



Satellite & Internet Broadcast April 9 – 10, 2014

Facilitator Guide

Program 14C9002



NATIONAL INSTITUTE OF CORRECTIONS MISSION

The National Institute of Corrections is a center of learning, innovation and leadership that shapes and advances effective correctional practice and public policy.

NIC is fully committed to equal employment opportunity and to ensuring full representation of minorities, women, and disabled persons in the workforce. NIC recognizes the responsibility of every employer to have a workforce that is representative of this nation's diverse population. To this end, NIC urges agencies to provide the maximum feasible opportunity to employees to enhance their skills through on-the-job training, work-study programs, and other training measures so they may perform at their highest potential and advance in accordance with their abilities.

This material was developed and/or compiled under the auspices of the U.S. Department of Justice, National Institute of Corrections. MATERIAL NOT OTHERWISE COPYRIGHTED IS IN THE PUBLIC DOMAIN AND MAY BE REPRINTED OR QUOTED WITH APPROPRIATE CREDIT GIVEN TO THE NATIONAL INSTITUTE OF CORRECTIONS (14C9002).

Suggested Citation: National Institute of Corrections broadcast “**LGBTI Populations: Intake-Creating a Culture of Safety,**” *Facilitator Guide*, April 9 - 10, 2014, available at <http://nicic.gov/HelpDesk>

Table of Contents

NIC Contact Information	4
Program Contact Information	5
Course Description, Objectives, & Target Audience	6
Overview of Day 1	7
Overview of Day 2	8
Presenter Bios	9
Icons Used in this Manual	11
Definition of Terms	12
Site Facilitator Preparation - Prior to Day of Broadcast	14
Site Facilitator Preparation - Day of Broadcast	15
Introduction to Day 1	16
Segment 1	17
Segment 2	19
Overview of Day 2	28
Introduction to Day 2	29
Segment 3	30
Segment 4	36
After the Broadcast Off-Air Activity	40



National Institute of Corrections
Contact information: www.nicic.gov

Washington DC

320 First Street NW
Washington, DC 20534
Telephone: 202-307-3106
Toll-free: 800-995-6423
Fax: 202-307-3361

Aurora, CO

National Corrections Academy
NIC Academy Division
11900 E. Cornell Avenue, Unit C
Aurora, CO 80014
Telephone: 303-338-6500
Toll-free: 800-995-6429
Fax: 303-338-6601

Robert M. Brown, Jr., Acting Director
and Deputy Director

Jimmy L. Cosby, Chief
Community Services Division
Acting Chief, Academy Division

Mike Jackson, Acting Chief
Jails Division

Christopher A. Innes, Ph.D., Chief
Research and Information Services

Belinda P. Watson, Chief
Prisons Division

NIC Information Center

11900 E. Cornell Avenue, Unit C
Aurora, CO 80014
Telephone: 303-365-4424
Toll-free: 800-877-1461
Fax: 303-338-6635
Help Desk: www.nicic.gov/HelpDesk



LGBTI Populations: Intake – Creating a Culture of Safety

Program Contact Information:

Prior To Broadcast Day

1-800-995-6429, Follow prompts for “Academy Division”

On Broadcast Days – April 9 and 10, 2014
9am-12pm Pacific (12 – 3pm Eastern)

See the live telecast at www.nicic.gov/viewbroadcast

Join the online live chat discussion during the program at
<http://nicic.gov/LiveChat>

Participate in the Live On-Air Discussion via:

Phone: 1-800-278-4315

FAX: 509-354-7714

Email: nic@ksps.org

Course Description:

Good correctional practice includes applying principles of risk-based classification to all adult and juvenile offenders. To ensure a culture of safety, understanding and practicing respectful, appropriate and professional language with LGBTI and gender non-conforming populations at intake is important. Intake personnel are “gatekeepers” for correctional systems and facilities and are a critical component in the information gathering process. If information obtained at intake is inaccurate or misleading, it can have dire consequences and affect safety. Staff must have clear guidelines allowing for the consistent identification of LGBTI offenders and the collection of key information. Establishing good communication at intake is essential to obtain the necessary information for appropriate housing, medical and mental health referrals, programs, security level, and services in the community. During this broadcast we will demonstrate effective and professional communication with LGBTI offenders during intake and make recommendations to improve the intake process. This 2-day, 6-hour live online training broadcast runs for 3 hours each day and is brought to you by the National Institute of Corrections.

Course Objectives:

- Establish the relevance of initial information-gathering and how it impacts LGBTI populations from intake to successful reentry
- Provide recommendations and good correctional practice examples to ensure a culture of respect and safety at intake for LGBTI populations and correctional staff
- Provide practical examples and demonstrate professional communication with LGBTI populations at intake

Target Audience:

- Leadership in adult and juvenile correctional agencies across disciplines and jurisdictions, including federal, state, local and tribal agencies from prisons, jails, and community corrections, including parole and probation
- Intake and classification personnel
- Medical and mental health service providers
- LGBTI service and advocacy organizations
- Police and sheriff's departments
- PREA professionals
- Agency legal counsel and policy developers
- Correctional association members (ACA, AJA, APPA, etc.)
- Crime Victim Service and Advocacy Groups
- Reentry Coordinators and Collaborates
- Minority Health Initiatives and Coalitions
- Privatized correctional facility leaders and staff

Overview of Satellite/Internet Broadcast

Day 1

Welcome and Introduction

Housekeeping

Video Web Streaming

Closed Captioning

CEUs

Broadcast Schedule

Call-in Process

Overview

Content

Materials

Pre- and Post-work

Purpose

Segment 1 – Overview of Broadcast Content

Break

Segment 2 – Intake Setting and Interviews

Closing and Day 2 Preview

Off-Air Activities



Overview of Day 2

Welcome and Introduction

Housekeeping

Video Web Streaming

Closed Captioning

Broadcast Schedule

Call-in Process

Questions and Answers

Segment 3 – Intake Questioning

Break

Segment 4 – Recommendations and Resources

Closing

Off-Air Activities

Resources Available



Presenter Bios



Lorie Brisbin is a Correctional Program Specialist in the Community Services Division of the National Institute of Corrections (NIC). She is a recognized authority in the area of sexual violence in correctional settings and has expertise in both offender and victim perspectives. Prior to coming to NIC in 2010, she was employed by the Idaho Department of Correction for ten years, serving as a probation/parole officer, statewide Parole Coordinator, Transitions Coordinator, PREA Program Coordinator and as an investigator in the Office of

Professional Standards. Throughout her career Lorie has demonstrated a commitment to the fair and equitable treatment of both staff and offenders. She loves a challenge and looks for opportunities to challenge others to excel.



Marcia Morgan, Ph.D. is a criminologist, writer, trainer and researcher from Bend, Oregon who has worked in the area of sexual violence and gender issues for 40 years. She has been involved with PREA since its inception, including the standards, and has trained extensively on this topic throughout the country. She has written over 20 national training curricula on PREA, operational practices, women offenders, LGBTI issues, girls in juvenile justice and child sexual abuse for NIC and other agencies. Marcia and a colleague were the

original developers of the “Anatomically-Correct Dolls”, now used in 40 countries worldwide for sex crime investigation interviews with child victims. Marcia is a former correctional officer and law enforcement officer who headed up one of the first all-female sex crime response teams. She is passionate about social justice and fairness. When vulnerable populations experience sexual violence, it not only traumatizes a human life but exposes an inequity in a culture that is not protecting all its members.

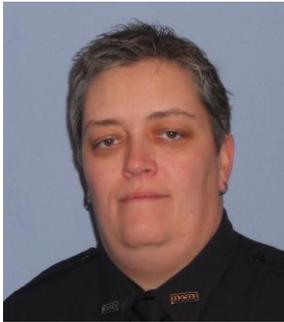


Kuma J. Deboo is a criminal justice consultant after retiring from the Federal Bureau of Prisons in May 2012. Prior to retirement, she was the Warden at three Federal Correctional Institutions. During her 22-year career with the Bureau of Prisons, Deboo held positions of increasing responsibility. Kuma is passionate about this issue because she believes it’s the right thing to do! She has been an ally of the LGBTI community for decades - as a sister, cousin, friend and co-worker. Kuma believes that it’s time for corrections to ensure

appropriate treatment of all offenders – just as we would want our family and friends treated.



Mykel Selph is a Criminal Justice Consultant at The Moss Group, Inc. where her current concentration is criminal justice reform in the areas of gender, the LGBTI population, and sexual safety in correctional institutions. Mykel's corrections career began at the Cook County Juvenile Temporary Detention Center in Chicago and is centered on advocacy and services for at-risk individuals. Mykel is passionate about all things related to social justice, particularly the needs and rights of the LGBTI community. She views freedom of expression as a fundamental human need.



Angela Willis has over 12 years with the Denver Sheriff Department, 6 years of that in the Classification Unit. Willis currently serves as a board member with the Transgender/Gender Variant Review Board and helped write the Transgender and Gender Variant Department Order. Willis also delivers training for current officers and recruits on the Department Order. As a gay woman, Angela feels that all LGBTI members should receive fair and equal treatment in the criminal justice system.



Wendy Williams, Ed.D. is the Director of Training for the Alabama Department of Corrections. Wendy has over 27 years of experience working in the criminal justice system with extensive experience in education and professional development as well as the implementation of the PREA standards. Her passions include contributing to an agency culture that encourages an environment of learning and promotes good correctional practice to sustain safety and respect for all offenders.



Jim Wiseman is currently the Chief of Staff Training for the Missouri Department of Corrections and manages the training for more than 11,000 MDOC employees. Jim has worked in Corrections for more than 29 years-working as a Corrections Officer, Corrections Sergeant, Institutional Training Officer, Academy Training Officer, Regional Training Administrator and now as Chief of Staff Training. Jim is passionate about delivering the necessary training to ensure the safety of staff and the offender population they supervise.

Icons Used in this Manual



Used when you as the facilitator will give directions to the participants. Anything you will need to do or say is written in bold.



Used when you and the participants will be watching the presentation being broadcast.



Used when the off-site audience will take notes based on the presentation or discussion.



Used when the off-site audience will be asked to phone in responses to the activity.



Used when the off-site audience is encouraged to participate in the live on-air discussion via email or chat.

Definition of Terms

Asexual: a person who is not romantically or sexually attracted to any gender

Bisexual: a person who is romantically or sexually attracted to more than one gender or sexual category

Gay: commonly refers to men typically attracted to other men

Gender: a socially constructed concept classifying behavior as either “masculine” or “feminine,” unrelated to one’s external genitalia

Gender expression: a person’s expression of their gender identity, including appearance, dress, mannerisms, speech, and social interactions

Gender identity: distinct from sexual orientation and refers to a person’s internal, deeply felt sense of being male or female

Gender non-conforming: gender characteristics and/or behaviors that do not conform to those typically associated with a person’s biological sex

Gender “norms”: the expectations associated with “masculine” or “feminine” conduct, based on how society commonly believes males and females should behave

Gender variant behavior: conduct that is not normatively associated with an individual’s biological sex

Heterosexual: sexual or romantic attraction to a sex differing from one’s own.

Homosexual: sexual, emotional, and/or romantic attraction to persons of the same sex

Intersex: a condition in which a person is born with external genitalia, internal reproductive organs, chromosome patterns, and/or an endocrine system that does not fit typical definitions of male or female

LGBTI: acronym for a group of sexual minorities including lesbian, gay, bisexual, transgender, questioning and intersex individuals

Lesbian: commonly refers to women typically attracted to other women

Questioning: active process in which a person explores her or his own sexual orientation and/or gender identity and questions the cultural assumptions that they are heterosexual and/or gender conforming

Sex: one's anatomical make-up, including external genitalia, chromosomes, and reproductive system

Sexual identity: the sex that a person sees themselves as. This can include refusing to label oneself with a sex

Sexual orientation: romantic and/or physical attraction to members of the same or different sex

Transgender: a person whose gender identity differs from their birth sex

Transgender girl: a person whose birth sex was male but who understands herself to be, and desires to live her life as, a female

Transgender boy: a person whose birth sex was female but who understands himself to be, and desires to live his life as, a male

Transsexual: a person whose physical anatomy does not match his or her gender identity, and seeks medical treatment (sex reassignment surgery or hormones)

Transvestite: a person who engages in gender non-conforming behavior, such as adopting the gender expression of the opposite sex for purposes of sexual or emotional gratification, but does not necessarily consider their gender identity to be different from their biological sex

Two spirit: a term used by many Native Americans to identify LGBTI and gender variant persons within their community. Historically, in some Native American traditions, two spirit people were viewed as privileged and sacred

Site Facilitator Preparation

Prior to the Day of Broadcast

- Read “A Guide to Coordinating NIC’s Live Satellite/Internet Broadcasts” (latest version) – This Guide gives detailed information and checklists to set up and run the program, including information on the following:
 - Invite participants
 - Make arrangements for meeting space for your group size to sit in small table groups
 - Arrange for Easels, Chart Pads, Markers and Tape for each small group
 - Download and Copy Participant Materials
 - Participant Guide
 - CEU Materials
 - CEU’s Participant Form
 - Participant Roster – Sign In & Out for CEU’s
 - Workshop Evaluation for Use with CEU’s
 - Site Coordinator Program Evaluation
 - Participant Broadcast Evaluation

Site Facilitator Preparation

Day of Broadcast

- Arrive early to set up room and equipment
- Set room up to enable small groups to sit at tables together
- Welcome your participants
- Pass out Participant Guides
- Post the information for calling in, faxing, and live chat
- Have participants introduce themselves if they do not already know each other
- Share CEU information
- Facilitate activities as directed in this Manual and encourage your participants to call in, fax and live chat
- Encourage participants to complete any scheduled off-air activities between Day 1 and Day 2 and after Day 2.

Day 1 Facilitator Guide

Introduction to the Satellite/Internet Broadcast

Icon	Content
	<ul style="list-style-type: none">• Welcome to the Broadcast• Program Objectives• Bios of Presenters• Introduction to the Live On-Site Audience• Live Chat Process<ul style="list-style-type: none">○ http://nicic.gov/LiveChat• Call-in Process• Questions and Answers<ul style="list-style-type: none">○ 1-800-278-4315○ Fax: (509) 443-7714○ E-mail: nic@ksps.org○ http://nicic.gov/LiveChat• CEUs• Broadcast Schedule• Overview of Content and Materials• Introduction to the Training• Vignette of People on the Street

Segment 1 - Introduction

	<p>Objective:</p> <p>In this segment, we will present general information and an overview of broadcast content.</p>
   	<ul style="list-style-type: none"> • Why this topic and why now? • BJS statistics • Abuse and Safety • Recommendations can be expected throughout the program • Legal liability and federal laws • PREA • Cruel and unusual punishment • Civil Rights Laws • Recommendations • Intake with LGBTI offenders • Information gathered at Intake • Overview of puzzle graphic • Assumptions • Good correctional practice • Culture • How do we create a culture of safety? • Audience comfort level with this topic • Definition of terms • Summary and close of Segment One



Questions and Answers:

- Off-site participants are encouraged to call in with questions or join the live chat.



Transition Clip

Segment 2 – Intake Setting and Interviews

	<p>In this segment, we will explore ways to interview offenders who identify as LGBTI at intake in a safe, respectful, and confidential manner.</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. After exploring intake processes, participants will analyze the key components to conducting professional intake interviews with offenders who identify as LGBTI. 2. After viewing a role-play vignette, participants will distinguish between appropriate and inappropriate methods of collecting information at intake according to good correctional practice provided in this training. 3. Utilizing the information discussed in this training, participants will develop an understanding of recommendations and training components essential to good correctional practice at intake with LGBTI offenders.
 	<p>Barriers:</p> <p>Think about and list what barriers exist to implementing good practices</p> <p>What can you do to be more pro-active?</p>
	<p>Testimonial Clip</p> <p>(Ashbel T. Wall, Director of the Rhode Island Department of Corrections and Bernadette Brown, Senior Program Specialist with National Council on Crime and Delinquency)</p>
	<p>Anticipatory Set:</p> <p>How would you define “good correctional practice” at intake?</p> <p><i>Chart audience responses and refer all participants to the participant manual for note taking.</i></p>

 	<ul style="list-style-type: none"> • The setting at intake plays a critical role in creating a safe and open environment for dialogue • How we communicate with offenders at intake may impact the level of cooperation and responses we obtain • The responses we obtain have a direct impact on how special populations are classified and managed while incarcerated <p>It is clear that intake staff must have clear guidelines allowing for the consistent identification of LGBTI offenders and collecting key information relevant to individualized risk assessment.</p>
	<p>Instructional Input:</p> <p>In this section, we will explore key components in conducting professional intake interviews with offenders who identify as LGBTI.</p> <p>Intake Setting:</p> <ul style="list-style-type: none"> • Offender and staff person out of ear shot of other offenders and staff • Gives the offender the opportunity to disclose and creates a more open area for discussion. • This may involve a separate room / office or partitions between interview areas to provide the feel of seclusion. • Visual signs indicating that it's a 'safe zone'
 	<p>Confidentiality & Information Sharing:</p> <p>What agency staff has a 'need to know' the confidential information obtained at intake about LGBTI offenders?</p> <ul style="list-style-type: none"> • Take measures to maximize respect and privacy during the information sharing process. • This will help reduce anxiety and will promote trust. • Follow agency policy when sharing any information

	collected at intake.
 	<p>Open Discussion on Housing:</p> <ul style="list-style-type: none"> • Listen to the offender on housing choices. Don't force administrative segregation or protective custody on an offender. • If your policy requires administrative segregation or protective custody for a short term until adequate housing can be established, explain to the offender why and how that works. • The LGBTI offender will not only appreciate it but will be more than likely to go willingly.
	<p>Testimonial Clip:</p> <p>(Major Debra Schmidt, Justice Management Bureau - Harris County Sheriff's Office)</p>
  	<p>Appropriate Language:</p> <p>Creating an environment that supports open dialogue also involves the tone of the interview process. Ask the studio audience these questions:</p> <ul style="list-style-type: none"> • What are some examples of appropriate language during an intake interview that might put the offender at ease? • How should we ask questions that will put the interviewee and interviewer both at ease, even with some of the tough topics? • Is it okay to include some humor in the process? <p><i>Participants will chart their responses and select someone to report out. Encourage your participants to do same and call in to share their responses.</i></p> <p><i>Refer all participants to the participant manual for note taking.</i></p> <p>Debrief the activity and ensure the following points are brought</p>

 	<p>out:</p> <ul style="list-style-type: none"> • Communication must be respectful and professional • Interviewer must have ability to manage stress while listening attentively • Language can be verbal and nonverbal – over 70% of our communication is nonverbal • Be approachable but not overly familiar with the offenders
<p>15 Minutes</p>	<p>Break</p>
 	<p>Barriers to Self-Disclosure by LGBTI Offenders:</p> <p>There are four obstacles that may render an informant unwilling to provide good information:</p> <ul style="list-style-type: none"> • Rational calculation. Offender may calculate that self-identifying as LGBTI may compromise their safety • Etiquette. Offender may feel that sharing information on his / her sexual orientation may not be kept confidential • Self-esteem. The subject may be unwilling to reveal information that makes him / her feel badly about self • Trauma. The events in question may be so painful that the subject is reluctant to bring them up. <p>Asking directly about sexual orientation and transgender status:</p> <ul style="list-style-type: none"> • It is better to ask directly about sexual orientation and transgender status than to guess or try to interpret based on visible traits. • Explain why the interviewer is asking to clarify that the individual is not being singled out
	<p>Guided Practice:</p> <p>Now that we have established some key components for intake interviews, let's watch a couple of intake scenarios so that we can</p>



distinguish between appropriate and inappropriate methods of collecting information at intake. Consider the following questions for discussion:

- What if the offender uses the intake interview process and questions as a manipulation tactic?
- What should the intake officer do if the offender is insulted?

Vignette – Part 1 – Intake Scenario:

After viewing the first intake scenario, ask audience these questions while debriefing. Facilitator will chart responses:

- First, what observations did you make about the intake setting?
- Did the intake official provide an environment conducive to confidential information sharing?
- Did the offenders appear to be comfortable with the environment?

Ensure to make the following points during the debrief:

- Make no assumptions (reference to intake official’s thought bubble)
- Interview self-dialogue
- Empathy v. sympathy

I think we can all agree that this intake setting was not appropriate or productive. Let’s watch another clip of a similar intake setting.



Vignette – Part 2 – Intake Scenario:

After viewing the second intake scenario, ask participants to consider these questions:

- What differences did you note between the setting in the first clip and the setting we just observed?

  	<ul style="list-style-type: none"> • Did the intake official provide an environment conducive to confidential information sharing? • Did the offenders appear to be comfortable with the environment? <p><i>Participants will take five minutes to discuss and chart their responses, selecting someone to report out. Off-site participants encouraged to call in to share their responses.</i></p> <p><i>Refer all participants to the participant manual for note taking.</i></p>
 	<p>Activity Debrief:</p> <p>After audience has reported out, ensure to make the following points during the vignette debrief:</p> <ul style="list-style-type: none"> • Empathy v. sympathy • When to bow out of intake process • Communicating to offender why the information is important
	<p>Instructional Input:</p> <p>Now that we have a good understanding of the key components to proper intake interviews with LGBTI offenders and we've successfully identified some appropriate and inappropriate methods, let's take a look at suggestions for adequate training and some recommendations for good correctional practice around intake processes.</p>
	<p>Suggested Training Components:</p> <ul style="list-style-type: none"> • Staff should be trained to understand the range of terminology offenders may use to describe themselves as well as the approved terminology in agency policy. • Staff should be trained in what to look for in Pre-Sentence Reports or records of prior incarceration. • Reception staff must be trained to distinguish transgender

	<p>offenders from other populations such as gay and bisexual offenders.</p> <ul style="list-style-type: none"> • All agency staff should receive training on working and communicating effectively with LGBTI offenders, including basic information about each of these populations and professionalism in working with them. • Staff involved in reception (including medical and mental health staff) should receive specific training relevant to LGBTI assessment procedures.
 	<p>Recommendations:</p> <ul style="list-style-type: none"> • Reception staff must have clear guidelines allowing for the consistent identification of LGBTI offenders. • Reception staff should be provided instructions on key indicators that may present themselves during the interview process. • Agencies must adopt a standard of terminology for use in relevant policies and training for LGBTI populations • Interview assessments at intake shall be conducted using an objective screening instrument [§ 115.41(c)] • Intake screening shall consider whether the offender is or is perceived to be LGBTI [§ 115.41(d)(7)] • The agency shall implement appropriate controls on the dissemination within the facility of responses to questions asked pursuant to this standard in order to ensure that sensitive information is not exploited to the offender’s detriment by staff or other offenders [§ 115.41(i)]
	<p>Independent Practice:</p> <p><i>Facilitator should give the following directions:</i></p> <p>In your Participant Guide you will find a quiz entitled “Good Correctional Practice at Intake, or Not?” Answer each of the</p>

	<p>questions True or False in the box.</p> <p>We will review the quiz and you have room to take notes on each of the questions.</p> <p><i>Give participants 1 – 2 minutes to complete the quiz and then debrief.</i></p>
 	<p>Role-Play Activity:</p> <p>Let’s take a look at this role-play during an offender interview at intake. As you observe the role-play, reflect back to our previous discussions.</p> <p>Process the role-play:</p> <ul style="list-style-type: none"> • How did the interviewer handle the offender’s complaint? • Was the accommodation appropriate? • What could the interviewer have done differently?
	<p>Closure and Evaluation:</p> <p>As you can see, the intake process plays a critical role in creating a culture of safety.</p> <ul style="list-style-type: none"> • The process must begin with interviews conducted in a professional manner in a setting that encourages open dialogue. • Staff must have guidelines to assist with appropriate methods of collecting information so that the interviews will yield information needed to make informed decisions concerning an offender’s safety. • Finally, agency training on LGBTI populations and intake processes is very important in creating good correctional practice. <p>Encourage participants at your site to call in with questions on this segment.</p>

 	<p>Questions and Answers:</p> <p>Encourage participants off site to call in or email with questions on this segment.</p> <p>Encourage participants off site to join the live chat.</p>
	<p>Close of Day One</p>

Overview of Day 2

Welcome and Introduction

Housekeeping

Video Web Streaming

Closed Captioning

Broadcast Schedule

Call-in Process

Questions and Answers

Segment 3 – Intake Questioning

Break

Segment 4 – Recommendations and Resource

Closing

Off-Air Activities

Resources Available

Introduction to Day 2

	<ul style="list-style-type: none"> • Welcome Back • Introduction to today's program • Housekeeping <ul style="list-style-type: none"> ○ Video Web Streaming ○ Closed Captioning • Live chat process <ul style="list-style-type: none"> ○ http://nicic.gov/LiveChat • Call-in Process • Questions and Answers <ul style="list-style-type: none"> ○ 1-800-278-4315 ○ Fax: (509) 354-7714 ○ E-mail: nic@ksps.org ○ http://nicic.gov/LiveChat • Broadcast Schedule
 	<p>Questions and Answers – Viewers will be prompted to call in with any questions based on Day 1 presentations.</p> <p>Remind participants of call-in number and prompt them to call-in or email their questions, or join the live chat.</p>
	<p>Vignette of People on the Street, Part II</p>

Segment 3 – Intake Questioning

	<p>In this segment, we will examine the interview questioning that should take place at intake and how to best approach questioning.</p> <p>Objectives:</p> <ol style="list-style-type: none">1. After brainstorming, participants will determine the impact proper intake questions can have on the safety of staff and offenders according to PREA standard §115.41.2. After viewing a role-play vignette, participants will distinguish between appropriate and inappropriate questions that should be asked during intake according to the guidelines provided.3. After observing a role play, participants will utilize an intake screening form and answer the questions in order to develop screening procedures in accordance with the minimum criteria cited in PREA standard §115.41.
  	<p>Anticipatory Set:</p> <p>Let's think back to the clip we just watched while considering these questions:</p> <ul style="list-style-type: none">• How many policies and regulations is your agency already following?• How does it impact staff personally as a correctional worker?• If staff religious beliefs consider this an abomination, how can we be respectful? <p><i>Chart participant responses and refer participants to the participant manual for note taking.</i></p>
	<p>Instructional Input:</p> <p>Why are we asking questions about sexual orientation and gender identity relevant to corrections?</p>

 	<ul style="list-style-type: none"> • To reinforce safety, emotional, physical and sexual • Highlight importance of safety of staff and offenders <p>Audience Discussion:</p> <p>What do you think of when we use the term “physical safety?”</p> <ul style="list-style-type: none"> • Safe from assault from other offenders • Not going to be assaulted / killed • Staff feel safe from injury <p>What do you think of when we use the term “sexual safety?”</p> <ul style="list-style-type: none"> • No one having sex • No staff – offender sex • Safe from sexual assault, abuse, and harassment • Zero-tolerance culture and everyone feels safe <p>What do you think of when we use the term “emotional safety?”</p> <ul style="list-style-type: none"> • All are mentally healthy • Providing for mental health needs
	<p>Testimonial Clip:</p> <p>(Bernadette Brown, Senior Program Specialist with National Council on Crime and Delinquency)</p>
 	<p>Relevant Statistics:</p> <ul style="list-style-type: none"> • Forty-one percent of people who are transgender or gender non-conforming have attempted suicide sometime in their lives • Among transgender people who became homeless because of bias against their gender identity, 69% indicated they had tried to kill themselves

	<ul style="list-style-type: none"> • Sixty percent of those turned away by a doctor because they were transgender or non-conforming attempted suicide sometime in their lives • Nearly two-thirds of respondents to this survey who had been victims of domestic violence at the hands of a family member had attempted suicide • Suicide attempts less common among those with strong family ties <p>If we do not address LGBTI issues appropriately and professionally at the very beginning of an individual's incarceration it could lead to some very dire consequences.</p>
 	<p>PREA Standard §115.41:</p> <ul style="list-style-type: none"> • Housing, programs, education and training decisions • Accommodations (i.e. grooming, hygiene, health care) • Conditions of confinement • Success on re-entry
  	<p>Guided Practice</p> <p>Vignette – Gender Classification Interview:</p> <p>After viewing the gender classification scenario, the audience will consider these questions:</p> <ul style="list-style-type: none"> • How did the interviewer ask about the issues concerning sexual orientation and gender identity? What specific language did they use? • How did the interviewer ask about the issues concerning feelings of vulnerability and safety and the history of past victimization / aggression? What specific language did they use? • How did the interviewer ask about the issues concerning history of suicide attempts / current risk of suicide and

 	<p>family connections? What specific language did they use?</p> <p><i>Participants will take five minutes to discuss and chart responses, selecting someone to report out. Off-site participants are encouraged to do same and call in to share their responses.</i></p> <p><i>Refer all participants to the participant manual for note taking.</i></p>
	<p>Vignette – Juvenile Intake Interview:</p> <p>After viewing the juvenile intake scenario, the audience will consider these questions:</p> <ul style="list-style-type: none"> • What if any differences did you note as to how the specialist asked the juvenile questions versus the adult? • Can you think of any differences you would incorporate dealing with a juvenile versus an adult? <p><i>After viewing the juvenile intake scenario, ask audience the above questions while debriefing. Facilitator will chart responses.</i></p>
<p>15 Minutes</p>	<p>Break</p>
   	<p>Guided Practice</p> <p>Myths of Juvenile LGBTI Populations Quiz:</p> <p><i>Studio and off-site audience will take five minutes to answer the quiz questions and prepare to share their responses. Off-site participants are encouraged to call in to share their responses.</i></p> <p><i>Refer all participants to the participant manual, p.41 for the quiz.</i></p>

 	<p>Instructional Input</p> <p>Terms and Issues to Avoid:</p> <ul style="list-style-type: none"> • Sexual preference • Homosexual relationship • Gay or homosexual lifestyle • Slang terminology such as: he / she, flamer, butch, gay for the stay, sissy, it, shemale, etc. • Special rights and / or needs <p>What do you feel might be construed as heteronormative or gender biased?</p>
	<p>Instructor Led Role-Play:</p> <p>Throughout the program, we have talked about interviewing and being aware of the PREA guidelines and criteria. We will now look at reasonable accommodations.</p> <ul style="list-style-type: none"> • No right or wrong response • Responding in line with agency policy is a must • Don't hesitate to review or revise your policies to avoid conflict with PREA. <p>Let's take a look at this discussion between an intake interviewer and his / her supervisor. We'll discuss these questions following the role-play:</p> <ul style="list-style-type: none"> • Based on the interaction you just observed, what changes if any should you make to your agency's policies? • Does your local policy address personal grooming items such as acrylic nails and hair extensions? • Does your commissary address these type concerns? Are the lists gender specific?

   	<ul style="list-style-type: none"> • Does your agency have rules regarding inappropriate overt sexual behavior? • What other issues or concerns do you have regarding the intake interview that have not been addressed? <p><i>Participants will take five minutes to answer the questions and prepare to share their responses. Off-site participants are encouraged to call in to share their responses.</i></p> <p><i>Use the above questions to debrief the role-play and discuss audience observations.</i></p>
 	<p>Intake Forms:</p> <ul style="list-style-type: none"> • Denver Sheriff’s Office • Harris County Sheriff’s Office • Bureau of Prisons
 	<p>Closure and Evaluation:</p> <p>As you can see, the way you ask the questions and being prepared to address issues that have not been an issue in the past is often times as important if not more so than the questions themselves.</p> <p>Encourage participants at your site to call in with questions on this segment.</p>
	<p>Testimonial Clip:</p> <p>(Harris County Sheriff’s Office)</p>

Segment 4 – Recommendations and Resources

	<p>In this segment, we will review the recommendations made throughout the broadcast and discuss resources to guide learning beyond this broadcast.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • After viewing previous segments, participants will discuss the recommendations offered for good correctional practice in accordance with the broadcast content. • Using information shared in this segment, participants will develop a list of resources pertaining to LGBTI populations.
 	<p>Anticipatory Set</p> <p>Audience Discussion:</p> <ul style="list-style-type: none"> • What did we learn from the role-play at the end of Segment Three? • What other issues surround LGBTI populations?
 	<p>Instructional Input</p> <p>Puzzle Graphic:</p> <ul style="list-style-type: none"> • Gender & sexual orientation • Collect DNA • Medical/Mental health evaluations • Other assessments • Offender orientation • Identify offender • Create official record • Determine threat level • Identify offender / staff alerts • Identify sex offenders • Assess vulnerability



Review of Recommendations:

Intake Specific Recommendations:

- Apply principles of risk-based classification
- Adhere to suicide prevention policies
- Account for unique characteristics of offenders
- Provide staff with clear guidelines regarding LGBTI offenders
- Provide appropriate staff training regarding LGBTI offenders
- Maintain appropriate levels of confidentiality
- Make appropriate referrals for evaluations or reviews

General Recommendations:

- Create or refine your policy that addresses this population, and
 - Incorporate the PREA standards regarding LGBTI into your policy
 - Work with your agency legal counsel to ensure you are meeting all state and federal legal requirements
- Formation of an advisory team to review for housing, treatment, etc.
- Assessment of offender at intake and referral to medical/mental health if needed
- Appropriate medical and mental health response
- Conduct staff/volunteer/contractor training specific to this population
- Provide offender education
- Policy should include:
 - Standard definitions
 - Pronoun usage
 - Search procedures
 - Use of segregation
 - Placement of transgender and intersex offender
 - Transport procedure
 - Privacy and confidentiality
 - Showering and restroom practices
 - Cross-gender supervision

	<ul style="list-style-type: none"> • Clothing and grooming standards • Visitation <p>Community Corrections policy:</p> <ul style="list-style-type: none"> • UA collection procedures • Supervision strategies specific to this population
 	<p>Topics of Further Interest:</p> <ul style="list-style-type: none"> • Watch for changes in federal and state laws • There is currently a lot of activity around LGBTI in the media • What happens in society may have a direct impact on how we do business in the correctional setting and how offenders are supervised in the community.
  	<p>Resources:</p> <ul style="list-style-type: none"> • NIC’s webpage provides a repository for documents, guides, and articles related to this topic in corrections. <ul style="list-style-type: none"> • Subpages for juveniles, medical, and mental health • Special resource page on laws and policies • General resources not specific to corrections can also be helpful. • Look at sites maintained by advocacy groups for great educational materials. <p>Audience Discussion:</p> <ul style="list-style-type: none"> • What types of resources do you or your agency need?
	<p>Testimonial Clip:</p> <p>(Major Debra Schmidt, Justice Management Bureau - Harris County Sheriff’s Office)</p>

	<p>Technical Assistance:</p> <ul style="list-style-type: none"> • Available from NIC to assist with development and / or assessment or agency policy • NIC can provide training and implementation planning, and more . . . • To request technical assistance? <ul style="list-style-type: none"> • Send a letter on official agency letterhead describing your agency needs • The letter must be signed by the agency head
	<p>Closure and Evaluation:</p> <ul style="list-style-type: none"> • During this broadcast, we have discussed the relevance of initial information-gathering and how it impacts LGBTI populations from intake to successful reentry. • We have also provided you with recommendations and good correctional practice examples to ensure a culture of respect and safety at intake for LGBTI populations and correctional staff. • Finally, we provided some practical examples and demonstrated what professional communication with LGBTI offenders at intake should look like.
 	<p>Questions and Answers:</p> <p>Encourage participants at your site to call in with questions on this segment.</p>
	<p>Close of Day Two</p>

After the Broadcast

	<p>Collect Materials:</p> <p>Collect the CEU documents, Evaluations, etc.</p>
	<p>Off-Air Activity – Action Plan</p> <p>Encourage participants at your site to complete the Action Plan in their Participant Guides. They should review the notes they made to the off-air activities after both Day 1 and Day 2 and then use these notes to create an Action Plan.</p> <p>Remind them that by immediately applying the principles they have learned over these two days, they will more likely transfer them to long-term memory.</p>