



# Safety Matters: Managing Relationships in Women's Facilities



## SESSION 2

### Module 3: What Do We Do? Module 4: How Do We Do It?

*INSTRUCTOR-LED TRAINING EVENT - 2.5-DAYS*

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## Course Description

This training curriculum blends synchronous online learning known as virtual instructor-led training (VILT) with traditional classroom-based learning, known as instructor-led training (ILT). The combined training experience will provide tools for corrections practitioners to address sexual safety, and other forms of safety, as well as further develop skills in effective communication to enhance gender-responsive and trauma-informed practices in women's facilities.

## Goals

The goals of the curriculum are to assist corrections leadership and practitioners to

- Build upon foundational training in gender-responsive practice, motivational interviewing skills, and Prison Rape Elimination Act (PREA) knowledge to support safety in women's facilities
- Examine the intent and practical implementation of PREA standards specific to women's relationships while incarcerated
- Explore key dynamics of women's behavior and relationships while incarcerated
- Embrace the importance of institutional culture in promoting sexual safety in women's facilities
- Intervene effectively and mitigate inappropriate inmate sexual relationships and conflicts

## Objectives

After completing this session, participants will be able to

- Use practical communication skills to address relationships among women
- Demonstrate practical communication skills with women in various routine operational situations
- Foster an improved institutional reporting culture of incidents of sexual abuse and sexual harassment
- Demonstrate operational practices to support sexual safety through scenario-based training designed to translate theory into proactive application and define what sexual safety looks like in the context of day-to-day tasks and activities in a facility

## Target Audience

The training is designed for any correctional professional who routinely communicates with woman inmates as part of his or her work responsibility in adult prisons and jails. Participants will benefit most from this curriculum if they have completed, at minimum, an introductory course in gender-responsive practice, motivational interviewing, the PREA standards, and session one of this curriculum.

## Capacity

30 participants

## Trainers

Two facilitators are recommended for this session due to the size of the class, curriculum content, and diversity of activities employed to meet the stated performance objectives. The training team should include two individuals who possess strong facilitative skills, consistently demonstrate respect for participants, and have established credibility in correctional culture. In addition, it is strongly recommended that facilitators be well-versed in introductory gender-responsive practice, motivational interviewing, the PREA standards, and the literature review that accompanies session one of this curriculum.



## Complete Training Package

To incorporate the employee training elements required to meet the training goals and objectives, this curriculum includes VILT and ILT components. The VILT event is delivered online via an online platform that supports training requirements, e.g., participant polling, audio, visual, and voice response features, and video playback options. The ILT event will be conducted in a two-and-a-half-day session to culminate the training experience.

Safety Matters Course	Program	Title	Class Time
	Session 1: Virtual Instructor-Led Training (VILT)		
	Module 1	Women in Facilities: What Do We Know? <ul style="list-style-type: none"><li>Unit 1.1 – 1.6</li></ul>	4 hours
	Module 2	The Dynamics of Sexual Harassment and Sexual Abuse in Women’s Facilities: What Do We See? <ul style="list-style-type: none"><li>Unit 2.1 -2.2</li></ul>	
	Session 2: Instructor-Led Training (ILT)		
	Module 3	Operational Implications: What Do We Do? <ul style="list-style-type: none"><li>Unit 3.1 – 3.7</li></ul>	8 hours
	Module 4	Operational Implications: How Do We Do It? <ul style="list-style-type: none"><li>Lab 1 - 3</li></ul>	8 hours
	Module 4, cont.	Operational Implications: How Do We Do It? <ul style="list-style-type: none"><li>Lab 4</li></ul>	4 hours
			Total Class Time:

It is recommended that each training module be delivered in consecutive order. It is at the prerogative of the agency over what period of time and in what combination these units are delivered in one of the following ways:

- All in one sequence over three or more full days of training
- Each session delivered on scheduled separate training days over an extended period of time
- Arranged by the agency to fit within specific dates and times of the agency's annual training calendar

## Training Package Notes

This is an advanced curriculum designed to build upon pre-existing gender responsive knowledge and best practice. Agencies throughout the country have different terms to describe incarcerated populations. This curriculum uses the term “justice-involved women” where possible as this is the term of art in the literature at the time of this writing. The terms “woman inmate” or “inmate” are also used to designate a status of incarceration. Furthermore, the terms “offender” or “prisoner” may appear when used in reference to particular research where the respective terms were originally used. Trainers are encouraged to use the terms most commonly used by the agency, such as “detainee” or “resident” as appropriate.

It is recognized that the current training may encourage future attention to trainings that are gender-responsive for men. In the present assessment, however, “gender-responsive” focuses on woman inmates. Attribution of the term to women is consistent with common usage in the literature. Additionally, there are historical reasons for focusing this training exclusively on woman inmates. Current correctional models were designed for men and applied to women with minimal supporting research. Until recently, practices termed “gender-neutral” were based upon research conducted either exclusively on male inmates or through samples that were not disaggregated by gender. More recent research finds that women do better in gender-responsive interventions

and environments tailored to their unique needs, and underscores the need for corrections agencies to realign their policies, procedures, practices, and culture with the state of the art in gender-responsive practice.

## Instructional Outline

The instructional outline is a blueprint of the entire session. It provides an overview of the following:

- Session, module, unit, activity, and lab names
- Lesson objectives
- Lesson timing and duration

Use the instructional outline to do the following:

- Conduct the session within a predictable timeframe.
- Keep track of where you are and where you are going.
- Be prepared for what comes next.
- Look ahead to see where you can reduce time, if needed.

## Session Preparation

Prior to ILT session do the following:

- Schedule class.
- Arrange a location for the training that has the necessary technology capabilities, including projector, projector screen, audio and visual needs for video, as well as space requirements for activities and breakout rooms for the labs.
  - Recommend having the room setup arranged for five to six tables with room for five to six participants at each table.
  - Have the names and team assignments from the Intersession Assignment available and posted.
- Ensure participants have completed the intersession assignment and offer support as needed.
- Prepare materials for participants, including pre-tests, agendas, activity and lab handouts, post-tests, and evaluations—See *Handouts* below for more specific instructions.
  - Notecards and safety pins are also needed for activities.
- Schedule assignments for the training team, including which units to lead in facilitation.
- Ensure consistency amongst the training team for facilitation of labs and activities.

Day of ILT session:

- Arrive at least 30 minutes early.
- Ensure access and proper layout of the main training room and breakout room.
- Setup all equipment, including computer, projector and screen, and charts with easels, and desktop stands.
- Load slides and test slide transitions and videos.
- Distribute any participant materials, including pre-tests.
- Greet participants upon entry.

Following ILT session:

- Administer post-test and evaluations.
- Analyze and record pre- and post-test score results.

## Participant Manuals

The participant manuals are to be provided to each training participant prior to the start of the VILT and should be used throughout the entire training program, including the on-site session. The participant manual provides all the information that is presented on the slides along with space for participants to take notes. Activities and poll questions are included in the participant manuals. Additional materials include a glossary of terms, additional resources, and the literature review for the intersession assignment. Participants should have access to these materials prior to and during the session. It is at the discretion of the facility on how materials will be distributed to participants, e.g., emailed as a PDF or printed out and bound for each participant. The manuals can be distributed in advance of the training or at the beginning of the session.

## Handouts

To prepare to deliver this training, you will need to print several handouts in advance. The number of needed copies will adjust depending on your group size. The numbers below reflect the maximum training capacity of 30 participants and does not include copies for the facilitators.

- Agenda—30 copies
- Pre-tests—30 copies
- 3.3 Common Behaviors Worksheets—one copy of each worksheet; 18 total
- 3.4 Ineffective and Inappropriate Staff Behaviors—print one copy and cut where specified
- 3.5 Bookend Summary Worksheets—one copy of each worksheet; five in total
- Lab 1.1 Character Role Information—20 total copies; 10 Officer Smith and 10 Inmate Kate Jones
- Lab 1.1 Observer Synopsis—10 copies total
- Lab 1.2 Character Role Information—20 total copies; 10 Officer Smith and 10 Inmate Sue Green
- Lab 1.2 Observer Synopsis—10 copies total
- Lab 1.3 Character Role Information—20 total copies; 10 Counselor Patrick and 10 Inmate Kate Jones
- Lab 1.3 Observer Synopsis—10 copies total
- Post-tests—30 copies
- Evaluations—30 copies

## Supplemental Materials

The supplemental materials section contains copies of all resource materials for the session, including agenda and evaluation templates to be used by the facilitator. It is encouraged for facilitators to also have a participant manual in their supplemental materials for familiarity with the participant experience and for reference during training.

### **Module 3**

- 3.1 Using Your Safety P.I.N. Demonstration Scenario Script
- 3.3 Facilitator Guide: Common Boundary Issues Activity
  - Includes the 18 worksheets for participants
- 3.4 Ineffective and Inappropriate Staff Behaviors
- 3.5 Active Listening Scenario Script
- 3.5 Reflective Listening Exercise Instructions
- 3.5 Bookend Summary Worksheets
  - Includes five worksheets
- 3.7 Effective Use of Authority Scenario Script

## Module 4

### Lab 1: Relationships and Survival Skills

- Lab 1.1 Character Role Information
- Lab 1.1 Observer Synopsis
- Lab 1.2 Character Role Information
- Lab 1.2 Observer Synopsis
- Lab 1.3 Character Role Information
- Lab 1.3 Observer Synopsis

### Lab 2: Common Behaviors Worksheet

### Lab 3 and 4: Discipline and Communication: Working with Common Scenarios

- Scenario Development Worksheet

### Assessment and Evaluation

The ILT *Evaluation Toolkit* includes a pre- and post-test knowledge assessment and an overall course evaluation. The pre- and post-test is a twelve-question assessment that should take approximately 15 minutes. The evaluation template provided should be distributed at the end of the session. This evaluation can be used as is or adapted into an agency or facility template. Go to the *Evaluation Toolkit* on page 228 to review instructions for administering the assessment and evaluation forms.

## Facilitator Guide Organization

Each lesson contains detailed facilitation notes that you should refer to during delivery of the session. The facilitation notes contain everything you need to teach; however, you are encouraged to include relevant examples from your experience as appropriate.

During the session, refer to the facilitation guide to stay on track with time and ensure you are addressing the key points for each topic. Do not expect to memorize the session. When participants are doing activities, you can look ahead.

### Boxed Text

Underneath each slide in the facilitator guide is a three-column text box. The left column is used for facilitator icons, which assist the facilitator to easily identify the intended usage for each slide. Facilitator icons are explained further in the following section.

The **Facilitator** column in the middle is shaded in green and holds the estimated time to be spent for each slide, facilitator speaking points, instructions, and information for structuring the lesson. Facilitator instruction are labeled by “Do,” “Say,” or “Ask” designations. “Do” signifies an action for the facilitators to take; “Say” signifies a recommended script for the facilitators to say; “Ask” signifies a discussion question to be posed to the training group.

The **Notes** column on the right is used to provide the slide number, instruction to the producer during this session, and any content notes, such as source citations or references to the location of items in the participant manual.

## Facilitator Icons

The facilitation guide enables you to scan each page quickly to see what you need to do and say. The icons are in the column to the left of the facilitator note. The following icons point out each type of activity or action incorporated into the respective slide.



**Instructor Note** contains general instructor notes about the topic.



**Chart on Pad** indicates when to chart information on a pad on a chart stand.



**Multimedia** indicates when to show a multimedia file.



**Breakout Session** indicates when to facilitate an activity that involves a breakout session.



**Reference** indicates additional technical or anecdotal information to be referred to as needed.



**Activity** contains the instructions for completing an activity. Usually paired with other icons, such as breakout session, chat, application sharing, and text page. May also be included with demonstration if the steps for the demonstration are shared with participants.



**Value-laden Discussion** indicates the opportunity for open discussion around topics that are often grounded in cultural norms or personal values. Usually paired with other icons such as breakout session or chat.

## Instructional Outline

Slide #	Slide Title	Activity	Minutes
<b>1</b>	<b>Module 3: Managing Relationships in Women's Facilities: What Do We Do?</b>	Facilitator presentation	3
<b>2</b>	Introductions	Facilitators and participants share	25
<b>3</b>	Intersession Assignment Reports	Participant activity	90
<b>4</b>	Words Matter	Facilitator presentation	1
<b>5</b>	Module 3 Objectives	Facilitator presentation	1
<b>6</b>	Unit 3.1: Using Your Safety P.I.N.	Facilitator presentation	0.5
<b>7</b>	Using Your Safety P.I.N.	Facilitator presentation	4
<b>8 &amp; 9</b>	Activity: Safety P.I.N. Example	Participant activity	15
<b>10</b>	Unit 3.2: Trauma Triggers	Facilitator presentation	1
<b>11</b>	Definition of Trauma Triggers	Facilitator presentation	2
<b>12</b>	Trauma Trigger Examples	Facilitator presentation	2
<b>13</b>	Discussion: Trauma Triggers	Participant activity	15
<b>14</b>	Recovery from Trauma	Facilitator presentation	4
<b>15</b>	Unit 3.3: Clarity on Boundaries	Facilitator presentation	0.5
<b>16</b>	Definition of Boundaries	Facilitation and discussion	1
<b>17</b>	Importance of Boundaries	Facilitator presentation	3
<b>18</b>	Activity: Boundaries	Participant activity	4
<b>19 &amp; 20</b>	Types of Boundaries	Facilitation and discussion	15
<b>21</b>	Activity: Common Boundary Issues	Participant activity	20
<b>22</b>	Unit 3.4: Clarity on Healthy Relationships	Facilitator presentation	0.5
<b>23</b>	Clarity on Healthy Relationships	Facilitator presentation	1
<b>24</b>	Healthy Professional Relationships	Facilitation and discussion	5
<b>25</b>	Activity: Ineffective and Inappropriate Staff Behaviors	Participant activity	25
<b>26</b>	Unit 3.5: Effective Communication	Facilitator presentation	1
<b>27</b>	Communication	Facilitator presentation	4
<b>28</b>	Active Listening	Facilitation and discussion	3


29	Active Listening Demonstration	Facilitator demonstration	10
30	Activity: Active Listening	Participant activity	5
31	Motivational Interviewing Basic Skills	Facilitator presentation	1
32	Open-ended Questions	Facilitator presentation	3
33	Activity: Open-ended Questions	Participant activity	20
34	Activity: Open-ended Questions Discussion	Participant activity	5
35	Affirmations	Facilitation and discussion	3
36	Activity: Affirmation Exercise	Participant activity	20
37	Reflective Listening	Facilitation and discussion	4
38	Activity: Reflective Listening	Participant activity	20
39	Summarizing	Facilitation and discussion	5
40	Activity: Bookend Summary	Participant activity	15
41	Unit 3.6: De-escalation Techniques	Facilitator presentation	0.5
42	About De-escalation	Facilitator and discussion	2
43 & 44	De-escalation Techniques	Facilitation and discussion	4
45	Amplified Reflection	Facilitator presentation	3
46	Additional De-escalation Skills	Facilitation and discussion	8
47	What About Power Struggles?	Facilitator presentation	1
48	Motivational Interviewing Techniques to Avoid Power Struggles	Facilitation and discussion	5
49	When to Intervene	Facilitator presentation	4
50	What to Do?	Facilitation and discussion	5
51	Unit 3.7: Effective Use of Authority	Facilitator presentation	1
52 & 53	Effective Use of Authority	Facilitator presentation	4
54	Activity: Effective Use of Authority	Facilitator presentation	4
55	Module 3 Summary Objectives	Facilitator presentation	1
56	Summary	Facilitation and discussion	20
<b>END DAY 1</b>			
57	<b>Module 4: Managing Relationships in Women's in Facilities: How Do We Do It?</b>	Facilitator demonstration	3
58	Use Your Safety P.I.N.	Facilitator presentation	3

<b>59</b>	Lab 1: Survival Skills and Relationships	Facilitator presentation	1
<b>60</b>	Lab 1: Survival Skills and Relationships Objectives	Facilitator presentation	1
<b>61</b>	Survival Skills and Relationships Video		10
<b>62</b>	Staff-to-Inmate Response Considerations	Facilitation and discussion	10
<b>63</b>	Inmate-to-Inmate Response Considerations	Facilitation and discussion	8
<b>64 &amp; 65</b>	Instructions for Role Play	Facilitator presentation	10
<b>66</b>	Planning Time	Facilitation and discussion	15
<b>67</b>	Role Play Time	Facilitator activity	15
<b>68</b>	Personal Reflection Time	Participant activity	9
<b>69</b>	Debrief Role Play Time	Participant activity	15
<b>70</b>	Rotate Scenarios and Role Play Again!	Participant activity	6
<b>71</b>	Debrief the Role Play Experience	Facilitation and discussion	15
<b>72</b>	Final Lab 1 Question	Facilitation and discussion	5
<b>73</b>	Lab 2: Discipline and Communication: Identifying Resources and Challenges	Facilitator presentation	2
<b>74</b>	Lab 2: Discipline and Communication Objectives	Facilitator presentation	1
<b>75</b>	Gender-responsive Discipline and Sanctions	Facilitator presentation	2
<b>76</b>	The Rationale	Facilitator presentation	15
<b>77</b>	Research Implications	Facilitation and discussion	20
<b>78</b>	PREA Standard: Discipline, Prevention, and Safety	Facilitation and discussion	5
<b>79</b>	Discipline, Prevention, and Safety	Facilitator presentation	3
<b>80</b>	Activity: Common Behaviors Exhibited Between Woman Inmates	Participant activity	15
<b>81</b>	It's Not Black and White	Facilitation and discussion	6
<b>82</b>	Two Important Questions	Facilitation and discussion	6
<b>83</b>	Lab 3: Working with Common Behaviors	Facilitation and discussion	1
<b>84</b>	Lab 3: Discipline and Communication Objectives	Facilitation and discussion	1
<b>85</b>	Activity: Developing Your Scenario	Facilitator discussion	30
<b>86</b>	Instructions for Role Play	Facilitation and discussion	3




<b>87</b>	Planning Time	Participant activity	10
<b>88</b>	Role Play Time	Participant activity	10
<b>89</b>	Personal Reflection Time	Participant activity	6
<b>90</b>	Debrief Role Play Time	Participant activity	10
<b>91</b>	Debrief the Role Play Experience	Facilitation and discussion	20
<b>92</b>	And the Critical Question	Facilitation and discussion	4
<b>93</b>	Activity: Developing Another Scenario	Participant activity	25
<b>94</b>	Summary	Facilitator discussion	20
<b>END DAY 2</b>			
<b>95</b>	Lab 4: Discipline and Communication: Developing and Working with Common Scenarios	Facilitator presentation	12
<b>96</b>	Lab 4: Discipline and Communication Objectives	Facilitation and discussion	1
<b>97</b>	Activity: Developing Your Scenario	Participant activity	10
<b>98</b>	Scenario Development Time	Participant activity	40
<b>99</b>	Instructions for Role Play	Participant activity	1
<b>100</b>	Planning Time	Participant activity	10
<b>101</b>	Role Play Time	Participant activity	10
<b>102</b>	Personal Reflection Time	Participant activity	6
<b>103</b>	Debrief Role Play	Facilitation and discussion	10
<b>104</b>	Debrief the Role Play Experience	Facilitation and discussion	20
<b>105</b>	Activity: Selecting Another Behavior	Participant activity	5
<b>106</b>	And the Critical Question	Facilitation and discussion	10
<b>107</b>	Closure: Words Matter	Facilitation and discussion	2
<b>108</b>	Closure: Safety P.I.N.	Facilitation and discussion	3
<b>109</b>	Memorable Messages	Facilitation and discussion	25
<b>110</b>	Commitment Statement	Facilitation and discussion	25
<b>END DAY 3</b>			

## Module 3: Welcome!



# Safety Matters: Managing Relationships in Women's Facilities

Module 3:  
What Do We Do?





### Facilitator

#### Time: Prior to Start of Training

**Do:** Welcome participants as they arrive in the classroom.

**Say:** *Welcome to the training. We are glad you are here! Please find a seat and make yourself comfortable. We will begin shortly.*

#### Time: 3 minutes

**Do:** Begin the training session on time.

**Say:** *Hello, and welcome to session two of this training: **Safety Matters: Managing Relationships in Women's Facilities**. For the next couple days, we will build on the information we learned from session one and turn our focus to the communication skills we need to build a sexually safe culture within a facility. We will review these skills in the context of routine interactions between staff and woman inmates and the operational implications of these interactions.*

*In our work today, we will target what we*

### Notes

#### Slide 1

**Do:** Ensure that the main training room and any breakout rooms are equipped with needed audio and visual capabilities, as well as proper table setup for group work.

Distribute agenda, name tents, and organize training materials.

Ensure participants have their training manuals. If possible, bring extras for those that lose or forget theirs.

Guide participants to sit at a table with their intersession assignment team members.

*can do and what skills we can use in the routine interactions you face every day.*

*Today's session will address an array of skills you can use to effectively communicate with the woman inmates under your supervision. You will be asked to participate in a series of activities, practice sessions, and discussions that will help you to be even more effective in your interactions with the inmate population. We will focus most significantly on communication related to managing your professional relationships with inmates and managing relationships between inmates.*

*Tomorrow's session will include additional opportunities to practice and strengthen your communication skills through activities focused on the everyday situations that you experience.*

*Before we get started, let's take a minute to get to know one another.*

## Introductions

### Introductions



- Facilitators
- Participants
  - Name
  - Position
  - Experience working with woman inmates

*Let's get ready for group presentations!*

Safety Matters: Managing Relationships in Women's Facilities



#### **Facilitator**

**Time: 25 minutes**

**Do:** Facilitators introduce themselves to the group.

**Say:** *Please introduce yourselves by sharing your name, job title, and experience working with woman inmates.*


#### **Notes**

**Slide 2**

**Do:** Arrange for participants to sit with their intersession group members and introduce themselves to the rest of the group.


## Intersession Assignment Reports

### Intersession Assignment Reports



- ✓ What intersession assignments were you tasked with to prepare for this session?
- ✓ Let's take some time and work in your groups to prepare your presentations with the new information you discovered reviewing the literature.

*Which team will go first?*



Safety Matters: Managing Relationships in Women's Facilities



### Facilitator Time: 90 minutes

**Ask:** *Which team wants to go first?*

*Do I have any volunteers?*

**Do:** Provide instructions to the class as the first group sets up.

**Say:** *During our report outs today, I would like you to pay attention to information that is shared. Specifically, consider how the information fits with the experiences you have had working with woman inmates.*

*Also, think about how this information will be beneficial to your work with woman inmates? We will briefly discuss these questions after the presentations.*

**Say:** *Ok, let's get started.*

**Do:** Time the activity. When each team finishes, give a round of applause.

**Say:** *Thank you. Let's discuss.*

### Notes Slide 3

**Do:** Have the slide shows from each group loaded into the computer before the session.

Answer any questions.

Keep time for each presentation. Assist with Keeping the session within time limits. Allow approximately 15 minutes total for each team's report out and discussion.

**Ask:** *How is the information shared from the research and articles relevant to your work?*

**Do:** Call on one or two participants to react. If clarification or comment is needed, defer to the presenting team for input.


**Ask:** *How will the information just presented be beneficial to you in your work with woman inmates?*

**Do:** Repeat the process until all teams have given their presentations.

Provide positive affirmations about the work the groups did.

## Words Matter


### Words Matter



Communication between staff and inmates is critical to the operation and the safety of inmates and staff within a facility.

Communication plays a critical role in promoting a sense of sexual safety within a facility.

Staff play critical roles effectively serving as the Safety P.I.N. to ensure sexual safety is realized in the facility. NRCIJW, 2011



Safety Matters: Managing Relationships in Women's Facilities



### Facilitator

**Time: 2 minutes**

**Do:** Frame the context demonstrating how effective communication plays an important role in establishing sexual safety within a women's facility.

**Say:** *The words we use and the ways that we share information is key to creating a culture of safety.*

*Staff play critical roles effectively serving as the Safety P.I.N. to ensure that all forms of safety are realized in the facility.*

**Do:** Briefly discuss participants' reaction. Call on two or three participants to comment on these statements.


### Notes

**Slide 4**

**Do:** Answer any questions.

## Module 3 Objectives

### Module 3 Objectives



- 1 Use practical communication skills to address relationships among women
- 2 Demonstrate practical communication skills with women in various routine operational situations
- 3 Foster an improved institutional reporting culture of incidents of sexual abuse and sexual harassment
- 4 Demonstrate operational practices to support sexual safety through scenario-based practice to experience sexual safety in the context of day-to-day tasks

Safety Matters: Managing Relationships in Women's Facilities



#### **Time: 1 minute** **Facilitator**

**Do:** Review section objectives.

**Say:** *After completing this session, you will be able to*

- **[click]** *Use practical communication skills to address factors that undermine safety in a correctional environment*
- **[click]** *Demonstrate practical communication skills with women in various routine operational situations*
- **[click]** *Foster an improved institutional reporting culture for incidents of sexual abuse and sexual harassment*
- **[click]** *Demonstrate operational practices to support sexual safety through scenario-based practice to experience sexual safety in the context of day-to-day tasks*


#### **Notes** **Slide 5**


**Do:** Answer any questions.



## Unit 3.1: Using Your Safety P.I.N.

Unit 3.1





Using Your Safety P.I.N.

Safety Matters: Managing Relationships in Women's Facilities



### Facilitator

**Time: 1 minute**

**Do:** Introduce the use of the Safety P.I.N.

**Say:** *We will begin with a look at communication skills that are needed to create and support a culture of sexual safety within a women's facility by talking about the three-phase process that we introduced at the end of the VILT: the Safety P.I.N.*

*This training will equip you with options to create and maintain safety by effectively addressing relationships in your facility.*

*We will spend the rest of the day introducing and practicing a series of skills that will assist you in this effort.*

*Let's move on.*


### Notes

**Slide 6**

**Do:** Answer any questions.

## Using Your Safety P.I.N.

### Using Your Safety P.I.N.



<b>P</b>	<b>PAUSE</b>
<b>I</b>	<b>IDENTIFY</b>
<b>N</b>	<b>NAVIGATE</b>

Safety Matters: Managing Relationships in Women's Facilities



#### Facilitator

**Time: 4 minutes**

**Say:** *This training is designed to give you some tools to help you in your day-to-day work.*

*This three-step process is a method for integrating the skills that you learn in training, such as this one, into your everyday correctional practice to enhance sexual safety. Let's talk briefly about what each letter means.*

***"P"** stands for **pause**. It reminds us to pause for a moment, take in all the information, and consider what you know about woman inmates and sexual safety. We may use skills like active listening, which we talked about during the VILT and will take a deeper look later today.*

*We can't make good decisions unless we gather all the relevant information first.*

***"I"** stands for **identify**. We should identify the skill sets you could apply in a situation. This may include skills, such as motivational interviewing, de-escalation, and effective use*

#### Notes

**Slide 7**

**Do:** Answer any questions.

*of authority, which we will also talk about more later today.*

*Once you've gathered all the information to get a clear picture of what is going on, you should identify the skill you've learned that will best help you to resolve the situation. Arguments can get out of hand quickly. Is this a good time to use your authority? Maybe you could use your communication skills to resolve the situation? Perhaps it's best to try to de-escalate the situation before it turns into something more serious? When you are in the identification phase, you are defining the skills that could be useful in a situation.*

*"N" stands for **navigate**. Once you have paused to take in or reflect on information and identified potentially useful skills, it is time to navigate a solution to the situation. You will do this by selecting among the skills you identified as potentially useful, for example, communication skills, effective use of authority, etc.*

*By employing the Safety P.I.N. method, you can contribute to a safe culture for yourself, other staff, and the inmates.*

**Do:** Ask the group if it can see similarities between this process and the way it typically address inmate dilemmas.

**Say:** *How does the Safety P.I.N. process match with the way you typically address an inmate dilemma?*

**Do:** Reinforce anything participants already do that is consistent with the Safety P.I.N.

## Activity: Safety P.I.N. Practice



### Activity: Safety P.I.N. Example

#### Activity

1. Using a role play demonstration scenario, teams will be asked to reflect on all three phases of the Safety P.I.N. process.
2. Teams are encouraged to be *very specific* in their observations and feedback.
3. The facilitators will interrupt the role play at each of the P.I.N. intervals to discuss what's happening and consider the next step.



Safety Matters: Managing Relationships in Women's Facilities



#### Facilitator

**Time: 5 minutes**

**Say:** *Let's take a moment and consider what we know about the P.I.N. process before seeing the role play demonstration scenario.*

**Do:** Comment as appropriate after each question.

**Ask:** *What is **Pause (P)**? Why do we do it?*

*What is **Identify (I)**? What are we trying to accomplish at this phase of the process?*

*What is **Navigate (N)**? What are we trying to accomplish at this phase of the process?*

**Say:** *Let's look at a role play and see what happens at each phase of the P.I.N. process. We will stop the role play at each of the P.I.N. phases to allow for discussion. Try to identify what is happening in each of the P.I.N. phases and the implications for what needs to happen next. It's important for learning purposes that our observations, discussions, and feedback are specific rather than general!*

#### Notes

##### Slide 8

**Do:** Facilitators should use the scripted demonstration found in the supplemental materials.

One facilitator assumes the role of the staff member and the other facilitator assumes the role of the inmate.

Facilitators should rehearse the script so that you show appropriate voice inflection, eye contact, and body movement.

Answer any questions.

## Activity: Safety P.I.N. Example



### Activity: Safety P.I.N. Example

- Ms. Walters, an inmate, has a 13-year-old daughter who is staying with Ms. Walters' sister and her sister's boyfriend during her incarceration.
- Ms. Walters is on the phone and Officer Cooper, the officer assigned to the women's housing unit, is aware that it is now count time and that Ms. Walters needs to report to her cell.

Safety Matters: Managing Relationships in Women's Facilities



#### Facilitator

**Time: 10 minutes**

**Do:** Conduct the role play, stopping to discuss each of the P.I.N. phases with the teams as indicated in the facilitator's scenario.

After the role play, use this as an opportunity to emphasize the principles of the P.I.N. process.

**Ask:** *What are your thoughts about the P.I.N. process?*

*Do you see where it might help provide some structure and direction in your interactions with woman inmates?*

**Do:** Comment as appropriate.

#### Notes

**Slide 9**


**Do:** Answer any questions.

Use the ***Unit 3.1 Using Your Safety P.I.N. Demonstration Scenario Script*** in the ***Module 3 Supplemental Materials*** section for this activity.




## Unit 3.2: Trauma Triggers

Unit 3.2



### Trauma Triggers

Safety Matters: Managing Relationships in Women's Facilities



#### Facilitator

**Time: 1 minute**

**Do:** Introduce what trauma triggers are and why they are important in interacting with and managing woman inmates more effectively and safely.

**Say:** *In the VILT we discussed the important role of trauma in woman inmates' lives. In this unit, we are going to continue to talk about the ongoing effect that trauma histories can have on woman inmates and ways that we can minimize that effect through respectful communication. As we have discussed, many of the women we work with have traumatic relationship histories characterized by abuse and boundary violations. By maintaining respect and good boundaries in the context of professional relationships, and as we address relationship conflicts among women, we can mitigate the effect of those past experiences and avoid having women operate in "emergency response mode" as Dr. Simms discussed in the video we watched during the VILT.*

#### Notes

**Slide 10**

**Do:** Answer any questions.

*For these reasons, trauma histories and trauma triggers are important things to consider as you start the Safety P.I.N. by pausing to take in information and consider what you know about woman inmates and sexual safety and safety in relationships.*



## Definition of Trauma Triggers

### Definition of Trauma Triggers



Trauma triggers are those physical or emotional cues that remind someone of a past traumatizing event.

Trauma triggers can have serious effects on trauma survivors.

NATIONAL CENTER ON DOMESTIC VIOLENCE,  
TRAUMA & MENTAL HEALTH, 2014

Safety Matters: Managing Relationships in Women's Facilities



#### Facilitator

**Time: 2 minutes**

**Say:** *Trauma triggers are those physical or emotional cues that remind someone of a past traumatizing event.*

*Trauma triggers can seem like "ordinary" or "normal" things to individuals who are not affected by them. However, trauma triggers can have serious effects on survivors.*

*You remember from the VILT and our presentations this morning that most of the women in the criminal justice system have been victims of physical, emotional, and sexual abuse at an early age. Most of this abuse has been perpetrated by persons in a position of authority or trust, such as a parent, sibling, or family friend.*

*Unfortunately, the position you hold and the uniform you wear has the potential to trigger many of the women with whom you work. You have an opportunity to change their experience simply by demonstrating consistent respect in the words you use.*

#### Notes

##### Slide 11


**Do:** Answer any questions.

**Citation:** National Center on Domestic Violence, Trauma, and Mental Health, Available at <http://www.nationalcenterdvtraumamh.org/>.

*Here is an example of how you could minimize the extent to which a woman is triggered. During a pat down you might say, "I understand that this is uncomfortable for you and my intention is to make this as respectful and as least intrusive as possible."*

## Trauma Triggers Examples

### Trauma Triggers Examples



- Sounds
- Smells
- Colors
- Time of year
- Textures

Anything that reminds a trauma survivor of a traumatic event.

NATIONAL CENTER ON DOMESTIC VIOLENCE,  
TRAUMA & MENTAL HEALTH, 2014

Safety Matters: Managing Relationships in Women's Facilities



### Facilitator

**Time: 2 minutes**

**Do:** Continue with examples of trauma triggers.

**Say:** *Some examples of trauma triggers may include sounds, smells, colors, time of year, visual reminders, textures—really anything that reminds a trauma survivor of a traumatic event. Helping trauma survivors to recognize triggers is an important part of the recovery process.*

*Remember back to the video we watched with Dr. Simms during the VILT. When women inmates encounter a trauma trigger, they may go into “emergency response behavior” mode because they perceive the need to protect themselves.*

*Trauma triggers can cause abnormal reactions to normal events. When a trauma survivor experiences a trauma trigger, the mind and body react as if the threat is actually present and experiences the traumatic event all over again. This reaction is often unconscious and a result of the brain's fear-response system.*

### Notes

**Slide 12**

**Do:** Answer any questions.

**Citation:** National Center on Domestic Violence, Trauma, and Mental Health.

Benedict, A., 2014. *Using Trauma Informed Practice to Enhance Safety and Security in Women's Correctional Facilities*. Washington, DC: National Resource Center on Justice Involved Women.

Ney, B., Ramirez, R., and Van Dieten, M., 2012. *Ten Truths that Matter When Working with Justice Involved Women*. National Resource Center for Justice Involved Women.

*Reactions to triggers may be physical, such as headaches, stomach aches, sweating, changes in sleep patterns, being easily startled, and drug or alcohol use.*


*Emotional reactions may also result, such as mood swings, worrying, nightmares, hyper-alertness, fear, grief, increased need to control everyday events, minimizing the experience, shame, and emotional numbing.*

*Trauma survivors adapt in ways that allow them to cope with the symptoms—some of these may be adaptive and others may be maladaptive.*

*The key is helping the trauma survivor to learn to adapt in positive ways and support him or her in using his or her coping skills. Introducing new programming designed to facilitate this goal can be helpful to institutional safety and the health and safety of the woman. This may also involve adapting institutional operations practices so that they do not cause further trauma to women.*

Levin, P., 2003. Common Responses to Trauma and Coping Strategies. Available at [http://www.traumacenter.org/resources/pdf\\_files/Common\\_responses.pdf](http://www.traumacenter.org/resources/pdf_files/Common_responses.pdf).


## Discussion: Trauma Triggers



### Discussion: Trauma Triggers

#### Discussion Questions

1. What potential trauma triggers could an inmate encounter?
2. How could standard correctional practices trigger a trauma survivor?
3. How could we reduce the effect of trauma triggers on inmates? Could we adapt practices? Could we administer those practices differently?



Safety Matters: Managing Relationships in Women's Facilities



#### Facilitator

**Time: 15 minutes**

**Do:** Conduct a small group activity with the three discussion questions on the slide.

**Say:** *In your groups, identify the following three roles:*

- *A reporter: the person who will report out the information from the team.*
- *A recorder: the person who will record the team's input in the participant manual.*
- *A facilitator: the person who manages the exercise and ensures everyone participates.*

*In your teams, address the three questions on the slide. Record your responses in the participant manual. Reporters, be prepared to report out.*

**Do:** Give the groups ten minutes to conduct the exercise and five minutes to report out their answers to the questions.



#### Notes

**Slide 13**

**Do:** Answer any questions.

**Say:** *Now that we've discussed common trauma triggers and their effect on the women we supervise, we're going to turn our attention to ways that we can create a sexually safe culture by avoiding re-traumatizing woman inmates and supporting their ability to cope with triggers.*

## Recovery from Trauma



### Recovery from Trauma

- Develop positive coping skills to manage the trauma symptoms.
- Recovery is a process.
- Coping can take on many forms.
- Staff can assist by seeking to avoid re-traumatizing individuals.
- Staff should take universal precautions.

Safety Matters: Managing Relationships in Women's Facilities



#### Facilitator

**Time: 4 minutes**

**Do:** Continue with the trauma recovery discussion.

**Say:** **[click]** *Part of our job is to help ensure trauma survivors' safety and provide support as they develop positive coping skills to manage their symptoms.*

**[click]** *Recovery from trauma is a process; it doesn't happen overnight. One thing we know is that often women have coped the best way they know how with trauma. Sometimes this has included coping skills that may not be safe or healthy, but, in some measure, worked, such as using drugs or alcohol.*

*Recovery doesn't mean forgetting that the trauma occurred; it just means that there will be fewer symptoms, there is better control over symptoms, and there is a better ability to cope.*

**[click]** *Coping can take on many positive forms that women may learn for the first time in our facility. Some examples include talking to*

#### Notes

**Slide 14**

**Do:** Answer any questions.

**Citation:** U.S. Department of Veterans Affairs, National Center for PTSD. Available at <http://www.ptsd.va.gov/>.

Levin, P., 2003.

*others for support, practicing relaxation methods, distracting with positive activities, talking with a trusted professional or counselor, exercising, music and art, and journaling.*

**[click]** *Individuals who have experienced trauma will experience triggers, often they will be unanticipated and unavoidable. We cannot remove them all from the environment in the facility or the community and it is important that women learn healthy ways to cope with their triggers. Staff can assist by being conscious about things that may re-traumatize.*

*Our role is to support women's ability to cope and recover by providing programming and treatment to teach healthy coping mechanisms and avoiding things that we know can re-traumatize, such as angry tones in our speech, a chaotic environment, and violent images and messages.*

**[click]** *Another way that staff can help with trauma survivors is to take universal precautions. This simply means to assume a trauma history is present with all individuals that we interact with and consider ways to support coping.*

*As you've seen, trauma experiences are common to many woman inmates, and the development of healthy coping responses is a natural part of ongoing recovery. We've talked about ways to minimize the chances that we will re-traumatize survivors and discussed the many coping mechanisms that inmates have learned to use. This awareness of trauma triggers and the application of universal precautions helps to further the mission of creating a safe facility for the staff and inmates.*


National Center on Domestic Violence, Trauma, and Mental Health.






## Unit 3.3: Clarity on Boundaries

Unit 3.3





Clarity on Boundaries

Safety Matters: Managing Relationships in Women's Facilities



**Facilitator**  
**Time: 1 minute**

**Do:** Introduce clarity on boundaries.

**Say:** *Now, we will turn our attention to the topic of maintaining appropriate boundaries with woman inmates. You'll see as we discuss the various types of boundaries just how important they are to the sexual safety of both staff and inmates.*


*This is another very important component of practice to consider as you pause to take in information and consider what you know about working with woman inmates and sexual safety.*

**Notes**  
**Slide 15**

**Do:** Answer any questions.

## Definition of Boundaries


### Definition of Boundaries



Boundaries are *"limits of ethically appropriate professional behavior."*

NATIONAL COMMITTEE OF VETERANS HEALTH ADMINISTRATION, 2003

Safety Matters: Managing Relationships in Women's Facilities



#### Facilitator

**Time: 1 minute**

**Ask:** *Would someone volunteer to read the definition on the slide?*

**Do:** Call on a participant to read the slide.

**Ask:** *Does this definition make sense to you? In your own words, what do you think boundaries mean in your workplace?*

**Do:** Comment as appropriate.

#### Notes

**Slide 16**

**Do:** Answer any questions.

**Citation:** National Ethics Committee of the Veterans Health Administration, 2003. *Ethical Boundaries in the Patient-Clinician Relationship*, Department of Veterans Affairs.

## Importance of Boundaries

### Importance of Boundaries



#### Boundaries can help you to

- Protect other staff
- Protect the inmate
- Foster an environment of respect
- Demonstrate the professionalism around correctional treatment
- Enhance treatment
- Keep the focus on the inmate and the inmate's change process
- Prevent a number of ethical concerns

Safety Matters: Managing Relationships in Women's Facilities



#### Facilitator

**Time: 3 minutes**

**Do:** Introduce the importance of boundaries.

**Say:** *The creation and maintenance of boundaries with woman inmates is important for several reasons. For example, boundaries can help do the following:*

- *Protect other staff. Inappropriate boundaries can threaten the personal and emotional safety of staff, as well as their job.*
- *Protect the inmate. This is a vulnerable population. To protect, its inmate safety and success in the facility, having appropriate boundaries in place is critical.*
- *Foster a culture of respect. The key to success and safety is a healthy, professional relationship. Crossing boundaries will destroy that relationship and lead to a lack of professional respect between the staff and the inmates.*
- *Demonstrate the professionalism around correctional treatment. Everyone takes*

#### Notes

**Slide 17**


**Do:** Answer any questions.

*the treatment more seriously when it is done in a professional manner.*

- *Enhance treatment. When concerns over relationships, personal lives, etc., are removed, the focus can be on the inmates and their needs.*
- *Keep the focus on the inmates and the inmates' change process.*
- *Help prevent many ethical concerns. By setting clear boundaries, we can avoid several issues, such as misinterpreted gestures and comments.*

*We'll look at some examples of this as we continue talking about boundaries.*


## Activity: Boundaries



Activity: Boundaries

**Activity**

1. Reflect for a moment about an inmate or a situation where you saw the following:
  - a) Professional boundaries being appropriately kept.
  - b) Professional boundaries not being appropriately kept.
2. Write down an example of each in your participant manual.
3. As we discuss the various types of boundaries, you will periodically share your examples.



Safety Matters: Managing Relationships in Women's Facilities



### Facilitator Time: 4 minutes

**Do:** Introduce the boundaries activity.

**Say:** *Before we start our discussion of the types of boundaries, let's do a quick independent activity at your seat.*

*Reflect for a moment about an inmate or a situation where you saw or heard about professional boundaries being appropriately kept and professional boundaries not being appropriately kept.*

*Write down your examples in your participant manual.*

*Periodically, as we discuss the types of boundaries, I will ask you to share your examples.*

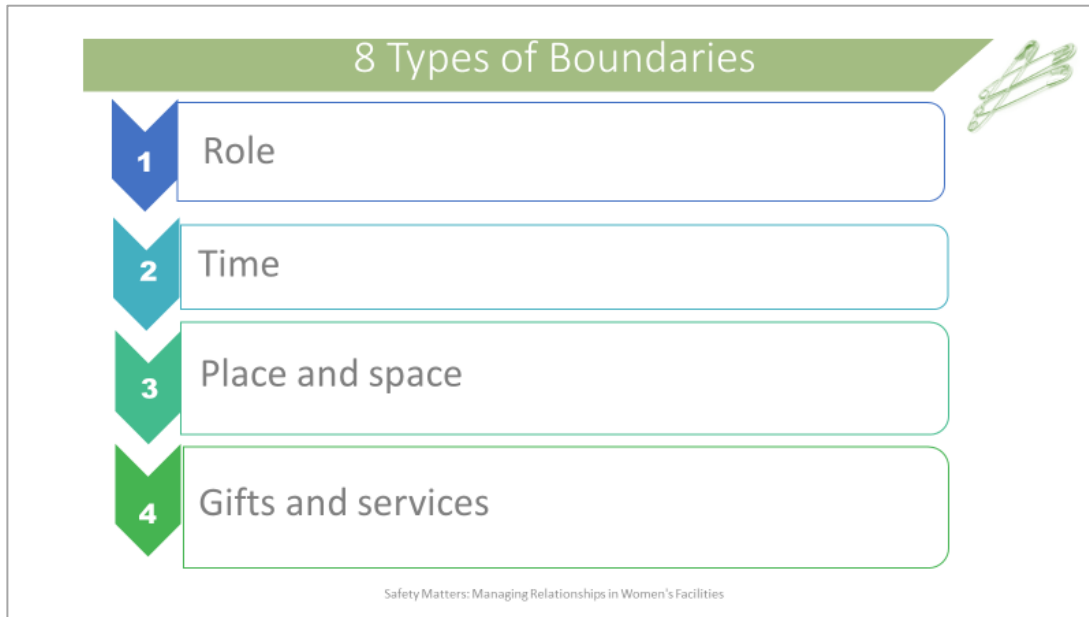
**Do:** Time the activity. Check to see when participants are ready to continue.

**Say:** *Let's look at the types of boundaries.*

### Notes Slide 18

**Do:** Answer any questions.

## Types of Boundaries



### Facilitator

**Time: 7 minutes**

**Do:** Introduce and discuss the eight types of boundaries.

**Say:** *There are eight main types of boundaries.*

**[click]** *The first type is role boundaries. This means that we set clear boundaries that indicate that staff are in a professional position and have authority over the inmate. Now this doesn't mean it has to be an "I'm in charge and you do what I say," sort of relationship, but the concept is that the staff lead the correctional process.*

**Ask:** *Who has an example of this type of boundary either being met or crossed?*

**Do:** Respond and comment as appropriate.

**Say:** **[click]** *The second type of boundary is time. Staff have to set limits on how much time they can spend working with each inmate.*

**Ask:** *Who has an example of this type of boundary either being met or crossed?*

### Notes

**Slide 19**

**Do:** Answer any questions.

**Do:** Respond and comment as appropriate.

**Say:** **[click]** *The third type of boundary is place and space. This means that the professional relationship between staff and inmates occurs within the facility walls and defined places within the facility. Contact between the inmate (or the inmate's family) and the staff does not occur outside of the facility and we must be conscious of space within the facility. For example, we shouldn't see the inmate sitting at the staff desk or a correctional officer hanging out in an inmate's room. There should be clear boundaries around where the professional relationship takes place.*

**Ask:** *Who has an example of this type of boundary being met or crossed?*

**Do:** Respond and comment as appropriate.

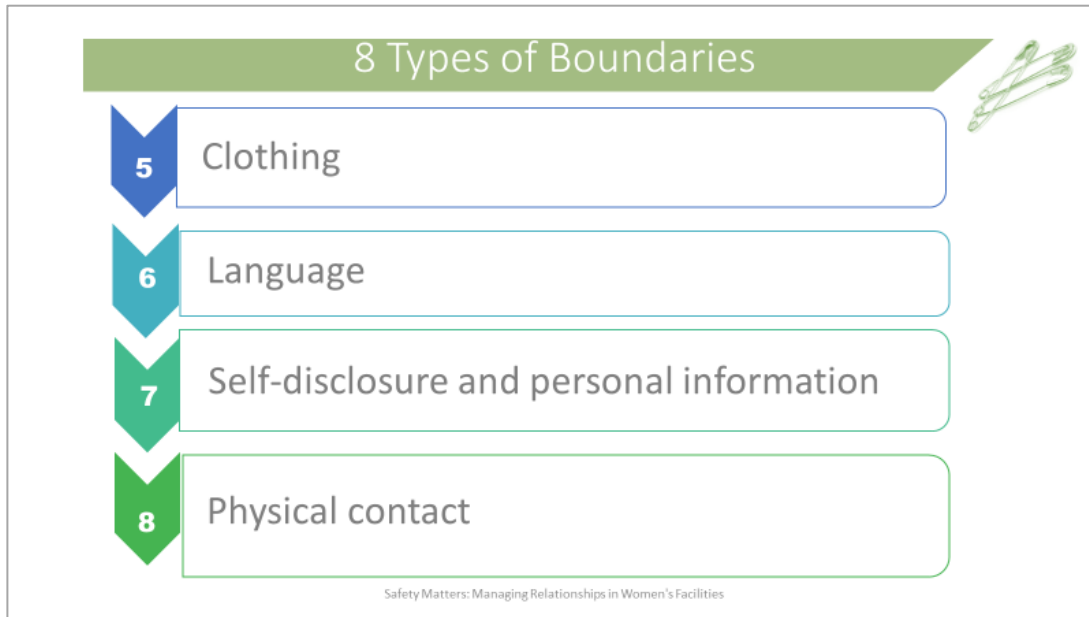
**Say:** **[click]** *The fourth type of boundary is gifts, services, and related matters. Gifts are prohibited. These can create feelings of obligation and favoritism. They can also lead to misinterpretations. Program incentives are one thing; personal gifts are another. This extends to both sides of the relationship—neither the staff nor the inmate should give or receive gifts in this professional relationship.*

**Ask:** *Who has an example of this type of boundary being met or crossed?*

**Do:** Respond and comment as appropriate.



## Types of Boundaries



### Facilitator

**Time: 8 minutes**

**Do:** Continue introducing and discussing the eight types of boundaries.

**Say:** [click] *The fifth type of boundary is clothing. While likely not to be a concern in some correctional facilities, due to uniforms being the standard, staff and inmates should always wear appropriate clothing. Woman inmates should have access to appropriate clothing that allows for them to be covered and feel secure in the daytime and at night. Staff should dress to project a professional image. Inappropriate attire can make both parties uncomfortable and diminish the professional nature of the relationship.*

**Ask:** *Who has an example of this type of boundary being met or crossed?*

**Do:** Respond and comment as appropriate.

**Say:** [click] *The sixth type of boundary is language. This includes using surnames, like Mr. Smith or Ms. Jones, as well as word choice,*

### Notes

**Slide 20**

**Do:** Answer any questions.

*tone, and communication skills. Staff should avoid the use of slang terminology. Using the appropriate terminology helps foster a professional environment. An example is using the term "restricted housing" not "the hole." Sarcasm should be avoided as it is not productive in fostering change. Good communication skills should be exhibited by the staff at all times. This demonstrates to the inmates that what they have to say is important and heard.*

**Ask:** *Who has an example of this type of boundary being met or crossed?*

**Do:** Respond and comment as appropriate.

**Say:** *We see examples of this line getting blurred quite a bit. Consider this, a staff member is joking around with an inmate. It starts out as fun and funny. The inmate begins to joke back with the staff member, but when the staff member has had enough and the inmate continues to joke, it is a rule violation.*

**Ask:** *Do you ever see that? How does that figure into the discussion of this boundary?*

**Do:** Respond and comment as appropriate.

**Say:** **[click]** *The seventh type of boundary is self-disclosure and related matters. Staff should not share personal information about themselves with inmates. This leads to the assumption that they are friends and not in a professional relationship. The focus should be on the inmate and the inmate's life, not the staff. Staff should also take care to ensure that they do not talk with other staff about personal matters where the conversation can be overheard by inmates.*

*Sometimes you may find that a neutral, personal example may help illustrate a point. While this is not the best way to establish rapport, this can be done if you follow a few guidelines:*

- *Staff should only provide this information if it aids in the treatment of the inmate.*

- *Such disclosures should be kept under 30 seconds.*
- *Antisocial behavior should never be disclosed.*

**Ask:** *Who has an example of this type of boundary being met or crossed?*

**Do:** Respond and comment as appropriate.

**Say:** **[click]** *The last type of boundary is physical contact. Physical contact must be avoided unless explicitly sanctioned by policy, such as appropriately conducted pat searches. Physical contact can re-traumatize some women, can be misinterpreted, and can diminish professionalism if used inappropriately.*

**Ask:** *Who has an example of this type of boundary being met or crossed?*

**Do:** Respond and comment as appropriate.

## Activity: Common Boundary Issues



### Activity: Common Boundary Issues

#### Activity

1. Select a *facilitator* to manage this exercise.
2. Select a *recorder* to capture your thoughts on the worksheet.
3. Select a *reporter* to share your work when we debrief the activity.
4. Using your *Common Boundary Issue Worksheet* with your team, for each of your assigned boundary issues, in **column one** list reasons why the boundary needs to be in place, and in **column two** list the gray areas where and when this boundary may not need to be enforced.



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#### Facilitator

**Time: 20 minutes**

**Do:** Conduct the common boundary issue activity.

**Say:** *Now we will look at some common boundary issues. To examine these possible boundary issues, we are going to do an activity. For this activity, we need you to work in your teams, but change the reporter, recorder, and facilitator roles.*

**Do:** Assign each of the teams three boundary issues.

**Say:** *With your team, review the Common Boundary Issue Worksheets you were given.*

*On the worksheet, in column one, list the reasons why the boundary must be in place. In column two, list the "gray areas" of when and where this boundary may not need to be rigidly enforced.*

*You have ten minutes.*

#### Notes

**Slide 21**

**Do:** Use the *Facilitator Guide: Common Boundary Issues Activity* sheet located in the *Module 3 Supplemental Materials* as a resource for facilitating and debriefing during this activity. There are 18 worksheets, one for each common boundary issue. Each table group receives three worksheets.

Be sure that boundary areas 2, 5, 10, 12, 15, and 18 are included in the sheets distributed to the groups, preferably one to each group. These are the six boundaries that are recommended to be a priority when reporting out.

**Do:** Time the activity. Circulate with other Facilitators and assist as needed. Call time.

**Say:** *Let's debrief the activity.*

**Do:** Call on a group to share one of its common boundary issues. Ask the reporter to give the reasons why the boundary should be met.

Ask the reporter to share the gray areas when and where the boundary may not have to be strictly enforced.

After the report, ask other participants to comment on the report.

**Ask:** *Do you agree or disagree? Why?*

**Do:** Manage the exchange of differences of opinion. There are only ten minutes for debrief, so move along to other groups to allow each table group to share and report on one common boundary issue.


**Ask:** *Which group will go next?*

**Do:** Follow same reporting process for all table groups.




## Unit 3.4: Clarity on Healthy Relationships

Unit 3.4



### Clarity on Healthy Relationships

Safety Matters: Managing Relationships in Women's Facilities



**Facilitator**  
**Time: 1 minute**

**Do:** Introduce clarity on healthy relationships.

**Say:** *Let's continue by exploring the subject of healthy relationships. Healthy professional relationships between staff and inmates set the stage for real change to occur. By fostering healthy, professional relationships, we allow inmates to feel safe; thus, affording them the opportunity to focus on building their skills for success.*

*This is another very important component to consider as you take in information and reflect on what you know about working with woman inmates and sexual safety.*

**Notes**  
**Slide 22**

**Do:** Answer any questions.

## Clarity on Healthy Relationships

### Clarity on Healthy Relationships

The professional relationships you form with inmates matter – *they support change.*

Safety Matters: Managing Relationships in Women's Facilities



### Facilitator

#### Time: 1 minute

**Do:** Discuss the professional working relationships staff develop with woman inmates.

**Say:** *The professional working relationships that you form with inmates matters.*

*Inmates are most likely to experience change when they develop a professional relationship with staff. A professional relationship is a relationship between yourself and the inmate based on mutual respect. When you have a good relationship with an inmate, your influence is more likely to matter to them.*

*When you are open and enthusiastic about helping inmates to change, you maximize the chances that you will have a positive effect on them and their success.*

### Notes


#### Slide 23

**Do:** Answer any questions.




## Healthy Professional Relationships

### Healthy Professional Relationships



When we work with inmates  
we should always be aware of  
what we say and do.



Safety Matters: Managing Relationships in Women's Facilities



#### Facilitator

**Time: 5 minutes**

**Do:** Continue with the clarity on relationships discussion.

**Say:** *When we are working with inmates, we should always be aware of what we say and do.*

**Ask:** *Why is this so important?*

**Do:** Get responses from two or three participants. Respond as appropriate.

**Say:** *We are always being watched! Social learning theory says that people learn by watching what others do. If inmates see you being respectful, demonstrating good boundaries, and working hard, they will learn to exhibit those behaviors. If, however, they see us using poor boundaries, being disrespectful, telling sexualized jokes, or using profanity, they will pick up those behaviors too. By engaging in these behaviors we are sending the signal that it is acceptable.*

#### Notes

**Slide 24**

**Do:** Answer any questions.

*Think for a moment about your daily routine at work. When do inmates see what you are doing? In other words, when are we modeling behavior for them? They see us when we are in our offices, when we are walking through the housing units, when we're on the phone, when we're talking with coworkers.*

*They see us a lot!*

*So, you can see how important it is to monitor our own behavior all the time!*

**Ask:** *Why should we be diligent about demonstrating respect, professionalism, and good boundaries at work?*

**Do:** Get responses from two or three participants. Respond as appropriate.

**Say:** *Think about a staff member who arrives at work still upset about something going on at home. Maybe he or she talk with a coworker and share details of a fight with his or her spouse using profanity and insults. He or she may not even mean those things, but may just be mad and venting to a friend.*

*Does this sound familiar? Maybe you've said something like this in the past or maybe you can think of a coworker who has done something similar? We all have days like this where we need to blow off some steam. Maybe your colleague tells his or herself that a ten-minute complaining session was no big deal because he or she is generally very respectful and keeps good boundaries. But could an inmate have possibly overheard this conversation?*

**Ask:** *What if one did? What might she take away from listening to this?*

**Do:** Get responses from one or two participants. Respond as appropriate.

**Say:** *Some research has looked at the effect of a probation officer's influence on probationer's behavior. What the research demonstrated was that if there was no professional*

*relationship, the probation officer's message did not matter. But, if the relationship was there, the content of the probation officer's message was very important. If the probation officer was prosocial, there was an increase in probationer positive behaviors. However, if the message was more negative, there was an increase in antisocial behavior. This research took place in a probation setting, but do you think it holds true in a facility setting? You can see by this just how important modeling and encouraging respectful behavior and good boundaries is to facilitate that professional relationship with inmates.*

*Staff members who are most successful at facilitating inmate change are those who are polite and respectful. This is key to the success of any relationship one engages in. When appropriate, they point out general similarities between themselves and the inmate. This allows inmates to make note of prosocial traits that they possess. It also allows inmates to relate to someone prosocial; someone they likely aspire to be like.*

*Qualified and competent staff members are engaging role models. Demonstrated competence can help to facilitate a trusting relationship. Good staff establish a rapport with the inmate and are skilled in interpersonal relationships. This helps to encourage that professional relationship we've been talking about.*

*By modeling prosocial relationship behavior with good boundaries, we can provide inmates with different models of relationships than they may have had in the past. Relationships characterized by safety, respect, and dignity.*

**Citation:** Lambert, M.J., & Barley, D.E., 2001. Research summary on the therapeutic relationship and psychotherapy outcome. *Psychotherapy: Theory, Research, Practice, Training*, 38, 357-361.

## Activity: Ineffective and Inappropriate Staff Behaviors



### Activity: Ineffective and Inappropriate Staff Behaviors

#### Activity

1. Select different *reporter*, *recorder*, and *facilitator* roles.
2. Review the staff behavior scenario you were given and discuss the following:
  - **How could this be a problem?**
  - **Why would this staff behavior not support healthy relationships with woman inmates?**
3. *Recorder*, write answers in the participant manual.
4. *Reporter*, be prepared to share your work when we debrief the activity.



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#### Facilitator

**Time: 25 minutes**

**Do:** Conduct the ineffective and inappropriate staff behaviors activity. Divide participants into six groups. Guide participants to the appropriate page in the participant manual. Pass out one staff behavior slip to each group.

**Say:** *Just as there are things that make a staff member effective, there are behaviors that can make a staff member ineffective or more likely to facilitate inappropriate behavior in inmates. We are going to do an activity to look at some of these staff behaviors.*

*With your team, identify a different reporter, recorder, and facilitator. I'm going to come around and give each group an ineffective and inappropriate staff behavior scenario. For your given scenario, please answer the questions in your participant manual.*

*The reporter should be prepared to share your team's work when we debrief the activity. You have ten minutes.*

#### Notes

**Slide 25**

**Do:** Distribute one ***Ineffective and Inappropriate Staff Behavior*** scenario located in the *Module 3 Supplemental Materials* section to each group.

Answer any questions.

**Do:** Time the activity. Both facilitators circulate and assist as needed. Call time.

**Say:** *Let's debrief the activity.*

**Do:** Call on a table group to share the ineffective and inappropriate behavior that it discussed.

**Ask:** *How could this be a problem?*

*Why doesn't this behavior support a healthy relationship?*

*How could the staff member have responded in a way that would have fostered a healthy relationship?*

**Do:** After the report, ask other participants to comment on the report.

**Ask:** *Do you agree or disagree? Why?*

**Do:** Manage the exchange of differences of opinion. There are only ten minutes for debrief, so move along to other groups so that each table group gets to share and report on its work.

**Ask:** *Which group will go next?*

**Do:** Follow the same reporting process for all table groups.



## Unit 3.5: Effective Communication

### Unit 3.5



### Effective Communication: Active Listening and Motivational Interviewing

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#### Facilitator

**Time: 1 minute**

**Do:** Introduce effective communication.

**Say:** *For the remainder of the day we are going to focus our work specifically on effective communication skills. These skills are critical to the development of professional relationships with inmates and the creation of a culture within a women's facility that supports sexual safety.*

*These tools, such as active listening, motivational interviewing, avoiding power struggles, and the effective use of authority, will be available options to you in the **Identify** component of the P.I.N. process. Remember, first you pause, then you move to identifying what skills or tools may be useful in navigating a solution.*

#### Notes

**Slide 26**

**Do:** Answer any questions.

## Communication



**Facilitator**  
**Time: 4 minutes**

**Do:** Discuss effective communication.

**Say:** *Let's take a few moments to talk about a key issue that affects your ability to foster a professional relationship with inmates: respectful communication.*

*Communication is important to that relationship and is something that many people have problems with. Let's start by talking about some keys to effective verbal communication.*

**[click]** *First, be clear about what you want to say. When you are approaching a difficult topic with an inmate, or with another staff member, you might consider writing down the main points so that he or she does not get lost in the conversation. Also, practicing or rehearsing the conversation beforehand is wise.*

**[click]** *Second, you should be certain that your message is specific. For example, rather than telling the inmate*

**Notes**  
**Slide 27**

**Do:** Answer any questions.



*that she is “doing well” or “needs work,” provide specific examples of how she is doing well or needs improvement.*

**[click]** *It is important to emphasize the positive by using positive reinforcement and to avoid inappropriate or aggressive language and confrontation. Being aggressive will only make the other person defensive and the message may not be received as intended.*

**[click]** *It is also best if you focus on the behavior or attitude and not on the person. A behavior is problematic not a person. Focusing on the behavior makes the receiver less defensive and more likely to receive the information in the manner it was intended.*


**[click]** *Finally, don't use technical language. The person you are talking with will have difficulty following what you are saying if you use jargon or technical terms that he or she is not familiar with.*

*While we all use communication routinely in all sorts of interactions, at times, we may not always convey the thoughts and feelings we have as effectively as we would like.*


*Effective communication comprises a set of many different skills to help us interact with others. We should constantly try to sharpen those skills to be more effective. That is what we will be doing for the rest of this training.*

## Active Listening

### Active Listening



- Focus on the person who is speaking.
- Think about what the person is saying.
- Ask questions to gather more information.
- Take notes, if needed.



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### Facilitator

**Time: 3 minutes**

**Do:** Demonstrate active listening.

**Say:** *Up to this point we have talked about communication in terms of how to send information, but part of communicating is how to receive it, such as active listening. Often people think about what they are going to say next rather than listening to what the other person is saying. Focusing on what the person is saying and appearing interested through eye contact, appropriate body language, and reflecting key points of what is said is important.*

*There are four key steps to active listening that you have probably experienced when someone listens actively to you.*

- *Focus on the person who is speaking.*
- *Think about what the person is saying.*
- *Ask questions to gather more information.*
- *Take notes, if needed.*

*Listening is a neglected communication skill. Just because you can hear doesn't*

### Notes

**Slide 28**

**Do:** Answer any questions.

*mean you are a good listener. Listening and hearing are two different things: hearing is a physical ability while listening is a skill. Listening skills allow you to make sense of and understand what another person is saying.*

*Think about a time when you could tell someone was really listening to you.*

*What did that look like?*

*That person probably maintained appropriate eye contact with you and demonstrated active body language, such as leaning in and being alert.*

*He or she likely also didn't interrupt you or try to put words into your mouth. Maybe he or she made a conscious effort to minimize distractions so he or she could really focus on what you were saying.*

*He or she probably didn't appear to be judging you either.*


*Good listeners often think about what you are saying rather than thinking about what they are going to say next. They read between the lines and pay attention to your body language and facial expressions. They try to connect the dots and align the pieces of information you give them so that it makes sense.*

*Rather than giving you information, good listeners often ask questions to gather more information from you.*

*They may even take a few notes so they can remember exactly what you said!*

## Active Listening Demonstration

Active Listening Demonstration



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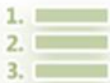
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Let's watch the following verbal exchange.

See if the staff person actively listens to the inmate.

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### Facilitator

**Time: 10 minutes**

**Do:** Refer participants to the active listening steps in the participant manual for reference during the role play.

**Say:** *Now, we will demonstrate a short exchange between a staff member and an inmate. Please observe if the staff member is actively listening to the inmate. Pay attention to what steps, if any, the staff member uses to actively listen to the inmate and how active listening is helpful in the situation. We will talk about what you noticed at the end of the role play.*

**Do:** Conduct the active listening scenario between the two facilitators.

Pause and discuss where indicated.

### Notes

**Slide 29**

**Do:** Facilitators should use the ***Unit 3.5 Active Listening Scenario Script*** located in the *Module 3 Supplemental Materials* section.

Identify which facilitator is the staff role and which is playing the inmate role.

The staff person should be actively listening to the inmate.

Facilitators should rehearse to ensure appropriate voice inflection, eye contact, and body movement.

# Activity: Active Listening

Activity: Active Listening

Activity

1. Reflecting on the scenario:

- What steps did the staff member use to actively listen to the inmate?

- How was active listening helpful in the situation?

2. Be prepared to share your thinking with the group.

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Facilitator	Notes
<p><b>Time: 5 minutes</b></p> <p><b>Do:</b> Facilitate a discussion about the scenario with the questions on the slide.</p> <p><b>Ask:</b> <i>So, how did that exchange go? What did you observe the staff member say or do that indicated she was actively listening to the inmate?</i></p> <p><b>Do:</b> Call on volunteers to respond. Possible answers may include eye contact, body movement, head nodding, asking clarifying questions, repeating important information, and taking notes.</p> <p>Respond as appropriate.</p> <p><b>Ask:</b> <i>Let's consider our Safety P.I.N. process for a minute. When in that process do you think staff could use active listening to assist communication with inmates?</i></p> <p><i>Why?</i></p>	<p><b>Slide 30</b></p>

## Motivational Interviewing Basic Skills



### Motivational Interviewing Basic Skills



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#### Four Basic Skills: O-A-R-S

- Open-ended Questions
- Affirmations
- Reflective Listening
- Summarizing

MILLER & ROLLNICK, 2013

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### Facilitator

**Time: 1 minute**

**Do:** Introduce motivational interviewing and the four basic communication skills.

**Say:** *One set of tools to help you communicate effectively is motivational interviewing techniques.*

*Motivational interviewing is “a collaborative conversation style for strengthening a person’s own motivation and commitment to change.” These basic MI skills can help motivate inmates to change, can increase the effectiveness of communication between staff and inmates, and are trauma informed.*

*The four basic skills can be remembered by the acronym “OARS.” OARS stands for*

- *Open-ended questions*
- *Affirmations*
- *Reflective listening*
- *Summarizing*

### Notes

#### Slide 31

**Do:** Answer any questions.

Many of the techniques used in this section have been taken from the book *Motivational Interviewing* by Miller and Rollnick. It can be a useful resource for correctional staff, especially those new to these techniques.

**Citation:** Miller, R.M. and Rollnick, S., 2013. *Motivational Interviewing, Third Edition, Helping People Change*, New York, NY., Guilford Press.


## Open-ended Questions

### Open-ended Questions

Give us a great deal more information while requiring less work on our part.

### Closed-ended Questions

Are questions that are often answered by yes or no.



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#### Facilitator

**Time: 3 minutes**

**Do:** Introduce open-ended and closed-ended questions.

**Say:** **[click]** *Open-ended questions elicit more information than closed-ended questions. This gives us a great deal more information while requiring less work on our part.*

*Open-ended questions usually begin with "how," "what," "explain," or "describe." These questions require more detailed answers. For example,*

- *Explain the reasons that you want to make this change in your life.*
- *If you were not involved in an unhealthy relationship, how would your life be different?*
- *Tell me more about how your family is supporting you right now.*

**[click]** *Closed-ended questions usually begin with "do" or "did," "have" or "had," "is" or "are," or "when." These questions are often answered with yes, no, or with minimal*

#### Notes

**Slide 32**

**Do:** Answer any questions.

*answers. Sometimes these questions are necessary. For example,*

- *Do you feel safe?*
- *Do you need to find a counselor or therapist to talk to?*
- *Where do you live?*
- *Are you hungry?*

*Finally, as a general rule in most information gathering situations, we want to ask twice as many open-ended questions as closed-ended questions.*

**Do:** Discuss where open-ended questions could be useful in the Safety P.I.N. process.


**Say:** *Let's consider our Safety P.I.N. process again.*

**Ask:** *When in that process do you think staff could use open-ended questions to assist in communication with inmates? Why?*

**Do:** Call on three to four participants to respond. Accept all answers if the justification seems reasonable.



## Activity: Open-ended Questions



### Activity: Open-ended Questions


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#### Activity

1. Read the scenario, then in your groups **generate six open-ended questions and three closed-ended questions that would help the officer identify additional information to assist in reaching a mutually acceptable solution.**
2. Write your questions in the space provided in your participant manual.
3. Be prepared to share your answers.



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#### Facilitator

**Time: 20 minutes**

**Do:** Conduct the open-ended questions activity.

**Say:** *Let's do a quick activity in your teams.*

*Read the scenario and with your group generate six open-ended questions and three closed-ended questions that would help the staff member identify additional information to assist in reaching a mutually acceptable solution for both.*

*Recorders, write your questions and answer the follow-up items in the space provided in your participant manual. Reporters, be prepared to share your work. You will have ten minutes.*

**Do:** Time the activity. Check to see when teams are finished. Ask group reporters to share three to four examples of open- and closed-ended questions. Affirm questions as appropriate.

**Say:** *Well, I think we have open-ended and closed-ended questions down pat.*


#### Notes

**Slide 33**

**Do:** Have the teams identify the three team roles: reporter, recorder, and facilitator. Ensure groups are rotating the roles among the team members.

Answer any questions.

# Activity: Open-ended Questions Discussion




Activity: Open-ended Questions Discussion

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**Discussion Questions**

1. How could gathering more information help staff make good decisions?
2. What types of information do you get when you ask open-ended questions versus closed-ended questions?
3. Could the situation have played out differently if staff did not use open-ended questions?



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<b>Facilitator</b> <b>Time: 5 minutes</b>  <b>Do:</b> Discuss these questions with the whole class once teams have completed the previous activity. Ensure that each team responds to at least one question.	<b>Notes</b> <b>Slide 34</b>  <b>Do:</b> Answer any questions.
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## Affirmations

### Affirmations



**Affirmations:** genuine acknowledgments or validations of a person's strengths, abilities, or efforts

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### Facilitator

**Time: 3 minutes**

**Do:** Introduce affirmations as a tool for communication and relationship building in our personal and professional lives.

**Say:** *Affirmations are genuine acknowledgments and validations of a person's strengths, abilities, or efforts. We do this in our personal and professional lives and, in both cases, being genuine is very important. People can tell when you are not being genuine and it can come across as sarcastic. In those cases, affirmations can backfire on us. In the population we work with, sometimes it seems difficult to find something to affirm; however, if you watch and listen closely, there is always something there.*

**Do:** Ask three to four participants why and how we use affirmations in our personal or work life. Respond as appropriate.

**Ask:** *Why do we use affirmations?*

**Say:** *While we all use affirmations to some degree, often we are more focused on fixing*

### Notes

**Slide 35**

**Do:** Answer any questions.

*what isn't going well than we are on recognizing what is going well. Affirmations are important because we will see more of the kinds of behaviors that we affirm.*

*Some examples of how we use affirmations in our work with woman inmates may include the following:*

- *"You showed a lot of courage when you shared your story with the group today. "*
- *"You worked really hard to control your temper."*
- *"You've been through a lot in your life. You are real survivor."*


**Say:** *Now, let's consider our Safety P.I.N process again.*

**Ask:** *When in that process do you think staff could use affirmations effectively to assist communication with inmates? Why?*

**Do:** Call on three to four participants to respond. Accept all answers if the justification seems reasonable.

**Say:** *Now, let's see what you know about affirmations.*

# Activity: Affirmation Exercise



Activity: Affirmation Exercise

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**Activity**

1. In your teams, maintain the same three roles as in the previous exercise.
2. Based on your experience working with woman inmates, generate as many possible affirmations as you can and record them in your participant manuals.
3. You will have eight minutes.
4. Reporters be prepared to present your team’s affirmations.


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<p><b>Facilitator</b></p> <p><b>Time: 20 minutes</b></p> <p><b>Do:</b> Conduct the affirmation exercise activity in teams.</p> <p><b>Say:</b> <i>For this activity, we will work in our teams. Keep the same facilitator, reporter, and recorder roles from your last activity and generate as many possible affirmations as you can that can be used in your work with women. Record them in the participant manual.</i></p> <p><i>You will have about ten minutes to brainstorm. Be ready to present your team’s work.</i></p> <p><b>Do:</b> Review the quality of the affirmations.</p> <p>Make comments as appropriate.</p>	<p><b>Notes</b></p> <p><b>Slide 36</b></p> <p><b>Do:</b> Answer any questions.</p>
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## Reflective Listening

### Reflective Listening



Reflective Listening: A response to a statement that infers or mirrors the original statement to demonstrate understanding

Remember that a reflection is a statement, not a question!

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### Facilitator Time: 4 minutes

**Do:** Introduce reflective listening skills.

**Say:** *We are now going to practice another listening skill that will be useful in your work: reflective listening.*

**[click]** *These are responses to a statement that infers or mirrors the original statement to demonstrate understanding.*

**[click]** *Remember that a reflection is a statement, not a question—that means that the tone of your voice should go down at the end of your statement, not up.*

**Do:** Have one facilitator be the inmate and one be the staff member and conduct the scenario below.

**Say: Inmate:** *"I don't know why you keep pushing me to go to that healthy relationships class. I've been in groups before. It's always the same. I do okay for a while and then as soon as I get released, I end up back with my ex. It's not a good relationship but at least I'm*

### Notes Slide 37

**Do:** Answer any questions.

*not alone. It's pointless. They can talk all day in there, but nothing's going to help."*

**Staff:** [Be sure to make your tone of voice go down at the end of this sentence.] *"You're feeling scared that you won't be able to have a healthy relationship and will end up in a bad relationship or alone again."*

*In this example, the staff person has inferred meaning from what the inmate has said. The inmate has said "it's pointless" and "nothing's going to help." The staff member has deduced that the inmate is feeling scared. The staff person has taken an informed guess. By testing out his or her ideas at the emotions underlying the statements, the staff person is reflecting back to the inmate. Likely, the inmate will either expand on this fear or correct the staff member. It is important to consider tone of voice when practicing reflective listening skills. When an even, supportive tone of voice is used, it gives the inmate an opportunity to clarify or agree with the feeling the staff has identified. When phrased as a question, the inmate may accidentally assume the staff person may be communicating judgment or impatience.*

*For example, "Yes, I'm terrified I'll never be able to find someone who won't hurt me," or "No, I'm not scared. I'm just frustrated with myself."*


*Now, let's consider our Safety P.I.N. process again.*

**Ask:** *When in that process do you think staff could use reflective listening effectively to assist communications with inmates?*

*Why?*

**Do:** Call on three to four participants to respond. Accept all answers if the justification seems reasonable.

## Activity: Reflective Listening



### Activity: Reflective Listening

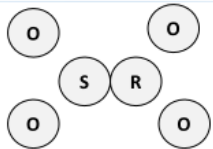
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#### Activity

- Select a sender (S) and a receiver (R) to go first.
  - The rest of the team will be observers (O).
  - Arrange your team as shown in the diagram.
- The sender reads the situation on the card and observers **write** a reflective response to the statement.
- After the observers have written a reflective response, the receiver **verbalizes** his or her response.
- The observers then verbalize their reflective responses.
- Sender identifies which response is the most accurate and explains why.
- Switch and repeat with a new situation.





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### Facilitator

**Time: 20 minutes**

**Do:** Divide the room into groups of five to six and conduct the reflective listening activity.

**Say:** *It's time for a team activity on reflective listening. Teams will have an opportunity to practice reflectively responding to scenarios given by their team members. We will give you five scenarios. Work through as many as you can in the next 15 minutes. If you don't get through all five, that's okay, but make sure as many people as possible get to try out the responder role.*

**Do:** Time the activity. Check to see when participants are finished. Some teams may not get through all five situations.

**Ask:** *How did that work? Were you able to reflectively listen effectively? Why or why not?*

### Notes

**Slide 38**

**Do:** Use the ***Unit 3.5 Reflective Listening Exercise Instructions*** located in the *Module 3 Supplemental Materials* section for additional guidance in setting up this activity.


Direct participants to the Reflective Listening Scenarios listed in the participant manual for conducting this exercise.

Facilitators rotate around the teams to ensure they understand the activity. It may appear difficult at first, but as they get into the activity, it's easily understood.



## Summarizing

### Summarizing



Summarizing: Bringing together key pieces of information the inmate has shared with you

Bookends: Phrases that start and end a summary

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### Facilitator

**Time: 5 minutes**

**Say:** *The final basic communication skill used in motivational interviewing is summarizing.*

**[click]** *Summarizing occurs when you bring together the key pieces of information that the inmate has shared with you. Summarizations are especially helpful in helping people to organize their thoughts, demonstrate that they are being heard, and move on to solutions. This can be difficult for people when they are experiencing intense emotion. Summarizing is one way we can help them to make sense of their own experiences. Often summarizations start and end with a bookend.*

**[click]** *Bookends are phrases that start and end a summary. Some examples of bookend phrases include the following:*

- *"Let me see if I got all this..."*
- *"Did I miss anything?"*
- *"So what I've heard you say is..."*
- *"How can we make this happen?"*

### Notes

**Slide 39**

**Do:** Answer any questions.

*Notice that each of these examples leaves room for someone to correct or add to what the person who is summarizing has said.*

*A complete summarizing statement may sound like this:*

*"Let me see if I got all this. You have been using drugs for about six years. You like using because it helps you to escape, and yet you also can see how it's getting you in a lot of trouble with your family, friends, and the law. You think you may be interested in quitting. What might be the next steps?"*

*The statement began with a beginning bookend: "Let me see if I got all this." That would allow the inmate to add or change the statement if she needs to. Then there was a summary of the information received. Finally, the statement ends with a final bookend: "What might be the next steps?" A key piece to this bookend is that the final question propels the conversation forward; it is a call to action toward positive change.*

*You can use this to move the conversation where you need it to go and to provide focus to the dialogue you share with the inmate.*

*Let's look at another example. This time let's let see if you can identify the bookends and the purpose of the final statement:*

*"What I've been hearing you say is that you have a lot of concerns about incarceration. You are worried about maintaining relationships with your family on the outside, getting along with other inmates on the inside, and avoiding getting in trouble with correctional officers. In addition, you're nervous about learning all the rules of the facility. What are some of the positives about your time here?"*

**Ask:** *Can you identify the bookends?*

*What did the finishing statement accomplish?*


**Say:** *It helped turn the conversation toward positive aspects of incarceration. It also shifted the focus away from resistance!*

*Now, let's consider our Safety P.I.N. process again.*

**Ask:** *When in that process do you think staff could use summarizing effectively to assist communication with inmates? Why?*

**Do:** Call on three to four participants to respond. Accept all answers if the justification seems reasonable.

## Activity: Bookend Summary



Activity: Bookend Summary


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**Activity**

1. Using the scenario, complete the *Bookend Summary Worksheet* by filling in the key information and how you would bookend your feedback to the inmate.
2. Select two group members to read their scenario.
3. Reporters share the team's bookend summary.



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### Facilitator

**Time: 15 minutes**

**Do:** Conduct the bookend summary activity. Divide the participants into five groups.

**Say:** *Now, it is time for you to do an activity. We will conduct this activity in your teams with the three roles: facilitator, recorder, and reporter. Assign those roles now, choosing different people for each of the roles.*

*In your teams, complete the bookend summary worksheet by filling in the key information and how you would bookend the feedback to the inmate. Write your summary in the space provided on the worksheet. Reporters, be prepared to share your thinking with the group*

*You have ten minutes for this activity.*

**Do:** Time the activity. Call on the groups to read the scenario and then have the reporters share their bookend summaries. Respond as appropriate.

### Notes

**Slide 40**

**Do:** Have the teams identify different reporter, recorder and facilitator roles.

Use the **Unit 3.5 Bookend Summary Worksheets** located in *Module 3 Supplemental Materials*. Distribute one bookend scenario worksheet to each team. There are five different bookend summary worksheets that can be used.


Monitor the room for how the teams are doing with the activity. Answer any questions.


Have two team members read their scenario prior to reporting out. This enables the rest of the group to understand the scenario.



## Unit 3.6: De-escalation Techniques

Unit 3.6





### De-escalation Techniques: Amplified Reflection and Avoiding Power Struggles

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#### Facilitator

**Time: 1 minute**

**Do:** Introduce de-escalation techniques.

**Say:** *We will now focus on how to manage potentially serious situations before they get out of hand. In other words, we're going to discuss how to effectively de-escalate. By keeping situations from escalating, we maintain a safe environment for both staff and inmates and serve our goal of not re-traumatizing women through staff actions.*

#### Notes

**Slide 41**

**Do:** Answer any questions.

## About De-escalation

### About De-escalation



- Resistance may be viewed as defiance but a more constructive view is that the inmate sees the situation differently.
- Resistance can be increased or decreased, depending on how staff respond to it.
- Our goal is to reduce unsafe behavior and stabilize a situation.

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#### Facilitator

**Time: 2 minutes**

**Do:** Continue with de-escalation techniques.

**Say:** *Resistance may be viewed as defiance, but a more constructive view is that the inmate sees the situation differently. Take a moment and think about this.*

**Ask:** *Can you think of a time when an inmate was being resistant or defiant? Was it safe physically, emotionally, relationally, sexually? Is there a possibility that she saw the situation differently than you did?*

**Say:** *Resistance can be increased or decreased, depending upon how you respond.*

*Our goal is to reduce behavior that may be unsafe and stabilize the situation. We do this by lessening acute signs and symptoms of stress, and helping ensure the safety of the individual, the staff, and other inmates.*

#### Notes

**Slide 42**


**Do:** Answer any questions.

# De-escalation Techniques

De-escalation Techniques

*How do we go about de-escalating a situation?*

Use a non-confrontational approach to guide the inmate back to a safe state.



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**Facilitator**  
**Time: 1 minute**

**Say:** *How do we de-escalate?*

*We use a non-confrontational approach to guide the inmates back to a safe state. Let’s look at some techniques that are used in motivational interviewing that can help to decrease resistance and de-escalate behavior.*

**Notes**  
**Slide 43**

**Do:** Answer any questions.



## De-escalation Techniques

### De-escalation Techniques

**IMPORTANT!**

Effective staff do not fight inmate resistance; they roll with it.

Effective staff may share new perspectives, but they do not impose ways of thinking on inmates.

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**Facilitator**  
**Time: 3 minutes**

**Do:** Continue with de-escalation techniques.

**Say:** *When we use motivational interviewing techniques, we can more effectively roll with resistance. In the end, we will not win fighting resistance, but rolling with resistance can help us to de-escalate a situation. If an inmate begins to exhibit resistance, this is often a signal to staff to change direction or to listen more carefully. Often the staff member is doing something that is triggering the resistance, though they may not know it at the time.*

*Exploring the inmate's views rather than challenging her statements is useful. Encourage the inmate to develop her own solutions to the problems that she's defined.*

*When we are using motivational interviewing skills well, we invite new perspectives and do not impose ways of thinking on inmates. An inmate is more likely to succeed if she comes to a conclusion or idea on her own with our support.*

**Notes**  
**Slide 44**

**Do:** Answer any questions.

*For example, an inmate who decides she wants to quit using drugs is more likely to be successful than an inmate who is told she cannot use drugs anymore. Because of this we want to roll with the resistance rather than argue.*

*Once again, let's consider our Safety P.I.N. process again.*


**Ask:** *When in that process do you think staff could use de-escalation techniques to effectively assist communication with inmates?*

*Why?*

**Do:** Call on three to four participants to respond. Accept all answers if the justification seems reasonable.

## Amplified Reflection

### Amplified Reflection



Amplified Reflection: Reflect the resistant statement in an exaggerated form without sarcasm!

Emphasize the point you want to challenge.

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Safety Matters: Managing Relationships in Women's Facilities



### Facilitator Time: 3 minutes

**Do:** Introduce the amplified reflection technique.

**Say:** *Amplified reflection occurs when you reflect the resistant statement in an exaggerated form without sarcasm.*

*You typically emphasize the very point you would want to challenge. If an inmate were to say, "I can't help it that I hit her. She's always disrespecting me and messing with my stuff," a response using amplified reflection might be the following:*

*"So your only option was to hit her."*

*It is very important that you keep your voice tone calm and even and that your voice inflection goes down at the end of the statement rather than up. If your voice goes up on the end it sounds like a question, which can be interpreted as sarcasm.*

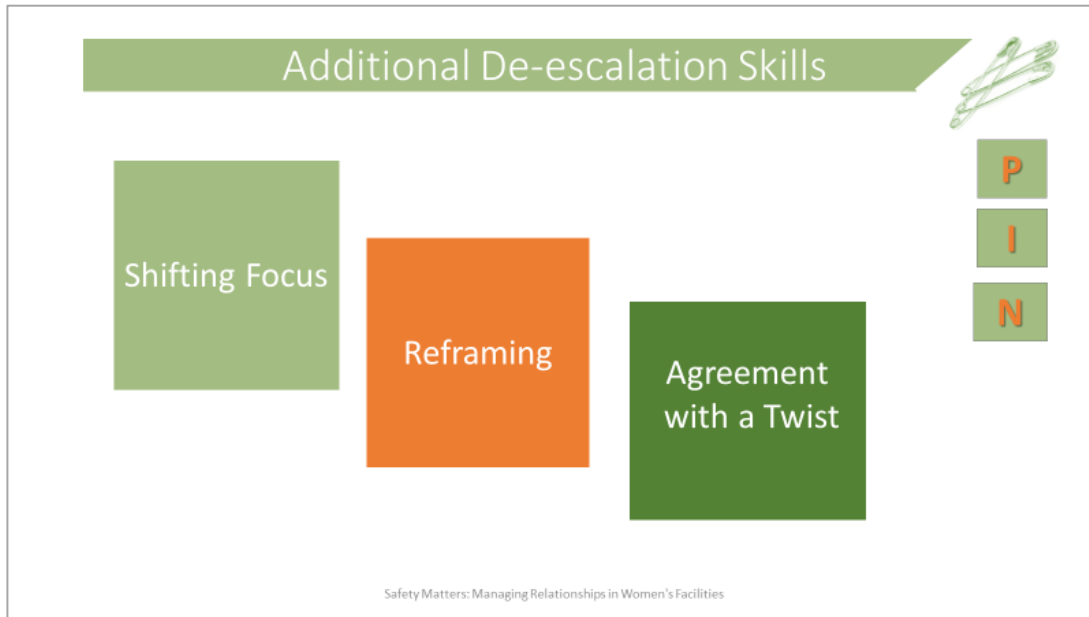
*After an amplified reflection, people will often*

### Notes Slide 45

**Do:** Answer any questions.

*qualify this statement. They'll say things like "Well, it might not have been my only option," or they may ask you for assistance by saying things like, "Yeah, I think my only option was to hit her. What else do you think I could have done?" This can move the inmate toward positive change rather than resistance. The key to using this technique is to make sure to do so in a straightforward manner. If inmates detect a hint of sarcasm or impatience in your voice, they may view you as hostile and may be resistant. When using this technique, you must be very careful!*

## Additional De-escalation Skills



**Facilitator**  
**Time: 8 minutes**

**Do:** Introduce shifting focus, reframing, and agreement with a twist as additional de-escalation skills.

**Say:** [click] *Shifting focus: This method offers an opportunity to affirm an inmate's personal choice regarding the conduct of her own life. Defuse resistance by helping the inmate shift focus away from obstacles and barriers. In a discussion about a dispute between two inmates, an inmate may say, "You're going to blame me for this. You're always blaming me for everything and getting me in trouble."*

*The staff's response may be "That's not the issue here at all, and I don't want you worrying about it. I'm not going to place blame. What I'd rather do is see if we can come up with a solution to this problem, so that no one gets in another argument." This takes the focus off the inmate's fear of being blamed for the dispute.*

**Notes**  
**Slide 46**

**Do:** Answer any questions.

**[click]** *Reframing: When reframing the resistance we are offering a new and positive interpretation of the negative information. For instance, imagine the following dialogue between an inmate and a staff person.*

*The inmate states: "I've tried so many times to change, and I always fail. I always wind up getting in trouble again."*

*And then the staff member says: "It sounds like you're a really persistent person, even in the face of discouragement and tough circumstances. Changing must be really important to you."*

*In this example, the staff person has reframed the inmate's resistance. The inmate is no longer a failure at changing, but instead someone who is so dedicated to change that she keeps on trying!*

**[click]** *Agreement with a twist: Using this strategy, we agree with the inmate but with a slight twist or change of direction that propels the discussion forward.*

*For example, an inmate may say, "Why are you so stuck on my attitude? What about what everybody else here is doing? It's not like I'm the only one who isn't happy to be here."*

*A staff member who was using agreement with a twist might say, "You've got a good point there, and that's important. There is a bigger picture here, and maybe I haven't been paying enough attention to that. It's not as simple as one person's attitude. I agree with you that we shouldn't be trying to place blame here. Problems like these involve the whole unit."*

*Here the clever staff member has made the inmate feel as though she has agreed with her, but has instead diffused the situation.*

*Once again, let's consider our Safety P.I.N. process.*

**Ask:** *When in that process do you think staff could use amplified reflection or any of the other techniques, shifting focus, reframing, or agreement with a twist to effectively to assist communication with inmates?*

*Why?*

**Do:** Call on three to four participants to respond. Accept all answers if the justification seems reasonable.

## What About Power Struggles?

### What About Power Struggles?

**Power struggles are no-win situations.**

**If you find yourself in a power struggle, discontinue the interaction.**

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**Facilitator**  
**Time: 1 minute**

**Do:** Introduce power struggles.

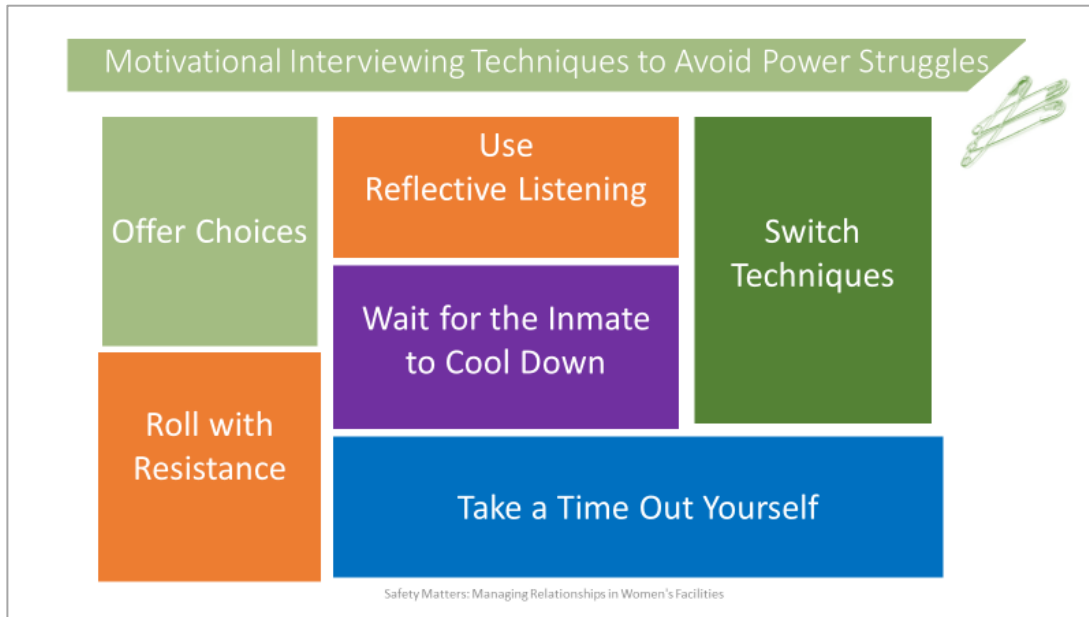
**Say:** *When situations are escalated power struggles can occur and these are no-win situations. If you find yourself becoming engaged in a power struggle, there are a number of ways to change the tone of that interaction.*

**Notes**  
**Slide 47**

**Do:** Answer any questions.



## Motivational Interviewing Techniques to Avoid Power Struggles



### Facilitator Time: 5 minutes

**Do:** Continue with techniques to avoid power struggles.

**Say:** *There are some techniques to avoid or reduce the struggle for power.*

**[click]** *Offer choices: Having choices allows an inmate to feel as though she can maintain some level of control, which can decrease agitation. When we are being trauma informed in our work, we look for safe ways to provide choices.*

**[click]** *Switch techniques: If you are attempting to address an issue in one fashion that is further upsetting the inmate, switch to another technique.*

**[click]** *Use reflective listening skills: The more you can perfect reflective listening skills, such as reframing statements and asking if inmates were heard correctly, the less likely you are to engage in power struggles.*

### Notes Slide 48

**Do:** Monitor chat area for activity.  
Answer any questions.

**[click]** *Roll with resistance: If you feel your buttons are being pushed, try to detach yourself and tell yourself this is not about you. Avoid personalizing verbal attacks or manipulation by inmates.*

**[click]** *Wait for the inmate to cool down: Do not try to confront an agitated inmate. Give her time to cool down. This can not only be unproductive but also be dangerous. Remember, in general, time is on your side.*

**[click]** *Take a time out yourself: If you are feeling pulled into a power struggle, step back and give yourself time to cool down before addressing the situation. Don't attempt to address it when you are not in a good mindset to do so.*

*De-escalation techniques should occur immediately. We don't want a situation to get out of hand. Using de-escalation techniques swiftly can help keep a problem from getting worse.*

*Through our communication skills, including active listening, we need to help the inmates gain a new understanding of the situation. This will help prevent the same and similar problems from arising in the future. De-escalation techniques should be solution focused. We want this situation to end and have a solution so that it is not a re-occurring problem.*

*Once again, let's consider our Safety P.I.N. process.*

**Ask:** *When in that process do you think staff could use strategies to avoid power struggles to assist communication with inmates?*


*Why?*

**Do:** *Call on three to four participants to respond. Accept all answers if the justification seems reasonable.*

## When to Intervene


### When to Intervene

*How do we know when to intervene?*



**LET'S DISCUSS**

Safety Matters: Managing Relationships in Women's Facilities



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**Facilitator**  
**Time: 4 minutes**

**Do:** Introduce when to intervene.

**Say:** *How do we know when to intervene?*

*There are times when it is clear that we need to intervene, such as when an interaction is aggressive or violent. We also need to watch for and intervene in threatening, coercive, or abusive interactions.*

*You want to intervene when you see an argument beginning to transpire or when you witness threatening or aggressive body language being used.*

*You will need to intervene when you see inmates ganging up on another inmate or when you witness physical altercations.*

*By intervening we can de-escalate a situation and get it under control before it becomes a real problem.*

*We don't want to intervene without appropriate support. Safety is of the*

**Notes**  
**Slide 49**

**Do:** Answer any questions.

*utmost importance, so make sure you have others assist when intervening. In fact, calling for assistance may be the intervention itself. Once you intervene, how can you keep a situation from escalating? One way, which is especially important for women due to their histories of trauma and abuse, is to offer choices.*

*Allow the inmate to have some control over her situation. By providing options, for instance a choice between two sanctions or two different ways of handling the situation, inmates feel as though the interaction was fair. They are more likely to accept the results.*

*Another way to keep a situation from escalating is to avoid threats. Remember, women in our system are not new to being threatened. This has likely been a norm in their lives. Threatening inmates puts them in the defensive position and makes them more resistant. When you maintain a respectful and calm demeanor, inmates—as well as people in general—are more likely to cooperate.*

*Your timing also matters. Allowing women to cool off before discussing a sanction or consequence often leads for calmer interactions.*

## What to Do?

### What to Do?



#### Confronting an escalating situation

- Be calm.
- Determine who may need to be moved to another place to allow the situation to de-escalate.
- Do not attempt to address or confront an escalated inmate in front of her peers.
- Consider safety first.
- Rely on your instincts.
- Ask the inmate's permission to discuss the issue.
- Issue sanctions if necessary.

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Safety Matters: Managing Relationships in Women's Facilities



#### Facilitator

**Time: 5 minutes**

**Do:** Introduce what to do when confronting an escalating situation.

**Say:** *Even when staff are very diligent, a situation may become escalated. If you must confront an escalating situation or inmate be sure to do the following:*

**[click]** *Be calm—approaching in an aggressive manner will only further escalate the inmate and is not conducive toward maintaining a professional relationship. Remember, you will need to rely on the professional relationship to process the situation with the inmate.*

**[click]** *Determine who may need to be moved from the situation. There are two possible avenues for intervention: either the inmate needs to be removed from the situation that is escalating her, or others may need to be removed to keep everyone safe.*

**[click]** *Do not attempt to address or confront an escalated inmate in front of her peers. She*

#### Notes

**Slide 50**

**Do:** Answer any questions.

*will lose face, which will serve to further enhance her resistance.*

**[click]** *Safety should be your first consideration—safety for yourself, other staff, and other inmates. Never isolate yourself with an escalated inmate to calm her down; that is not safe.*

**[click]** *There are some other issues that should be considered when dealing with an escalated inmate. Always leave an office door open if discussing a challenging situation with an inmate. Make certain other staff members are aware that the inmate is having a difficult time and the situation is potentially volatile. Be certain that you are always visible to other staff members. This may mean having a staff member stand nearby so that he or she can intervene if necessary or you may also want to process a situation with another staff member present.*

**[click]** *Rely on your instincts. If you feel uncomfortable about the situation or unsafe with the inmate, terminate contact and evaluate the situation. You may need to give the inmate more time to calm down before processing the situation or you may need to ask another staff member to sit in with you and the inmate.*

**[click]** *Ask the inmate permission to discuss the issue. This again, lets the inmate maintain some level of control so that feelings of lack of control do not further agitate her. Doing so also tells you if the inmate has calmed down enough to discuss the situation. If the inmate is not ready to discuss it, give her time to calm down and re-visit the discussion with her. This gives the inmate a choice, yet lets her know that eventually the situation will be processed. You do not lose power in this situation; time is on your side.*

*Once the inmate consents to discuss the situation with you, ask the inmate to tell you what happened in her own words. Explore what thoughts led up to the behavior before confronting the inappropriate behavior. Since our thoughts guide our actions,*

*targeting and addressing antisocial thoughts will lead to more appropriate behaviors. Thus, getting at those thoughts that preceded the challenging behavior is important. If we can identify and change those thoughts, we can change behavior.*

**[click]** *Sometimes issuing sanctions will be necessary. Here, timing is everything. If the inmate is still escalated, wait and issue the sanction later. Remember to explain the sanction so she understands why it is occurring and how she can avoid it in the future. Once the sanction is given, follow up with the inmate to see if there are any questions. She should not only know what she did wrong but also know what behaviors would have been considered acceptable. Again, we link the thoughts and behaviors together. Finally, check to see if the sanction was completed. We should follow through so the inmate knows she will not be able to get away with antisocial behavior.*

*Once again, let's consider our Safety P.I.N. process.*

**Ask:** *When in that process do you think staff could use these additional de-escalating techniques to their advantage? Why?*


**Do:** Call on three or four participants to respond. Accept all answers if the justification seems reasonable.






## Unit 3.7: Effective Use of Authority

Unit 3.7





### Effective Use of Authority

Safety Matters: Managing Relationships in Women's Facilities



#### Facilitator

**Time: 1 minute**

**Do:** Introduce the effective use of authority.

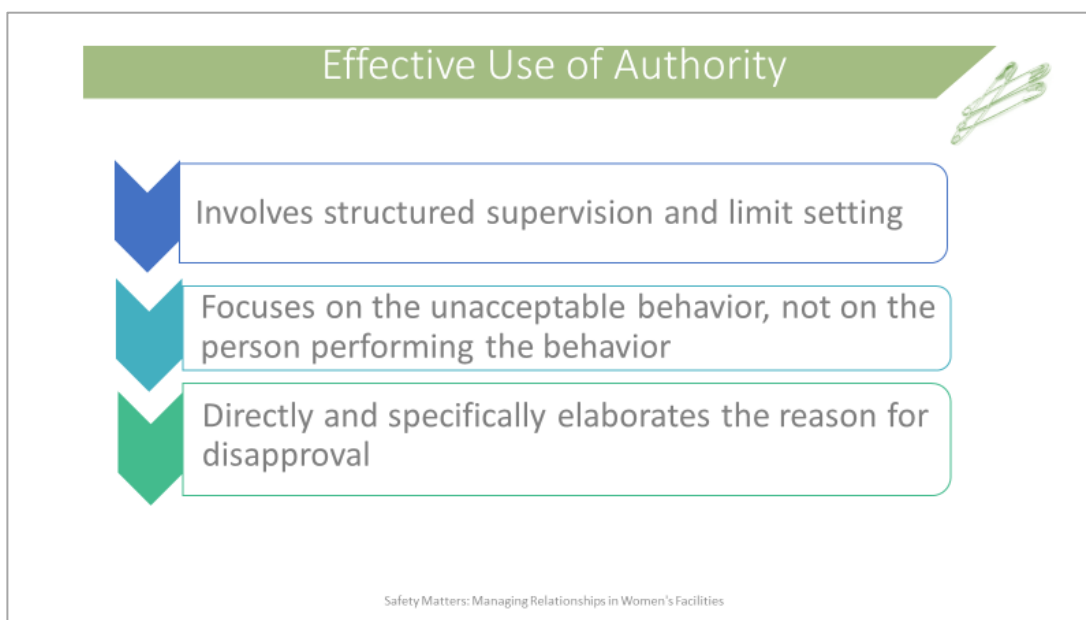
**Say:** *Next let's turn our attention to the topic of effective use of authority. This tool serves two purposes for you: 1) it helps you to maintain a safe environment by managing situations before they escalate out of control; and 2) it teaches inmates valuable skills that will help them to navigate difficult situations both inside and outside of the institution.*

#### Notes

**Slide 51**

**Do:** Answer any questions.

## Effective Use of Authority



### Facilitator

**Time: 2 minutes**

**Do:** Continue with the effective use of authority.

**Say:** *As our final discussion, we are going to look at the effective use of authority. Using authority effectively involves structured supervision and limit setting. Using authority does not involve a staff member imposing his or her will on an inmate through threats and intimidation. Effective use of authority can exist within a professional relationship characterized by respect for the inmate. Correctional staff members should set firm limits and expect cooperation, but they should also recognize that inmates are most likely to cooperate when they are asked in a respectful manner.*

*Focus on the unacceptable behavior, not on the person performing the behavior. Use a strong, emphatic, and immediate statement of disapproval of what the inmate has said or done. Be direct and specific, and elaborate the reason why you disapprove of the behavior.*

### Notes

**Slide 52**

**Do:** Answer any questions.

**Citation:** Bonta, J. and Andrews, D., 2016. *The Psychology of Criminal Conduct, Sixth Edition*. Routledge.

## Effective Use of Authority

### Effective Use of Authority



- Make sure to use your normal voice.
- Specify the choices with accompanying sanctions.
- Support your words with action.
- Avoid ultimatums and power struggles.

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### Facilitator Time: 2 minutes

**Do:** Continue with effective use of authority.

**Say:** *When instructing the inmate about what you want her to do, make sure that your message is direct and specific. It should inform the inmate of what, when, and how you want her to do something.*

*Make sure to use your normal voice. There is no need to raise your voice, threaten, or use sarcasm.*

*Specify the choices with accompanying sanctions and be calm and firm. What will happen as a result of cooperation or non-cooperation? This needs to be clearly spelled out so that everyone involved knows what the sanctions or benefits of an action are.*

*Support your words with action. Enforcing sanctions will establish that you are serious about the limit and that you are in control. In part, this is how you establish your credibility. Yelling, threatening, or menacing behavior*

### Notes Slide 53


**Do:** Answer any questions.

*indicates a lack of skill and inappropriate control tactics. More important, your goal is to have the inmate manage her own behavior in unsupervised situations. If you use threats and intimidation, you will be ineffective in helping the inmate to develop these crucial self-management skills.*

*Avoid ultimatums and power struggles. In other words, you want to avoid phrases such as "Do it or else!" or "Do it because I said so!" Instead, establish clear, objective limits, define her choices, and consistently enforce sanctions.*

## Activity: Effective Use of Authority

Effective Use of Authority Demonstration



Let's watch the following situation evolve.

- See if the staff effectively uses **authority** with the inmate.
- Write some notes on what you observed about how the staff used their authority.

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Safety Matters: Managing Relationships in Women's Facilities



1.
2.
3.

### Facilitator

**Time: 5 minutes**

**Do:** Demonstrate effective use of authority.

**Say:** *Let's look at what effective use of authority may look like. There is space in your participant manual to take some notes on your observations of how the staff member in the next scenario uses his or her authority.*

**Do:** Conduct the short demonstration of effective use of authority between a staff member and a woman inmate.

Identify which facilitator is the staff member role and who is playing the inmate role.

**Say:** *Now, we will demonstrate a short exchange between a staff member and an inmate. Please observe if the staff member is effectively using authority in this situation. Pay attention to what the staff member says and does as well as how he or she handles the inmate.*

**Do:** Act out the demonstration.

### Notes

**Slide 54**

**Do:** Answer any questions.

Facilitators should use **Unit 3.5 Effective Use of Authority Scenario Script** located in the *Module 3 Supplemental Materials* section to demonstrate this concept.

One facilitator assumes the role of the staff member; the other facilitator assumes the role of the inmate.

Facilitators should rehearse to ensure appropriate voice inflection, eye contact, and body movement.

**Ask:** *So, how did that exchange go?*

*What did you observe the staff member say or do that indicated he or she was effectively using authority?*

**Do:** Call on volunteers to respond. Comment as appropriate.


**Ask:** *When in that process do you think staff's effective use of authority will matter most in managing inmates?*

*Why?*

**Do:** Call on three or four participants to respond. Accept all answers if the justification seems reasonable.

## Module 3 Summary Objectives

### Module 3 Summary Objectives



- 1 Use practical communication skills to address relationships among women
- 2 Demonstrate practical communication skills with women in various routine operational situations
- 3 Foster an improved institutional reporting culture of incidents of sexual abuse and sexual harassment
- 4 Demonstrate operational practices to support sexual safety through scenario-based practice to experience sexual safety in the context of day-to-day tasks

Safety Matters: Managing Relationships in Women's Facilities



#### Facilitator

**Time: 1 minute**

**Do:** Check participant reaction to Module 3.

**Say:** *Let's quickly review our objectives for today's session.*

**Ask:** *Do you believe we were successful in discussing these topics?*

**Do:** Comment as appropriate.

#### Notes

**Slide 55**

**Do:** Answer any questions.

## Summary



Summary





What is your **key** learning takeaway from our session today?

Safety Matters: Managing Relationships in Women's Facilities



### Facilitator

**Time: 20 minutes**

**Do:** Summarize the module.

**Say:** *Our last activity of the day is for us to take a few minutes and review what you are taking away from the skills workshop.*

*I would like each person to take a minute and reflect on a key piece of learning that they got today. What would you be willing to try to do differently when you get back to the facility based on what you have learned here today. I am excited to hear from each of you!*

**Do:** Try to get every participant to share a key learning point. Respond and affirm as appropriate.

**Say:** *Tomorrow we will explore and practice using the information you gather and consider when you (P)ause, and the skills you (I)dentify to (N)avigate every day in maintaining your professional relationships with inmates and managing constructive and destructive relationships among inmates.*

### Notes

**Slide 56**

**Do:** Answer any questions.





## Module 3 Supplemental Materials

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	Page(s)
<b>3.1 Using Your Safety P.I.N. Demonstration Scenario Script</b>	103
<b>3.3 Facilitator Guide: Common Boundary Issues Activity</b> <ul style="list-style-type: none"><li>Includes the 18 worksheets for participants</li></ul>	104 - 122
<b>3.4 Ineffective and Inappropriate Staff Behaviors</b>	123-124
<b>3.5 Active Listening Scenario Script</b>	125
<b>3.5 Reflective Listening Exercise Instructions</b>	126
<b>3.5 Bookend Summary Worksheets</b> <ul style="list-style-type: none"><li>Includes five worksheets</li></ul>	127 - 131
<b>3.7 Effective Use of Authority Scenario Script</b>	132

## Unit 3.1 Using Your Safety P.I.N. Demonstration Scenario Script

*For facilitator eyes only!*

**Officer Cooper:** Ms. Walters, it's count time. I need you to get off the phone.

**Ms. Walters:** *(irritated- she waves her hand at the officer)* Just a minute.

**Officer Cooper:** No. It's count time. I need you to comply with my orders and get off the phone.

**Ms. Walters:** *(screams into phone)* Be strong! I will talk to you later!

Ms. Walters is irate and storms off to her cell.

- Stop the role play at this point. Ask the teams to reflect on ***Pause***. What do we know at this point? What do we need to know? Point out that Officer Cooper is shocked by her very uncharacteristic response and suspects that this may be about something wrong at home.
- Explain that it is now after count and Officer Cooper is approaching Ms. Walters in her cell.

**Officer Cooper:** It's not like you to be so angry. What was that all about?

**Ms. Walters:** I just don't know what to do. That was my daughter. She told me she's being abused by my sister's boyfriend. I don't have anywhere else for her to go! I want to kill him! How can he touch my baby! She's only 13!

**Officer Cooper:** Is your daughter living with your sister and her boyfriend?

**Ms. Walters:** Yes. *(starts to sob)* I'm her mother! I'm supposed to protect her! And I got nobody else out there! There's no one else to take care of her. This is all my fault!

- Stop the role play at this point. Ask the team to reflect on ***Identify***. What skills are needed at this point (e.g., active listening, reflecting, problem solving, etc.)?
- Point out that we are now at the ***Navigate*** phase of the interaction, i.e., what actions or communications does Officer Cooper need to use.
- Complete the role play. Point out that this is one possible action available to the officer.

**Officer Cooper:** You're feeling responsible for this because you're here and not out there with your daughter.

**Ms. Walters:** Yes! I'm such a terrible mother! I have let her down in the worst way possible. I'm going to kill that bastard!

**Officer Cooper:** Try to calm down. I'm going to see if I can find someone who can help you sort this out. Is it ok if I have someone come sit with you while I get assistance?

**Ms. Walters:** Yes, thank you.

**Officer Cooper:** I've noticed you seem to be friends with Inmate Garcia. Would it be ok if I asked her to sit with you while I call the counselor and see if we can make arrangements for an appointment for you? Let's see what we can do about getting some help with your daughter. Is that ok with you?

**Ms. Walters:** Yes! Somebody's got to help her! *(sobbing)*.

## Unit 3.3 Facilitator Guide: Common Boundary Issues Activity

Common Boundary Issues:	
1	Giving out telephone numbers
2	Loaning or giving money to inmates
3	Advocating for a particular religion
4	Physical contact with offenders
5	Meeting with former inmates outside of the workplace
6	Exchanging gifts with inmates
7	Discussing sexual experiences and preferences with or around inmates
8	Talking about an inmate with other inmates
9	Self-revealing behavior
10	Relationships with an inmate's relatives
11	Supervising one of your incarcerated relatives
12	Employing or contracting with current or former inmates
13	Inappropriate dress around inmates
14	Personal interactions or relationships with inmates
15	Body language
16	Sarcasm
17	Disclosing confidential information
18	Calling an inmate by her first name

### Instructions:

- Use this to facilitate slide 21 in Unit 3.3. With participants in their table groups, handout three common boundary worksheets per table group.
- Give directions for this activity using the activity slide.
- Comment and facilitate discussion as appropriate following group report outs.

### Facilitator Tips:

- If desired, pre-select three to five boundaries to be assigned to a group. During the training, you may find certain groups or individuals that would benefit from discussing certain boundaries, make adjustments as necessary.
- If time is tight, have groups only report out on one of the common boundaries. In this event, it is recommended to report out on boundaries 2, 5, 10, 12, 15, and 18.

## Common Boundary Issue Worksheet

Boundary 1	
Giving out telephone numbers	
Column 1	Column 2
List your thoughts why the boundary needs to be in place.	List the gray areas where and when this boundary does not need to be so rigidly enforced.

## Common Boundary Issue Worksheet

Boundary 2	
Loaning or giving money to inmates	
<b>Column 1</b> List your thoughts why the boundary needs to be in place.	<b>Column 2</b> List the gray areas where and when this boundary does not need to be so rigidly enforced.

## Common Boundary Issue Worksheet

Boundary 3	
Advocating for a particular religion	
Column 1	Column 2
List your thoughts why the boundary needs to be in place.	List the gray areas where and when this boundary does not need to be so rigidly enforced.

## Common Boundary Issue Worksheet

Boundary 4	
Physical contact with offenders	
Column 1	Column 2
List your thoughts why the boundary needs to be in place.	List the gray areas where and when this boundary does not need to be so rigidly enforced.



## Common Boundary Issue Worksheet

Boundary 5	
<b>Meeting with former inmates outside of the workplace</b>	
Column 1	Column 2
List your thoughts why the boundary needs to be in place.	List the gray areas where and when this boundary does not need to be so rigidly enforced.

## Common Boundary Issue Worksheet

Boundary 6	
Exchanging gifts with inmates	
Column 1	Column 2
List your thoughts why the boundary needs to be in place.	List the gray areas where and when this boundary does not need to be so rigidly enforced.

## Common Boundary Issue Worksheet

Boundary 7	
<b>Discussing sexual experiences and preferences with or around inmates</b>	
Column 1	Column 2
List your thoughts why the boundary needs to be in place.	List the gray areas where and when this boundary does not need to be so rigidly enforced.

## Common Boundary Issue Worksheet

Boundary 8	
Talking about an inmate with others	
Column 1	Column 2
List your thoughts why the boundary needs to be in place.	List the gray areas where and when this boundary does not need to be so rigidly enforced.

## Common Boundary Issue Worksheet

Boundary 9	
Self-revealing behavior	
Column 1	Column 2
List your thoughts why the boundary needs to be in place.	List the gray areas where and when this boundary does not need to be so rigidly enforced.

## Common Boundary Issue Worksheet

Boundary 10	
Relationships with an inmate's relatives	
Column 1	Column 2
List your thoughts why the boundary needs to be in place.	List the gray areas where and when this boundary does not need to be so rigidly enforced.

## Common Boundary Issue Worksheet

Boundary 11	
Supervising one of your incarcerated relatives	
Column 1	Column 2
List your thoughts why the boundary needs to be in place.	List the gray areas where and when this boundary does not need to be so rigidly enforced.

## Common Boundary Issue Worksheet

Boundary 12	
Employing or contracting with current or former inmates	
Column 1	Column 2
List your thoughts why the boundary needs to be in place.	List the gray areas where and when this boundary does not need to be so rigidly enforced.



## Common Boundary Issue Worksheet

Boundary 13	
Inappropriate dress around inmates	
Column 1	Column 2
List your thoughts why the boundary needs to be in place.	List the gray areas where and when this boundary does not need to be so rigidly enforced.

## Common Boundary Issue Worksheet

Boundary 14	
<b>Personal interactions or relationships with inmates</b>	
Column 1	Column 2
List your thoughts why the boundary needs to be in place.	List the gray areas where and when this boundary does not need to be so rigidly enforced.

## Common Boundary Issue Worksheet

Boundary 15	
Body language	
Column 1	Column 2
List your thoughts why the boundary needs to be in place.	List the gray areas where and when this boundary does not need to be so rigidly enforced.

## Common Boundary Issue Worksheet

Boundary 16	
Sarcasm	
Column 1	Column 2
List your thoughts why the boundary needs to be in place.	List the gray areas where and when this boundary does not need to be so rigidly enforced.

## Common Boundary Issue Worksheet

Boundary 17	
Disclosing confidential information	
Column 1	Column 2
List your thoughts why the boundary needs to be in place.	List the gray areas where and when this boundary does not need to be so rigidly enforced.

## Common Boundary Issue Worksheet

Boundary 18	
Calling an inmate by her first name	
Column 1	Column 2
List your thoughts why the boundary needs to be in place.	List the gray areas where and when this boundary does not need to be so rigidly enforced.

## Unit 3.4 Ineffective and Inappropriate Staff Behaviors

### Ineffective and Inappropriate Staff Behavior

#### Scenario 1

**Laughing or agreeing with antisocial thoughts of an inmate or other staff person**



*Cut along dotted line* -----

### Ineffective and Inappropriate Staff Behavior

#### Scenario 2

**Acting unprofessionally with an inmate in an effort to establish rapport**



*Cut along dotted line* -----

### Ineffective and Inappropriate Staff Behavior

#### Scenario 3

**Talking negatively about your job, the role of treatment, law enforcement, fellow staff members, etc. with an inmate**

## Ineffective and Inappropriate Staff Behavior

### Scenario 4

**Making off-color jokes or sexual comments  
with or around inmates**



*Cut along dotted line* -----

## Ineffective and Inappropriate Staff Behavior

### Scenario 5

**Making antisocial remarks**



*Cut along dotted line* -----

## Ineffective and Inappropriate Staff Behavior

### Scenario 6

**Using profanity or calling an inmate names  
with or around inmates**



## Unit 3.5 Active Listening Scenario Script

*For facilitator eyes only.*

**Inmate Reed:** *(Walks into the dorm and angrily throws a binder on the floor.)*

**Ms. Smith:** *(Approaches the inmate to investigate what's going on.)* I know you're aware of the rules about throwing things, and this behavior is really out of character for you. Can you tell me what's going on?

- Stop the role play at this point. Ask the teams to reflect on Pause. What do we know at this point? What do we need to know?
- Point out that Ms. Smith notes that this type of behavior is not typical of this inmate. Ms. Smith sits down and looks the inmate in the eye.

**Inmate Reed:** My mother is just awful! I haven't seen my kids in over a month and she says she's too busy to bring them!

**Ms. Smith:** *(Nods head.)* Sounds like you're really missing your kids right now.

**Inmate Reed:** Yes, they're growing up so fast and I'm missing out on all of it!

- Stop the role play at this point. Ask the teams to reflect on Identify. How would active listening be helpful as one tool to choose from in this scenario? What other tools might be useful?

**Ms. Smith:** What kinds of things do you feel like you're missing out on?

**Inmate Reed:** *(Begins to calm down.)* My youngest is playing soccer. He's really good at it. And then my daughter is so busy! She's getting such good grades. She's been on the honor roll for the past three years! And she runs track too! She's always out running or exercising. She's working really hard to get a scholarship so she can go to college.

**Ms. Smith:** *(Scribbles a few notes about the inmate's children)* It sounds like they are really busy!

You must be very proud of them. I would imagine your mom is pretty busy running them to their activities and taking care of them.

**Inmate Reed:** Yes, they really are. And I'm so glad that they have all that going on. My mom has been so great taking care of them while I'm away. I know they have everything that they need.

**Ms. Smith:** You are really appreciative of what your mom is doing—raising your kids.

**Inmate Reed:** Definitely! I wish I could see them more, but I know that they have a lot going on. And honestly, I guess I'm pretty glad that they do. I don't want them being burdened by my mistakes.

- Stop the role play at this point. Point out that we are now at the Navigate phase of the interaction, i.e., what does Ms. Smith need to do at this point? Discuss briefly with the teams.
- Demonstrate below as one possible action available to the staff in this situation.

**Ms. Smith:** While I understand that you were upset because you miss your children, it's really not ok for you to throw your binder when you're upset. Please pick up the binder and don't do that in the future.

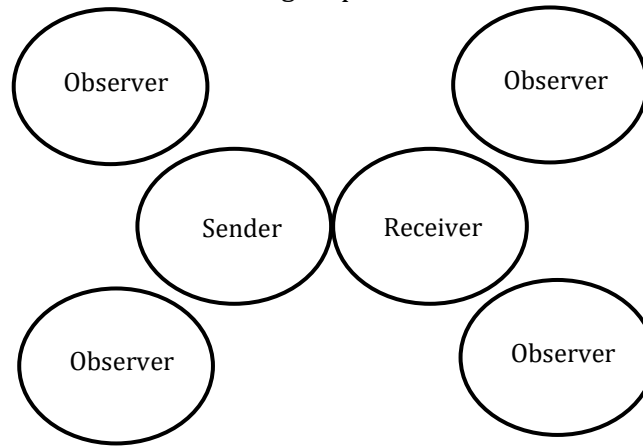
- Complete the role play. Emphasize that in this response Ms. Smith acknowledged the challenges that the inmate is facing, addressed the behavior as problematic, but did not indicate that the inmate was "bad" because of it. Focus on changing the behavior and not shaming the person is a key to respectful communication.

**Inmate Reed:** Yes. I'm sorry. I was really just missing them. I'll work on controlling my temper better in the future.

## Unit 3.5 Reflective Listening Exercise Instructions

*For facilitator eyes only.*

1. In groups of five to six people, arrange the following configuration. Be sure each group member brings a participant manual with them for recording responses.



2. The **Sender** states the situation.
3. Each of the **Observers** writes a reflective listening response to the statement.
  - a. Note: the **Receiver** does not write down anything
4. The **Receiver** then will verbalize his or her reflective listening response to the statement.
5. Each of the **Observers** then will verbalize his or her reflective listening response.
6. After everyone has responded, the **Sender** will select the response that seemed the most reflective and explain why.
7. Rotate two different people into the roles of **Sender** and **Receiver**. The previous **Sender** and **Receiver** now become **Observers**.
8. Continue the process until all the situations have been done.

### Situations:

- My boyfriend used to hit me all the time. He always drank when he got home from work and at about 9:00 pm he'd be good and drunk. If he didn't pass out in his recliner by then, I knew I'd be in for it.
- I have no idea where I'm going to live when I get out of here. Before I came here I was living with my boyfriend. We've been together for years, but he is so mad at me now. He hasn't talked to me since I was arrested. I don't know if he's going to let me come back home. If I don't go there, I don't know what other options I have.
- The hardest part of being incarcerated is being away from my kids. Jenny took her first steps the other day and I wasn't there. I'm missing all their big moments. I'm so angry with myself for making such bad decisions.
- Job skills training is pointless. Nobody wants to hire somebody with a felony on her record. I know! I looked and looked after my last stint and never could find a job. That's why I wound up back with Billy. If I didn't go back with him, I wouldn't have had anywhere to live. Being with Billy meant that I was back around meth, and that was just the end of it all.
- I'm tired of living this life. It's time for me to make some changes. I don't know what to do, but I'm ready to figure it out. I want to sign up for some programs here that can help me.

## Unit 3.5 Bookend Summary Worksheets

### BOOKEND SUMMARY

#### *Scenario Card 1*

**Directions:** With your team, create a bookend summary for the staff person to share with the inmate. Capture the response in the space below. Be prepared to share your thinking when we debrief.

#### **Scenario**

**Staff:** How is your substance abuse group going?

**Inmate:** Pretty good. I like Ms. Cline. She really listens to us and cares. And she can relate. She's been here before.

**Staff:** What sorts of things have you been learning in there?

**Inmate:** Well, we've been learning about identifying risky situations that could lead to relapse for us. We've been creating plans for how we're going to handle those situations so we don't slip up.

**Staff:** What kinds of risky situations have you been working on?

**Inmate:** Mainly about how I handle relationships. In the past I've used because someone important to me has pressured me to. Ms. Cline has been teaching me some coping skills so that I have other options.

**Staff:** ...

#### **Bookend Summary:**

## BOOKEND SUMMARY

### *Scenario Card 2*

**Directions:** With your team, create a bookend summary for the staff person to share with the inmate. Capture the response in the space below. Be prepared to share your thinking when we debrief.

#### Scenario

**Inmate:** I'm having such a good day! I got to see my parents today!

**Staff:** That's great. They live pretty far away, don't they?

**Inmate:** Yes, and so today is the first time I've seen them in about seven months. They are getting older, so I've been really worried about them. My dad's really slowed down. It's almost shocking to see them now. When I was out, I saw them almost every day. I guess I didn't realize that they were getting older then. But now that I see them so rarely, I really notice the difference. I am really going to have to help out more when I get home. I can tell they aren't able to do as much as they used to.

**Staff:** Seeing them a couple of times a year is a big change. Do they write and call often?

**Inmate:** Oh yeah. I talk to them a lot. They're so eager for me to get home. I can't believe my release date is just a few months away. It's going to feel so great to get home.

**Staff:** How will they help support you when you return home?

**Inmate:** I'm going to live with them until I get back on my feet. Although given their health problems, I may wind up staying there long term. My mom has been fixing up my old room for me. She's gotten some of my things out of storage so my room will feel more like home.

**Staff:** ...

#### Bookend Summary:

## BOOKEND SUMMARY

### Scenario Card 3

**Directions:** With your team, create a bookend summary for the staff person to share with the inmate. Capture the response in the space below. Be prepared to share your thinking when we debrief.

#### Scenario

**Inmate:** When do you switch over to night shift?

**Staff:** Next Monday, why?

**Inmate:** I'm so ready for Mr. Carter to go back to days! He won't let us watch what we want on television at night. He always makes us watch basketball.

**Staff:** Have you talked to him about it?

**Inmate:** Yes! We have missed three episodes of *The Bachelor*. We're going to be so out of the loop by the time we get to watch it again.

**Staff:** Mr. Carter is usually pretty reasonable. Tell me about how your conversation with him went.

**Inmate:** I told him this was unfair! And I told him he needed to change the channel because I was missing my show. And then he says that he's not changing the channel because it's the championships or something. And then Ms. Rogers and I told him that the TV was for us and not him. And then he just writes us up. For nothing!

**Staff:** You know, I read that report this morning. Mr. Carter said that you and Ms. Rogers were using a lot of profanity and yelling.

**Inmate:** Not a lot.

**Staff:** You know that disrespectful language is against the rules here. We also don't yell.

**Inmate:** But he should have changed the channel!

**Staff:** I understand that you were frustrated. Is there another way you could have handled it?

**Inmate:** I don't know.

**Staff:** ...

#### Bookend Summary:

## BOOKEND SUMMARY

### *Scenario Card 4*

**Directions:** With your partner, create a bookend summary for the staff person to share with the inmate. Capture the response in the space below. Be prepared to share your thinking when we debrief.

#### Scenario

**Inmate:** I think Miss Carlisle is hiding her meds again.

**Staff:** What makes you think that?

**Inmate:** She's starting to talk to herself again. And she's acting weird.

**Staff:** What do you mean by weird?

**Inmate:** She's gotten kind of paranoid. You know? Like she thinks everyone's talking about her. Or like we aren't telling her things. There's nothing going on. She's got nothing to worry about. I don't want to see her have real problems again. Last time was pretty scary.

**Staff:** I know that was scary for the whole unit.

**Inmate:** Yeah. Watching them have to pin her down on the floor. All that screaming and crying was terrible. I think the worst part was when she was swinging at things that weren't even there.

**Staff:** Yes, she was hallucinating. We don't want to have that happen again.

**Inmate:** She's such a sweet lady. I really don't want to get her in trouble, but I really don't want her getting sick again. Can you talk to medical or mental health? And don't let anyone know it was me who talked to you. I don't want her being mad at me.

**Staff:** ...

#### Bookend Summary:

## BOOKEND SUMMARY

### *Scenario Card 5*

**Directions:** With your partner, create a bookend summary for the staff person to share with the inmate. Capture the response in the space below. Be prepared to share your thinking when we debrief.

#### Scenario

**Inmate:** I have got to get moved out of this dorm!

**Staff:** Wait a minute. What's going on?

**Inmate:** I can't take it anymore. There is just so much gossip here. Everybody's talking about everybody. I'm so tired of all this. It's just crazy. I am not going to be able to take this anymore! I'm going crazy!

**Staff:** What do you mean everybody is gossiping? You mean about you specifically?

**Inmate:** Yes. They talk about me and about everybody else too!

**Staff:** Who is "they"?

**Inmate:** It doesn't matter.

**Staff:** I'm not going to be able to do anything to help unless you give me the names.

**Staff:**

#### Bookend Summary:

## Unit 3.7 Effective Use of Authority Scenario Script

*For facilitator eyes only.*

**Staff:** *(Normal, calm voice.)* Ms. Rodriguez, I see that you have more personal items than are allowed by our policy. Are you aware of what the policy says you can have?

**Inmate Rodriguez:** *(Frustrated tone.)* Yes, but come on. That rule is worthless. We can't have anything!

**Staff:** I know that it may seem that way, but the rules are here for a reason. We need to make sure that everyone's property fits into their locker. It's a fire code issue. We want to keep everyone safe.

**Inmate Rodriguez:** I don't see how our property is that big of a deal!

**Staff:** I understand you're frustrated by this, but it's the rule. You must be in compliance with those rules. You have two choices here. You can give me the items you'd like to part with, or I can select them for you. If I have to select them, I'm going to have to write you up. But, I'd really rather you just give me the items that you want to give up, and we can all just go on about our day.

**Inmate Rodriguez:** I'll pick out the items. Just give me a minute to sort through them.

**Staff:** Thank you for cooperating. I appreciate you helping keep our facility safe.





## Module 4: Welcome to Day 2!



### Safety Matters: Managing Relationships in Women's Facilities

#### Module 4: How Do We Do It?



#### Facilitator

##### Start:

**Time: 3 minutes**

**Say:** *Hello and welcome back for day 2.*

*Hope you all got a good night's rest. Our day is packed full of information and activities and many opportunities for us to apply the skills we covered yesterday.*

*But first, let's do a quick review of our key learnings from yesterday.*

*Who can recall one of the communication techniques we introduced yesterday?*

*Raise your hand.*

**Do:** Call on volunteers. Take as many responses as possible.

Wrap-up the review with affirmations regarding the good work people have been doing.

**Say:** *Today you will participate in a series of activities, practice sessions, and discussions that*

#### Notes

##### Slide 57

**Do:** Organize and distribute all training materials needed for the day and ensure the breakout rooms are set up prior to participants arriving for the day, including audio and visual capabilities and table arrangement.

Facilitators decide whether the labs should be conducted in the one room, assuming there is adequate space available, or use two rooms.

There are advantages and disadvantages to both. If one room is used, the facilitators can more easily coordinate activities and comments. However, smaller groups can sometimes be more intimate and less intimidating for role playing.

*are designed to support you in practicing skills to use in your interactions with woman inmates. We will focus on practicing with situations where you have to manage your professional relationship with inmates, or manage relationships between inmates.*

*Let's get started!*

## Use Your Safety P.I.N.

Use Your Safety P.I.N.



3-Step Approach for  
Using Communication Skills to Enhance Safety

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PAUSE

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IDENTIFY

N

NAVIGATE

Safety Matters: Managing Relationships in Women's Facilities



### Facilitator

**Time: 3 minutes**

**Say:** *Today we will explore and practice using the information you learned and consider when you (P)ause, and the skills you (I)dentify to (N)avigate your professional relationships with inmates, while managing constructive and destructive relationships among inmates.*

*We will focus our attention on the communication skills we need to use to build a safe culture. That means a facility that is physically, sexually, emotionally, and relationally safe. We will review these skills in the context of routine interactions between staff and woman inmates, as well as the operational implications of these interactions, and in our last module we will discuss key learnings and implications for you at your facility.*

**Ask:** *Does anyone have any questions?*

**Do:** Provide appropriate answers.

**Say:** *Let's get started!*

### Notes

**Slide 58**

**Do:** It is important to remember that labs are to be conducted in triads, with inmate, staff member, and observer roles.



## Lab 1: Survival Skills and Relationships



### Safety Matters: Managing Relationships in Women's Facilities

#### Lab 1: Survival Skills and Relationships



**Start:**  
**Time: 1 minute**

**Do:** Conduct Lab 1: Survival Skills and Relationships.

**Say:** *Welcome to the first lab practice session. Throughout the rest of today, you will have the opportunity to further explore the set of skills we have been working with and you will have the opportunity to try them out in a series of scenario-based applications.*

*We believe these scenarios will be similar to the kinds of interactions you have with woman inmates every day in the facility.*

*In this lab we will focus on professional relationships between staff and inmates.*


*Let's get started.*

**Notes**  
**Slide 59**

**Do:** Facilitators must manage the activities according to the recommended time parameters so that all labs start and end per posted times on the agenda.

# Lab 1: Survival Skills and Relationships Objectives

Lab 1: Survival Skills & Relationships Objectives



Participants will be able to:

- Use the Safety P.I.N. to navigate to a policy-aligned result in each scenario.
- Demonstrate effective communication skills with the inmate in each scenario.
- Identify operational practices that support sexual safety identified in each scenario.

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<div><div><b>Facilitator</b> <b>Time: 1 minute</b></div><div><b>Do:</b> Review the lab objectives.</div><div><b>Say:</b> <i>Let’s look at the objectives for the lab.</i></div><div><i>Through this lab, you will be able to do the following:</i><ul style="list-style-type: none"><li>• <i>Use the Safety P.I.N. to navigate to a policy-aligned result with the inmate in each scenario</i></li><li>• <i>Demonstrate effective communication skills with the inmate in each scenario</i></li><li>• <i>Identify operational practices that support sexual safety in each scenario</i></li></ul></div></div>	<div><div><b>Notes</b> <b>Slide 60</b></div><div><b>Do:</b> Answer any questions.</div></div>
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## Survival Skills and Relationships

### Survival Skills & Relationships





### Discussion

Videos accredited to NY DOCCS

SafetyMatters: Managing Relationships in Women's Facilities



#### Facilitator

**Time: 10 minutes**

**Do:** Introduce videos for discussion.

**Say:** *Before we start practicing, let's hear what woman inmates have to say about relationships in facilities. The women in these videos speak eloquently about the complexities of women's relationships in a facility setting.*

**Do:** Show video segment 1: *Family Dynamics*

**Ask:** *What do you notice?*

**Do:** Call on one or two participants to respond.  
Comment as appropriate.

Look for responses, such as a lack of healthy understanding of family or the desire to be accepted, loved, and cared for.

**Say:** *As we have discussed, woman inmates may overuse survival skills that have worked for them in the community with staff in prison and not understand other options. The same can be true in interactions with other woman inmates.*

#### Notes

##### Slide 61

**Do:** Facilitators must manage the activities according to the recommended time parameters so that all labs start and end per posted times on the agenda.

The videos are accredited to the New York State Department of Corrections and Community Supervision.



**Do:** Show video segment two: *How Indigency Can Compromise Safety*.

**Ask:** *What do you notice in this clip?*

**Do:** Call on one or two participants to respond. Comment as appropriate and ensure that responses reflect that relationships can change over time and it isn't always apparent on the surface what is happening.

**Ask:** *Do you see this happen in your facility?*

**Do:** Call on one or two participants to respond. Comment as appropriate.

**Say:** *Every agency and facility will have its own policy, procedure, and rules that could apply to the scenarios we are going to discuss in this lab. What we would like for you to focus on is the following:*

- *Following your policy*
- *How you will use your Safety P.I.N. to communicate respectfully and effectively in any scenario involving relationship dynamics between women.*
- *What you will do and how will you do it.*

*The scenarios in today's labs will bring in operational references, such as indigence and sexual safety, leadership and supervisory rounds, and discipline. Keep these references in mind and how they may affect managing the conflict, professional ethics and reporting, and collaboration.*

*Before we get into practice, we need to talk about things to consider in your interactions with women. Throughout the day you will be exposed to various scenarios that you probably have seen or experienced yourself.*

*Using scenario-based activities you will be able to put yourself in real work simulations and will be provided the opportunity to apply some of the communication skills we have learned, as well as the Safety P.I.N. process to the decisions you make and the actions you take in each scenario. Each of the scenarios will address a relationship issue between staff and an inmate, or between inmates that staff must respond to.*

## Staff-to-Inmate Response Considerations

### Staff-to-Inmate Response Considerations

- ✓ Staff should immediately and respectfully set a clear boundary.
- ✓ Staff should talk with a supervisor about the situation.
- ✓ Staff should ensure that follow-up occurs with the inmate to identify the inmate's perception and understanding of the situation and resource needs.



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Follow-up includes discussion between staff and inmates to address:

*Discussion about the interaction:*

Here was the perception when you \_\_\_\_\_.

Here is the boundary I set because \_\_\_\_\_.

What is your understanding of why I set that boundary?

Appropriate  
Referral

Safety Matters: Managing Relationships in Women's Facilities



#### Facilitator

**Time: 12 minutes**

**Do:** Introduce the lab format and the response considerations for a staff and inmate interaction that involves complex relationship dynamics.

**Say:** *You have previously discussed how what you have learned in this training might change your approach when you get back to work and how it would have been different if you didn't P.I.N. Let's take a couple of moments to talk about important elements of a response based on what we have been learning.*

*While each of the scenarios you will be exposed to today are unique, uncomfortable to manage, and certainly not black and white, there are some key items that we think are important elements of response to any situation like this.*

**Do:** Discuss the important elements of a response when managing a relationship issue between staff and an inmate when the inmate is behaving in a way that makes a staff member uncomfortable or is challenging a professional boundary.

#### Notes

**Slide 62**

**Do:** Answer any questions.

**Say:** *To begin, let's talk about important elements of a response to an interaction between staff and an inmate that involves complex relationship dynamics. These are situations that involve you. Maintaining respect and professionalism, as well as ensuring the inmate has the right tools for behavior change, are key to promoting a safe facility.*

*First, immediately and respectfully set a clear boundary. Setting this boundary can serve a dual purpose. First, addressing the behavior of the inmate and second, when the behavior is observed by others, demonstrating that an appropriate boundary is being set to those inmates and staff who are watching.*

**Ask:** *We said immediate and respectful. Why are these two elements important?*

**Do:** Ensure that responses reflect a connection between the response of the staff to the behavior of the inmate, women's pathways and trauma histories, staff professionalism, and respect.

**Say:** *Second, immediately after an interaction that causes concern, staff should ensure that they talk with a supervisor about the interaction. This should happen even if there is nothing to formally report. These situations are complex and supervisors can help navigate; plus, there is context for a supervisor if a report is made.*

**Ask:** *Why else might this be important?*

**Do:** Ensure responses reflect obtaining support in navigating difficult situations, seeking guidance, and documenting interactions.

**Say:** *Third, follow-up with the inmate relative to this situation to identify the inmate's perception and understanding of the situation and identify resource needs. Who does the follow up may vary by system.*

*The staff member should think about the gender of the person doing the follow up. A practice that promotes sexual safety is to*

*have a female officer and supervisor on each shift to address sensitive issues.*

*In any case, follow up should include the following:*

- *Here was the perception when you \_\_\_\_.*
- *Here is the boundary I set because \_\_\_\_.*
- *What is your understanding of why I set that boundary?*

*Referrals should be made as needed.*

**Ask:** *Why are these elements of follow up important?*

**Do:** Ensure responses reflect an intention to gauge inmate understanding of the situation, identify needs, provide resources, and demonstrate respect.

**Ask:** *Why does who does the follow up matter?*

*What would you consider in determining who should?*

**Do:** Ensure responses reflect understanding of gender and trauma-informed practice and expertise, e.g., a counselor, therapist, supervisor, or officer most appropriate for doing follow up.

**Ask:** *Do you have questions about these response considerations? Is there anything you would add?*

**Do:** Respond as appropriate.

## Inmate-to-Inmate Response Considerations

### Inmate-to-Inmate Response Considerations



- ✓ Immediately and respectfully acknowledge any behavior that constitutes a rule violation and request that this behavior stop.
- ✓ Identify and address any immediate safety concerns.
- ✓ Determine if a disciplinary or PREA report should be filed.
- ✓ Ensure there is follow up with the inmate to identify the inmate's understanding, perception, and resource needs.

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Follow-up includes discussion between staff and inmates to address:

*Discussion about the interaction:*

Determine the inmates' perception of the incident.  
Describe any rule violated.  
Describe the rationale for the rule and how it promotes safety.  
Explore her understanding.

Appropriate  
Referral

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#### Facilitator

**Time: 1 minute**

**Say:** *Now let's discuss important response considerations when addressing relationship issues between inmates. These situations often involve complex relationship dynamics and how you intervene matters. Maintaining respect and professionalism, as well as ensuring the inmate has the right tools for behavior change, are key to promoting a safe facility.*

**Do:** Discuss the important elements of a response when managing a relationship issue among inmates.

**Say:** *First, in any situation where there is a behavior that may constitute a rule violation, it is important that you immediately and respectfully request that the behavior stop. You may not know exactly what is going on, but regardless of your position, stopping the behavior is vital to safety.*

**Ask:** *We said immediate and respectful, why are these two elements important?*

#### Notes

**Slide 63**

**Do:** Ensure that responses reflect safety and preventing escalation, as well as women's pathways and trauma histories, staff professionalism, and respect.

**Say:** *Second, identify and address any immediate safety concerns. You will notice that the next step is to determine if a disciplinary or incident report should be filed.*

**Ask:** *Why is identifying and addressing immediate safety concerns first?*

**Do:** Ensure that responses reflect ensuring physical, sexual, emotional, or relational safety; respect; and women's pathways and trauma histories.

**Say:** *Third, determine if a disciplinary or PREA report should be filed. This will help you to determine if there is a policy response needed to support behavior change or provide resources.*

**Say:** *Fourth, ensure that there is follow up with the inmate to identify her understanding, perception, and resource needs.*

*As we discussed earlier, who does the follow up may vary by system. In any case, follow up should include the following:*

- *Determination of the inmates' perception of the incident*
- *Description of any rule violated*
- *Description of the rationale for the rule and how it promotes safety*
- *Exploration of her understanding of the situation and the rule*

*Referrals should be made as needed.*

**Ask:** *Why are these elements of follow up important?*

**Do:** Ensure responses reflect an intention to gauge inmate understanding of the situation, her understanding of the rules, identification of her needs, and provision of resources while demonstrating respect.

**Ask:** *Why does who does the follow up matter?*

*What would you consider in determining who should?*

**Do:** Ensure responses reflect a desire to use the situation to promote behavior change and the importance of understanding of gender and trauma-informed practice and expertise in follow up, e.g., a counselor, therapist, supervisor, or officer being most appropriate.

Re-emphasize that who is best for follow up should be determined on a case-by-case basis.

**Ask:** *Do you have questions about these response considerations?*

*Is there anything you would add?*


**Do:** Respond as appropriate.

# Instructions for Role Play


## Instructions for Role Play

**Activity**

1. Identify what role each member of the triad will take for the first role play. *(Each person will rotate through the roles in the second and third role play.)*
  - For this lab, there are four characters: Inmate Kate Jones, Inmate Sue Green, Officer Smith, and Counselor Patrick
2. Take 5 minutes to prepare and review your role. *Put yourself into the role of the character you are playing.* Give some thought to how you will carry out your role.
  - **Inmate and staff member:** Review your key role information handout and your objectives for the scenario
  - **Observer:** Review the observation form in the participant manual and the scenario synopsis handout



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### Facilitator

**Time: 5 minutes**

**Do:** Introduce the directions for the scenario role play activity.

Divide the group of participants into triads. Ensure there is adequate space throughout the room for triads to engage in their role plays without disturbing other triads.

Ask each triad to pick a role for the first role play: one staff member, one inmate, and one observer. Remind the group that everyone will have a chance to play each role during the lab.

Distribute scenario one materials to the appropriate role players in each triad.

**Say:** *You will all have five minutes to plan for each scenario. The inmate and staff role players will review the Character Role Information handout for the respective role and plan for how you will deliver the character.*

*Observers will review the scenario synopsis, as well as the objectives for each role player. Keep*

### Notes

**Slide 64**

**Do:** It's recommended that you use two breakout rooms—one facilitator per group.

Use the **Character Role Information** and the **Observer Synopsis** handouts to facilitate all three scenarios for lab 1, which are located in the *Module 4 Supplemental Materials* section.

#### Scenario 1:

- Inmate Kate Jones Role Information
- Officer Smith Role Information
- Observer Scenario Synopsis

#### Scenario 2:

- Inmate Sue Green Role Information (or Kate Jones)
- Officer Smith Role Information
- Observer Scenario Synopsis



*in mind that observers know the objectives for each role while the role players only know the objectives for the character they are playing.*

*Observers should also review the observation form in the participant manual to be familiar with what you will be looking out for during the role play.*

*We will repeat this activity two more times and switch roles each time so that each person will play each role. These scenarios have been designed to build one from to the next. There are four main characters: Inmate Kate Jones, Inmate Sue Green, Officer Smith, and Counselor Patrick.*

*As it happens in the real world, you will gather more information about the characters with each role play that may influence the interaction.*

**Do:** To setup the first lab, review key dynamics of each character with the whole group, without giving away the character objectives.


Highlight the importance of the role of the observer through the scenario.

### **Scenario 3:**

- Inmate Kate Jones Role Information
- Counselor Patrick Role Information
- Observer Scenario Synopsis

## Instructions for Role Play

### Instructions for Role Play




**Activity**

3. Observers reveal the scenario to the team.
4. Conduct the role play.
  - Observers fill out the Observation Form in the participant manual during the role play.
5. Debrief the role play and share thoughts and feedback.
  - Observers will guide this discussion using the questions at the bottom of the Observation Form and sharing thoughts and observations from the role play.

**QUESTIONS ?**

Safety Matters: Managing Relationships in Women's Facilities



**P**

**I**

**N**



### Facilitator

**Time: 5 minutes**

**Do:** Continue with the directions for the scenario role play activity.

**Say:** *Once you've had the time to plan for your role and get comfortable, the observer will set the scene by revealing the scenario that the role players will be responding to. Then, you will conduct the role play for up five minutes. The observer will fill out the Observation Form during the role play.*

*Following the role play, each triad will debrief the experience and share thoughts and feedback with the team. Observers will lead this discussion using the questions at the bottom of the Observation Form in the participant manuals.*

**Ask:** *Are there any questions? Raise your hand.*

**Do:** Respond as appropriate.

### Notes

**Slide 65**

**Do:** Answer any questions.

Facilitators roam around the room observing the various triads as they conduct the role play. Listen carefully to what is being said, including observations of body language, voice tone, etc. Be prepared to offer some observations as appropriate.

## Planning Time

### Planning Time



**Role Play PLANNING**  
*5minutes*

**Questions?**

Safety Matters: Managing Relationships in Women's Facilities



P

I

N



### Facilitator

**Time: 5 minutes**

**Do:** Conduct planning time.

**Say:** *Let's begin. We will now spend five minutes in planning. I will announce when time is up. If you have questions or need assistance, just raise your hand. We will be circulating among the triads as you plan.*

**Do:** Announce when there is one minute left. Stop the planning after five minutes.

### Notes

**Slide 66**

**Do:** Answer any questions.

Circulate among the triads and observe if anyone is having trouble or has a question.

Time management is important throughout each phase. Keep your eye on the clock.

## Role Play Time

### Role Play Time



**CONDUCT Role Play**  
*5 minutes*

**Show us what you've learned!**

Safety Matters: Managing Relationships in Women's Facilities



**P**

**I**

**N**



### **Facilitator** **Time: 5 minutes**

**Do:** Conduct the role play for scenario one.

**Say:** *Time to role play. We will now spend around five minutes conducting the role play.*

*Observers, please get your triad ready to begin. You will read the scenario aloud to the group to start the role play. Begin when ready.*

*I will announce when role play time is up.*

**Do:** Monitor each role play if you can. Try to determine if they are on track. If necessary, you may have to intervene and coach them a bit. It is important that both the staff member and the inmate stay in character throughout the role play.

Allow up to an additional two minutes of role play time if needed for each scenario.

### **Notes** **Slide 67**


**Do:** Monitor the role plays.

Circulate among the triads and observe if anyone is having trouble or has a question.

Time management is important throughout each phase. Keep your eye on the clock.

## Personal Reflection Time

Personal Reflection Time



PERSONAL REFLECTION

Quiet Please!

P

I

N

Safety Matters: Managing Relationships in Women's Facilities

### Facilitator

**Time: 3 minutes**

**Do:** Conduct personal reflection time.

**Say:** *While the observers are finishing up their Observation Forms, role players, take a quiet moment to reflect on your experience acting out this scenario and be prepared to share your thoughts and feedback with your team. There is space provided in your participant manuals to write down your thoughts.*

**Do:** Monitor the classroom and allow up to three minutes for team members to prepare for the debrief.

### Notes

**Slide 68**

**Do:** Answer any questions.

Circulate among the triads and observe if anyone is having trouble or has a question.

Time management is important throughout each phase. Keep your eye on the clock.

## Debrief Role Play Time

Debrief Role Play Time

DEBRIEF ROLE PLAY

5 minutes





P  
I  
N

Safety Matters: Managing Relationships in Women's Facilities



### Facilitator

**Time: 5 minutes**

**Do:** Conduct a debrief of the role play.

**Say:** *Time to share what you observed and thought about your role plays. We are going to take five minutes and debrief. Most the time should be spent with the observer sharing his or her feedback. Observers, use the questions on your Observation Form to guide the debrief.*

**Do:** Announce when there is one minute left. Stop the debriefing after five minutes.

### Notes

**Slide 69**

**Do:** Answer any questions.


Circulate among the triads and observe how the triads progress.

Time management is important throughout each phase. Keep your eye on the clock.


## Rotate Scenarios and Role Play Again!

### Rotate Scenarios and Role Play Again!

1. Great job!
2. Now, are we ready to do it again?
3. Everyone gets to take on a new role. Decide who will now be the staff member, inmate, or observer.
4. Be sure you have the next version of the scenario and the handouts that you need.



## QUESTIONS ?



P

I

N

Safety Matters: Managing Relationships in Women's Facilities



### Facilitator

**Time: 25 minutes each round**

**Do:** Setup the next scenario for the triads and distribute materials. Have the triads rotate the staff, inmate, and observer role.

**Ask:** *Does everyone have his or her new role?*

*Does everyone have a new scenario and handout materials?*

**Do:** Go back to slide 66 and start the planning time for the next scenario. Repeat this for scenario three as well.

**Note:** For scenario 2, role players can decide which inmate they would talk to—Kate Jones or Sue Green. As time allows, the officer can talk to both inmates, so the role player will need the character information sheet for both inmates.

### Notes

**Slide 70**

**Do:** Answer any questions.

Distribute handout materials.

#### Scenario 1:

- Inmate Kate Jones Key Role Information
- Officer Smith Key Role Information
- Observer Scenario Synopsis

#### Scenario 2:


- Inmate Sue Green Key Role Information (or Kate Jones)
- Officer Smith Key Role Information
- Observer Scenario Synopsis

#### Scenario 3:

- Inmate Kate Jones Key Role Information
- Counselor Patrick Key Role Information
- Observer Scenario Synopsis

## Debrief the Role Play Experience

### Debrief the Role Play Experience



- 1 What did you consider during the "P" –Pause?
- 2 What skills did you "I" –Identify?
- 3 What did you consider in "N" –Navigating a solution?
- 4 What colleagues from other departments in your facility do you think it would be important to engage in the Safety P.I.N.?

Safety Matters: Managing Relationships in Women's Facilities



**Facilitator**  
**Time: 7 minutes**

**Do:** Conduct the full group debrief of the full Lab 1 experience, including all three scenarios.

**Say:** *Well, you folks are working hard. I have observed a great deal of personal learning taking place. Let's take a few minutes and review what we have observed and learned through this lab.*

**Do:** Ask each question on the slide and allow two or three participants to respond to each question. Comment as appropriate.

**Notes**  
**Slide 71**

**Do:** Answer any questions.



# Final Lab 1 Question

Final Lab 1 Question

How would the outcome be different if you didn't...?

P

PAUSE

I

IDENTIFY

N

NAVIGATE

Safety Matters: Managing Relationships in Women's Facilities



**Facilitator**  
**Time: 5 minutes**

**Say:** *Finally, our final critical question.*

**Ask:** *How would the outcomes be different if you didn't P. I. N.?*

**Do:** Call on as many participants to respond as time will allow. Comment as appropriate.

**Say:** *This has been a job well done!*

**Do:** Round of applause for job well done.

**Notes**  
**Slide 72**

**Do:** Answer any questions.

## Lab 1.1 Character Role Information

### Officer Smith

*You can choose how much of this information, if any, to share as you practice your skills in role plays. This knowledge provides you information that can be especially useful as you "Pause" while using the Safety P.I.N. and may affect the communication with the inmate. It is critical for learning purposes that you stay in character throughout this interaction.*

- You have been assigned to a housing unit for two months. You have no disciplinary history and are known as a professional that is well respected by inmates and staff.
- Two days ago, you noticed Inmate Kate Jones looking upset and not acting like herself. You know Ms. Jones to be usually outgoing and engaged in programming. Instead, that day, she was withdrawn and not interacting with other inmates or staff. She even skipped her GED class.
- You asked Ms. Jones if everything was okay because she wasn't acting like herself. She began to cry but didn't talk about why. You asked her if she felt safe and she said that she didn't feel like she was in danger or that she was going to be beat up, but that she was very sad. You asked if she would like to talk with someone and she said she would.
- You asked Ms. Jones if she knew how to contact a counselor and she said she already works with Counselor Patrick. You encouraged her to reach out to Counselor Patrick and committed to following up and letting the counselor know about this discussion.
- You followed up with Counselor Patrick about the discussion with Ms. Jones. Counselor Patrick agreed to follow-up with Ms. Jones.

Your objectives for this scenario are to do the following:

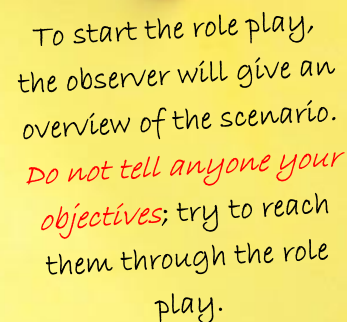
- To set and reinforce a clear and profession boundary with Ms. Jones
- To model respect
- Ensure that Ms. Jones feels safe.

### Lab 1.1 Scenario:

You are walking through the housing unit and Ms. Jones walked up and asked you how your day was going. You told her it was fine and continued to walk through the unit.

Ms. Jones continued walking with you and whispered something in your ear that you couldn't make out. You asked her to repeat herself and louder she said, "You are lookin' good in that uniform today!"

Some of your coworkers and other inmates looked over at you. Ms. Jones didn't touch you, but her tone of voice and body language made you uncomfortable.



To start the role play,  
the observer will give an  
overview of the scenario.  
*Do not tell anyone your  
objectives;* try to reach  
them through the role  
play.

## Inmate Kate Jones

*You can choose how much of this information, if any, to share as you play your role during the role play. This information is designed to help you stay in character and provide realistic context for your colleague to practice communication skills. It is critical for learning purposes that you stay in character throughout this interaction.*

### *Background:*

- You have a long history of abuse. When you were 12 years old you ran away from home because you were being sexually abused by your mother's boyfriend. You lived alone on the streets for a few weeks then connected with an older boy who offered to protect you.
- The boy you connected with used and sold drugs. You liked how drugs made you forget for a while, how much you missed your brother and how bad you felt for leaving your little sister. For a few weeks, the older boy gave you drugs and didn't ask for anything in return. One night he kissed you and when you pushed him away, he raped you. He told you that this was the price of staying safe on the streets.
- You stayed with the older boy for three years. When you finally left, you were addicted to heroin and had started prostituting for food and money.

### *In the facility:*

- Two days ago, you were feeling upset. Officer Smith asked if you were okay and observed that you didn't seem to be acting like yourself. You were so sad, but didn't know exactly how to talk about it. The officer asked if you felt safe and helped you find someone to talk to—Counselor Patrick. Officer Smith followed up with Counselor Patrick to make sure the counselor knew you were upset. You felt very grateful for the kindness and concern.
- The day after, while talking to Counselor Patrick, you told your counselor that you were surprised at how Officer Smith had shown an interest. You liked Officer Smith and appreciated the help but knew it wasn't "free."

Your objectives for this scenario are the following:

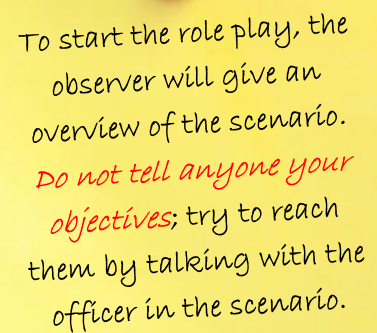
- You want continued support and protection.
- You want to show gratitude for Officer Smith's kindness.

### **Lab 1.1 Scenario:**

Officer Smith is walking through the housing unit and you walked up and asked how the officer's day was going. Officer Smith said it was fine and continued to walk through the unit.

You walked with Officer Smith and whispered in the officer's ear. Officer Smith couldn't hear you, so you said louder, "You are lookin' good in that uniform today!"

Some of the other inmates and staff members looked over. You didn't touch Officer Smith but you let the officer know that you meant it with your tone and body language.



To start the role play, the observer will give an overview of the scenario. *Do not tell anyone your objectives; try to reach them by talking with the officer in the scenario.*

## Lab 1.1 Observer Synopsis

### Lab 1.1 Scenario:

Officer Smith is walking through the housing unit and is approached by Kate Jones, an inmate on the unit. Ms. Jones asks Officer Smith how the day is going and the officer responds that it has been fine and continues to walk through the unit.

Ms. Jones walks with Officer Smith and whispers something. Officer Smith couldn't understand what she said and asked her to repeat herself. Louder, Ms. Jones said, "You are lookin' good in that uniform today!"

Some of the staff and inmates in the unit were looking over at this interaction. Ms. Jones didn't touch Officer Smith, but her tone of voice and body language made Officer Smith uncomfortable.

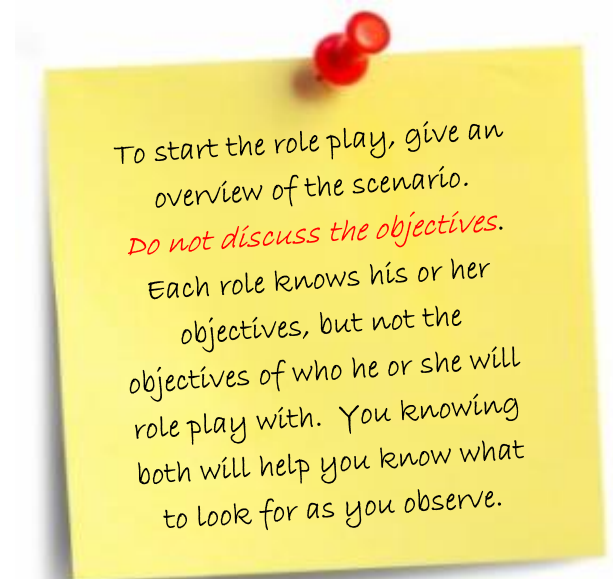
### Role Player Objectives:

#### Inmate Kate Jones' Objectives

- To have continued support and protection
- To show gratitude for Officer Smith's kindness

#### Officer Smith's Objectives

- To set and reinforce a clear and professional boundary
- Model respect
- Ensure that Ms. Jones feels safe



**\*\*Go to the *Observation Form* in your participant manual to see what you should be looking for during the role play.\*\***

## Lab 1.2 Character Role Information

### Officer Smith

*You can choose how much of this information, if any, to share as you practice your skills in role plays. This knowledge provides you information that can be especially useful as you "Pause" while using the Safety P.I.N. and may affect the communication with the inmate. It is critical for learning purposes that you stay in character throughout this interaction.*

- You have been assigned to a housing unit for two months. You have no disciplinary history and are known as a professional that is well respected by inmates and staff.
- Two days ago, you noticed Inmate Kate Jones looking upset and not acting like herself. You know Ms. Jones to be usually outgoing and engaged in programming. Instead, that day, she was withdrawn and not interacting with other inmates or staff. She even skipped her GED class.
- When you asked Ms. Jones what was wrong she said that she was having a fight with another inmate, Sue Green.
- You don't have any indication that Ms. Jones has been sexually abused or harassed, but you know that she spends a lot of time with Ms. Green and that Ms. Green has had several reports against her related to sexual abuse and sexual harassment.

Your objectives for this scenario are the following:

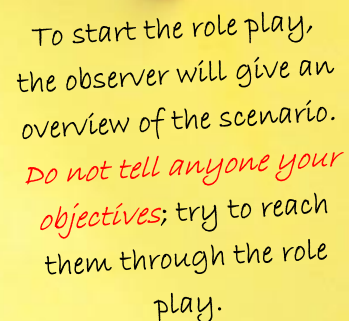
- To address the rule violation
- To ensure that the inmates feel safe and no one is being pressured
- Ensure that both inmates have someone to talk to about their concerns

### Lab 1.2 Scenario:

You were working on the housing unit one evening and observed Inmate Sue Green gave Inmate Kate Jones a bottle of shampoo from canteen.

Ms. Jones has been in the facility for two years and, until recently, has had only minimal disciplinary history.

There have been six anonymous reports of sexual harassment or bullying made against Ms. Green; however, investigations have never turned up anything that would substantiate the report.



To start the role play, the observer will give an overview of the scenario. Do not tell anyone your objectives; try to reach them through the role play.

**Note:** As Officer Smith, you can decide which inmate you would like to talk to first—Inmate Kate Jones or Inmate Sue Green. As time allows, you can role play with each inmate.

## Inmate Sue Green

*You can choose how much of this information, if any, to share as you play your role during the role play. This information is designed to help you stay in character and provide realistic context for your colleague to practice communication skills. It is critical for learning purposes that you stay in character throughout this interaction.*

### *Background:*

- You have been in and out of the system since you were 12 years old.
- You have lost contact with most of your family. Your father was in and out of prison while you were growing up and you're not sure where he is now. Your mother and siblings won't speak to you. There is one uncle that you still have contact with. He sexually abused you when you were a kid and he still gives you money sometimes.
- You have been in relationships with both men and women; all have told you that you're controlling, but you don't think that's true. Your father was very controlling of your mother and you don't think you're anything like him.

### *In the facility:*

- You started buying Ms. Jones shampoo knowing that it was a way to get her into a sexual relationship. You know that everyone is taught in orientation that bartering, trading, and having sex is against the rules, but you don't think Ms. Jones will report you.
- You know that while the facility has indigent supplies, such as shampoo and toothpaste, those things never last long enough, so there is always someone in need.
- You know that Ms. Jones doesn't have much money and you have a little from your uncle.
- You told Counselor Patrick last week that everyone is a cheater who wants something from you.

During this scenario, your objective are as follows:

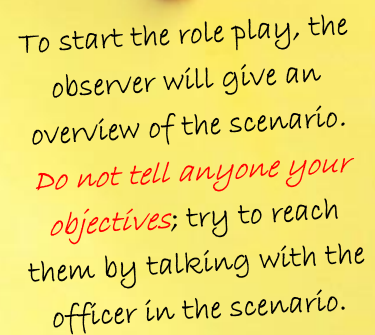
- To be in a relationship with Ms. Jones
- To prove that you aren't controlling like your father
- To keep yourself safe since you believe that everyone is out to get something from you

### Lab 1.2 Scenario

Officer Smith was working on the housing unit one evening and saw you give Inmate Kate Jones a bottle of shampoo from canteen.

Ms. Jones has been in the facility for two years and, until recently, has had only minimal disciplinary history.

There have been several anonymous reports of sexual harassment or bullying made against you in the past, but they've never been able to prove anything against you.



To start the role play, the observer will give an overview of the scenario. *Do not tell anyone your objectives*; try to reach them by talking with the officer in the scenario.

## Lab 1.2 Observer Synopsis

### Lab 1.2 Scenario:

Officer Smith was working a housing unit one evening and observed Inmate Sue Green give Inmate Kate Jones a bottle of shampoo from canteen.

Ms. Jones has been in the facility for two years and, until recently, has had only minimal disciplinary history.

There have been six anonymous reports of sexual harassment or bullying made against Ms. Green; however, investigations have never turned up anything that would substantiate the report.

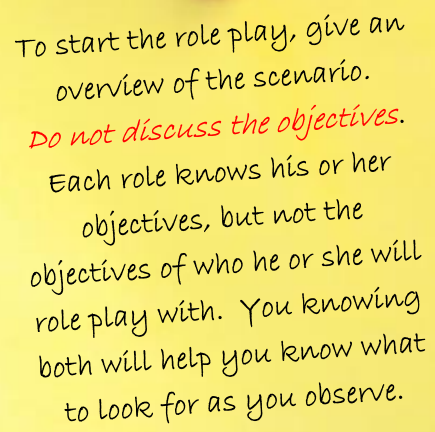
### Role Player Objectives:

#### Inmate Kate Jones' Objectives

- To have continued support and protection
- To show gratitude for Officer Smith's kindness

#### Officer Smith's Objectives

- To address the rule violation when Ms. Green gave Ms. Jones the shampoo
- To ensure that both inmates feel safe and no one is being pressured
- To ensure that both inmates have someone appropriate to talk to about any concerns they have



To start the role play, give an overview of the scenario.  
*Do not discuss the objectives.*  
Each role knows his or her objectives, but not the objectives of who he or she will role play with. You knowing both will help you know what to look for as you observe.

**\*\*Go to the *Observation Form* in your participant manual to see what you should be looking for during the role play.\*\***



## Lab 1.3 Character Role Information

### Counselor Patrick

*You can choose how much of this information, if any, to share as you practice your skills in role plays. This knowledge provides you information that can be especially useful as you "Pause" while using the Safety P.I.N. and may affect the communication with the inmate. It is critical for learning purposes that you stay in character throughout this interaction.*

- You are well respected in the facility and are known to be very skilled at working with women to find solutions to problems before they escalate, whether that be developing a case plan or navigating a professional relationship with the women
- You have a knack for talking through problem solving with woman inmates and are known to be a good collaborator with security and clinical staff, as well as other counselors and case managers.
- You are the assigned counsel for both Ms. Jones and Ms. Green.
- Officer Smith came to see you the other day and told you that the officer had noticed Ms. Jones upset and not acting like herself.
- You know that Ms. Jones doesn't have much money and that Ms. Green gets money from her uncle who sexually abused her when she was younger.
- Ms. Green told you last week that everyone is a cheater and that they all want something from her.
- You know that Ms. Green has had reports made against her for sexual harassment and bullying and that people from her past have accused her of being controlling in relationships, although she doesn't believe it.

Your objectives for this scenario are as follows:

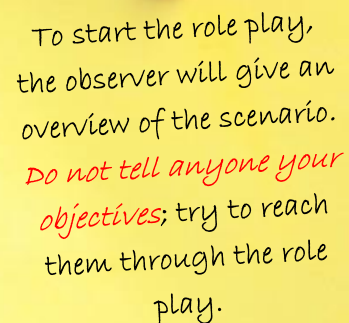
- To ensure that Ms. Jones feels safe
- To ensure that Ms. Jones has someone appropriate to talk to if she has concerns

### Lab 1.3 Scenario:

You were walking down the hallway in the program building and saw Ms. Green standing to the side of one of the doors looking into a window. A group was running inside the room.

Ms. Green has a very intense look on her face so you stopped to watch. Ms. Green noticed you and then walked away. Soon after, you noticed Ms. Jones walk out of the room that Ms. Green has been looking into.

You wonder if there is a connection between Ms. Green's lingering and Ms. Jones' exit from the room.



To start the role play, the observer will give an overview of the scenario. *Do not tell anyone your objectives;* try to reach them through the role play.



## Inmate Kate Jones

*You can choose how much of this information, if any, to share as you play your role during the role play. This information is designed to help you stay in character and provide realistic context for your colleague to practice communication skills. It is critical for learning purposes that you stay in character throughout this interaction.*

### *Background:*

- You have a long history of abuse. When you were 12 years old you ran away from home because you were being sexually abused by your mother's boyfriend. You lived alone on the streets for a few weeks then connected with an older boy who offered to protect you.
- The boy you connected with used and sold drugs. You liked how drugs made you forget for a while how much you missed your brother and how bad you felt for leaving your little sister. For a few weeks, the older boy gave you drugs and didn't ask for anything in return. One night he kissed you and when you pushed him away, he raped you. He told you that this was the price of staying safe on the streets.
- You stayed with the older boy for three years. When you finally left, you were addicted to heroin and had started prostituting for food and money.

### *In the facility:*

- You have no family support and your account balance qualifies you as indigent. When you came into the facility you were terrified and fairly early you made a good connection with Inmate Sue Green.
- Ms. Green buys you canteen items since you don't have any money. At some point, Ms. Green started pressuring you sexually because she was showing you she cared by buying you the things you needed and she expected you to return the favor.
- You have been in the facility for two years and, until recently, have had only minimal disciplinary history. In the past three months, you have received disciplinary sanctions on two separate occasions:
  - One for bartering and trading when Ms. Green gave you shampoo
  - One for being out of place and fighting when you were in Ms. Green's bunk when you shouldn't have been and, while unknown to staff, you had refused Ms. Green's sexual advances and she got mad and pushed you so you pushed her back
- You know that everyone is taught in orientation that bartering, trading, and having sex is against the rules and that you could report the pressure you were feeling to a staff member or the PREA hotline. You don't think you should though since Ms. Green is just expecting something in return for buying you canteen.
- About a week ago Ms. Green started to get jealous and didn't want you to go to your class or groups anymore.

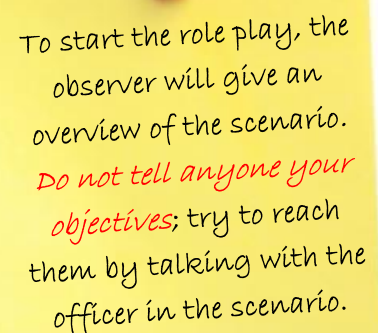
Your objectives for this scenario are the following:

- To not make Ms. Green mad
- To continue to get shampoo because it makes you feel better when you do your hair and makeup like you used to

### **Lab 1.3 Scenario:**

You were sitting in group inside the programs building and saw Ms. Green standing by the door looking in the window at you with a very intense look on her face.

You got up to go out in the hallway and saw Ms. Green walk away as Counselor Patrick was walking down the hallway.



To start the role play, the observer will give an overview of the scenario. Do not tell anyone your objectives; try to reach them by talking with the officer in the scenario.

## Lab 1.3 Observer Synopsis

Counselor Patrick was walking down the hallway in the program building and sees Ms. Green standing to the side of one of the doors looking into a window. A group was running inside the room.

Ms. Green has a very intense look on her face so Counselor Patrick stopped to watch. Ms. Green noticed the counselor and then walked away. Soon after Ms. Green walked away, Ms. Jones walk out of the room that Ms. Green has been looking into.

Counselor Patrick wondered if there is a connection between Ms. Green's lingering and Ms. Jones' exit from the room.

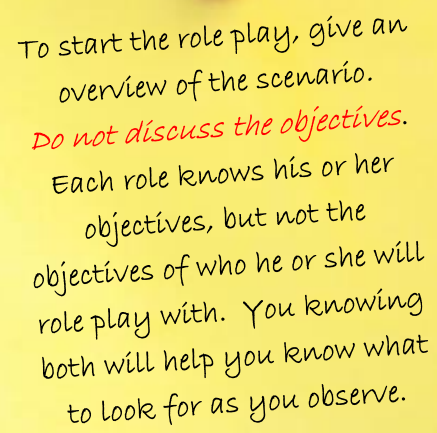
### Role Player Objectives:

#### Inmate Kate Jones' Objectives

- To not make Ms. Green mad
- To continue to get shampoo because it makes you feel better when you do your hair and makeup like you used to

#### Counselor Patrick's Objectives

- To ensure that Ms. Jones feels safe
- To ensure that Ms. Jones has someone appropriate to talk to if she has concerns




To start the role play, give an overview of the scenario.  
*Do not discuss the objectives.*  
Each role knows his or her objectives, but not the objectives of who he or she will role play with. You knowing both will help you know what to look for as you observe.

**\*\*Go to the *Observation Form* in your participant manual to see what you should be looking for during the role play.\*\***




## Lab 2: Discipline and Communication: Identifying Resources and Challenges



### Safety Matters: Managing Relationships in Women's Facilities

Lab 2: Discipline and  
Communication





#### Facilitator

**Time: 1 minute**

**Do:** Conduct Lab 2: Discipline and Communication: Identifying Resources and Challenges

**Say:** *Throughout the rest of today, you will have the opportunity to further explore the set of skills that we have been working with and will have the opportunity to try them out in a series of scenario-based applications.*

*Our focus this afternoon continues to be on building strong professional relationships with inmates and creating a sexually safe culture within our facilities. Let's continue to explore how we do it.*

*For this lab, we are going to focus our attention on how we use our communication skills to address behaviors that are associated with the facility discipline and sanctions policies and procedures we use in managing woman inmates. Today we want to talk about what we know affects discipline*

#### Notes

**Slide 73**

**Do:** This lab is designed for large group delivery. If Lab 1 was conducted in two breakout rooms, bring all the participants back together in the main training room for this lab.

Answer any questions.

*specific to women's facilities and how we can use our communication skills to ensure facility safety in this process. You know your policy, and we will count on you to share your expertise on what is done in your facility and agency throughout this process.*

*We are going to remain in a large group for this lab and follow it up with smaller group work to build on this this afternoon.*

*Let's get started.*

## Lab 2: Discipline and Communication Objectives

### Lab 2: Discipline and Communication Objectives



Participants will be able to:

- Become familiar with the *Gender Responsive Discipline and Sanctions Policy Guide for Women's Facilities* resource and how it can help support safety.
- Identify the rationale for evidence-based, gender-responsive, and trauma-informed discipline and sanctions in addressing relationship, sexual harassment, and sexual abuse behaviors with woman inmates.
- Discuss the implications of key research on addressing disciplinary issues with woman inmates.
- Identify the implications of PREA standards in addressing disciplinary issues with woman inmates.
- Identify common behaviors exhibited by woman inmates that have PREA or disciplinary implications.
- Differentiate the level of severity of behaviors exhibited by woman inmates that have PREA or disciplinary implications.

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Safety Matters: Managing Relationships in Women's Facilities



#### Facilitator

**Time: 1 minute**

**Do:** Review the Lab objectives.

**Say:** *Let's look at the objectives for the lab.*

*Participants will be able to do the following:*

- *Become familiar with the Gender Responsive Discipline and Sanctions Policy Guide for Women's Facilities resource and how it can help support safety*
- *Identify the rationale for evidence-based, gender-responsive, and trauma-informed discipline and sanctions in addressing relationship, sexual harassment, and sexual abuse behaviors with woman inmates.*
- *Discuss the implications of key research on addressing disciplinary issues with woman inmates*
- *Identify the implications of PREA standards in addressing disciplinary issues with woman inmates*
- *Identify common behaviors exhibited by woman inmates that have PREA or disciplinary implications*

#### Notes

**Slide 74**

**Do:** Answer any questions.

- *Differentiate the level of severity of behaviors exhibited by woman inmates that have PREA or disciplinary implications*

## Gender-responsive Discipline and Sanctions

### Gender-responsive Discipline and Sanctions

#### Gender-responsive Discipline and Sanctions Policy Guide for Women's Facilities

- Process for enhancement
- Research implications
- Integration of gender-responsive practice and ACA standards
- Legal implications

National Resource Center for Justice Involved Women (Benedict, Ney & Ramirez, Forthcoming)

Safety Matters: Managing Relationships in Women's Facilities





### Facilitator Time: 2 minutes

**Do:** Introduce discipline and sanctions in women's facilities.

**Say:** *A very important national discussion happening right now is defining best practice specific to discipline and sanctions in women's facilities.*

*The National Resource Center for Justice Involved Women has recently published a Gender Responsive Discipline and Sanctions Guide. It is also sometimes referred to as the "Discipline Guide." It is a comprehensive guide that*

- *Outlines a seven-step process for reviewing and revising discipline and sanctions policies within women's facilities*
- *Discusses pertinent implications of research on practical implementation of discipline and sanctions policies in women's facilities*

### Notes Slide 75

**Do:** Answer any questions.

**Citation:** Benedict, A., Ney, B. and Ramirez, R. 2015. *Gender Responsive Discipline and Sanctions Policy Guide for Women's Facilities*. Silver Spring, MD, National Resource Center on Justice Involved Women.



- *Integrates gender-responsive research with selected ACA standards for rules and discipline in women's facilities*
- *Discusses legal issues related to discipline and sanctions women's facilities*

*We don't have time to go through it all today. It is a whole training in and of itself; however, it is an important resource for you to know about. It may be very useful to you and your facility moving forward.*

## The Rationale

### The Rationale



Discipline and sanctions are designed in a way that is evidenced-based, gender-responsive, and trauma-informed.

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- Discipline and sanctions are a core function of a facility.
- Discipline and sanctions are relevant to PREA compliance.
- Research and emerging best practice support this approach to policy on discipline and sanctions.
- Ensuring that discipline and sanctions are gender responsive and trauma informed enhances safety and is part of creating a positive culture.

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Safety Matters: Managing Relationships in Women's Facilities



#### Facilitator

**Time: 15 minutes**

**Do:** Continue discussion of discipline and sanctions within women's facility.

**Say:** *The Discipline Guide outlines the rationale for ensuring that discipline and sanctions are designed in a way that is evidenced based, gender responsive, and trauma informed.*

*A couple of reasons for designing discipline and sanctions in this way include, 1) discipline and sanctions are a core function of a facility overall and vital to PREA compliance; and 2) most women's facilities have discipline and sanctions systems that were developed without consideration of gender differences. These gender-neutral systems may affect a woman's ability to access resources, such as programming, privileges, and visitation; heal from trauma; and prepare for community success.*

**Ask:** *Why may gender-neutral discipline and sanctions affect a woman's ability to access resources?*

#### Notes

**Slide 76**

**Do:** Answer any questions.

**Do:** Call on several participants to give their responses. Comment as appropriate.

Ensure that answers reflect the idea that if policies are gender neutral, a woman's behaviors that may be considered less severe in men's facilities in the same category may prohibit her from attending classes, gaining privileges that support success, such as visits, and work release.

**Say:** *Research and emerging best practice support this approach to policy on discipline and sanctions. Some key factors highlighted in the guide include the following:*

- *How staff respond to behavior matters whether that behavior is positive or negative. This is a key to what we have been talking about throughout this training. What you do matters.*
- *How staff and inmates interact matter—respect is a key here and it has been shown that staff can impact a woman's behavior more when the interactions are strength based.*
- *Being informed about the effect of trauma is a key variable in managing woman inmates effectively and safely.*

*This works! For example:*

- *Women's facilities in Rhode Island saw a significant reduction in inmate-to-inmate and inmate-to-staff assaults, and thus uses of force, after adopting a trauma-informed approach.*
- *The Massachusetts Correctional Institution for Women at Framingham realized significant reductions in inmate-to-staff assaults, inmate-to-inmate assaults, and inmate-to-inmate fights.*

**Ask:** *Why do you think this happened?*

**Citation:** Wright E., Van Voorhis, P., Salisbury, E, and Bauman A., 2009. Gender-responsive lessons learned and policy implications for women in prison: a review. *Criminal Justice and Behavior*, 39: 1612.

Benedict, A., Ney, B. and Ramirez, R. 2015.

SAMHSA, National Center for Trauma-Informed Care (2011). *Creating a Trauma-Informed Criminal Justice System for Women: Why and How*. Rockville, MD: U.S. Substance Abuse and Mental Health Services Administration.

Retrieved from  
<http://gainscenter.samhsa.gov/cms-assets/documents/62753-983160.ticjforwmn.pdf>.

**Do:** Ensure answers reflect women's pathways, trauma, women's orientation toward connection, and relationships.

**Say:** *Ensuring that discipline and sanctions are gender responsive and trauma informed enhances safety and is part of creating a positive culture.*

**Ask:** *How do discipline and sanctions affect culture?*

**Do:** Ensure answers reflect that the way that rules, expectations, and violations are managed sets a tone and are reciprocal in their influence.

**Say:** *Discipline and sanctions are relevant to PREA compliance.*

*Policy and practice in this area is a big contributor to sexual safety—and all levels of safety, including physical, emotional, and relational safety—for both staff and inmates.*

## Research Implications

### Research Implications



- Prevention and balance
- Relationships and empowerment
- Gender and trauma
- Motivation and skill building
- Staff training and support

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Safety Matters: Managing Relationships in Women's Facilities



#### Facilitator

**Time: 20 minutes**

**Do:** Review the research.

**Say:** *Based on the review of research done for the development of the Discipline Guide, ten major implications in five broader categories were identified as relevant to the issue of discipline and sanctions in women's facilities.*

*First, creating a culture and system focused on prevention and balance, that acknowledges the larger context of women's rule violations and behaviors, is a key component of best practice in women's facilities.*

**Ask:** *What things have we discussed about woman inmates that may impact rule violations and behaviors in women's facilities?*

**Do:** Ensure answers reflect women's pathways, trauma, women's orientation toward connection, and relationships.

**Say:** *Second, we must make relationships and empowerment a focus by acknowledging that*

#### Notes

**Slide 77**

**Do:** Answer any questions.

**Citation:** Benedict, A., Ney, B. and Ramirez, R. 2015.

*relationships matter by modeling, facilitating, teaching, and monitoring relational safety. The dynamics of relationships in women's facilities are complex. We've talked about that throughout our time together.*

**Ask:** *What do you remember about relational safety?*

**Do:** Call on several participants to give their responses. Comment as appropriate.

Ensure answers reflect the following definition:

Relational safety: feeling respected and psychologically safe in interactions with other human beings, including those in a position of authority

**Say:** *Third, we must keep both gender and trauma in mind:*

- *Acknowledge that trauma matters; adopt universal precautions and apply the principles of trauma-informed care.*
- *Make routine procedures gender responsive and trauma informed, including those related to discipline*

**Ask:** *This is a process. How can you continue to apply what you know in every process and interaction in the facility?*

**Say:** *Fourth, we must be dedicated to motivation and skill building by creating safety in which women can realize their potential.*

**Ask:** *How do you use your language to empower, orient to safety, and encourage?*

**Do:** Reinforce examples that empower women, orient them to safety and encourage them.

**Say:** *Expand definitions of discipline to include methods that cultivate inmate skills, self-awareness, and self-efficacy.*

*We talked earlier about how much more effective positive reinforcement, a strength-based approach, and encouragement is in changing behavior than punishment alone.*

*Finally, we must offer staff training and support in using these approaches and systems.*

*Provide training and skill development opportunities to staff regarding gender-responsive practices, culture, and trauma-informed approaches.*

*This work is complex!*

*This work influences us.*

# Discipline, Prevention, and Safety Selected PREA Standards

## PREA Standard: Discipline, Prevention, and Safety

### §115.78: Disciplinary sanctions for inmates.

- (a) Inmates shall be subject to disciplinary sanctions pursuant to a formal disciplinary process following an administrative finding that the inmate engaged in inmate-on-inmate sexual abuse or following a criminal finding of guilt for inmate-on-inmate sexual abuse.
- (b) Sanctions shall be commensurate with the nature and circumstances of the abuse committed, the inmate's disciplinary history, and the sanctions imposed for comparable offenses by other inmates with similar histories.
- (c) The disciplinary process shall consider whether an inmate's mental disabilities or mental illness contributed to his or her behavior when determining what type of sanction, if any, should be imposed.
- (d) If the facility offers therapy, counseling, or other interventions designed to address and correct underlying reasons or motivations for the abuse, the facility shall consider whether to require the offending inmate to participate in such interventions as a condition of access to programming or other benefits.
- (g) An agency may, in its discretion, prohibit all sexual activity between inmates and may discipline inmates for such activity. An agency may not, however, deem such activity to constitute sexual abuse if it determines that the activity is not coerced.

Safety Matters: Managing Relationships in Women's Facilities



### Facilitator

**Time: 5 minutes**

**Do:** Refer to PREA standards to connect the correlation with communication and relationship theme in this training.

**Say:** *PREA Standard §115.78, Disciplinary sanctions for inmates, outlines a number of considerations specific to the issue at hand. The information on the slides reflects selected sub-standards that identify those considerations that are most pertinent to what we are discussing.*

**Do:** Facilitators should review highlights of each standard subsection.

**Say:** *To be certain, issues such as these are largely policy driven; however, you can see that the standards outline prevention in addition to response. In substandard g, there is also a distinction made between un-coerced sexual activity, which can be, and generally is, against the rules and considered sexual abuse.*

### Notes

**Slide 78**

**Do:** Answer any questions.

**Citation:** U.S. Department of Justice, 2012. National standards to prevent, detect and respond to prison rape. 28 C.F.R., § 115.6.

Retrieved from:

[http://ojp.gov/programs/pdfs/prea\\_final\\_rule.pdf](http://ojp.gov/programs/pdfs/prea_final_rule.pdf)



*Due to the relational nature of women, the prevalence of the overuse of survival skills, such as the use of sexual favors to get needs met in the facility setting, and the overall pathways of women into the system, it is not always clear what behaviors are and are not coerced.*

*PREA standards outline response processes and investigative processes to support determining this; however, what is relevant to us now is the fact that how we respond to these behaviors matters.*

*Ensuring that our interactions with women around any kind of disciplinary infraction, including those that are sexual in nature or relational in nature, are characterized by the respectful use of appropriate communication skills is paramount to promoting safety.*

## Discipline, Prevention, and Safety

### Discipline, Prevention, and Safety

- Establish clear definitions of safe and unsafe interactions between women.
- Model healthy relationship and interaction skills.
- Offer programs that focus on building social competence.
- Create opportunities for women to practice safe, effective, and supportive interactions with one another and staff.
- Discuss facility rules and expectations regarding acceptable inmate-to-inmate interactions.

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#### Facilitator

**Time: 3 minutes**

**Do:** Focus on prevention.

**Say:** *Many rule violations in women's facilities are related to relationships between inmates. Often, facilities have "no touch" policies designed to promote safety; however, as discussed in the Discipline Guide, and as we have been talking about throughout training, women are relational and seek connection with others. While this is normal and can be healthy, it gets very complex in a facility setting.*

*Behaviors that are routine in the community, such as hugging, may be rule violations. This can be very confusing for inmates and staff alike.*

*We need to be sure to focus on prevention:*

- *Establish clear definitions of safe and unsafe interactions between women.*
- *Model healthy relationship and interaction skills.*

#### Notes

**Slide 79**

**Do:** Answer any questions.

**Citation:** Benedict, A., Ney, B. and Ramirez, R. 2015.

- *Offer programs that focus on building social competence.*
- *Create opportunities for women to practice safe, effective, and supportive interactions with one another and staff.*
- *Discuss facility rules and expectations regarding acceptable inmate-to-inmate interactions.*

## Activity: Common Behaviors Between Woman Inmates

### Activity: Common Behaviors Exhibited Between Woman Inmates

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1. Using your participant manuals, generate a list of common behaviors exhibited by woman inmates that are related to relationships and may have PREA or disciplinary implications.
2. Next, determine if the behavior typically falls within a minor, moderate or serious category. Indicate your ranking on the worksheet.
3. We will discuss responses as a group, but you will need this worksheet with you during the next lab.



Safety Matters: Managing Relationships in Women's Facilities



#### Facilitator

**Time: 10 minutes**

**Do:** Conduct the activity to generate a list of common behaviors exhibited by woman inmates that are related to relationships and may have PREA or disciplinary implications.

**Say:** *Now, we are going to complete a quick activity to draw upon your experiences with inmates. In your participant manuals, I want each of you to take about five minutes to do the following:*

1. *Generate a list of common behaviors you have seen occur between women that are related to relationships and may rise to the level of a rule violation or a need to report. Remember, we discussed the way behaviors can escalate over time; it is ok to include those behaviors that you see start out as small challenges and get worse if not addressed. Write your responses in the space provided.*
2. *After you have generated your list, I want you to categorize the behavior for us.*

#### Notes

**Slide 80**

**Do:** Answer any questions.

**Do:** Keep the chart posted and visible. This list will be used later when the triads select and develop an inmate-to-inmate role play scenario that may be a PREA violation or may rise to the level of a written report.

*Indicate on the worksheet whether you think the behavior is a minor, moderate, or serious behavioral offense.*

3. *Be ready to discuss your responses when finished.*

**Do:** Monitor group progress and answer questions as needed. Give the group about five minutes to write.

When completed, debrief by having participants share example behaviors from their lists and how they rated their severity.

Write down these behaviors on a chart stand.

Comment as appropriate, and determine if participants would all rate the severity of these behaviors the same or if there are differences. Raise the possibility that maybe not everything is black and white.

## Discipline, Prevention and Safety, Relationships and PREA

Discipline, Prevention and Safety, Relationships, and PREA

IT'S  
NOT  
BLACK

AND  
WHITE!

*If a woman receives an upsetting phone call and another inmate talks with her and then puts an arm around her to comfort her...*



*If a woman receives word from home that her first grandchild was born and another woman shakes her hand to congratulate her...*

Safety Matters: Managing Relationships in Women's Facilities



### Facilitator

**Time: 2 minutes**

**Do:** Frame the context of why effective communication plays an important role in establishing sexual safety within a women's facility.

**Say:** *When you view managing relationships between woman inmates in the context of PREA, it can become confusing. Let's look at an example.*

*If a woman receives an upsetting phone call and another inmate talks with her and then puts an arm around her to comfort her, is this a written rule violation?*

**Ask:** *By a show of hands:*

*How many would think this behavior is a written rule violation?*

*How many would think this behavior is an incident that is reportable under PREA?*

*How many would think this behavior was not a written rule violation in your facility?*

### Notes

**Slide 81**

**Do:** Answer any questions.

*How many want more information to determine if it is a rule violation and to determine if it is reportable under PREA?*

**Do:** Comment as appropriate.

**Say:** *Let's try one more:*

*If a woman receives word from home that her first grandchild was born and another woman shakes her hand to congratulate her, is this a reportable PREA incident?*

**Ask:** *By a show of hands:*

*How many would think this behavior is a written rule violation?*

*How many would think this behavior is an incident that is reportable under PREA?*

*How many would think this behavior was not a written rule violation in your facility or a written rule violation in your facility?*

*How many want more information to determine if it is a rule violation and to determine if it is reportable under PREA?*

**Do:** Make comment as appropriate but do not let your feelings be known as to your choice.

**Ask:** *Do you encounter situations like this in your daily work?*

**Say:** *Examples such as these are complex and common. For our next lab we are counting on you to teach us about scenarios like this that you encounter every day.*

*We know that each day you are called on to make decisions like these and that they are not black and white and your discretion and action is key. We hope that our discussion today has provided some framework from which you can draw insight.*

## Two Important Questions

### Two Important Questions



1. Do you know or suspect that the behavior you are seeing is related to an incident of sexual harassment or sexual abuse OR do you believe the behavior to be a rule violation?
2. How will you use your Safety P.I.N. to communicate respectfully and effectively in a scenario where you believe there is sexual harassment or abuse OR where there is a rule violation?

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Safety Matters: Managing Relationships in Women's Facilities



#### Facilitator

**Time: 5 minutes**

**Do:** Conclude the lab.

**Say:** *Let's end the lab by exploring two important questions. When you observe an action of behavior between woman inmates, ask yourself the following:*

- *Do you know or suspect that the behavior you are seeing is related to an incident of sexual harassment or sexual abuse OR do you believe the behavior to be a rule violation?*
- *How will you use your Safety P.I.N. to communicate respectfully and effectively in a scenario where you believe there is sexual harassment or abuse OR where there is a rule violation?*

**Ask:** *In terms of communication, does it matter if you are addressing something that is sexual abuse or harassment and a rule violation based on your PREA training and policy reportable?*

#### Notes

**Slide 82**

**Do:** Answer any questions.



**Do:** Call on several participants to offer their opinion. Comment as appropriate and ensure that you emphasize that effective communication and respect always matters in promoting safety.

**Say:** *As I said earlier, we acknowledge how complex managing relationships in a way that is respectful and professional in a women's facility can be. Ideally, we are promoting physical, emotional, sexual, and relational safety through our strategies and communication. We want to transition now into our next lab and do some work that will help us learn about the complex scenarios you face in your work each day and give us time to think together about how we can use the skills we have learned to address those complex scenarios.*



## Lab 3: Working with Common Behaviors



### Safety Matters: Managing Relationships in Women's Facilities

#### Lab 3: Working with Common Behaviors



**Start:**  
**Time: 1 minute**

**Do:** Conduct Lab 3: Working with Common Scenarios.

**Say:** *In this lab, we will continue our work with discipline and communication that we began during our last lab together. Together we will build scenarios that reflect the common behaviors you experience with woman inmates that may or may not rise to a level of a rule violation or reporting a suspicion or incident of sexual abuse or harassment. You can include behaviors that you address frequently that are not rule violations but you think have the potential to escalate.*

*After we develop a scenario, we will begin role playing for review and discussion. This lab is where we can get creative in building scenarios that are real in your world of work.*

*Let's get started.*

**Notes**  
**Slide 83**

This lab is designed to be conducted with two groups—one facilitator with each group. Ensure that the groups are split in numbers conducive to triad work. For example, a training capacity of 30 participants allows for 15 in each facilitator group with five triads.

**Do:** Make sure breakout rooms are available and audio visual equipment and materials are provided for the labs prior to the beginning of the day.

Organize and distribute all training materials needed for this lab to appropriate trainers and place in breakout rooms as needed.

## Lab 3: Working with Common Behaviors Objectives

### Lab 3: Working with Common Behaviors Objectives

Participants will be able to:

- Create original scenarios depicting common behaviors exhibited by woman inmates that are related to relationships and may have PREA or disciplinary implications.
- Use the Safety P.I.N. to navigate a policy-aligned result with the inmate in the scenario.
- Demonstrate effective communication skills with the inmate in the scenario.



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#### Facilitator

**Time: 1 minute**

**Do:** Review the lab objectives.

**Say:** *Let's look at the objectives for the lab.*

*Participants will be able to*

- *Create original scenarios depicting common behaviors exhibited by woman inmates that are related to relationships and may have PREA or disciplinary implications in the facility*
- *Use the Safety P.I.N. to navigate to a policy-aligned result with the inmate in the scenario*
- *Demonstrate effective communication skills with the inmate in the scenario*

#### Notes

**Slide 84**


**Do:** Answer any questions.



## Activity: Developing Your Scenario

Activity: Developing Your Scenario

**Activity**

1. As a group, review the behaviors exhibited by woman inmates that were identified in the previous lab.
2. Vote on a behavior for us to use to build a scenario.
3. Use the *Scenario Development Worksheet* in your participant manuals. Follow along as we develop a scenario together.



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### Facilitator

**Time: 30 minutes**

**Do:** Introduce the directions for the scenario development activity and have participants follow along with their participant manuals. Conduct the scenario development activity.

**Say:** *As a group, we will select a behavior from the list of behaviors exhibited by woman inmates that we identified in the previous lab.*

**Do:** Review the list of behaviors and facilitate a vote on which behavior will be used to create a scenario. Ensure with participants that this activity will be repeated and other behaviors can be added and used for the next scenario.

**Say:** *Now, that we have our behavior identified for the scenario, it's time to put on your creative hats and build a scenario depicting the behavior. Locate the Scenario Development Worksheet in your participant manual. Together, we will build a scenario by answering the questions on the worksheet as you flesh out the necessary details for your scenario.*

### Notes

**Slide 85**

At this point, there should be two groups—one group with each facilitator in either two different rooms or set up in a space separate of sound or distraction from the other group.

**Do:** Answer any questions.




Use the **Lab 3 and 4 Facilitator Guide for Scenario Development** in the *Module 4 Supplemental Materials* section to guide this activity.

**Do:** Facilitate a group scenario development process and chart the details of the scenario on an easel pad. Encourage participants to also record the details of the scenario in their participant manuals as reference during the activity.

Divide the group into triads.

## Instructions for Role Play

### Instructions for Role Play



**Activity**

1. In your triad, identify who is the staff member, inmate, and observer.
2. Plan for your role.
  - Staff member and inmate: think about how you will play your role.
  - Observers: be familiar with the *Observation Form* and what to look for during the role play.
3. Conduct the role play.
4. Spend some time reflecting on the experience.
5. Debrief in your triad.
6. Participate in a large group debrief after the scenario.

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### Facilitator

**Time: 3 minutes**

**Say:** *We are now going to practice in our triads the role play scenario we developed. Please take a minute and identify who is going to be the staff member, the inmate, and the observer.*

*As you plan for your roles be thinking about what your issues or concerns are and what might be some options to resolve the situation. Think about what interpersonal skills might be appropriate while planning. For the staff role, be thinking about how you might use your Safety P.I.N. format in this situation.*

**Do:** Review the instructions on the slide.

**Ask:** *Are there any questions about this process?*

**Do:** Answer any questions appropriately.

### Notes

**Slide 86**

**Do:** Answer any questions.

## Planning Time

### Planning Time



**Role Play PLANNING**  
*5 minutes*

**Questions?**

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### Facilitator

**Time: 5 minutes**

**Do:** Conduct the planning time.

**Say:** *Okay, you will now spend five minutes planning for your role. I will announce when time is up. If you have questions or need assistance, just raise your hand. I will be circulating among the triads as you plan.*

**Do:** Announce when there is one minute left. Stop the planning after five minutes.

### Notes

**Slide 87**

**Do:** Answer any questions.

Circulate among the triads and observe if anyone is having trouble or has a question.

Time management is important throughout each phase. Keep your eye on the clock.



## Role Play Time

### Role Play Time




**CONDUCT Role Play**  
*5 minutes*

**Show us what you've learned!**

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**P**  
**I**  
**N**



### Facilitator Time: 5 minutes

**Do:** Conduct the role play.

**Say:** *Time to role play. We will now spend five minutes conducting our role plays. Observers, please get your triad ready to begin. Start when ready.*

*I will announce when role play time is up.*

**Do:** Monitor each role play if you can. Try to determine if they are on track. If necessary, you may have to intervene and coach them a bit.

Allow up to an additional two minutes of role play time if needed.

### Notes Slide 88


**Do:** Answer any questions.

Circulate among the triads and observe their progress.

Time management is important throughout each phase. Keep your eye on the clock.

## Personal Reflection Time


Personal Reflection Time




P  
I  
N

PERSONAL REFLECTION

Quiet Please!



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### Facilitator Time: 3 minutes

**Do:** Conduct personal reflection time.

**Say:** *While the observers are finishing up their Observation Forms, role players, take a quiet moment to reflect on your experience acting out this scenario and be prepared to share your thoughts and feedback with your team. There is space provided in your participant manuals to write down your thoughts.*

**Do:** Monitor the classroom and allow up to three minutes for team members to prepare for the debrief.

### Notes Slide 89

**Do:** Answer any questions.

Circulate among the triads and observe if anyone is having trouble or has a question.

Time management is important throughout each phase. Keep your eye on the clock.

# Debrief Role Play Time

Debrief Role Play Time

DEBRIEF ROLE PLAY

5 minutes



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**Facilitator**  
**Time: 5 minutes**


- Do:** Conduct a debrief of the role play in triads.
- Say:** *Time to share what you observed and thought about your role plays. We are going to take five minutes for you to debrief within your triad. Most of the time should be spent with the observer sharing his or her feedback. Observers, use the questions on the Observation Form to guide the debrief.*
- Do:** Announce when there is one minute left. Stop the debriefing after five minutes.

**Notes**  
**Slide 90**

- Do:** Answer any questions.
- Circulate among the triads and observe how triads progress.
- Time management is important throughout each phase. Keep your eye on the clock.

## Debrief the Role Play Experience

### Debrief the Role Play Experience



- 1 What did you consider during the "P" –Pause?
- 2 What skills did you "I" –Identify?
- 3 What did you consider in "N" –Navigating a solution?
- 4 What colleagues from other departments in your facility do you think it would be important to engage in the Safety P.I.N.?

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#### Facilitator

**Time: 10 minutes**

**Do:** Conduct a full group debrief of the scenario.

**Say:** *You all have been working hard. I have observed a great deal of personal learning taking place. Let's take a few minutes and review what we have observed and learned through this scenario.*

**Ask:** *How do you all think this role play went?*

**Do:** Respond and discuss as appropriate.

Ask each question on the slide and allow two or three participants to respond to each question. Comment as appropriate.

#### Notes

**Slide 91**

**Do:** Answer any questions.

## And the Critical Question

And the Critical Question

How would the outcome be different if you didn't...?

P

PAUSE


I

IDENTIFY

N

NAVIGATE

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**Facilitator**  
**Time: 2 minutes**

**Say:** *Finally, our critical question.*

**Ask:** *How would the outcomes be different in this scenario if you didn't P. I. N.?*

**Do:** Call on as many participants to respond as time will allow. Comment as appropriate.

**Say:** *Job well done!*

**Do:** Round of applause for a job well done.

**Notes**  
**Slide 92**


**Do:** Answer any questions.

## Activity: Developing Another Scenario

### Activity: Developing Another Scenario

**Instructions**

1. Review the list on the chart.
2. Vote on another behavior to use to practice the Safety P.I.N. process.
3. Use the *Scenario Development Worksheet* in the participant manual and follow along as we develop a new scenario as a group.
4. Identify each role for the scenario developed and repeat the role play activity.



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### Facilitator

**Time: 25 minutes**

- Do:** Review the instructions on the slide.
- Say:** *We're going to use the same process in selecting a behavior and developing a scenario that we used for the first role play.*
- Ask:** *Are there any additional behaviors that you'd like to add to the list to practice using the Safety P.I.N.?*
- Do:** Respond and record as appropriate.
- Say:** *Let's vote on what scenario you would like to work with for this role play.*
- Do:** Have the group vote and develop the next role play scenario using the *Scenario Development Worksheet* together.
- After the last scenario role play is conducted, bring the two groups back together for a debrief of the day.

### Notes

**Slide 93**

- Do:** Show the chart that was used to select the first role play. Have participants vote on selecting another scenario.
- Repeat the scenario development and role play practice as many times as time allows.
- Be sure that each scenario incorporates new dynamics into the role play.
- \*\*Return to slide 87 and repeat the planning, role playing, reflecting, and debriefing activities with as many scenarios as time allows.\*\***

## Summary



Summary





**P**  
**I**  
**N**

What is your **key** learning  
takeaway from our session  
today?

Safety Matters: Relationships in Women's Facilities



### Facilitator

**Time: 20 minutes**

**Do:** Summarize the module.

**Say:** *Our last activity of the day is for us to take a few minutes and review what you are taking away from the skills workshop.*

*I would like each person to take a minute and reflect on a key piece of learning that they got today. Try to think of something that you are willing to try.*

**Do:** Try to get every participant to share a key learning point. Respond and affirm as appropriate.

**Say:** *Tomorrow we will continue to practice using the information you gather and consider when you (P)ause, and the skills you (I)dentify to (N)avigate every day in maintaining your professional relationships with inmates and managing constructive and destructive relationships among inmates.*

### Notes

**Slide 94**

All participants should be together in the main training room for this closing activity for the day.

**Do:** Answer any questions.





## Module 4: Welcome to Day 3!



### Safety Matters: Managing Relationships in Women's Facilities

#### Lab 4: Developing and Working with Common Scenarios



#### Facilitator

**Time: 12 minutes**

**Do:** Welcome participants to the final half day.

**Say:** *Hello, and welcome back for Lab 4. Hope you all got a good night's rest. Our final half day is all about providing more opportunities for you to apply the skills we've worked on for the past two days. Let's do a quick review of our key learnings from yesterday.*

**Ask:** *What concepts or practices stand out for you?*

**Do:** Call on volunteers. Take as many responses as possible. Provide affirmations for all the good work people have been doing.

**Say:** *In today's session we will continue to address and practice the skills that can help you to work effectively with woman inmates. As we did yesterday afternoon, you will participate in several practice sessions and discussions that are designed to support you in developing skills to use in your interactions with the inmate population.*

*Let's get started!*

#### Notes

**Slide 95**

**Do:** Organize and distribute all training materials needed for the day and place in the appropriate breakout rooms prior to participants arriving for the day.

Have main room and any breakout rooms equipped with needed AV and materials.

It is recommended to have all participants meet in the main training room in the morning to kickoff this lab. Switch up the groups from the previous day as well as the triads.

## Lab 4: Developing and Working with Common Scenarios Objectives

### Lab 4: Developing and Working with Common Scenarios Objectives

Participants will be able to:

- Create original scenarios depicting common behaviors exhibited by woman inmates that are related to relationships and may have PREA or disciplinary implications.
- Use the Safety P.I.N. to navigate a policy-aligned result with the inmate in the scenario.
- Demonstrate effective communication skills with the inmate in the scenario.

Safety Matters: Managing Relationships in Women's Facilities



#### Facilitator

**Time: 1 minute**

**Do:** Review the Lab 4 objectives.

**Say:** *Let's look at the objectives for this lab. These are the same objectives we had for yesterday's Lab 3. The main difference between today's lab and yesterday's is that today you will be developing the scenarios in your triads.*

*Today, you will do the following:*

- *Create original scenarios depicting common behaviors exhibited by woman inmates that are related to relationships and may have PREA or disciplinary implications in the facility.*
- *Use the Safety P.I.N. to navigate to a policy-aligned result with the inmate in the scenario.*
- *Demonstrate effective communication skills with the inmate in each scenario.*




#### Notes

**Slide 96**

**Do:** Answer any questions.

## Activity: Developing Your Scenario

### Activity: Developing Your Scenario



#### Instructions

1. As a group, let's review the list of behaviors exhibited by woman inmates from Lab 2 and identify additional behaviors that are related to relationships.
2. Vote on the behavior your triad would like to use to develop a scenario.
3. In your triad, develop a scenario based on the chosen behavior using the *Scenario Development Worksheet* in your participant manual.

Safety Matters: Managing Relationships in Women's Facilities



#### Facilitator

**Time: 10 minutes**

**Do:** Introduce the directions for the scenario development activity for this morning.

**Say:** *Yesterday we identified some common behaviors that we see among woman inmates that may have the potential to escalate to the level of a possible PREA violation or written report. Then, we developed scenarios that we used to practice using the Safety P.I.N. We're going to continue that process this morning.*

*Let's take a few minutes and brainstorm some additional behaviors we might want to examine today and explore how we might apply the P.I.N. process.*

**Do:** Conduct a brainstorm of additional possible scenarios with the group add them to the chart. Have participants rate the severity of each: mild, moderate, or severe.

**Say:** *Now that we have some additional options for common behaviors we might want to examine, I'll ask each group to decide which*

#### Notes

**Slide 97**

**Do:** Answer any questions.

Display the list of common behaviors chart that was used yesterday afternoon.

Ensure that each triad selects a different inmate behavior. Use the **Lab 3 and 4 Facilitator Guide for Scenario Development** in the *Module 4 Supplemental Materials* section to guide this activity.

*behavior that you'd like to work with to develop your own scenario.*

**Do:** Allow time for triads to pick the behavior they'd like to work with to develop a scenario.

**Say:** *Now, that we have our scenario behaviors identified, it's time to put on your creative hats and build scenarios describing the behaviors and any additional information we will need to do the role plays.*

## Scenario Development Time

### Scenario Development Time



**SCENARIO DEVELOPMENT**  
*20 minutes*

**Questions?**



**P**  
**I**  
**N**

Safety Matters: Managing Relationships in Women's Facilities



### Facilitator

**Time: 20 minutes**

**Say:** *Each group take some time to discuss the details of the scenario you are building using the Scenario Development Worksheet in your participant manuals.*

*Record the details of the scenario in your workbook or on a desktop stand for your triad to reference during the role play.*

**Do:** Begin the planning period. Monitor group work and coach or make suggestions as appropriate.

After about ten minutes working on the scenarios, remind the group to be transferring the information to paper or a desktop stand.

Call time on this activity after 20 minutes.

**Say:** *Let's move on with our scenarios.*



### Notes

**Slide 98**

**Do:** Answer any questions.

## Instructions for Role Play

### Instructions for Role Play



P

I

N

#### Activity

1. In your triad, identify who is the staff member, inmate, and observer.
2. Plan for your role.
  - Staff member and inmate: think about how you will play your role.
  - Observers: be familiar with the *Observation Form* and what to look for during the role play.
3. Conduct the role play.
4. Spend some time reflecting on the experience.
5. Debrief in your triad.
6. Participate in a large group debrief after the scenario.

Safety Matters: Managing Relationships in Women's Facilities



### Facilitator

**Time: 1 minute**

**Do:** Review the instructions for this lab.

**Say:** *In your triad, determine who will be the staff member, inmate, or observer for this scenario. The rest of the role play exercise mirrors the process we used yesterday.*

*Each of you will take some time to plan your role, conduct the role play, reflect on the experience, and debrief with your triad and the full group.*

**Ask:** *Are there any questions about this lab?*

**Do:** Respond as appropriate.

### Notes

**Slide 99**

**Do:** Answer any questions.

## Planning Time

### Planning Time



**Role Play PLANNING**  
*5 minutes*

**Questions?**

Safety Matters: Managing Relationships in Women's Facilities



**P**  
**I**  
**N**



### Facilitator

**Time: 5 minutes**

**Do:** Conduct the planning time.

**Say:** *Okay, you will now spend five minutes planning for your role. I will announce when time is up. If you have questions or need assistance, just raise your hand. I will be circulating among the triads as you plan.*

**Do:** Announce when there is one minute left. Stop the planning after five minutes.

### Notes

**Slide 100**

**Do:** Answer any questions.

Circulate among the triads and observe if anyone is having trouble or has a question.

Time management is important throughout each phase. Keep your eye on the clock.

## Role Play Time

### Role Play Time



**CONDUCT Role Play**  
*5 minutes*

**Show us what you've learned!**

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**P**

**I**

**N**



### Facilitator

**Time: 5 minutes**

**Do:** Conduct the role play.

**Say:** *Time to role play. We will now spend five minutes conducting our role plays. Observers, please get your triad ready to begin. Start when ready.*

*I will announce when role play time is up.*

**Do:** Monitor each role play if you can. Try to determine if they are on track. If necessary, you may have to intervene and coach them a bit.

Allow up to an additional two minutes of role play time if needed.

### Notes

**Slide 101**

**Do:** Answer any questions.


Circulate among the triads and observe their progress.

Time management is important throughout each phase. Keep your eye on the clock.



## Personal Reflection Time

### Personal Reflection Time




**PERSONAL REFLECTION**

**Quiet Please!**

**P**  
**I**  
**N**

Safety Matters: Managing Relationships in Women's Facilities



#### Facilitator Time: 3 minutes

**Do:** Conduct personal reflection time.

**Say:** *While the observers are finishing up their Observation Forms, role players, take a quiet moment to reflect on your experience acting out this scenario and be prepared to share your thoughts and feedback with your team. There is space provided in your participant manuals to write down your thoughts.*

**Do:** Monitor the classroom and allow up to three minutes for team members to prepare for the debrief.

#### Notes Slide 102

**Do:** Answer any questions.

Circulate among the triads and observe if anyone is having trouble or has a question.

Facilitate the triads in conducting the remaining role plays.

## Debrief Role Play Time

Debrief Role Play



DEBRIEF ROLE PLAY



P  
I  
N

Safety Matters: Managing Relationships in Women's Facilities



### Facilitator

**Time: 5 minutes**

**Do:** Conduct triad debrief of role plays.

**Say:** *Time to share what you observed and thought about your role plays. We are going to take five minutes and debrief. Most the time should be spent with the observer sharing his or her feedback. Observers, use the questions on the Observation Form to guide the debrief.*

**Do:** Announce when there is one minute left. Stop the debriefing after five minutes.

### Notes

**Slide 103**


**Do:** Answer any questions.

Circulate among the triads and observe how triads progress.

Time management is important throughout each phase. Keep your eye on the clock.

## Debrief the Role Play Experience

### Debrief the Role Play Experience



- 1 Briefly describe the scenario your triad developed.
- 2 What did you consider during the "P" –Pause?
- 3 What skills did you "I" –Identify?
- 4 What did you consider in "N" –Navigating a solution?

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#### Facilitator

**Time: 10 minutes**

**Do:** Conduct the debrief of the scenario experience. Provide affirmations for all the work done in both groups.

Ask each question on the slide and allow two or three participants to respond to each question. Comment as appropriate.

#### Notes



**Slide 104**

**Do:** Answer any questions.

Bring the two groups back together in the main training room after you debrief the final scenario.

## Activity: Selecting Another Behavior

### Activity: Selecting Another Behavior



**Activity**

1. Review the list on the chart.
2. Vote on another behavior to use to practice the Safety P.I.N. process.
3. Use the *Scenario Development Worksheet* in the participant manual and develop a new scenario in your triad.
4. Repeat the same process as before: role planning, role play, reflection, triad debrief, and large group debrief.

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**Facilitator**  
**Time: 5 minutes**

**Do:** Guide participants through the instructions on the slide for selecting another behavior and developing a new scenario. Ensure triads are working with different scenarios and switching roles.

**\*\*Return to slide 98 and allow participants up to twenty minutes to develop another scenario. Repeat the same process as before through slide 104 as many times as time will allow. \*\***

Bring the two groups back together in the main training room after you debrief the final scenario.

**Notes**  
**Slide 105**

**Do:** Answer any questions.

## Lab 3 and 4 Scenario Development Worksheet

Use the questions below to facilitate a discussion to create a scenario regarding a situation or interaction involving woman inmates and a staff member in a facility.

**Situation:** Select a common behavior and set the scene using the following questions.

- What is the behavior? What happened?
- Is it a PREA report or a rule violation?
- Where did this happen?
- What time of day? Which shift?
- Who else was around when this happened? Other staff? Other inmates?

**Staff member development:** Use the following questions to develop the staff member role.

- What is the gender of the staff member?
- What is the position of the staff member?
- How long has this staff member been in the women's facility? Length of time in corrections?
- Does the staff member have a history of boundary violations? If so, which boundary or boundaries?
- What is the perception of the staff member from other staff members? Inmates?
- Has the staff member had any recent personal stressors?

**Inmate development:** Use the following questions to develop the inmate role. Guide participants to use the information in their participant manuals from previous units to define this character.

- Who is the inmate?
- What was her pathway into the system?
- What did her life look like prior to incarceration?
- What are her family and social dynamics? Children? Single parent?
- What is her status within the facility?
- Has there been prior disciplinary action against this inmate? If so, what for?
- Does she have any trauma triggers? If so, what are they?
- Is there a history of any of the eight boundary issues?



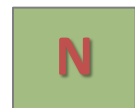
**The interaction:** Use the communication skills below that have been discussed and determine which skills the staff member should use in this situation.

- |                        |                              |
|------------------------|------------------------------|
| • Active listening     | • Bookend summary            |
| ▪ Open-ended questions | • Effective use of authority |
| ▪ Affirmations         | • De-escalation techniques   |
| • Reflective listening | • Amplified reflection       |
| • Summarizing          |                              |



**Resolving the situation:**

- What are some possible actions the officer should consider?
- What other professionals should be involved in or made aware of this situation?



## Lab 3 and 4 Role Play Observation Form

Observations during the role play:

1. What evidence did you see that the staff person used the Safety P.I.N. process?  
(Be as specific as possible.)

P:

I:

N:

2. What appears to be the staff person's professional concerns? Did the staff person use his or her authority effectively?

3. Did the staff person use effective communication skills? What skills did you observe him or her employ or try to employ? (Check all that apply.)

☐ Active listening

☐ Open-ended questions

☐ Affirmations

☐ Reflective listening

☐ Summarizing

☐ Bookend summary

4. What actions did the staff person take to address or resolve the situation? What impact did this interaction appear to have on the professional relationship between the staff and the inmate?

After the role play:

5. Beginning with the inmate, ask for his or her thoughts about how the interaction went. Ask both: What were your goal(s) and were they met? Why or why not? Ask for any suggestions either person might have for improving the effectiveness of the interaction.

6. Share your thoughts and observations with the role players.



## And the Critical Question

### And the Critical Question

How would the outcome be different if you didn't...?

P

PAUSE

I

IDENTIFY

N

NAVIGATE

Safety Matters: Managing Relationships in Women's Facilities



#### Facilitator

**Time:** 10 minutes

**Say:** *Welcome back, everyone. Before we wrap-up the full training, we'd like to take a few minutes and debrief all together on your experience with this lab from both groups.*

**Ask:** *How do you think the outcomes would have been different in each scenario that your triad developed if you didn't use the Safety P. I. N.?*

**Do:** Respond as appropriate.

**Ask:** *What's working for you with the P.I.N. process?*

*What challenges are you finding?*

**Do:** Respond as appropriate.

**Say:** *Job well done!*

**Do:** Coordinate a round of applause for the group effort.

#### Notes

**Slide 106**

**Do:** Answer any questions.



## Closure: Words Matter

### Closure: Words Matter

- The words you use either contribute to or detract from safety.
- The Safety P.I.N. provides a strategy to mobilize both your knowledge and your skills to promote safety.

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#### Facilitator

**Time: 2 minutes**

**Do:** Reinforce the idea that statements made to inmates matter in every context and that the training has given them key elements to consider and important strategies to use.

**Say:** *Throughout this whole training we have been emphasizing that what you do and how you do it matters.*

*How you communicate and interact can positively or negatively impact how physically, sexually, emotionally, and relationally safe staff and woman inmates feel.*

*The Safety P.I.N. provides a strategy for ensuring that you are considering all of the important information that we know about woman inmates in choosing your words and actions to promote safety of both staff and inmates.*

#### Notes

**Slide 107**

**Do:** Answer any questions.

## Closure: Safety P.I.N.

### Closure: Safety P.I.N.

**Key components for using the Safety P.I.N. include an understanding of:**

- Different forms of safety.
- The implications of PREA in women's facilities.
- Women's pathways into the system.
- The effects of trauma.
- Dynamics of relationships and interaction in women's facilities.
- The importance of appropriate boundaries and healthy relationships and the ways women's lives and survival skills shape their perspectives of these factors.
- Key communication skills, such as motivational interviewing, de-escalation, problem solving, and effective use of authority.



P

I

N

Safety Matters: Managing Relationships in Women's Facilities



#### **Facilitator**

**Time: 3 minutes**

**Do:** Review and refresh participants understanding of the Safety P.I.N process as a closing to the training.

**Say:** *As we have traveled through this training together we introduced you to the concept of the Safety P.I.N. process as a tool you can use in your daily work through an enhanced understanding of several key concepts.*

**Do:** Read through each point on the slide.  
Little, if any, comment should be made.

**Say:** *Now, let's think together about how we can really commit to communicating in a way that promotes safety and what messages we may want to send.*

#### **Notes**

**Slide 108**

**Do:** Answer any questions.

## Memorable Messages



Memorable Messages

P

I

N

### Putting It All Together!



*Let's take a stroll down memory lane...*

Safety Matters: Managing Relationships in Women's Facilities



### Facilitator

**Time: 25 minutes**

**Do:** Introduce memorable messages and the personal commitment activity.

**Say:** *As we continue our wrap up of the training, first we want to take a pause and do some personal reflection. To do this, I want you to think about yourself and your life experiences and some memorable messages that you've received through the years.*

*Write down the memorable message in the space provided in your participant manuals as we talk through each one. I will call on several of you to share.*

**Do:** Ask each question and allow about a minute for participants to respond in their participant manuals. Ask for volunteers to share their messages following each and comment as appropriate.

**Ask:** *What memorable messages did you receive as you were growing up that influenced you and have influenced your life?*


### Notes

**Slide 109**

**Do:** Answer any questions.

<p><i>From your family?</i> <i>From teachers?</i></p> <p><i>From early in your career?</i></p> <p><i>From your significant other or children?</i></p> <p><i>From your supervisors?</i></p> <p><b>Do:</b> Pass out an index card to each participant.</p> <p><b>Say:</b> <i>Now, I want you to think some more. I want you to think about the memorable messages you are sending to woman inmates in your daily work.</i></p> <p><b>Do:</b> Have them write a memorable message they will use with woman inmates on the front of the index card.</p> <p>Ask for a few volunteers to share their memorable message with the group. Comment to each as appropriate.</p> <p><b>Say:</b> <i>Let's move on, but hang on to the card with the memorable message you wrote to use with woman inmates. We will need it again in a few minutes.</i></p>	<p><b>Do:</b> Assist with passing out index cards to each participant.</p>
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## Commitment Statement



### Commitment Statement

P

I

N

What personal commitment are you willing to make to become more effective in working with the woman inmates in your facility?



## Can we "P.I.N." you?

Safety Matters: Managing Relationships in Women's Facilities



### Facilitator Time: 25 minutes

**Do:** Instruct participants to use the other side of their notecard for this activity. Continue to wrap up the training session by completing the commitment statements activity.

**Say:** *Before we conclude the training today, there is one final activity we want you to complete.*

*Please take a minute to consider all that you have learned during our sessions together. Consider your memorable messages as well.*

*We want you each of you to come up with a personal commitment statement that you can carry back to use in your work tomorrow. Make it a small change or at least a small step that you are reasonably sure you can accomplish.*

*When you come up with your statement I want you to write it down on the backside of the index card with your memorable message.*

### Notes Slide 110

**Do:** Answer any questions.

**Do:** Give the group three to five minutes to come up with commitment statements and write them on the index card.

**Say:** *I would like to take a few minutes and ask that you share your commitment statements with the group.*

**Ask:** *Who would like to share first?*

*Can We P.I.N. You?*

**Do:** Call on as many participants as possible. Preferably have everyone share his or her commitment statement. As each participant shares his or her commitment statement, give them a safety pin as a memento of their achievement and commitment to the Safety P.I.N. process.

Pass out training evaluations to participants.

Make closing comments.

**Do:** Have large safety pins available.

Assist with passing out safety pins to participants sharing their commitment statements.

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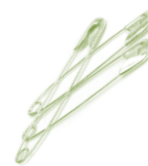


## Module 3 Facilitator Agenda

### Safety Matters: Managing Relationships in Women's Facilities

#### Module 3 Instructor-led Training

#### Facilitator Agenda



### Module 3: Managing Relationships in Women's Facilities: What Do We Do?

Prior to participant arrival, ensure the room set up is as desired, ensure all equipment is working properly, including audio and visual components, and be prepared for general housekeeping items to kick off the training, such as bathroom location, lunch options, parking instructions, etc.

8:00 – 8:30 AM	<b>Registration and Refreshments</b> <ul style="list-style-type: none"><li>• Distribute prepared materials, including agendas and tent cards.</li><li>• Ensure all intersession assignment materials are ready and uploaded for presentation.</li><li>• Mingle and greet participants as they arrive.</li></ul>						
8:30 – 9:00 AM	<b>Welcome, Introductions, and Overview of the Agenda</b> <ul style="list-style-type: none"><li>• Slides 1 and 2</li></ul>						
9:00 – 10:30 AM	<b>Intersession Assignment Presentations</b> <ul style="list-style-type: none"><li>• Slide 3</li><li>• Time teams at five minutes for each presentation</li><li>• Signal when less than one minute is left for each group.</li><li>• Allow a maximum of ten minutes for discussion following each presentation.</li></ul>						
10:30 – 11:30 AM*	<table><tr><td><b>Module 3</b><ul style="list-style-type: none"><li>• Slide 4 and 5</li><li>• Approximately five minutes</li></ul></td><td><b>Lead Facilitator:</b> _____</td></tr><tr><td colspan="2"><b>Unit 3.1: Using Your Safety P.I.N.</b><ul style="list-style-type: none"><li>• Slide 6 – 9</li><li>• <i>Resource: Unit 3.1 Using Your Safety P.I.N. Demonstration Scenario Script</i></li><li>• Approximately 20 minutes</li></ul></td></tr><tr><td colspan="2"><b>Unit 3.2: Trauma Triggers</b><ul style="list-style-type: none"><li>• Slide 10 - 14</li><li>• Approximately 25 minutes</li></ul></td></tr></table>	<b>Module 3</b> <ul style="list-style-type: none"><li>• Slide 4 and 5</li><li>• Approximately five minutes</li></ul>	<b>Lead Facilitator:</b> _____	<b>Unit 3.1: Using Your Safety P.I.N.</b> <ul style="list-style-type: none"><li>• Slide 6 – 9</li><li>• <i>Resource: Unit 3.1 Using Your Safety P.I.N. Demonstration Scenario Script</i></li><li>• Approximately 20 minutes</li></ul>		<b>Unit 3.2: Trauma Triggers</b> <ul style="list-style-type: none"><li>• Slide 10 - 14</li><li>• Approximately 25 minutes</li></ul>	
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<b>Unit 3.1: Using Your Safety P.I.N.</b> <ul style="list-style-type: none"><li>• Slide 6 – 9</li><li>• <i>Resource: Unit 3.1 Using Your Safety P.I.N. Demonstration Scenario Script</i></li><li>• Approximately 20 minutes</li></ul>							
<b>Unit 3.2: Trauma Triggers</b> <ul style="list-style-type: none"><li>• Slide 10 - 14</li><li>• Approximately 25 minutes</li></ul>							
11:30 – 12:30 PM	<b>Lunch Break</b>						

- Ensure all handouts and materials are organized and prepped for distribution.

12:30 - 1:45 PM

**Unit 3.3: Boundaries**

**Lead Facilitator:** \_\_\_\_\_

- Slide 15 – 21
- *Resource: Facilitator Guide: Common Boundary Issues Activity*
- Divide into teams of up to five participants.
- Distribute up to three worksheets per team.
- Debrief, at a minimum, boundary areas 2, 5, 10, 12, 15, and 18.
- Approximately 45 minutes

**Unit 3.4: Healthy Relationships**

- Slide 22 – 25
- *Resource: Ineffective and Inappropriate Staff Behaviors scenario cards*
- Up to six groups
- Cut and provide one card to each group
- Approximately 30 minutes

1:45 – 3:45 PM\*

**Unit 3.5: Effective Communication**

**Lead Facilitator:** \_\_\_\_\_

- Slide 26 – 40
- *Resource: Unit 3.5 Active Listening Scenario Script*
- *Resource: Unit 3.5 Reflective Listening Exercise Instructions*
- *Resource: Unit 3.5 Bookend Summary Worksheets*
- Approximately two hours

3:45 – 4:30 PM

**Unit 3.6: De-escalation Techniques**

**Lead Facilitator:** \_\_\_\_\_

- Slide 41 – 50
- Approximately 30 minutes

**Unit 3.7: Effective Use of Authority**

**Lead Facilitator:** \_\_\_\_\_

- Slide 51 – 54
- *Resource: Unit 3.5 Effective Use of Authority Scenario Script*
- Approximately ten minutes

4:30 – 5:00PM

**Wrap-up and Debrief**

- Slide 55 and 56
- Approximately 20 minutes

*\*Includes breaks as needed.*

## Module 3 Participant Agenda

### Safety Matters: Managing Relationships in Women's Facilities

#### *Module 3 Instructor-led Training*



Training Location  
City, State

***Date***

### Module 3: Managing Relationships in Women's Facilities: What Do We Do?

8:00 – 8:30 AM	Registration and Refreshments
8:30 – 9:00 AM	Welcome, Introductions, and Overview of the Agenda
9:00 – 10:30 AM	Intersession Assignment Presentations
10:30 – 11:30 AM*	Module 3 Unit 3.1: Using Your Safety P.I.N. Unit 3.2: Trauma Triggers
11:30 – 12:30 PM	Lunch Break
12:30 - 1:45 PM	Unit 3.3: Boundaries Unit 3.4: Healthy Relationships
1:45 – 3:45 PM*	Unit 3.5: Effective Communication
3:45 – 4:30 PM	Unit 3.6: De-escalation Techniques Unit 3.7: Effective Use of Authority
4:30 – 5:00PM	Wrap-up and Debrief

*\*Includes breaks as needed.*

## Module 4 Facilitator Agenda

### Safety Matters: Managing Relationships in Women's Facilities

#### Module 4 Instructor-led Training

#### Facilitator Agenda



### Module 4: Managing Relationships in Women's Facilities: How Do We Do It?

Prior to participant arrival, ensure the main training room and breakout room is set up as desired and ensure all equipment is working property, including audio and visual components.

- 8:30 – 9:00 AM      **Welcome, Review of Module 3, and Overview of Module 4 Labs**
- Slide 57 and 58
- 9:00 – 11:30 AM\*      **Lab 1: Survival Skills and Relationships**
- Slide 59 – 63
  - Facilitate as one large group
  - Approximately 30 minutes
  - Slide 64 – 72
  - Facilitate in two rooms with one facilitator in each room if using breakout rooms
  - *Resources:*
    - *Lab 1.1*
      - *Lab 1.1 Officer Smith Role Information*
      - *Lab 1.1 Inmate Kate Jones Role Information*
      - *Lab 1.1 Observer Synopsis*
    - *Lab 1.2*
      - *Lab 1.2 Officer Smith Role Information*
      - *Lab 1.2 Inmate Sue Green Role Information*
      - *Lab 1.2 Observer Synopsis*
    - *Lab 1.3*
      - *Lab 1.3 Counselor Patrick Role Information*
      - *Lab 1.3 Inmate Kate Jones Role Information*
      - *Lab 1.3 Observer Synopsis*
  - Approximately 1.5 hours
- 11:30 - 12:30 PM      **Lunch Break**
- 12:30 - 1:45 PM      **Lab 2: Discipline and Communication: Identifying Resources and Challenges**
- Slide 73 – 82
  - Large group facilitation. Not in breakout groups.
  - Approximately 1.25 hours

- 1:45 – 4:00 PM\*      **Lab 3: Discipline and Communication:  
Working with Common Behaviors**
- Slide 83 – 93
  - Return to breakout groups.
  - Resource: *Lab 3 and 4 Facilitator Guide for Scenario Development*
  - Repeat slides 87 through 92 for as many scenarios as time will allow.
  - Approximately two hours
- 4:00 – 4:30 PM      **Wrap-up and Debrief**
- Slide 94
  - Approximately 20 minutes

## Module 4: Lab 4

Ensure the breakout room is available for the time needed and that the room setup is as desired.

- 8:30 – 8:45 AM      **Welcome, Review of Labs 1 – 3, Overview of Lab 4**
- Slide 95 and 96
  - Facilitate with all participants. If using a breakout room, switch up the groups and triads from Lab 3.
  - Approximately 15 minutes
- 8:45 – 10:45 AM\*      **Lab 4: Discipline and Communication:  
Developing and Working with Common Scenarios**
- Slide 97 – 105
  - Facilitate in breakout rooms
  - Resource: *Lab 3 and 4 Facilitator Guide for Scenario Development*
  - Repeat slides 98 through 104 for as many scenarios as time will allow.
  - Approximately two hours
- 10:45 – 12:00 PM      **Lab Debrief, Closure Activity, Wrap-up, and Evaluations**
- Slide 106 – 110
  - Be prepared with notecards and safety pins
  - Approximately one hour

*\*Includes breaks as needed.*

## Module 4 Participant Agenda

### Safety Matters: Managing Relationships in Women's Facilities

#### Module 4 Instructor-led Training



Training Location  
City, State

***Date***

#### Module 4: Managing Relationships in Women's Facilities: How Do We Do It?

8:30 – 9:00 AM	Welcome, Review of Module 3, and Overview of Module 4 Labs
9:00 – 11:30 AM*	Lab 1: Survival Skills and Relationships
11:30 - 12:30 PM	Lunch Break
12:30 - 1:45 PM	Lab 2: Discipline and Communication: Identifying Resources and Challenges
1:45 – 4:00 PM*	Lab 3: Discipline and Communication: Working with Common Behaviors
4:00 – 4:30 PM	Wrap-up and Debrief

#### Module 4: Lab 4

8:30 – 8:45 AM	Welcome, Review of Labs 1 – 3, Overview of Lab 4
8:45 – 10:45 AM*	Lab 4: Discipline and Communication: Developing and Working with Common Scenarios
10:45 – 12:00 PM	Lab Debrief, Closure Activity, Wrap up, and Evaluations

*\*Include breaks as needed.*

# ILT Evaluation Toolkit

This evaluation toolkit contains all the necessary evaluation materials and instructions for trainers delivering the *Safety Matters: Managing Relationships in Women's Facilities* training. This toolkit provides a detailed description of all the evaluation activities, protocol, and instruments. It is important that all trainers become familiar with this toolkit.

This evaluation toolkit assumes the following:

- That all or part of the training can be delivered in a variety of different mediums, times, and places (i.e., virtual, instructor led, all at once, in segments, etc.).
- The trainer will upload the pre- and posttest into an online platform prior to the VILT.
- The trainer will provide paper copies of the pre- and posttest for all participants at the ILT.
- That the trainer has the basic skill set necessary to collect evaluation data and perform basic analyses that summarize the data.

The ILT toolkit includes the following documents:

- ILT Module 3 and 4 Pretest
- ILT Module 3 and 4 Posttest
- Participant's Evaluation of Training
- ILT Module 3 and 4 Answer Sheet

## ***Instructions for Trainers***

Prior to beginning the training and administering any instruments, encourage all training participants to participate in the evaluation and complete all evaluation instruments. To assist in this task, inform all training participants via email or in-person the following information:

- The purpose of the evaluation is to assist the agency in learning more about the effectiveness of this training program and ways to improve it.
- Scores on tests do not affect certification for completion of the course.
- None of the forms are expected to take more than 15 minutes to complete.
- All pre- and posttests are designed to be closed-book.

Once the above-mentioned introductory remarks are made, the trainer can begin evaluation activities, which include the following:

1. Ensure that all training participants understand the instructions and are given enough time to complete each of the required evaluation instruments.
2. If a participant asks a question regarding the specific content of an item on an evaluation instrument, any clarifying remarks should be made to all training participants.
3. Fill out the Evaluation Checklist.
4. Review the pre- and post- test scores. Enter the results from the pre- and post-test onto the Scorecard template provided. At trainer discretion for preferred system of recording scores.
5. Review and record the Participant Evaluation of Training forms.
6. Once recorded, discard all paper copies as necessary.
7. Disseminate results to appropriate authorities.

### ***VILT Evaluation Checklist***

Use the Evaluation Checklist for guidance and tracking of the administration of all required instruments. It details the instruments required, options for administering, and space for marking the date and number disseminated as well as the number of responses collected.

<b>Form</b>	<b>When to Administer</b>	<b>Date Sent</b>	<b>Number Sent</b>	<b>Number Collected</b>
ILT Module 3 and 4 Pretest  <i>Allow up to 15 minutes.</i>	Prior to the start of the ILT. <ul style="list-style-type: none"> <li>Remind participants that the pre-test is closed book.</li> </ul>			
ILT Module 3 and 4 Posttest  <i>Allow up to 15 minutes.</i>	Immediately following the ILT. <ul style="list-style-type: none"> <li>Remind participants that the pre-test is closed book.</li> </ul>			
Participant's Evaluation of Training  <i>Allow up to 10 minutes.</i>	Immediately following the ILT Posttest.			



## Scorecard Template

	Participant Name <i>Last, First</i>	VILT Pre	VILT Post	ILT Pre	ILT Post
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
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26					
27					
28					
29					
30					

## ILT Module 3 and 4 Pretest

### Safety Matters: Managing Relationships in Women's Facilities

#### Module 3 and 4 Instructor-led Training

#### Pre-Test



Name: \_\_\_\_\_

1. **Which of the following is not an effective way of using authority?**
  - a. Raising your voice to make sure the inmate hears you
  - b. Explaining why a certain behavior is inappropriate
  - c. Providing an ultimatum to reinforce the importance of the rule
  - d. Both a and c
2. **When setting boundaries to distinguish acceptable and unacceptable behavior, it is best to:**
  - a. Rely solely on agency policy and procedure
  - b. Base it on individual treatment needs
  - c. Focus on common sense notions of ethically appropriate professional behavior
  - d. Rely on guidance from the Prison Rape Elimination Act
3. **If you find yourself in a power struggle with an inmate, it is best to:**
  - a. Call for staff assistance
  - b. Discontinue the interaction
  - c. Order the inmate to comply
  - d. Use problem-oriented de-escalation
4. **Active listening is characterized by all of the following, EXCEPT \_\_\_\_.**
  - a. Reading between the lines
  - b. Preparing follow-up questions
  - c. Paying attention to body language
  - d. Demonstrating active body language
5. **Which of the following is an example of a professional boundary that is needed to create a facility that is sexually safe?**
  - a. Clothing: Staff wearing clothing that projects a professional image
  - b. Place: Staff not contacting an inmate or their family outside of the facility
  - c. Language: Staff referring to inmates by using surnames, such as Ms. Note
  - d. All the above
6. **Techniques to avoid power struggles with inmates include all of the following EXCEPT:**
  - a. Offering choices
  - b. Using reflective listening
  - c. Taking a time out for yourself
  - d. Reaffirming rules

- 7. Shifting focus, reframing, and agreement with a twist are \_\_\_\_.**
- a. Inmate denial and avoidance tactics
  - b. Motivational interviewing techniques
  - c. De-escalation techniques
  - d. Both b and c
- 8. In the three-step communication approach called "Safety P.I.N.," What does the P stand for?**
- a. Plan – plan your next steps
  - b. Pause – take a moment to consider what you know about woman inmates and safety
  - c. Placate – say what you need to in order to calm the inmate down
  - d. Persuade – convince the inmate that you are right
  - e. I have no idea what P.I.N. stands for
- 9. In the three-step communication approach called "Safety P.I.N.," What does the I stand for?**
- a. Intimidate – threaten the inmate until they comply
  - b. Investigate – determine what happened
  - c. Identify – consider the skills you could use to address the situation
  - d. Inform – make sure the inmate is clear on the rules
  - e. I have no idea what P.I.N. stands for
- 10. In the three-step communication approach called "Safety P.I.N.," What does the N stand for?**
- a. Navigate – select the skills identified to work toward a solution
  - b. Notify – tell your supervisor what is going on
  - c. Narrate – describe the rules in detail to the inmate
  - d. Name – clearly name the problem at hand
  - e. I have no idea what P.I.N. stands for
- 11. Verbal communication is most effective when you \_\_\_\_.**
- a. Are clear and specific about what you want to communicate
  - b. Focus on the behavior or attitude as problematic not the person
  - c. Don't use technical language
  - d. All the above
- 12. The four basic skills of motivational interviewing are known as "OARS," which stands for:**
- a. Open-ended questions, affirmations, reflective listening, and summarizing
  - b. Open ended questions, affirmations, rotation, and streamlining
  - c. Over-communicating, allying, reflective listening and summarizing
  - d. Over-communicating, affirmations, reflective listening, and standing by

## ILT Module 3 and 4 Posttest

### Safety Matters: Managing Relationships in Women's Facilities

#### Module 3 and 4 Instructor-led Training

#### Post-test



Name: \_\_\_\_\_

1. **Which of the following is not an effective way of using authority?**
  - a. Raising your voice to make sure the inmate hears you
  - b. Explaining why a certain behavior is inappropriate
  - c. Providing an ultimatum to reinforce the importance of the rule
  - d. Both a and c
2. **When setting boundaries to distinguish acceptable and unacceptable behavior, it is best to:**
  - a. Rely solely on agency policy and procedure
  - b. Base it on individual treatment needs
  - c. Focus on common sense notions of ethically appropriate professional behavior
  - d. Rely on guidance from the Prison Rape Elimination Act
3. **If you find yourself in a power struggle with an inmate, it is best to:**
  - a. Call for staff assistance
  - b. Discontinue the interaction
  - c. Order the inmate to comply
  - d. Use problem-oriented de-escalation
4. **Active listening is characterized by all of the following, EXCEPT \_\_\_\_.**
  - a. Reading between the lines
  - b. Preparing follow-up questions
  - c. Paying attention to body language
  - d. Demonstrating active body language
5. **Which of the following is an example of a professional boundary that is needed to create a facility that is sexually safe?**
  - a. Clothing: Staff wearing clothing that projects a professional image
  - b. Place: Staff not contacting an inmate or their family outside of the facility
  - c. Language: Staff referring to inmates by using surnames, such as Ms. Note
  - d. All the above
6. **Techniques to avoid power struggles with inmates include all of the following EXCEPT:**
  - a. Offering choices
  - b. Using reflective listening
  - c. Taking a time out for yourself
  - d. Reaffirming rules

- 7. Shifting focus, reframing, and agreement with a twist are \_\_\_\_.**
- Inmate denial and avoidance tactics
  - Motivational interviewing techniques
  - De-escalation techniques
  - Both b and c
- 8. In the three-step communication approach called "Safety P.I.N.," What does the P stand for?**
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  - Pause – take a moment to consider what you know about woman inmates and safety
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  - Notify – tell your supervisor what is going on
  - Narrate – describe the rules in detail to the inmate
  - Name – clearly name the problem at hand
  - I have no idea what P.I.N. stands for
- 11. Verbal communication is most effective when you \_\_\_\_.**
- Are clear and specific about what you want to communicate
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  - Don't use technical language
  - All the above
- 12. The four basic skills of motivational interviewing are known as "OARS," which stands for:**
- Open-ended questions, affirmations, reflective listening, and summarizing
  - Open ended questions, affirmations, rotation, and streamlining
  - Over-communicating, allying, reflective listening and summarizing
  - Over-communicating, affirmations, reflective listening, and standing by

## ILT Module 3 and 4 Answer Sheet

Question	Answer
1. Which of the following is not an effective way of using authority?	D. Both A and C
2. When setting boundaries to distinguish acceptable and unacceptable behavior, it is best to:	C. Focus on common sense notions of ethically appropriate professional behavior
3. If you find yourself in a power struggle with an inmate, it is best to:	B. Discontinue the interaction
4. Active listening is characterized by all of the following, EXCEPT ____.	B. Preparing follow-up questions
5. Which of the following is an example of a professional boundary that is needed to create a facility that is sexually safe?	D. All the above
6. Techniques to avoid power struggles with inmates include all of the following EXCEPT:	D. Reaffirming rules
7. Shifting focus, reframing, and agreement with a twist are ____.	D. Both A and C
8. In the three-step communication approach called "Safety P.I.N.," What does the P stand for?	B. Pause—take a moment to take in all of the information and consider what you know about woman inmates and sexual safety
9. In the three-step communication approach called "Safety P.I.N.," What does the I stand for?	C. Identify—consider the skills you could use to address the situation
10. In the three-step communication approach called "Safety P.I.N.," What does the N stand for?	A. Navigate—select among the skills you have identified as potentially useful to work toward a solution
11. Verbal communication is most effective when you ____.	D. All the above
12. The four basic skills of motivational interviewing are known as "OARS," which stands for:	A. Open-ended questions, affirmations, reflective listening, and summarizing