine where the organization falls on the continuum;

- Given the levels of resistance to change, develop approaches to address each level of resistance;

- Develop an agency communications plan to facilitate the implementation process and manage the organizational change.

Why do organizations change?

Benefits

Cost of not changing is too high.

*****THE PROCESS OF ORGANIZATION CHANGE*****

CHANGE IS A PROCESS NOT AN EVENT. WHERE ARE YOU ON THE CHANGE CURVE?

❏   **AWARENESS**

❏   **UNDERSTANDING**

❏ **B**UY-**I**N

❏ **C**OMMITMENT
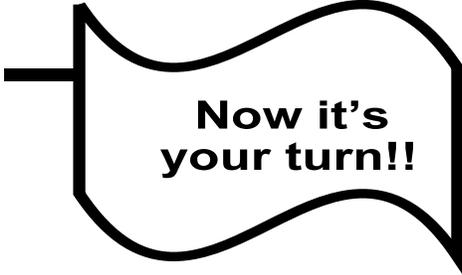
**Now it's
your turn!!**

Directions: In your agency groups identify at least one previously unsuccessful attempt at organizational change and the reasons why the change was not fully implemented or sustained.

You have 10 minutes.

Resistance to Change

LEVELS OF RESISTANCE

Level 1 Resistance

Symptoms   Addressing

- They don't like the idea.
- They don't understand what is to be accomplished.
- They don't know why it is important.
- They believe in the status quo.
- They don't know the impact.
- They don't realize this will cost.
- They have their own ideas.
- They like the idea but the timing is wrong.

Level 2 Resistance

Symptoms   Addressing

■ Distrust - are you going to hurt me or break another promise?
■ Why are you changing - we like predictability and consistency?
■ If I do this will I be punished?
■ Are you suggesting what I have done up to now was wrong?
■ Am I losing my status, power, control?
■ How can I cope with another change?

■
■
■
■
■

Level 3 Resistance

Symptoms   Addressing

- History of animosity.
- Conflicting values and
  visions.
- Competing agendas.
- An abundance of level 2
  factors.
- Belief that change
  represents a personal
  threat.

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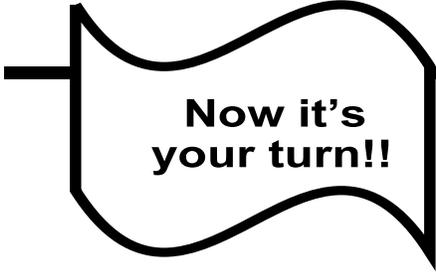
**Now it's
your turn!!**

Directions: In your agency groups establish a formal
communication/meeting schedule in order to process
changes and address problems that arise, discuss
modifications, and/or discuss the progress of
implementation.

How are your going to build an effective communication plan?

You have 20 minutes for this exercise. The trainers will circulate around
to your agency groups to discuss your plans.

Scheduled Meetings

- How often - frequency?
- Attendees - who should attend?
- Minutes - will a written record be made?
- How will information be communicated to those not in attendance?

How can staff request clarification of a project or a process?

Do you have a policy and procedure for staff to use to request clarification?

Module Overview

In this module, participants develop priority goal statements for each element of the inmate behavior management plan and identify action items and resources necessary to achieve the goals. Agency teams report out on their work to the large group.

Performance Objectives

At the conclusion of this module, participants will be able to do the following:

■   Using the information from the IBMP training program, develop and present priority goal statements, action items, and resources needed to enhance each element of the inmate behavior management plan in their jurisdiction.
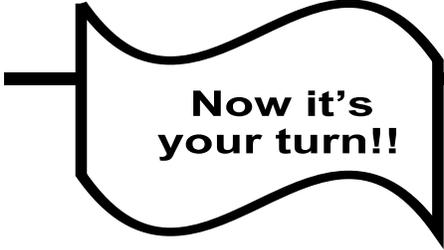
**Now it's
your turn!!**

JUMPSTART ACTION PLAN

For each step of the inmate behavior management plan, you have completed:
•   an assessment check list
•   prioritized your agency's needs, and
•   developed an action plan to meet those needs

Your action plans included:

•   your goals, action steps to achieve the goals,
•   resources required,
•   responsible individuals, and
•   time frames for completion.

Now, you will work to compile all your separate plans into one strategy to begin working on your inmate behavior management plan.

Directions: In your jurisdictional teams, take the next hour to review your checklists and priority goals and plans. On the action plan report out sheet list the action steps you will take when you return to your jurisdiction for each element and the milestones that will indicate you have reached your goal. Develop a 30 day jumpstart action plan outlining what you will do in the next 30 days to work on implementing an inmate behavior management plan.

The trainers will be circulating in the room to speak with each group as you work on your plans.