Safety Matters: Managing Relationships in Women's Facilities

National Institute of Corrections

Supplementary Resources

Safety Matters

Managing Relationships in Women's Facilities

Participant Manual

Session 1 and 2

Session 1: VILT Modules 1 and 2

Session 2: ILT Modules 3 and 4

Online and Onsite Training Material

THE MOSS GROUP, INC.
Experienced Practitioners Committed to Excellence in Correctional Practice

Acknowledgements

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We wish to extend gratitude to the following project team:

- Maureen Buell, NIC Program Manager
- Andie Moss, TMG President
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Welcome to *Safety Matters: Managing Relationship in Women's Facilities*!

We are pleased that you will be participating in this blended curriculum to explore tools and skills you can use to address sexual safety, and other forms of safety, in women's correctional facilities. Research and experience tells us that women behave differently than men in a correctional environment. Most notably, woman inmates tend to be more relational. This curriculum will equip staff with the knowledge base and skill set to address relationships in women's facilities and the unique challenges they present to facility operations, communication, and institutional culture.

This curriculum is designed in two sessions: session one is a synchronous online learning platform known as a Virtual Instructor-Led Training or a VILT; session two is a traditional classroom-based learning known as Instructor-Led Training or an ILT.

Guided by research and best practice, both interactive sessions will assist you in your daily work to support safety in women's facilities by:

1) Building upon foundational training in gender-responsive practice, motivational interviewing skills, and Prison Rape Elimination Act (PREA) knowledge
2) Examining the intent and practical implementation of PREA standards specific to women's relationships while incarcerated
3) Exploring the key dynamics of women's behavior and relationships while incarcerated
4) Embracing the importance of institutional culture
5) Practicing skills to intervene effectively and mitigate inappropriate inmate sexual relationships and conflicts

This participant manual is intended as a reference guide for you to use through both training sessions. Use this guide to follow along with the facilitators and take notes in the space provided. The manual is yours to keep as reference during the training and after in your daily work.

Thank you for your commitment to the field and your dedication to enhancing safety in correctional environments.

Enjoy the training!

Best regards,

The National Institute of Corrections
and The Moss Group, Inc.

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Managing Relationships in Women's Facilities

Session 1

Module 1: What Do We Know?

Module 2: What Do We See?

Online Training Material

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Module 1: What Do We Know?

Early Arrival Activity

- How would you rate the level of effective communication between staff and inmates in your facility?

Low   High

Effective Communication Scale

❖ **Facilitator Introductions**
- Facilitator's name:

    ▪ Position and work location:

    ▪ Facilitator one experience with woman inmates:

- Facilitator's name:

    ▪ Position and work location:

    ▪ Facilitator two experience with woman inmates:

Getting to Know You
- Name and position:

- How long have you worked with woman inmates?

- What is your favorite breakfast cereal?

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Respectful Communication

- How much does respectful communication with the inmates matter?

<-->

0
Not at all

100
A lot

❖ Module 1 Objectives

- Define forms of institutional safety—sexual, emotional, physical, and relational—and common gender-responsive terms

- Identify components of a sexually safe culture

- Understand safety and the implications for women's facilities

- Discuss the research findings that support gender-responsive and trauma-informed practice

- Describe the benefits of professionally addressing relationships in women's facilities to enhance sexual safety

Unit 1.1 PREA and Sexual Safety

❖ **Broader Definition of Safety**
- Consider a broader definition of "safety" to include

  - Physical

  - Sexual

  - Emotional

  - Relational

❖ **PREA**
- Early lawsuits enhance awareness

- Increased media attention

- Advocacy groups become more involved

- Creation of new framework to understand sexual abuse

- Early versions of PREA language written largely by advocacy groups

- PREA enacted, 2003

- Provides correctional agencies with a framework for the prevention, detection, and response to sexual abuse and harassment

- Focuses implementing standards of practice to support sexual safety in correctional institutions

- Intended to eliminate sexual abuse in confinement

❖ **Definition of Key Terms**
- Sexual Abuse

- Sexual Harassment

- Staff Sexual Misconduct

- Voyeurism

❖ **Consent vs. Coercion**
- Consent: to permit, approve or agree, comply, or yield

- Coercion: use of force or intimidation to obtain compliance

❖ **Safety in Women's Facilities**
- Creating a safe environment for women is key to good operational practice.

  ▪ More effective and efficient use of resources

  ▪ Safer environment for staff and volunteers

  ▪ Fewer grounds for inmate litigation

  ▪ Greater success for inmates upon release

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❖ **PREA Standards with Implications in Women's Facilities**

- § 115.13 Supervision and monitoring

- § 115.15 Limits to cross-gender viewing and searches

- § 115.21 Evidence protocol and forensic medical exams

- § 115.31 Employee training

- § 115.33 Inmate education

- § 115.34 Specialized training: investigations

- § 115.35 Specialized training: medical and mental health care

- § 115.41 Screening for risk of victimization and abusiveness

- § 115.42 Use of screening information

- § 115.51 Inmate reporting

- § 115.53 Inmate access to outside confidential support services

- § 115.64 Staff first responder duties

- § 115.71 Criminal and administrative agency investigations

- § 115.77 Disciplinary sanctions for inmates

- § 115.82 Access to emergency medical and mental health services

- § 115.83 Ongoing medical and mental healthcare for sexual abuse victims and abusers

- § 115.87 Data collection

Poll Question #1

- My agency considers the effect of the gender of inmates on the implementation of PREA.

  A. Yes
  B. No

WHAT DO
YOU THINK?

Unit 1.2 Sexual Safety and Gender-responsive Practice: Understanding the Context

❖ **Population**
- Over the past decades, women have represented five and seven percent of the total U.S. prison population

- While their numbers are small relative to the male prison population, the **rate** of increase in the population of woman inmates has outpaced that of the men

- Reasons for this increase typically concern legal penalties and punitive response to drug use

❖ **Characteristics of Woman Inmates**
- Disproportionately women of color

- Early- to mid- thirties

- Most likely convicted of a non-violent crime

- Fragmented families

- Survivors of physical or sexual abuse as children or adults

- Significant substance abuse issues

- Multiple physical and mental health problems

- Primary caregivers to minor children

- High school graduates or GED; limited vocational training and work histories

❖ **Pathways Perspective**
- Focuses on a holistic view of women's lives and women's voices

- Examines the specific life course events that place women at risk for offending

- Explores increased risk for abuse, violence, and single parent responsibilities based on gender

- Combines concepts of social context and personal choice

❖ **Components of Pathways**
- Economic and social marginality

- Substance abuse

- Dysfunctional relationships

- Histories of physical and sexual victimization

- Mental illness

- Homelessness

❖ **Response to Supervision**
- Women respond differently to correctional supervision than men

Poll Question #2
- The profile of women we have been discussing includes similar characteristics to the population in my facility.

  A. Yes
  B. No

WHAT DO
YOU THINK?

Unit 1.3 Gender-responsive Practice

❖ **Gender Responsiveness**
  - **Gender Responsive:** Creating an environment through site selection, staff selection, program development, content, and material that reflects an understanding of the realities of women's lives and addresses the issues of participants[1]

❖ **Trauma-informed Approaches**
  - Trauma is "the experience of situations or events that are shocking, terrifying, or overwhelming resulting in intense feelings or fear, horror, or helplessness…[2]"

  - Women with co-occurring trauma and mental health problems have a more difficult time adjusting to prison and incur more misconducts[3]

  - Traumatic experiences cause chemical and structural changes in the brain[4]

❖ **Trauma and The Brain**
  - Notes:

❖ **Strengths-based Approaches**
  - A key feature of gender-responsive practices is its emphasis on a strengths-based approach to treatment and skill building

  - A strengths-based approach reframes maladaptive behaviors in the context of survival skills. It also focuses on empowering women to solve their own problems and take control of their own lives

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[1] Bloom and Covington, 2000
[2] Gillece, 2009
[3] NRCJIW, 2011
[4] Bloom, Owen, and Covington, 2005

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❖ Gender-responsive Programming

- Programming addressing[5]

  - Criminal behavior

  - Substance abuse

  - Healthy relationships

  - Violence and trauma

  - Work and life skills

- Meaningful activities and programs reduce[6]

  - Boredom

  - Lack of economic resources and opportunities

  - Resulting conflict

<div style="float:right; border:1px dashed; padding:1em;">

*Critical
to the success of
women upon
release*

</div>

<div style="float:right; padding:1em;">

*Reduces
the likelihood of
sexual incidents
within facilities*

</div>

❖ Programming and Sexual Safety

- Gender-responsive programs are critical to sexual safety

  - Give women productive ways to use their time and thus enhance safety

  - Provide needed information and skills specific to the needs of women

✓ Healthy relationships

✓ Trauma recovery

Poll Question #3

- Our agency has implemented gender-responsive programs with:

  A. A full commitment
  B. A plan in place, but not implemented
  C. Some discussion
  D. Little attention

WHAT DO
YOU THINK?

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[5] Muscat, 2008
[6] McNabb, 2008

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❖ **Staff Perspectives**
- What do we think?

- *"With hundreds of women, there is a lot of talk about who is coupling with who. I see it that [when working with woman inmates], you have friendships and then you have sex."*

- *"I see that any form of sexual contact as a threat. Whether it is observing, watching a female inmate from afar is abuse. Because the women here have been involved in sex since infancy—from incest to rape to prostitution— they do not know what is a healthy sex life beyond that. The charges [against the staff] have been minimized because of the consensual issues. But I feel that if an act is happening in this prison, it is unacceptable behavior. Safety is critical in a female environment."*

- *"When I first came here, I was told that anything that goes wrong here can be traced back to an inappropriate relationship. Fighting, stealing—it all goes back to these relationships."*

- *"Women engage in such sexual activity here because of a history of previous abuse and sexual misconduct and are unaware of healthy sexual behavior. Most of the women have been victims; not just in prison but on the outside, also. Most women have been victims, and they think that it's OK [to be sexually assaulted or abused]."*

- *"Staff sexual misconduct involves using power to get what the staff member wants. We are supposed to be taking care of the inmates, not hurting them."*

- *"We have to change attitudes. The assumption is always "What did she do?" or "She is seductive." It is unfair to pin this on women. Sexual misconduct feeds on the stereotype of the woman inmate."*

❖ **Research**
  - BJS National Prison Rape Statistics Program

    - National Inmate Survey

    - Administrative records of reported sexual violence

    - Interviews with former inmates

  - Women were more likely to experience inmate-on-inmate victimization than men.

  - For inmates overall, men and women, sexual victimization in prison and jails was not a common experience.

  - In women's facilities, inmate-to-inmate sexual victimization was more common than staff-to-inmate victimization.

  - In addition to varying by gender, self-reports of victimization also varied by race, education, sexual orientation, and experience of sexual victimization.

  - Female victims of staff sexual assault were less likely to report incidents that involved no pressure or force.

  - In prisons and jails, female inmates were less likely than males to have multiple perpetrators.

  - Of those inmates who reported staff sexual misconduct, over 80 percent said they were pressured in some way by staff to engage in sexual activity.

❖ **Gendered Violence Study Findings**
  - Violence among female inmates occurred on a continuum:

    - Verbal conflict and intimidation was at the low end, with homicide occurring rarely at the most serious end of the continuum.

  - Some types of violence are particular to women's facilities and necessitates gender-responsive definitions, policies, and responses.

  - Violence occurs in women's facilities, but is not a dominant feature of daily prison life.

  - A lack of treatment for past trauma can lead to increased violence in women's facilities.

Unit 1.4 The Effect of Gender on Sexual Safety

❖ **The Effect of Gender on Sexual Safety**
- Safety and violence have different meanings for men and women in correctional settings.

- Violence in women's facilities necessitates a gender-responsive and trauma-informed approach.

- Sexual victimization is underreported due to the repercussions associated with reporting the abuse.

Poll Question #4
- In my agency, I believe sexual abuse or sexual harassment is reported:

  A. All of the time
  B. Most of the time
  C. About half the time
  D. Rarely
  E. Never

  WHAT DO
  YOU THINK?

❖ **Focus on Sexual Safety**
- Individuals who have been sexually victimized in the past are more likely than others to be victimized[7]

- A majority of sexual victimization in prison (55-80 percent) is perpetrated by other inmates, officers, and staff against inmates[8]

- Context for sexual violence is shaped by relationships prior to victimization, the cultural and subculture factors of women's facilities, and the implication for staff sexual misconduct[9]

- Sexual harassment as well as standard correctional procedures can trigger and re-traumatize women who have experienced abuse[10]

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[7] Wells, Owens, and Parsons, 2013
[8] Ibid.
[9] Owen, 2011.
[10] Bloom, Owen, and Covington, 2005.

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Activity: Chat

- Share one way you believe staff behavior could jeopardize sexual safety in women's facilities

- Share one way you believe staff behavior could enhance sexual safety in women's facilities

Unit 1.5 How Do We Create a Culture of Sexual Safety?

❖ **On the Job**

- Staff members, policy, and practice play a critical role in creating the potential for sexual violence and conflict; we also have the potential to prevent these things from occurring.

❖ **Cultural Norms May Get in the Way**

- Examples may include

  - Code of silence

  - Ignoring abusive staff behaviors

  - Trusting only staff

  - Conducting investigations in a way that does not acknowledge the unique dynamics of sexual abuse and harassment in a confinement setting and gender

  - Incomplete or confusing policy

  - Sexualized environment, e.g., inappropriate jokes, sexual relationships, and sexualized language

  - Little discussion of the prevention, detection, and response to sexual harassment and sexual abuse

Activity: What is a Sexually Safe Culture?

- List the important elements you think need to be in place to create and sustain a culture of sexual safety in your facility.

(When you are done, find the column on the slide that corresponds with the first letter of your last name and use the text tool to type one or two factors you came up with.)

❖ **Sexually Safe Culture**[11]

- Creating a sexually safe culture involves addressing multiple organizational, environmental, and individual factors

- Prevention is the foundation of a gender-responsive interpretation of PREA

- A sexually safe culture requires a collaborative approach between facility staff, inmates, inmates' family and friends, community partners, and community members

- Addressing relationships between women and staff have clear correctional responses

- Living units and facilities must have zero tolerance policies for all forms of abuse

- Rehabilitative programming and trauma-informed approaches to custody support sexually safe environments by providing constructive activities, enhancing self-efficacy, and addressing women's pathways to crime

- Universal precautions must be in place to ensure that correctional environments do not reenact women's patterns of earlier life[12]

- Correctional environments must address substance abuse, trauma, and mental health in an integrated, comprehensive, and culturally relevant way[13]

- All correctional staff who work with women must adhere to evidence-based, gender-responsive principles to achieve the best results[14]

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[11] Owen, 2011
[12] Bloom, Owen, and Covington, 2005.
[13] Ibid.
[14] NCRJIW, 2011.

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Unit 1.6 Benefits of Creating a Culture of Sexual Safety

Activity: Benefits of a Sexually Safe Culture
- Share your ideas of what benefits a sexually safe culture would have on **staff.**

- Share your ideas of what benefits a sexually safe culture would have on **inmates.**

❖ **Benefits of a Sexually Safe Culture**
- Benefits may include the following

    ▪ Reduced liability exposure related to sexual assault litigation

    ▪ Reduced prison costs in administration, medical, and mental health

    ▪ Safer environment for staff and inmates

    ▪ Protects *public health* from sexually transmitted diseases inmates may contract in prison

    ▪ Protects *public safety* by releasing inmates into the community who have not been sexually assaulted in prison
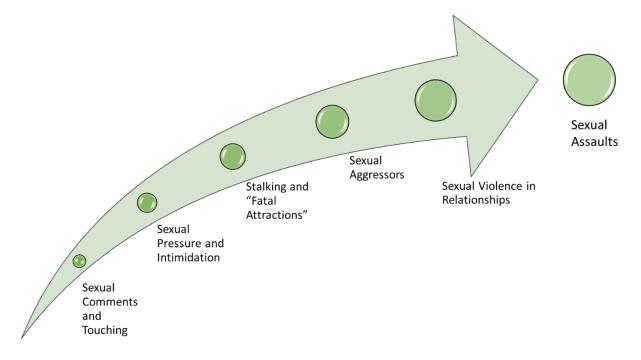
Module 2: What Do We See?

❖ **Module 2 Objectives**

- Identify dynamics of sexual abuse and harassment in women's facilities, including inmate-to-inmate and inmate-to-staff interactions

- Discuss site specific application of terms and definitions, including unique legal or statutory obligations

- Define the roles of staff in maintaining safety in women's facilities

- Define types of inmate relations and their effect on facility safety

Unit 2.1 Dynamics of Sexual Abuse and Sexual Harassment

❖ **Dynamics of Inmate-to-Inmate Sexual Violence[15]**

- Sexual Comments and Touching
- Sexual Pressure and Intimidation
- Stalking and "Fatal Attractions"
- Sexual Aggressors
- Sexual Violence in Relationships
- Sexual Assaults

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[15] Owen, B., Wells, J., Pollock, J., Muscat, B., & Torres, S. (2008).
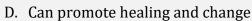
Unit 2.2 Inmate Relationships and Facility Safety

❖ **Inmate Relationships and Facility Safety**
- Woman inmate relationships

  ▪ Promote healing and change

  ▪ Often close and personal[16]

  ▪ At times, negative and a component of survival[17]

  ▪ Intensely emotional, creating major challenges for staff

  ▪ Woman inmates tend to be more nurturing and physical in their interactions with other inmates

  ▪ Woman inmates are likely to show outward concern for another inmate that has problems

  ▪ Problems arise when inmates become co-dependent, are involved in sexual behavior, and commit infractions to be together

- In some women's facilities, inmates create "pseudo families," which can be complex family structures

- Prison families are based on close emotional and physical relationships between women that are expected to function as a family would in the community

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Poll Question #5
- Inmates often forge close relationships in a facility. Which of the following are true about these relationships in a facility?

    A. Promote order and stability
    B. Pose a threat to the sexual safety of staff and inmates
    C. Require staff to identify and respond appropriately to the behaviors that constitute a rule violation and those that don't
    D. Can promote healing and change
    E. All are true

WHAT DO
YOU THINK?

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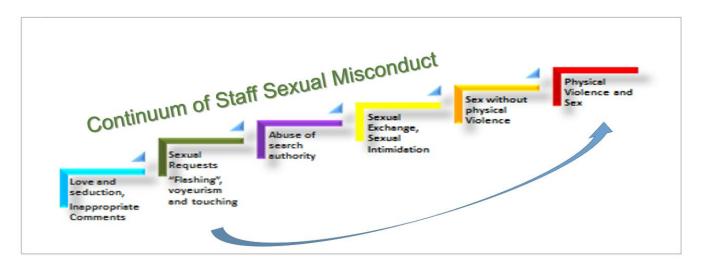
[16] Owen, 2014
[17] The Moss Group Assessment

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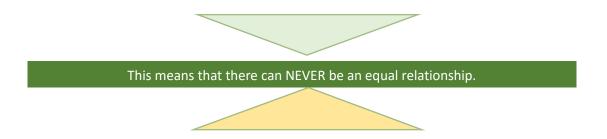
❖ Staff Sexual Misconduct

OWEN, WELLS & POLLOCK, 2006

❖ Strategies for Prevention

- Staff and Inmates: Always an Unequal Relationship

    - Correctional staff are in a powerful position of authority over inmates

This means that there can NEVER be an equal relationship.

    - And, therefore, inmates cannot legally consent to sexual interactions

❖ **Red Flags[18]**

- Staff must be aware of possible red flags that indicate that an inmate has been sexually assaulted or is in fear of being sexually assaulted

- Red flags include, but are not limited to the following:
  - Isolation

  - Depression

  - Lashing out at others

  - Refusing to shower

  - Suicidal thoughts or actions

  - Seeking protective custody

  - Refusing to leave an empty cell

  - Refusing to enter an occupied cell or transport vehicle

- The inmate
  - Spending time with a particular staff member

  - Changes in personal appearance

  - Using staff member's first name

  - Too much personal knowledge about staff

  - Increased status on the unit

  - Asking questions about specific staff members

  - Unexplained money on the books

  - Isolating self or avoiding particular staff

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[18] The Moss Group, 2011

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- The staff member
  - Spending time with a particular inmate

  - Calling out an inmate at odd times

  - Defending or interceding for an inmate on her behalf

  - Working overtime

  - Drop in work performance

  - Changes in appearance

  - Personal problems or life changes

  - Taking breaks or hanging out where inmate is

  - Inmate's family calling to speak with specific staff member

- The environment
  - Increased fights on a unit

  - Other inmates separating from one another

  - Inmates wanting to talk to staff alone

  - Other staff staying away from specific staff members

  - Increases in housing change requests

  - Increased contraband

  - Unusual contraband

  - Flirtatious or sexualized conversations between staff, especially in front of inmates

❖ **Focus on Sexual Safety**

- The most common form of staff sexual misconduct is disrespectful, overly familiar, or threatening sexual comments.[19]

Words Matter!

❖ **Staff Sexual Misconduct**

- Lack of professionalism of staff, such as sexual innuendos, etc., affects an inmate's trust in the system as well as her willingness to report, which, in turn, impacts sexual safety.

You Make the Difference!

❖ **Use Your Safety P.I.N.**

- Three-step approach for using communication skills to enhance safety

Safety

P	I	N
PAUSE	**IDENTIFY**	**NAVIGATE**

Summary

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

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[19] Wells, Owen, and Parson, 2013.

Next Steps: ILT Logistics

- Date:

- Time:

- Location:

- Additional details:

❖ Next Steps: Intersession Assignment
- In your team:
  - Prepare a three- to five-minute presentation (PowerPoint optional), that includes the following:
    a. A summary of the key information from the assigned section of the literature review
    b. How the information from the assigned section influences or affects your work with woman inmates

- Conduct your presentation at the beginning on the ILT

- Each team member must participate in the preparation or presentation

Intersession Group Assignment
- Group number:

- Assigned topic:

- Team members:

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Intersession Assignment: Literature Review

The literature review for the intersession assignment was prepared for The Moss Group in July 2014 by Barbara Owen, Joycelyn Pollock, James Wells, and Jennifer Leahy. The information below provides an introduction to the overall literature review and a summary review of the Women's Correctional Safety Scales (WCSS) study as an additional resource.

Introduction

Passed in 2003, the Prison Rape Elimination Act (PREA) serves as the framework for collecting descriptive data, improving policy and practice, and developing standards surrounding sexual violence in all correctional facilities. Over a decade later, practitioners and researchers alike acknowledge that implementing the act should recognize the gender differences between female and male inmates. This requires specific attention to female facilities. The *2012 Report on Sexual Victimization in Prisons and Jails* confirms the distinctive needs of female facilities in preventing sexual victimization with this statement:

> *The Panel is aware of the paucity of resources that are available to female correctional facilities when it comes to serving the particular needs of female offenders. The Panel encourages additional research into ways of creating healthy female prisons based on data that show the relationship between institutional practices (e.g., policies on touching between inmates) and the incidence of sexual victimization. The Panel also encourages the development of training tools especially tailored to helping staff who work in female facilities in addressing such issues as maintaining proper professional boundaries and creating an environment free of verbal harassment* (Mazza, 2012, p. 60)*.*

This literature review is one step in the development of these training tools. You will review your assigned group topic and create a presentation to share with the training class at the beginning or session two or this curriculum. Literature review group topics are outlined below.

- Group 1: The Woman Inmate: This section reviews the characteristics of woman inmates, including the substance abuse and mental health disorders, pathways to prison, and the importance of relationships.

- Group 2: Sexual Safety: This section reviews the overall effect of sex and sexual assault in prison as well as research related to coerced versus consensual sexual relationships.

- Group 3: Violence in Women's Institutions: This section reviews the prevalence and types of violence in women's institutions as well as the causes, perceptions, and the continuum of violence.

- Group 4: Safety and Reporting: This section reviews the experience of women in prison, the perceptions of staff, and the implications on reporting for policy and practice.

- Group 5: Victimization: This section reviews the effects of victimization, re-victimization, and rates of sexual victimization reported by inmates in prisons and jails.

- Group 6: Staff Sexual Misconduct: The section reviews staff perspectives regarding sexual victimization in confinement as well as forms of staff sexual misconduct and victimization.

Conclusion

Through this literature review of women in prison and sexual victimization, it has shown that female offenders are different from male offenders in family background, criminal history, drug and alcohol use, and prior victimization. Their current lives and behavior while incarcerated reflect their personal histories. Violence in women's prisons is rarely stranger violence and, more often, takes place within relationships. Prior histories of intimate partner violence seem to be repeated in the prison environment. Cultural and subcultural factors also affect the potential for violence, i.e., living in a subculture where "respect" is given extraordinary emphasis can affect women's tendencies to use violent means to protect their self-image. Substantial percentages of female offenders are likely to suffer from drug addiction and co-occurring disorders and are likely to have violent victimization histories. These histories may have influenced the woman's entry into crime, violent crime, or violent coping patterns in relationships while in prison or jail as well.

Prison and jail environments also seem to be a factor in the potential for violence. As this review suggests, individual factors alone are not sufficient to understand vulnerabilities and victimization. While they may have a significant effect on any given woman's potential for violence and conflict, individual factors such as pre-prison victimization are mitigated or aggravated by contextual elements in the environment, including relationship, group, and environmental factors. LaVigne, et al., (2011) agree that policies that use a situational crime prevention approach are best suited for addressing these problems.

This literature review concludes with a summary discussion of work conducted by Owen, Wells, and Pollock (2008) and Wells, Owen, and Parson (2013), which provides both qualitative and quantitative descriptions of woman prisoners and their experiences with gendered safety and violence. This summary can be located at the end of this section and is titled "Development and Validation of the Women's Correctional Safety Scales (WCSS): Tools for Improving Safety in Women's Facilities."

References:

LaVigne, N. G., Debus-Sherrill, S., Brazzell, D. and Downey, P. M. (2011). Preventing violence and sexual assault in jail: A situational crime prevention approach. Urban Institute.

Mazza, G. (ed). *The 2012 Report of Review Panel on Prison Rape.* Washington DC: US Department of Justice (April).

Owen, B., Wells, J., Pollock, J., Muscat, B., and Torres, S. (2008). *Gendered violence and safety: A contextual approach to improving security in women's facilities. Final Report.* Washington, DC: National Institute of Justice.

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Group 1: The Woman Inmate

Characteristics of Female Offenders

Between 2011 and 2012, the national women's prison population declined by 2.3 percent, from a high of 111,386 in 2011 to 108,866 in 2012. The number of incarcerated women has followed the slow decline of the overall U.S. prison population from the peak years of 2007-2009. In 1990, there were 44,065 women incarcerated in state and federal prisons (Sourcebook, 2008). In 2007, women incarcerated in state and federal prisons numbered 115,308 (Sabol and Couture, 2008, p.4). By 2012, this number had dipped to approximately 108,866 women incarcerated, representing just over seven percent of the total prisoner (state and federal) population (Carson and Golinelli, 2013, p. 1). The number of women in prison varies from around a high of 13,549 (Texas) to fewer than 200 in states such as Maine, Vermont, Rhode Island, and North Dakota (Carson and Golinelli, 2013, p. 3). While the size of any given prison population is tied to a state's population, prison populations are also affected by the state rate (per 100,000) of incarceration. Massachusetts and South Carolina have the lowest incarceration rate for women (15 per 100,000), while Oklahoma and Idaho share the highest rate at 126. Texas, with the largest prison population in the country, has a rate per 100,000 females of 88 (Carson and Golinelli, 2013, p. 9). The national rate (per 100,000) of incarceration for women has increased from 52 per 100,000 in 1997 to a high of 69 per 100,000 in 2007 (Gilliard and Beck, 1998; Sabol and Couture, 2008, p. 4). By 2012, this rate has decreased to an average of 63 per 100,000.

As noted by Carson and Golinelli (2013, p 4-5), much of the decline in the women's prison population can be attributed to Public Safety Realignment in California. This sentencing reform has resulted in a larger proportion of women serving what was formerly a state prison sentence in local county jails. In California, the women's prison population declined from over 11,000 in 2007-2008 to just over 6,000 in 2012.

There were 102,400 women in this nation's jails on any given day in 2012 (Minton and Golinelli, 2013, p. 6). Between 2000 and 2012, the number of women in jail rose from 11.4 percent to 14 percent of the total jail population (Sabol, Minton and Harrison, 2007, p. 5; Minton and Golinelli, 2013, p. 7). The female inmate population increased 10.9 percent (up 10,000 inmates) between midyear 2010 and 2013, while the male population declined 4.2 percent (down 27,500 inmates). The female jail population grew by an average of about 1 percent each year between 2005 and 2013. In comparison, the male jail population declined an annual average of less than 1 percent every year since 2005 (Minton and Golinelli, 2013, p. 1).

This increase in female jail populations may continue—primarily as a result of the sentencing reform in California, which places lower-level offenders in local (county) custody. Women, due to their offense patterns, have been most affected by this realignment with approximately 10,512 women in county custody in California. Current research has established that female offenders differ from their male counterparts in demographics, personal histories, and pathways into crime (Richie, 1996; Chesney-Lind, 1997; Owen, 1998; Belknap, 2015; Pollock, 1998, 2002; Bloom, Owen and Covington, 2003, 2004; Chesney-Lind and Pasko, 2004; Bloom, 2005). Female prisoners are typically low-income, undereducated, and unskilled with sporadic employment histories. Like male inmates, female inmates are disproportionately African American. According to recent federal statistics, black women were incarcerated at a rate six times that of white women in 2000; however, by 2007, that ratio had declined to 3.7 times higher (348 vs. 95) (Sabol and Couture, 2008, p. 8).

In 2012, female offenders sentenced for violent crimes made up about 37 percent of the total female prisoner population in this country, with property offenders (28 percent), drug offenders (25 percent), and public order offenders[20] (9 percent) making up the remaining two-thirds (Carson and Golinelli, 2013, p.10). Female offenders are much less likely than men to have committed violent offenses. Women were responsible for only about 10 percent of all convictions for violent crimes in 2004, 26 percent of all property convictions, and 18 percent of all drug offenses (Bureau of Justice Statistics, 2008)[21]. Violent offenders receive longer sentences so they "stack up" in prison.

Women Offenders and Substance Use

Researchers have documented widespread drug and alcohol abuse among female offenders. Female offenders are more likely than male offenders to be drug abusers (Jordan, Schlengler, Fairbank and Caddell, 1996; Brewer-Smyth, Burgess and Shults, 2004). In a national survey of prison inmates conducted by the Bureau of Justice Statistics in 1991, findings indicated that female prisoners were more likely to have used drugs than male prisoners, and were more frequent users of drugs. In this study, it was reported that 65 percent of female inmates had used drugs regularly before their incarceration (Snell, 1994). As Pollock (2014, p 206) documents, women in prison are often heavier users of drugs than their male counterparts and their criminality is more likely to be tied to their drug use and the gender-based reasons for using. Heavier drug use has also been shown to contribute to more serious and frequent criminality. Finally, Pollock (2014, p, 207) suggests that women who report heavy drug use are "more likely to have experienced childhood sexual victimization, have serious thoughts of suicide, and show other signs of mental distress, especially depression."

The use of drugs or alcohol to self-medicate is a pervasive theme in research on female prisoners (Maeve 2000; Battle et al., 2003). Green et al., (2005), in a study of jail inmates, reviewed a number of studies that linked childhood and adult sexual and physical victimization to drug and alcohol use, mental disorders, and criminality. In another study of female prisoners, drug use was found to be related to a disordered home life (Batchelor, 2005). Most of the female prisoners had started drinking at an early age and had histories of self-injury, suicide attempts, and traumatic loss. Batchelor suggests that drug and alcohol use can be seen as a way to cope with grief and anger.

Women Prisoners and Mental Health Disorders

Female prisoners are likely to suffer from mental health disorders. Estimates suggest that 25 percent to over 60 percent of the female prison population require mental health services (see review in Pollock, 2002). For instance, Green, Miranda, Daroowala, and Siddique (2005) found in their jail sample that 98 percent of women had experienced trauma exposure, 36 percent reported some current mental disorder, and 74 percent had some type of drug or alcohol problem. Teplin, Abram, and McClelland (1996) reported a 33 percent lifetime prevalence of post-traumatic stress disorder (PTSD) for incarcerated women. Others have also reported that about one-third of incarcerated women have experienced violent trauma and exhibit signs of PTSD, and that women who have experienced abuse are about twice as likely to exhibit signs of mental illness (Jordan, et al., 1996; Powell, 1999).

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[20] Includes such offenses as "Drunk in public"; Loitering; "Disorderly behavior" and the like.
[21] Note that 2004 seems to be the last year for which these data are available.

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Messina and Grella (2006) looked at the backgrounds of imprisoned women and their history of Adverse Childhood Experiences (ACE), a "freeworld" project that demonstrates a link between childhood trauma and physical health problems (CDC. 2004, 2005). The ACE study found a strong relationship between the cumulative number of events of childhood abuse and household dysfunction, and multiple risk factors for the leading causes of death in adults, including chronic drug dependency and histories of attempted suicide and depression. In its sample of women in prison, its found that this group was more likely to have childhood traumatic events, ranging from 14.5 percent of the women reporting physical neglect to 47.6 percent reporting witnessing family violence. Problems with health, mental health, substance abuse, and criminal behavior were found to be exponentially higher among women with multiple adverse childhood events. For example, within the category of mental health, there were increases in the proportion of women reporting use of psychotropics, previous mental health treatment, or previous suicide attempts, associated with greater exposure to childhood traumatic events. Twenty-six percent of the women with no childhood traumatic events reported use of psychotropic medications compared with 55 percent of those with five or more events.

Researchers who survey jail inmates report similar findings (Veysey, 1998; Haywood, Kravitz, Goldman, and Freeman, 2000). In their recent study of almost 500 women confined to jails, Lynch et al (2012, p. iii) found that 43 percent of participants met criteria for a lifetime serious mental illness (SMI), and 32 percent met SMI criteria in the prior 12 months.

Substance use disorders were the most commonly occurring disorders, with 82 percent of the sample meeting lifetime criteria for drug or alcohol abuse or dependence. Similarly, PTSD rates were high with just over half the sample (53 percent) meeting criteria for lifetime PTSD. Women also met criteria for multiple lifetime disorders at high rates. Finally, 30 to 45 percent of individuals who met criteria for a current disorder reported severely impaired functioning in the past year. Women with SMI reported greater rates of victimization and more extensive offending histories than women who did not meet criteria for lifetime SMI. While experiences of childhood victimization and adult trauma did not directly predict offending histories, both forms of victimization increased the risk of poor mental health; poor mental health predicted a greater offending history. By using life history data, these researchers found that SMI significantly increased women's risk for onset of substance use, drug dealing or drug charges, property crime, fighting or assault, and running away. In addition, experiences of victimization predicted risk of offending (Lynch, et al., 2012).

Pathways to Prison

Many researchers have contributed to the development of the Pathways Model of female criminality (Bloom, 2004; Bloom et al., 2003, 2004; Belknap and Holsinger, 1998; Belknap, Holsinger, and Dunn, 1997; Chesney-Lind, 1997, 2000; Covington, 1998, 2000, 2001; Daly, 1992; Owen, 1998; Pollock, 1998, 2002; Richie, 1996; and Triplett and Meyers, 1995). This research follows Daly's (1992) pathways approach, which identified several different pathways to crime for women:

- Street women: those who left abusive homes only to become addicts, prostitutes, drug dealers, or thieves to survive
- Drug connected: those who used drugs through significant others
- Harmed and harming: those who had chaotic living situations with abuse

- Battered women: those whose crime was only toward intimate partners
- Other: women who were economically motivated and lacked any notable abuse history; they were not violent and had no identifiable problem with drugs or alcohol; some were economically marginalized, but not all

Owen's 1998 work in California prisons identified five pathways, which include multiplicity of abuse, early family life, children, the street life, and spiraling marginality.

The Pathways Model argues that women and men come to crime from different pathways. These researchers have identified differences between male and female offenders that result in different pathways to crime for women. For example, women are *more* likely to

- Be primary caregivers of young children
- Have experienced childhood physical or sexual abuse, or both
- Report physical and sexual abuse victimization as adults
- Have drug dependency issues
- Indicate psycho-social problems
- Have an incarcerated parent
- Come from a single parent household
- Suffer from serious health problems, including HIV/AIDS

Furthermore, women are *less* likely to

- Be convicted of a violent crime
- Have any stable work history and, therefore, experience greater poverty

More recently, research (VanVoorhis, Groot, and Bauman, 2010), Brennan, et al (2012) conducted in prisons and jails across the country have combined these factors into three related and overlapping pathways:

- Childhood victimization model shaped by sustained abuse in childhood leading to mental health issues and subsequent attempts to self-medicate with substance abuse
- Relational model created by relationship dysfunction, intimate partner violence, and low self-efficacy within repeated victimization; culminating in mental health and substance abuse issues
- Social and human capital model that is also shaped by family intimate relationship dysfunction, and low educational and vocational attainment, leading to low self-efficacy and employment and financial difficulty

Pathways and Race

A complete pathways model would include race and ethnicity to better understand how women come to prison. Henriques and Manatu-Rupert (2001), Richie (1996), and Simpson (1991) add race to the discussion of pathways to prison. Beth Richie's (1996) concept of "compelled to crime" and "gender entrapment" closely examines how intimate partner violence and culturally constructed gender identity must be combined in understanding black women's pathways to crime. Holsinger and Holsinger (2005, p. 227) discovered that race complicates the relationship between gender and violence. In their study of incarcerated female juveniles, they found that black girls were less likely

than white girls to report both physical (70 percent compared to 90 percent) and sexual abuse (46 percent compared to 6 percent), although both groups reported very high levels. White girls also reported more substance abuse overall. Holsinger and Holsinger (2005) conclude that any study of the relationship between victimization and criminality, especially violent criminality, should be disaggregated by race as well as gender.

The Importance of Relationships

In addition to examining life course events, the pathways approach incorporates the "relational model" of development for women, as suggested by Covington (1998). Covington argues that the primary motivation for women throughout life is not separation, but connection. Women's emotional development is dependent upon relationships and when women feel disconnected from others, they experience disempowerment, confusion, and anxiety. Dysfunctional families where emotional support is weak or non-existent, and where relationships with primary caregivers may be rife with violence or exploitation, dramatically affect a woman's ability to have healthy relationships in her adult life. Patterns emerge where the woman may form a sequence of intense, but dysfunctional relationships (Covington, 2000).

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Group 2: Sexual Safety

Sex and Sexual Assault in Prison

Most of the literature on sexual assault in prison concerns men's prisons. Although it has been assumed that sexual assault occurs more frequently in men's rather than in women's prisons, researchers report difficulty in describing the scope of the problem in men's prisons. Gaes and Goldberg (2004), in an exhaustive review of prior studies, found that this research is fraught with methodological difficulties. They show that the various studies have "used different questions," that definitions "vary from rape to sexual pressure," and studies use different time-of-exposure making any comparisons very difficult. Multiple factors affect reporting victimization to researchers and to authorities, including

- The disinclination to admit socially undesirable behavior
- A feeling that privacy is invaded by answering such questions
- Fear of repercussions
- A fear of loss of status or reputation (Gaes and Goldberg, 2004, p. 2)

Existing studies report a wide range of prevalence rates. The lowest numbers are attached to official reports; the highest numbers occur with anonymous surveys. Hensley (2000; also see, Hensley, Struckman-Johnson, and Eigenberg, 2000), in a review of the literature, reported prevalence rates in men's prisons ranged from 1.3 percent to 28 percent, although these percentages were from different studies, different states, and asked different specific questions. Struckman-Johnson, Rucker, Bumby, and Donaldson, S. (1996) reported that 22 percent of male prisoners in a maximum-security prison reported sexual assault. In Hensley and Tewksbury's 2002 study of three facilities for men in Oklahoma, they found about 13.8 percent of inmates had been the victim of a sexual "threat" with only two actual rapes reported amongst the 174 respondents. Gaes and Goldberg's (2004) meta-analysis found that the average prison lifetime sexual assault prevalence rate was only 1.91 percent. Wolff, Blitz, Shi, Bachman, and Siegel, (2006) report a prevalence rate for male inmates of 4.3 percent, with 3.5 percent reporting "any abusive sexual contact" and 1.5 percent reporting nonconsensual sex acts. Importantly, the rate was higher for staff-on-inmate sexual victimization than it was for inmate-on-inmate (76 per 1,000 compared to 43 per 1,000) (Wolff, et al., 2006, p. 843).

Research on male sexual assault has identified the typical victim as a young, white, property or drug offender who is physically small or weak. Other factors associated with being a victim include mental illness or developmental disabilities, being middle class, not gang-affiliated, known to be homosexual or overtly effeminate, convicted of sexual crimes, those who are labeled as "rats," disliked by staff or other inmates, and had been previously sexually assaulted (Dumond, 2000).

Austin, Fabelo, Gunter, and McGinnis (2006) examined over 2,000 reports of sexual assaults between 2002 and 2005 in the Texas prison system and reported the following findings:

- Reported assaults increased substantially after Texas began a "Safe Prisons Program" that promoted broader definitions of sexual victimization and encouraged reporting.
- There were a large number of unsubstantiated cases where the victim or assailant or both were transferred without any finding.
- Both victims and assailants represent only about 2 percent of the prison population.
- Reported victims were most likely young, white, and incarcerated for a non-violent crime.

They were also more likely to have a sexual offense as a crime of conviction, and there is some evidence to indicate that mentally ill inmates are at greater risk of victimization.

- Reported assailants were more likely to be black or Hispanic, gang-affiliated, and convicted of a violent crime.
- Incidents were most likely to occur in the daytime in housing cellblocks. Other locations for assaults were showers or bathrooms, followed by dorms.
- Injuries were noted in only about 10 percent of the reported assaults.

Fleischer and Kreinert 's (2006) qualitative research on sexual violence in men's and women's prisons indicated that while sexual assault was rare, stories and myths about rape were common. Twenty-two percent of the male respondents reported they were certain that at least one rape had occurred in a prison where they had served time. Almost that same number reported some worry about or threat of rape. Sexual behavior in the prison did not fit neatly into categories of consensual and coercive, and included a range of utilitarian, manipulative, and exchange aspects. Their findings also included the following:

- Inmates indicated that they policed themselves to reduce sexual violence, and rapists are unwelcome in the prison community.
- Protective social arrangements provided safety and social support.
- The definition of sexual violence as rape hinged on the relationship between the parties.
- Men's and women's prisons share a prison culture that results in similar interpretations of sexual violence.
- Debts sometimes led to sexual services being demanded as payment.
- Generally, prisoners found that there was less sexual violence than staff threats indicated. (Fleischer and Kreinert, 2006).

Jones and Pratt (2008) placed sexual violence in the context of all prison violence. They noted that the range of prevalence rates may be partially explained by the different definitions employed by researchers. While reports of completed, forceful rapes were rare, the number of reported victimizations increased when the researchers expanded the definition of victimization to other forms of sexual assault, coercion, or harassment. Another methodological problem noted is that some authors report incidence (the number of victimizations), while others report prevalence (the number of inmates who report one or more victimizations). These two numbers are not comparable. Finally, the measure of time varies from incidents of sexual violence in the last year to at any time during a prison sentence.

It is clear that our understanding of male sexual violence in prison has suffered from a lack of consistent methodology. The disagreement regarding prevalence between studies can be largely attributed to the definition of victimization. Lockwood (1983) was one of the earliest researchers who argued that forcible rape was rare, but sexual harassment was endemic in prisons for men. More recently, Keys (2002) noted that inmates argue that "turning out a punk" is a skill and much more common than physical rape. Submitting to sex was described by Keys' respondents as "accommodation," "a favor," "a relief of anxiety," "fulfillment of an obligation," or "solidifying alliances" (Keys, 2002, p. 268). Trammell's (2006) respondents also described the participation of "wives" or "punks" as something less than consensual, but short of being physically coerced. They struggled to find an accurate term and settled on "business arrangement." The question as to whether or not the resulting relationship is actually consensual or coercive remains unanswered.

Research on Sexual Assault in Women's Prisons and Jails

In their review of prison sexual assault studies, Gaes and Goldberg (2004) stated the few studies that have considered sexual assault in women's facilities find that the prevalence of sexual victimization appears to be lower than sexual victimization in men's prisons. Austin, et al., (2006), in their study of reported sexual assaults in Texas, indicated that prison staff held the belief that sexual behavior in women's prisons was more often consensual and not coercive as in the men's facilities. However, these researchers stated, "We are not persuaded that this is indeed the case. Clearly a separate and more detailed assessment of sexual assault among female prisoners is needed" (Austin, et al., 2006, p. viii). In their study of official reports of sexual assaults in the Texas prison system, Austin and colleagues found that assailants in women's prisons were likely to be black, and that both victims and assailants in women's prisons were likely to have violent crimes of conviction.

Hensley, Castle, and Tewksbury (2003) administered surveys to all female inmates in one facility, with 4.5 percent of the 245 respondents reporting victimization by some form of sexual coercion. These numbers referred solely to inmate-on-inmate assaults while Austin's study included both inmate-on-inmate and staff-on-inmate assaults.

Struckman-Johnson and Struckman-Johnson (2000, 2002, and 2006) conducted early prevalence studies. In an early study of three men's prisons and one women's prison in Nebraska, using anonymous mail surveys, Struckman-Johnson and colleagues found that 22 percent of the men and 7.7 percent of women reported being "pressured" or "forced" into sexual contact (Struckman-Johnson, et al, 1996, p. 74). A later study, conducted in seven men's prisons and three prisons for women, found that prevalence rates varied by the institution (Struckman-Johnson and Struckman-Johnson, 2000, 2002). In the three prisons for women, the prevalence rates for rape ranged from zero to five percent; and "sexual assault" (which included more behaviors than forced genital sex) ranged from 6 percent to 19 percent. The reports of sexual coercion ranged from 11 percent to 21 percent between the institutions. Another finding of this study was that, while the majority of sexual victimization (between 55 percent and 80 percent) was perpetrated by other inmates, there was a sizeable percentage perpetrated by officers or staff (Struckman-Johnson and Struckman-Johnson, 2000, 2002).

Struckman-Johnson and Struckman-Johnson (2006) also reported that female victims in their sample were less likely to identify their perpetrator as black than were male victims, and that male victims were more likely to report a completed rape than were women, whose worst victimization was more often something less than a completed physical rape. These researchers have also compared the perceptions of inmates and staff concerning the prevalence of sexual coercion. In every facility, staff's perceptions of prevalence were dramatically lower than those of female inmates. In the first facility, inmate-respondents reported that 21 percent of inmates were sexually coerced (staff reported 10 percent), the second facility's respondents reported 11 percent (and staff reported 2 percent), and in the third facility, inmates reported 13 percent (and staff reported 4 percent) (Struckman-Johnson and Struckman-Johnson 2002).

Wolff and her colleagues have published a number of articles from their survey of sexual assault in prison, with a sample of 6,964 men and 564 women (i.e., Wolff, et al., 2006; also see Wolff, Blitz, and Shi, 2007; Wolff, et al., 2007; and, Wolff, Shi, Blitz, and Siegel, 2007). The authors argue that their study improved on the previous studies in representativeness, validity, and reliability. The

researchers asked about nonconsensual sexual acts (forced sex acts, including oral and anal sex), and abusive sexual contacts (intentional touching of breasts, buttocks, groin areas). They found that rates of sexual victimization varied significantly by gender, age, perpetrator, facility, and the way the question was worded. They found that the reported rate of inmate-on-inmate sexual victimization in the previous six months was four times higher for women than for men (212 per 1,000 compared to 43 per 1,000) (Wolff, et al., 2006, p. 842). Prevalence rates over the course of a prison sentence for inmate-on-inmate sexual assault were two times higher for female inmates than male inmates (39/1,000 vs. 16/1,000), and staff-on-inmate rates were about one and one-half times higher (53/1,000 vs. 34/1,000) (Wolff, et al, 2006, p. 840). In large part, the increased number of reports by women was accounted for by abusive sexual contacts, not sexual acts. Women were six times more likely to report abusive sexual contacts and twice as likely as male inmates to report non-consensual sex acts. In more recent analysis, Wolff and Shi (2011) update their research on patterns of victimization and feelings of safety inside prison for both male and female inmates. In their surveys of 6,964 males and 564 females in New Jersey prisons, sexual touching was reported more often than sexual assault, particularly for female inmates. Males reported victimization by staff more frequently than females did. While both males and females reported feeling safe, inmates reporting past victimization indicated the lowest levels of safety.

Using a broad measure of in-prison sexual victimization, which included completed and attempted sexual assault, as well as unwanted touching and sexual abuse, Blackburn (2006) conducted a study using self-report surveys among 436 incarcerated women in Texas. She found that 17 percent of the inmates reported such victimization, with 3 percent of the sample reporting a completed sexual assault, or rape, while incarcerated. The majority of the sample (86 percent) believed that in-prison sexual assault occurs and 72.7 percent indicated that they would officially report an in-prison sexual assault if they were so victimized. Blackburn (2006) found no significant demographic differences between victims of in-prison sexual victimization and non-victims indicating that it may be difficult to identify those women most likely to be sexually victimized while incarcerated.

As more studies have been completed, it has become apparent that researchers must separate sexual assault (a forced sexual interaction involving genital contact or genital and mouth, or genital and hand contact) from sexual misconduct, which involves unwanted touching and verbal sexual harassment. Furthermore, Hensley and Tewksbury (2002) have argued that sexual coercion rather than sexual assault in prisons for women is by far the most neglected topic of prison researchers. Emerging research indicates that distinguishing consensual from coerced sexual relationships in women's prisons may be more difficult than earlier researchers assumed (Owen and Wells, 2005; Greer, 2000; Fleisher and Krienert, 2006; Alarid, 2000). The studies reviewed herein indicate that the amount of sexual victimization ranges across different correctional facilities, indicating both institutional and individual factors affect the risk of victimization. In discussing sex and sexuality in women's prisons, Pardue, Arrigo, and Murphy (2011) suggest that all aspects of sexuality in women's prisons need re-examination to develop a clearer picture of consensual and non-consensual sex. The researchers develop five categories: "suppressed sexuality, autoeroticism, true homosexuality, situational homosexuality, and sexual violence" (p. 282).

Coerced vs Consensual Sex
The difficulty in distinguishing consensual from coerced sexual relationships in women's prisons continues. Some research indicates that a little less than half of female prisoners have participated in sexual relationships with other prisoners, with age (younger) and length of sentence (longer)

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being most predictive of participation (Hensley, Tewksbury, and Koscheski, 2002). Most of the women who engage in homosexual relationships in prison did not have that sexual orientation outside of prison. Inmates refer to this sexual involvement as "gay for the stay." In a study of 35 female inmates in Midwestern correctional institutions, Greer (2000) found that, although the majority of female inmate respondents indicated they did not wish to become involved in an intimate relationship with other female inmates, such relationships were prevalent. The motivations for such relationships included economic manipulation, sincere attachment, loneliness, curiosity, sexual identity, peer pressure, sexual release, and diversion from boredom. Greer (2000) also found that over 71 percent of female inmate respondents believed that sexual relationships were based on manipulation rather than genuine affection or attraction.

Fleischer and Krienert (2006) explored the "socio-sexual" nature of prison culture for both incarcerated women and men and suggested that women may experience sexual violence and coercion in ways not previously described. Both Owen (1998) and Fleischer and Krienert (2006) found that female prisoners could decline participation in sexual relationships, but that fear and lack of knowledge about "how to do time" often compromised their ability to say no to requests or pressure for sex. Other studies have examined the prison rape "lore" or myths (Fowler et al,. 2010).

Alarid (2000) suggests that some passive female inmates submit to verbal sexual coercion. In a case study, she reported the first person observations of one incarcerated woman who detailed her experiences of prison sexual victimization. According to this respondent, women were approached early in their prison sentence, but if they were "prison Christians" or made it clear that they didn't want to "play," they would be left alone. Alarid's respondent argued that it was the "stud" women who play the masculine role who were more likely to be the target of sexual aggression from "femmes" (those women who did not display masculine characteristics) because there were fewer of them. She also observed that many women, because of previous victimization and lack of healthy relationships on the outside, did not recognize the coercive nature of their prison relationships. Because most women capitulated to sexual coercion, force was unnecessary. Women entered into relationships because they wanted to "belong" to somebody to combat loneliness. Another reason, however, was that they were intimidated by threats of violence, or being "set up" (i.e., with contraband). Types of sexual coercion described by Alarid's respondent included verbal sexual harassment, genital exhibition, and masturbation.

The concept that the "stud" or masculine woman was more likely to be the victim of sexual aggression seems to run counter to intuition as the general assumption has been that the "masculine" or "stud" inmate initiates the relationship[22] . Some support for the idea that "studs" do not necessarily act in a dominant or predatory role compared to "femmes" is given by Keys (2002) who found that there was no power differential between the two roles. He especially noted that this egalitarianism was quite different from the relationship between the "punk" and "wolf" role found in prisons for men.

In contrast, Trammell (2006) describes the "stud" as the one who "calls all the shots" and several inmate narratives explained how weak women would "hook up" with a stronger, bigger woman who controlled her. On the other hand, one inmate narrative described an assault of a stud or masculine woman. The inmate described a woman who said she was a "dyke" and then refused to

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[22] See a critical review of this assumption in Chesney-Lind & Eliason, 2006

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give oral sex to her "girlfriend" because she "really liked guys." This resulted in the girlfriend and others raping her with a curling iron, although the inmate respondent explained it was not rape because she "deserved it" for lying.

Alarid's (2000) respondent described preferential treatment by correctional officers toward "femmes" who looked more feminine. If no other evidence was available, "femmes" were more likely to be considered the victim rather than the aggressor, and "studs" spent more time in punitive segregation for fighting. Alarid concludes that unreciprocated love, jealousy, and sexual pressuring are the causes for most violence in women's prisons.

Greer's (2000) respondents also described sexual jealousy and the attempt to control partners as one of the main factors in prison violence. In fact, some of her respondents characterized the nature of the violence as similar to domestic violence on the street as this quote indicates:

> They fight ... and it is jealous like...hollering at her, "you don't do this, you don't talk to her, you don't give her nothing, you don't take nothing, you do what I say, I am here for you." I don't think so. You know, I mean personally, I ate enough shit off men [not] to have a woman check [control] me (Greer, 2000, p. 458).

Smith (2006a and b) points out that a potential result of the PREA focus on sexual assault and victimization in men's and women's prisons is that consensual sexual activity between inmates will be targeted and punished by correctional authorities. She notes that sex may occur between female inmates for trade, freedom, transgression, safety, and love.

The most common location for sexual assaults by inmates is in cellblocks, according to Wolff et al., (2007), Austin et al. (2006), and Struckman-Johnson and Struckman-Johnson (2006). In contrast, other researchers have found that sexual assault and coercion was more likely to occur in open dormitory style housing that contained female offenders convicted for crimes against persons (Struckman-Johnson and Struckman-Johnson, 2000, 2002). Alarid (2000) also identified dormitory style housing as the more likely location of sexual victimization. Restricted housing where women did not receive as much access to programming or privileges was also seen as high risk. These conflicting findings could be due to counting different types of victimization. It may be that while physical rapes occur in cells, other forms of sexual coercion and harassment occur in dormitory settings.

Continuum of Sexual Coercion
We have constructed a "continuum of sexual coercion" that describes the sexual victimization that occurs in women's facilities. In this continuum, no activity is necessarily exclusive of any other. It was more often the case that a range of escalations and "grooming" behaviors coerced a woman into the victim role. Once she became the submissive partner, the aggressor may move on to another victim. A continuum of sexual victimization can be constructed as follows:

- Sexual comments and touching
- Sexual pressure or intimidation
- Stalking and "fatal attraction"
- Sexual aggressors
- Sexual violence in relationships
- Sexual assaults

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Group 3: Violence in Women's Institutions

Women and Violent Crime

Although some researchers believe that women and girls are becoming more violent than in the past, their contribution to murder, robbery, rape, and kidnapping has been remarkably stable (Pollock and Davis, 2005; Chesney-Lind and Eliason, 2006). Women's contributions to the total numbers of arrests for assault and aggravated assault do seem to be increasing; however, many argue that these increases are largely due to reporting and system practice changes, i.e., girls and women are more likely to be arrested today than in past years for the same behaviors (Steffensmeier and Allen, 1988, 1996; Pollock and Davis, 2005; Steffensmeier, Zhong, Ackerman, Schwartz, and Agha, 2006).

When women do commit violent crimes, their victims tend to be family members, acquaintances, and intimates, especially in the context of intimate partner violence (Pollock and Davis, 2005; Chesney-Lind and Eliason, 2006; Steffensmeier and Allen, 1996; Steffensmeier, et al., 2006). Females comprise about 11 percent of all arrests for homicide. Males account for just under 90 percent of homicides in the United States, the majority of which is directed at acquaintances and strangers. BJS data (Cooper and Smith, 2011 shows the following:

- Females are most likely to kill an acquaintance (32 percent), spouse (28 percent), boyfriend or girlfriend (14 percent).
- Stranger-victims are the smallest category (7 percent). About a quarter of male victims are strangers.
- Partner-related crimes are committed generally by women at home, acting alone, provoked, or responding to victim initiated attacks. Women are more likely to use knives and to have been drinking than men who kill their partners.
- Both women and men are more likely to kill men.

When data on assault is examined, it shows that women are most likely to assault people close to them instead of strangers. Females convicted of assault are much more likely to have assaulted other females and to have some previous relationships with their victims.

Some research indicates that female violent crime is moving away from these victim groups into more distal targets. Violent female crime is influenced by poverty stricken communities and the endemic drug trade (Kruttschnitt, Gartner, and Ferraro, 2002; Sommers and Baskin, 1993).

Women's Prison Violence: Types and Prevalence

Generally, women's prisons are considered safer than men's prisons. Organized conflict related to gangs and ethnic strife is extremely rare in women's prisons (Owen, 1998; Harer and Langan, 2001). Research shows that many female prisoners express feelings that prison is safer than the streets (Covington, 1998; Davino, 2000; Owen, 1998; however, for contrary findings, see Bradley and Davino, 2002, p. 357).

Official reports indicate there are more "incidents" or disciplinary infractions in women's prisons than men's. In her comparative study of Texas prisons, McClellan (1994) found that women were cited more frequently, but for petty offenses, not major misconducts. The conclusion of this study was that there tended to be more rigid and formalistic rule compliance expected of women. Pollock

(2002) and Bosworth (2007) also suggested that staff expectations and differential responses to the behavior of women and men accounted for the greater number of disciplinary infractions for women.

Edgar and Martin (2003) found, in their study of prison violence in Britain, that female prisoners used weapons less frequently than males. If used, weapons were "at hand" rather than fabricated in advance. The female respondents in this British study reported almost never using violence to settle their differences and indicated that the female prison community disapproved of violence in most circumstances.

While serious physical violence between female prisoners is infrequent, especially assaults involving weapons, some research indicates that to characterize women's prisons as less violent than men's prisons is inaccurate. Wolff, et al., (2007, p. 592), in a comparative study of violence in men's and women's prisons, found that 20 percent of women and 25 percent of men reported being physically assaulted by another inmate during their current sentence. In this same study, about 29 percent of male inmates, compared to about 8 percent of female inmates reported physical violence by correctional officers. However, consistent with Edgar and Martin's research, women were much less likely to report being victimized with a weapon than male inmates (Wolff, et al., 2007, p. 592).

Similar to findings from prisons for men, female prisoners who commit violence in prison tend to be older, have longer prison sentences, and are more likely to have been committed for violent crimes. Researchers have found that while short-timers committed more minor infractions, female inmates serving long sentences were more likely to be disciplined for assaultive acts (Casey-Acevedo and Bakken, 2001). Other researchers note that situational factors may be more important than individual factors when explaining or predicting female violence in prison (Shaw, 1999).

In her study of women found guilty of serious prison infractions, Torres (2007) examined case records of 142 women who were placed in disciplinary housing. Women in disciplinary housing differed from general population inmates: they were more likely to be women of color; more likely to be convicted of a violent offense; and more likely to have a documented mental health diagnosis prior to their placement in disciplinary housing. The most frequently recorded rule violations included battery on staff, threatening staff, possession of a weapon, battery on an inmate with a weapon, and battery on an inmate. No sexual assaults were recorded in the disciplinary records reviewed. Most women's violent offenses were found to be preceded by verbal escalation leading to the physical conflict. Rule violations were found to escalate from past or earlier unresolved ongoing personal disputes, exchanges between staff and inmates, or during controlled movements of inmates by staff.

Some research indicates that the prison culture in women's prisons may be changing and becoming more similar to that found in men's prisons. For instance, Batchelor (2005) discovered that female juvenile prisoners placed a high value on "respect," similar to young men. The author pointed out that this emphasis stems from economic and social marginalization. Belknap, Holsinger, and Dunn (1997) agree in noting that young women in the juvenile system objected to the way they were "disrespected." The concept of respect was also noted in a study of adult women by Kruttschnitt and Carbone-Lopez (2006). They found that, in their sample of violent incarcerated women, disrespect and jealousy were mentioned almost equally as the primary motivation for violent acts, with self-defense a close third. They argue that "violent responses to disrespect may have relatively

little to do with gender and more to do with social locations" (Kruttschnitt and Carbone-Lopez, 2006, p. 340).

Batchelor, et al., (2001) noted the prevalence of violence in young female prisoners' lives. Almost all respondents had been verbally intimidated by offensive name-calling, threats, taunts, or ridicule. Gossiping, bullying, and threatening behavior were identified as very real forms of violence that they had fallen victim to and, in some cases, employed against others. Violent acts were more likely to be defined as such when they occurred in public with strangers, rather than in private with family or acquaintances. This indicates that violence is defined partially by one's culture and perspective. What may be seen as violence to one person is not necessarily seen that way by another. Another important finding of this research was that the female offenders could not be neatly placed into victim or offender categories. They often had experienced both roles and were quite comfortable with the notion of violence as a solution to problems, especially when someone disrespected them. This study illustrates that violence is both an individual and a situational or cultural factor and it is "imported" to prison and juvenile facilities as part of the cultural socialization of some female offenders. It also emerges as an element of the prison environment, even for those who do not share the same socialization to violence (Batchelor, et al., 2001).

Gendered Violence and Safety: A Contextual Approach to Improving Security in Women's Facilities
In response to the Prison Rape Elimination Act of 2003 (PREA), this project investigated the context of gendered violence and safety in women's correctional facilities. Through a multi-method approach, including focus groups with female inmates and staff and survey development, Owen, Wells, Pollock, Muscat, and Torres (2008) examined the context and correlates of both violence and safety in correctional facilities for women. The NIJ-funded study, Gendered Violence and Safety: A Contextual Approach to Improving Security in Women's Facilities (Owen, et al, 2008), described the dynamics and context of interpersonal sexual and physical violence in women's correctional facilities. Multiple organizational, environmental, and individual factors were found to contribute to violence in women's facilities. Their analyses found that the dynamic interplay between individual, relational, community, facility, and societal factors create and sustain violence potentials in women's jails and prisons.

The data support the original hypothesis that sexual violence is embedded in a broader context of violence and safety and that this context is gender based. The authors argue that prevention and intervention, through inmate programs and education, staff training, and other operational practices, are primary strategies in meeting the goals of PREA. Like all aspects of incarceration, violence in women's correctional facilities was markedly gendered and nested within a constellation of overlapping individual, relational, institutional, and societal factors. The operational implications of this study call for a focus on prevention and intervention by addressing multiple factors that shape the context of violence in women's facilities.

This study found that violence in women's jails and prisons is not a dominant aspect of everyday life, but exists as a potential, shaped by time, place, prison culture, interpersonal relationships, and staff actions. Ongoing tensions and conflicts, lack of economic opportunity, and few therapeutic options to address past victimization, or to treat destructive relationship patterns, contribute to the potential for violence in women's facilities. These findings did not suggest that women's jails and prisons are increasingly dangerous. While some patterns that shape vulnerability and aggression exist in any facility, most women learn to protect themselves and do their time safely. This study

also found most staff and managers committed to maintaining a safe environment.

Perceptions of Violence
Women enter jails and prisons with a range of expectations about their safety and vulnerabilities. The sampling procedure captured this range of experience by including women at all stages of their jail or prison sentence. There was little consistency in inmate or staff perceptions of prevalence or changes over time in the rate of violence. Opinions varied across the states and different facilities, and even within a facility. This inconsistency was apparent in both inmate and staff focus groups. Some inmates felt their facility was safer now than in the past; others said the facility was increasingly dangerous. Staff also voiced this mixed perspective. Perceptions of safety were most influenced by immediate experiences and housing (or duty) assignments. No general consensus emerged as to whether prisons and jails for women were safer or more dangerous today than in the past.

Causes of Violence
In discussions with inmates and correctional staff, there was general consensus among inmates and staff regarding the causes of fighting and other forms of violence in the prison. Generally, both groups believed that jealousy, debts, and disrespect were the major catalysts for violence.

Jealousy was a pervasive theme when women talked about violence. The women's jail and prison population is characterized by women with long histories of abuse and victimization; most of this past trauma remains untreated. Few programs or services exist that address these personal histories, which can result in intense relationships with other women with similar histories. Untreated trauma contributes to symptoms of PTSD and exacerbates inabilities to have healthy relationships.

Debt and its connection to conflict was also a pervasive theme in all study sites. Hustling and participating in the prison economy of "trafficking and trading" can lead to conflict and escalate to violence. The haves and the have-nots in prison create economic crimes in the same way they do on the outside. There is theft, fraud, and extortion by offenders who want what others have. Economic exploitation and debts are common in a jail or prison environment where many women have no outside support, few options to earn money, and desire for both legitimate and contraband goods and services.

The third major factor discussed by the participants was disrespect. This concept, also identified in the literature review, concerns a wide range of behaviors and refers to interpersonal behavior that impinges upon another woman's status, reputation, sense of self, personal space, or rights of "citizenship." Disrespect is closely tied to the subcultural norms and values of the prison and jail world. Idle female inmates, either due to a lack of available programming or individual resistance to such participation, are most likely to participate in risky behaviors and relationships that contribute to the potential for being victimized or being the victimizer.

Staff behavior toward female inmates contributes to the possibility of violence. In terms of staff, the most common problem reported by the women participants was "down talk" or disrespectful and derogatory verbal interactions. The Escalation Model (Edgar and Martin, 2003) fit the findings of both staff-to-inmate and inmate-to-inmate violence, with verbal conflict sometimes escalating to physical violence.

Continuums of Violence

This study argues that violence occurred on a continuum, ranging from verbal intimidation to homicide. Violence at the lower end of the continuum was most prevalent and the type of violence found at the extreme end was quite rare. While these findings were consistent with prior research that indicated violence in women's prisons was not as severe or as prevalent as in men's institutions, some gendered forms of violence were particular to women's facilities and required their own definitions.

We could not determine the level of "protective pairing" present in jails and prisons. Generally, participants did suggest that young, naïve, or scared offenders entered into relationships with more aggressive women, offering commissary and sexual intimacy in return for protection. Yet, female inmates typically saw these relationships as consensual.

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Group 4: Safety and Reporting

Women's Prison Experience

There is a great deal of research indicating that the prison cultures of women and men are different and reflect, to a certain extent, differences between the sexes in the outside world. Men's prison culture has been described as a "jungle" where the strong prey upon the weak, and both expressive and instrumental violence is not uncommon (Johnson, 2006; Pollock, 2004). Sexual assault is only one type of violence found in prisons for men, albeit, perhaps, the most feared. Sex in men's prisons seems to equal power, control, and violence.

The subculture in women's prisons has been described as very different from that found in prisons for men (Pollock, 2002; Owen, 1998). Unlike men's institutions, women's prisons evidence remarkably low levels of racial tension and violence (Kruttschnitt, 1983; Pollock, 2002). In general, older studies of women's prison subculture portrayed it as less violent and victimizing than the subculture in men's prisons. Women's sexual relationships are described as usually consensual rather than coercive, and unlike men, women sometimes develop pseudo-families as a result of these relationships. These affiliations mimic familial relationships in society, with mothers, fathers, siblings, and children acting in general accordance with their role (Owen, 1998; Pollock, 2002; Girshick, 1999). While some current research disputes the presence of familial groupings (Greer, 2000), others note their continued existence (Keys, 2002). Inconsistent findings may be due to the type of institution, regional differences, or methodology.

Owen (1998), in one of the more comprehensive examinations of the women's prison subculture, describes "the mix" as the activities women engage in that are likely to get them into trouble with each other and with prison officials. "The mix" included involvement with homosexuality, use of drugs, and fighting. Owen's respondents advised new inmates to stay out of "the mix" in order to do their time with less trouble. There was little mention of violent sexual assault or coercion, especially for those women who stayed out of "the mix." In contrast, Alarid (2000), Greer (2000), and Pogrebin and Dodge (2001) suggest that this culture is changing, and sexual coercion and victimization does occur in women's prisons.

Reporting Sexual Assault

Official reports of sexual victimization (inmate-inmate or staff-inmate) are almost certain to be lower than the actual number of incidents. Inmates indicate in most studies that they would be unlikely to report any but the most extreme cases of sexual victimization. Calhoun and Coleman (2002) found that the female inmates in their study agreed that the consequences of exposing sexual assault are too costly to both the inmate and the staff, and therefore underreported. Hensley, Tewksbury, and Koscheski (2002) suggest that the lack of female inmate's reporting sexual coercion may be due to fear of repercussions and wanting to protect their social image or reputation to other inmates because being a victim may be seen as a sign of weakness. Fowler et al., (2010), Miller (2010) also examine inmates' perceptions of and resistance to reporting sexual assault.

Prison lore and prison myths have also been shown to shape definitions about sexual assault and willingness to report. Fleisher and Krienert (2006) discuss the impact of these myths on men and women. Fowler, Blackburn, Marquart and Mullings (2010) suggest that parameters used by inmates to define sexual assaults differ from those used by prison officials, creating a discrepancy between inmate and staff definitions. The likelihood of reporting decreased inversely proportionate to the

amount of time the

inmate had served. Worley, Worley, and Mullings (2010) studied rape lore and found that both sexual orientation and length of time served were significant influences in awareness of prison sexual assault.

Perceptions of Safety

With few exceptions, women told us that they became less worried about physical or sexual violence over the course of their incarceration. While again stressing that "anything can happen at any time," most women learned how to protect themselves from all forms of violence. Day-to-day tension, crowded living conditions, the lack of medical care and the potential for disease, and a scarcity of meaningful programs and activities were seen as more significant threats to a woman's overall well-being than physical or sexual attack. Some individual women said they "did not feel safe at all," but most said they learned to protect themselves. Health concerns eclipsed worries about sexual or physical safety in every focus group and these concerns were related to the lack of medical care and cleaning supplies, deteriorating physical plant conditions, substandard food, and the lack of rehabilitative programs. Idleness and an inability to earn money were also said to undermine women's sense of well-being.

Women also expressed little confidence in the ability of staff members to protect them from violence, either from other female inmates or from predatory staff members. Women described staff as "just not caring;" "playing favorites" with aggressors; "enjoying their fears" or refusing to take their fears seriously. Women described staff members' reactions to their reporting as "covering up for their buddies" and telling victims "This is prison—deal with it." Women also stated that they were told by staff that they would have to "name names" if they went to staff for help in dealing with threats to their safety.

Staff members also remarked that they often felt unable to protect women, but their reasons differed from those offered by the women. They admitted that it was hard to keep reports of victimization confidential and believed this fact prevented victims from coming forward. Staff also told us that they were concerned with inmate "manipulation" when requests for help were tied to requests for room or cell changes. Indeed, inmates also told us that they would manufacture arguments, and even physical fights, in order to bolster their requests for housing changes, so the officers' fears were evidently justified. It became clear, however, that there is a very real risk in that victims were also not believed and were left with potential abusers in housing units.

Staff felt that their ability to respond to violence depended on inmate reporting. The staff participants acknowledged barriers to reporting victimization incidents that included inmate lack of knowledge about reporting practices, subcultural sanctions against "snitches" (by inmates and officers), distrust of the entire investigative process, and concerns about retaliation from inmates and staff.

Inmates had little confidence in the reporting process even in facilities with well-known formal policies and procedures.

One point of agreement was a strong perspective on place. In every facility where interviews were conducted, inmates and staff were unanimous that some facilities were far more dangerous than others. Within facilities, particular living units were also defined as particularly risky and

dangerous. Contributing factors in any particular locale included an interactive combination of individual, relational, and living unit and facility characteristics. Living units function as "neighborhoods" and, as such, exist as the physical place where the processes that shape violence or safety converge. Women perceived themselves as safe when they were comfortable in their living unit. Many participants expressed fear regarding other units in the same facility or other facilities because of the reputation such places had for increased violence and victimization.

Implications for Policy and Practice

The Prison Rape Elimination Act is intended to improve sexual safety in correctional environments. This study argues that sexual safety has a gendered meaning. Improving safety for female offenders requires a focus on both "kinds of person" and "kinds of places" in order to effectively prevent and intervene in violence in women's facilities.

The first step in meeting the goals of PREA is to recognize that safety and violence have different meanings for female and male inmates. These data lead us to conclude that aspects, including individual, relationship, living unit, and facility-based factors, either support or mitigate the potential for sexual and other forms of violence in women's facilities. While many individual-level risk factors can be addressed with individual-level treatment, the study concludes that aspects of place, policy, and practice contribute to violence and safety. In many cases, the living unit may be the "place" where sexual and other forms of violence can occur, but any location in a facility has this potential. In a similar way, aspects of policy and practice either support or mitigate such violence.

The authors argue that a prevention approach is the foundation for a gender-appropriate response to PREA. As the data in this study shows, violence occurs in a multi-level context and safety can be maximized by addressing these contextual factors. In order to meet the goals of eliminating physical and sexual violence in all facilities, systems and agencies must expand their approach beyond counting, investigations, and sanctions. Such strategies are integral to a broad-based response to PREA, but Owen et al., (2008) argue that a comprehensive approach to PREA includes prevention, intervention, and treatment, as well as the more traditional responses of investigations and sanctions.

Correctional systems consider a broader definition of safety to include physical, psychological, social, moral, and ethical safety. Expanding on these broader components of safety for female offenders directs attention not only to improving safety in women's facilities but also to supporting successful re-integration and rehabilitation. For many women, jails and prisons do not address these multiple dimensions of safety. Investing in programs, education, and treatment that address interpersonal violence and its collateral damage will increase safety in the women's prison, and may reduce recidivism among female offenders by addressing their pathways to incarceration.

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Group 5: Victimization

Victimization and Its Effects

One of the most consistent findings in the literature is that female offenders are very likely to have experienced violent victimization, especially sexual victimization, which results in gendered offenses and behavior while incarcerated (Bloom et al., 2003; Belknap, Holsinger, and Dunn, 1997; Belknap, 2015; Pollock, 1998, 2002; McClellan, Farabee, and Crouch, 1997; Human Rights Watch, 1996; Tjaden and Thoennes, 2006; Carlson, 2005; Browne, Miller, and Maguin, 1999; Harlow, 1999; Snell, 1994; Pollock, 2002; Owen, 1998).

Browne, et al. (1999), for instance, found that in their sample of 150 New York female prisoners, 59 percent had been sexually abused and 70 percent had been physically abused as children; 49 percent had been raped as adults; and 70 percent had experienced severe intimate partner abuse. The most comprehensive national study examining abuse was conducted by the Bureau of Justice Statistics researchers with Harlow (1999) indicating that 47 percent of women in state prisons reported physical abuse and 39 percent reported sexual abuse at some point in their lives; 25 percent and 26 percent reported experiencing physical abuse and sexual abuse before age 18.

Childhood sexual victimization has been linked to a wide range of physical and psychological consequences, including personality disorders, depression, suicidal and self-destructive behaviors, eating disorders, anxiety, feelings of isolation and stigma, poor self-esteem, poor social and interpersonal functioning, trust issues, substance abuse, sexual problems, and high risk sexual behavior (Breitenbecher, 2001; Islam-Zwart and Vick, 2004; Easteal, 2001; Ketring and Feinaur, 1999). Cathy Widom (1991, 2000) argues that childhood experiences of victimization contribute to the multiple problems female offenders have in adulthood, including lack of intellectual performance, inability to cope with stress, suicide, abuse of alcohol and drugs, sensation-seeking and anti-social attitudes, and lower levels of self-esteem and sense of control.

Finkelhor and Browne (1985, see also, Browne and Finkelhor, 1986) describe several consequences that may occur from childhood sexual abuse. The first is that the girl becomes prematurely sexualized and learns to use sex to manipulate others and views herself primarily as a sexual commodity. A second consequence is that the girl feels betrayed by someone who was a trusted caregiver leading to dependency, impaired judgment of the trustworthiness of others, and vulnerability to abusive partners. A third consequence is pervasive feelings of powerlessness that extends into adulthood. The fourth consequence is that the girl grows up with a feeling of shame and guilt with a self-image that incorporates a feeling of "badness" that, in turn, translates to self-destructive behavior.

Most notable here are findings that show this prior victimization is linked to inappropriate sexual behavior, including high-risk sexual behavior (Breitenbecher, 2001; Islam-Zwart and Vik, 2004; Finkelhor and Browne, 1985; Browne and Finkelhor, 1986; Widom, 2000; Bloom, 1997; Maeve, 2000; Battle, Zlotnick, Najavits, Guitierrez, and Winsor, 2003; Green et al., 2005; Jordan, et al., 1996; Brewer-Smyth, et al., 2004; Mullings, Marquart, and Brewer, 2000; Mullings, Marquart, and Hartley, 2003; Surratt, Inciardi, Kurtz, and Kiley, 2004). Many of these studies suggest sexual victimization is correlated with re-victimization. Other researchers argue that some women are just as likely to be perpetrators of intimate partner violence as men[23] . Later researchers, looking at incarcerated

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[23] For a review, see Robertson & Murachver, 2007.

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populations, have found that violent female offenders are more likely to have experienced childhood victimization than property offenders (Brewer-Smyth, et al., 2004; Mullings, Pollock, and Crouch, 2002; Pollock, Mulling, and Crouch, 2006).

Batchelor, Burman, and Brown (2001) found that some young incarcerated women did not view certain behaviors or experiences as violent, such as attempted rapes by acquaintances or physical fights with siblings. One important finding of this research was that girls could not be neatly categorized into victims and offenders. Also, in several studies, the concept of "respect" was found to be salient for marginalized female offenders, as well as male offenders (Batchelor et al., 2001; Batchelor, 2005; Baskin and Sommers, 1998; Kruttschnitt and Carbone-Lopez, 2006; Pollock, 2002; Owen, 1998).

Maeve (2000) chronicles the high prevalence of childhood abuse among female prisoners. She explains that such abuse can lead to symptoms of PTSD, such as "over-remembering," which may lead to lashing out violently to inappropriate cues; "under-remembering," a type of disassociation, which may lead to reacting with passivity to an external threat; cyclical re-experiencing, which may lead to becoming involved in successive intense relationships that are unstable in a continual reenactment of "rescue, injustice, and betrayal;" and self-blame, which may lead to self-hate and self-destructive behavior.

Even greater numbers of female offenders have been victimized in adulthood. Between 40 percent and 88 percent of incarcerated women have been the victims of domestic violence, also referred to here as intimate partner violence, and sexual or physical abuse prior to incarceration (Belknap, 2015; Pollock, 2014). This compares to lifetime prevalence rates of non-incarcerated women of about 18 percent for rape and 52 percent for physical assault (Bloom et al., 2003; Human Rights Watch, 1996; Tjaden and Thoennes, 2006; Carlson, 2005; Batchelor, 2005).

Cook, Smith, Tusher, and Railford (2005) found that in their sample of incarcerated women 99 percent reported experiencing at least one traumatic life event, 81 percent reported five or more. Some evidence indicates that white women in prison are even more likely than black women to have these experiences (Keaveny and Zausniewski, 1999). The data is clear that women in prison have experienced more traumatic events than non-incarcerated samples, especially trauma that involves violence, either as a victim of violence or the loss of a loved one through violence. As Belknap (2015, p. 93) summarizes, "Undeniably, trauma is a key pathway to offending."

Re-victimization

Sexual victimization, in childhood or adulthood, seems to be correlated with re-victimization. Studies consistently demonstrate that women and girls who are raped are more likely than non-victims to experience subsequent sexual victimization (Messman-Moore and Long, 1996; Tjaden and Thoennes, 2006). This certainly seems to be true for incarcerated women, although exactly why such women are vulnerable to re-victimization is unclear. For incarcerated women, it is most probably due to a variety of risky behaviors and their tendency to become involved with abusive partners and engage in high-risk sexual behavior. However, one study identified a greater vulnerability to sexual harassment and coercion from authority figures for those women who had experienced prior sexual victimization (Messman-Moore and Long, 1996).

Many studies show that prison can, in effect, re-traumatize women through its routine operational practice (Maeve, 2000; Covington and Bloom, 2006; Covington, 2012, 2013; Heney and Kristiansen,

1997). Maeve, for example, argues that a prison operational practice can recreate trauma and aggravate the symptoms of PTSD. The experiences of pat and strip searches are recreations of childhood sexual abuse, especially when the authority figure abuses his or her position. Maeve finds that female prisoners' violence, dissociation, depression, and self-mutilating behaviors could be predicted based on their prior histories. Women's violence in prison relationships can be understood by recognition of PTSD symptoms. For some women, erupting in violence reduces anxiety. Partners in prisons are also likely targets of abuse. She described one prisoner with an extensive history of childhood abuse who became increasingly anxious when a relationship was too peaceful; her comment was that "…I don't like it, it's not real—something's got to happen" (Maeve, 2000, p. 485).

Widom (1989a and b) linked early victimization to criminality for both sexes, although she found a correlation between early victimization and later violent crimes during adulthood only for men, not women. She did find, however, that early victimization was correlated with violent delinquency by female juveniles (Widom, 1991). Other researchers reported that while early victimization seems to be correlated with violent crime for male victims, the relationship is not so clear for female victims, who seem to be more prone to drug, alcohol, and other non-violent crimes[24].

In a study that examined the later lives of a sample of girls treated for child sexual abuse and a control sample, Siegel and Williams (2003, p. 79) found that sexual abuse was a significant factor in later violent criminality, but so, too, was familial neglect and abuse. The women in the victim sample were over twice as likely to have committed a violent offense as a juvenile and five times as likely to have run away. As adults, they were twice as likely to commit any crime, about twice as likely to commit a violent crime, and about seven times as likely to commit a drug crime.

Other researchers, looking at incarcerated populations, have found that violent female offenders are more likely to have experienced childhood victimization than property offenders (Brewer-Smyth, et al., 2004; Pollock, Mullings and Crouch, 2006). Brewer-Smyth, et al., (2004) link early violent victimization to neurobiological effects. In this proposed relationship, early abuse leads to either brain injury or adverse brain development because of elevated levels of the stress hormone cortisol. A variety of behavioral effects may result, including reacting in violence to stressors or triggers that would not create a violent response in non-traumatized individuals.

National Surveys Conducted by the Bureau of Justice Statistics
As required by the federal legislation, the Bureau of Justice Statistics (BJS) collects data from a range of sources to carry out a statistical review and analysis of sexual victimization in correctional facilities. The National Inmate Survey (NIS) surveys inmates in U.S. prisons, jails, and other correctional facilities to determine the prevalence and incidence of this victimization. This survey is part of the National Prison Rape Statistics Program, which also collects administrative records of reported sexual violence and interviews former prisoners and youth about their victimization experiences while incarcerated. Three waves of the NIS have been conducted. The Survey of Sexual Violence (SSV) collects data annually from administrative records on the incidence of sexual victimization in adult and juvenile correctional facilities.

In addition to these studies of incarcerated populations, BJS has released the National Former Prisoner Survey (NFPS) that sampled former prisoners through parole offices around the United

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[24] For a review, see Holsinger & Holsinger, 2005.

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States. Taken together, these data provide an empirical picture of reported sexual victimization in jails and prisons throughout the county. This review outlines BJS findings that relate to gender issues and women's facilities.

Sexual Victimization in Prison and Jails Reported by Inmates: The National Inmate Surveys

The Bureau of Justice Statistics (BJS) collects a range of individual-level data from a national sample of inmates through the National Inmate Survey (NIS). The NIS waves provide statistical data on non-consensual (forced or pressured) sexual acts and abusive sexual contacts and includes inmate-on-inmate victimization and staff sexual misconduct and victimization. Here, we summarize the findings relevant to adult women in the most current administrations of these three studies. The changes among the three waves of the NIS are statistically insignificant: here we report more recent data. Like all measures of prison and jail behavior, these rates varied across many dimensions[25].

The NIS-3 (Beck, Berzofsky, Caspar, and Krebs, 2013, p.6) found that an estimated 4 percent of prison inmates and 3.2 percent of jail inmates reported experiencing one or more incidents of sexual victimization by another inmate or facility staff during the last 12 months (or since admission). Staff sexual misconduct also includes the willingness to have sexual relations with staff. Here, we highlight findings relevant for women across these NIS waves:

- Using the same methodology since 2007, the rate of sexual victimization among state and federal prison inmates was 4.5 percent in 2007 and 4.0 percent in 2011-12; the difference was not statistically significant. Among jail inmates, the rate of sexual victimization remained unchanged—3.2 percent in 2007 and 3.2 percent in 2011-12.
- Rates of inmate-on-inmate sexual victimization among prison inmates were higher among females (4.7 percent) than males (1.9 percent). Beck et al., 2010, p. 12; Beck et al., 2013, p. 18).
- Sexual activity with facility staff was reported by 1.9 percent of male jail inmates, compared to 1.4 percent of female jail inmates (Beck et al., 2013, p. 18).
- Rates of inmate-on-inmate sexual victimization in jails were significantly higher among inmates who were white, had a college degree or more (compared to those who had not completed high school), reported a sexual orientation other than heterosexual, and had experienced sexual victimization before coming to the facility compared to those who had not (Beck et al., 2013, p. 18).
- Among inmates who reported inmate-on-inmate sexual victimization in state and federal prisons, males (16 percent) were more likely than females (6 percent) to have been victimized 11 or more times in the last 12 months, or since admission if less than 12 months (Beck et al., 2010, p. 21).
- The NIS-2 also found that males were more likely than females to report having been bribed or blackmailed to take part in sexual activity (42 percent compared to 26 percent), offered protection (39 percent compared to 19 percent), or threatened with harm or a weapon (48 percent compared to 30 percent) (Beck et al., 2010, p. 21).
- Males were more likely than females to report more than one perpetrator (25 percent compared to 11 percent), that the perpetrator was of Hispanic or Latino origin (24 percent

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[25] The various waves of the NIS report different details in their publications. Details related to inmate gender were not consistent across the three reports. However, Allen Beck of BJS has indicated in a personal communication that, although not reported consistently, the measures relating to women's experience with sexual victimization were consistent across these three waves.

compared to 16 percent), and that one or more incidents were initiated by a gang (20 percent compared to 4 percent) (p. 21) (Beck et al., 2010, p. 21).

- Among inmates who reported staff sexual misconduct, nearly 16 percent of male victims in prison and 30 percent of male victims in jail said they were victimized by staff within the first 24 hours, compared to 5 percent of female victims in prison and 4 percent of female victims in jail (Beck et al., 2010, p.5) (Beck et al., 2010, p. 21).
- Among victims of staff sexual misconduct in prison, male victims (64 percent) were more likely than female victims (30 percent) to report incidents that involved no pressure or force. A similar pattern was reported by victims in jail, with an estimated 56 percent of male victims and 31 percent of female victims reporting one or more incidents that involved no pressure or force by staff (Beck et al., 2010, p. 21).
- Nearly 82 percent of the female victims in prison said they were pressured by staff to engage in sexual activity, compared to 55 percent of male victims in prison (Beck et al., 2010, p. 23). For both male and female inmates, the perpetrator of staff sexual misconduct was most likely of the opposite sex (Beck et al., 2010, p. 21).
- For men in prison, 69 percent reported sexual activity with female staff, and an additional 16 percent reported sex with both female and male staff. For women prisoners, 72 percent reported a male perpetrator, with an additional 19 percent reporting both male and female perpetrators (Beck et al., 2010, p. 24). Jail inmates were more similar, with about two-thirds of female and male inmates identifying an opposite sex perpetrator (Beck et al., 2010, p. 21).
- Female juveniles between the ages of 16 and 24 held in adult prisons and jails reported inmate-on-inmate victimization rates between 4.4 percent and 5.7 percent, compared to male juveniles of the same age who ranged between 1.5 percent and 1.8 percent (Beck et al., 2013, p. 22).
- An inverse pattern is shown when looking at staff sexual misconduct for the same age group, females report between .8 percent and 1.7 percent, compared to males ranging from 2.6 percent to 3.3 percent (Beck et al., 2013, p. 22).
- When considering mental health status and inmate-on-inmate sexual victimization, 12.9 percent of females with serious psychological distress report serious victimization in prison, and 5.8 percent of women in jails, compared to men at 5.6 percent in prison and 3.2 percent in jail (Beck et al., 2013, p. 27).
- Just over 5 percent (5.2 percent) of females with serious psychological distress in prison report staff sexual misconduct, compared to men at 5.7 percent. Just less than 2 percent (1.7 percent) of females in jail reported such misconduct with 4.0 percent of males in jail with such distress reporting misconduct. (Beck et al., 2013, p. 27).
Non-heterosexual female inmates are 2.5 times more likely to be sexually victimized than heterosexual females (Beck et al., 2013, p. 27).

The NIS-3 added questions about serious psychological distress (SPD) to its study. The NIS-3 found higher rates of reported sexual victimization by other inmates and staff among sampled prison inmates who indicated serious psychological disorders at 6.3 percent than those without any indication of SPD at 0.7 percent. This pattern held for jail populations as well. Females with an anxiety-mood disorder or SPD in prisons and jails were much more likely to report inmate-on-inmate sexual victimization, as shown in this table:

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Inmate-on-inmate sexual victimization and Mental Health Status

	No mental illness		Anxiety-mood disorder		Serious psychological distress	
	Jail	Prison	Jail	Prison	Jail	Prison
Female	2.3 percent	3.4 percent	2.8 percent	8.9 percent	5.8 percent	12.9 percent
Male	.5 percent	.5 percent	1.1 percent	2.2 percent	3.2 percent	5.6 percent

This gender pattern was not found in the prevalence of staff sexual misconduct and mental health status. Both female (5.2 percent) and male (5.7 percent) prison inmates with SPD reported higher rates of staff sexual misconduct than those without such mental health status. Male jail inmates at 4 percent were more likely to report victimization than female jail inmates at 1.7 percent.

Inmates who reported a sexual orientation as gay, lesbian, bisexual, or other "non-heterosexual" were among those with the highest rates of sexual victimization in 2011-12 (Beck, et al, 2013, p. 7). Male inmates with a non-heterosexual orientation were more likely to report victimization by both inmates and staff. Female inmates with this orientation also reported higher rates than those females with a heterosexual orientation.

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Group 6: Staff Sexual Misconduct

Staff Perspectives

Working with The Moss Group, Owen and Wells (2005) conducted a series of structured focus group interviews with correctional staff regarding sexual victimization in women's prisons. Findings from these interviews include the following:

- Sexual assault training typically focuses on male-based information and staff receive very little information about the dynamics and prevention of sexual assault within facilities for women. Many staff from facilities housing men and women, or only women, indicated that they had very little training on working with female inmates in general.
- Staff felt that sexual assault and other forms of sexual violence were relatively infrequent, but most felt that the actual occurrence was difficult to count.
- Staff in every facility discussed the role inmate culture plays in sexual violence in prison and jails. Definitions of "weak" and "tough" inmates shape the context of victimization, and strong prohibitions against informing on another inmate inhibit staff response.
- Staff were aware of the processes known as "protective pairing" and "grooming" for sexual activities. Many suggested that part of sexual victimization was tied to "domestic violence" in male and female institutions and rooted in relationships that may have begun as consensual and turned coercive.
- both facilities for men and women discussed the difficulty in distinguishing between consensual and coerced sexual relationships.
- Staff in both facilities for men and women also suggested that women with histories of prior victimization, either through incest, molestation, or other forms of sexual assault, were more vulnerable to in-custody assault.
- Many staff members described their experience with female "predatory inmates" and acknowledged that some women are aggressive in their pursuit of a relationship with other female inmates that may or may not involve coerced sexual acts.
- Staff acknowledged that while male staff involvement with female inmates was the more common occurrence, misconduct between female staff and inmates was also a possibility. Staff sexual misconduct was seen as a safety violation and contrary to the purpose of the job itself.
- Staff expressed great concern over the validity of claims of staff sexual misconduct and the damage such false accusations could create. Credibility was also an issue in reports of staff sexual misconduct. Staff in every facility was very concerned that co-workers would be damaged by false accusations (Owen and Wells, 2005).

Staff Sexual Victimization

Staff sexual misconduct can take many forms, including inappropriate language, verbal degradation, intrusive searches, unwarranted visual supervision, using goods and privileges to coerce cooperation in sexual activities, the use or threat of force, and physical rape (Human Rights Watch, 1996, Dumond, 2000; Siegal, 2001; Baro, 1997).

From the early 1900s to the late 1970s, female officers were assigned to supervise most female prisoners in this country. Since the late 1970s, most states have allowed male officers to work in prisons for women. In many states, over 50 percent of correctional officers in prisons for women are men (Pollock 2002). This has led to female inmates being patted down, and, in some cases, strip

searched by male officers. The policy of using male officers to supervise, pat search, and even strip search female inmates has led to "sex scandals" in many states. When female inmates have challenged such treatment, using the right to privacy and Eighth Amendment arguments, some courts have agreed that women and men are not "similarly situated." Courts have acknowledged the fact that many women in prison have experienced sexual abuse by men, which arguably makes them different from male prisoners who are not as likely to have this history of victimization and, therefore, do not experience the same level of anxiety or violation as do women when undergoing a search conducted by an officer of the opposite sex[26]. Standard policies and procedures in correctional settings (e.g., searches, restraints, and isolation) can have profound effects on women with histories of trauma and abuse, and they often act as triggers to re-traumatize women who have been previously victimized (Covington and Bloom, 2006; Maeve, 2000; Benedict 2014).

A minority of male and female officers have used their positions to perpetrate sexual abuse and exploitation of women in prison. The problem of correctional staff sexual misconduct in women's correctional facilities has been identified by the media, the public, and human rights organizations. Kubiak, Hanna, and Balton (2005) describe three case histories of women who were raped in prison by correctional staff members. The women had histories of sexual victimization and their reaction to the officers' sexual aggression could be described as passive acceptance. As one woman said in response to the male officer telling her he was going to have sex with her, "Yeah, right. Whatever." (Kubiak, Hanna, and Balton, 2005, p. 164). This fatalistic acceptance of sexual assault seems to be related to their histories of childhood sexual violence, reflecting their fear that the correctional officer—like the male adult when they were children—was omnipotent and would punish resistance. In their eyes, acceptance was simply the best approach to ensure overall safety. These inmates believed that if they reported the incidents, the officers and other staff members would retaliate. Kubiak, Hanna, and Balton (2005) further describe how women's histories of sexual victimization may result in passive acceptance of officers' aggression.

Struckman-Johnson and Struckman-Johnson's (2000) findings indicated that 45 percent of incidents of sexual coercion reported by inmates involved staff as perpetrators. Wolff and her colleagues found that staff-on-inmate sexual victimization was about one and one-half times higher (53/1,000 v. 34/1,000) in the women's prison than in the men's prison. They also noted that younger inmates were significantly more likely to be victims of sexual victimization by staff (Wolff et al., 2006, p. 840). The Bureau of Justice Statistics found that the reported instances of staff sexual victimization ranged from 0 to 5.3 percent and reported non-consensual sexual acts ranged from 0 to 3.7 percent (Beck and Harrison, 2007).

In 1999, the General Accounting Office published a study on sexual misconduct by correctional staff in women's prisons (GAO, 1999). This report noted that state laws and correctional policies changed in the 1990s in response to a perceived growing problem of staff sexual misconduct. The study examined the prison populations in California, Texas, the District of Columbia, and the Federal Bureau of Prisons, finding that between 11 percent and 18 percent of the inmates' allegations were substantiated and in very few cases were any staff members prosecuted. The study also noted that it was widely believed that staff sexual misconduct is underreported. Between 1995 and 1998, 506 allegations were recorded in the four correctional systems studied; however, report

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[26] For a review of cases, see Pollock, 2002; Flesher, 2007

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authors found that some states did not record all allegations.

It should be noted that female officers working in both men's and women's prisons have also been found to be involved in sexual misconduct. About half of all verified staff sexual misconduct is perpetrated by female officers in men's facilities (Marquart, Barnhill, and Balshaw-Biddle, 2001). However, the problem of more coercive or assaultive offenses, or both, appears to occur between male staff and female inmates. The problem can be aggravated by poor grievance procedures, inadequate investigations, and staff retaliation against inmates or parolees who "blow the whistle."

Calhoun and Coleman (2002) studied staff-inmate sexual conduct in a female correctional facility in Hawaii. The authors argue that staff-inmate sexual contact is not a rare occurrence, but not publicly recognized. Their female respondents described three types of sexual abuse in prison: "trading," "love," and "in the line of duty." It is reported that female inmates engage in "trading" sexual acts to gain access to material goods or services regularly denied to inmates such as food, clothes, or drugs. Calhoun and Coleman (2002) suggest that inmate "trading" does not constitute consensual sexual acts because of the unequal power relationship between staff and inmates in the prison setting. As for the other two types of sexual misconduct, their respondents suggest that "love" between staff and inmates can occur but it is rare. The "in the line of duty" misconduct involved abuses during searches. Female respondents indicated these searches often made them feel humiliated, sexualized, and powerless.

One important point to note is that female inmates are not a homogenous group of passive victims. Some do fall in love with correctional officers, some actively exploit male or female officers who fall in love with them, and some willingly participate in sexual banter. One female inmate describes one male officer's daily experience in the women's prison as characterized by "wolf whistles" and women "licking their lips," or "offering open mouths and tongues" while "flirting shamelessly with him." This officer was later indicted and convicted for sexual misconduct (Petersen, 2000). According to this inmate, female inmates use sex with staff members for physical affection to secure lighter work details, special privileges, money, or contraband. Trammell (2006) also provided narratives of female inmates who described situations where male correctional staff members did not engage in sexual misconduct until women started to flirt with them. According to these reports, most sexual contact between female inmates and staff members was consensual. If it is true that female inmates actively seek out sexual relationships with male staff members, it may be the case that such relationships are truly consensual, or it may be that such relationships can be understood as the tactics of the oppressed, a result of sexualized identity and low self-image because of childhood sexual abuse, or a result of gender socialization. Regardless of motivation, sexual relationships with inmates are unprofessional, against policy, and, in most states illegal.

Staff Sexual Misconduct and Victimization
The most common form of misconduct by staff seemed to be verbal abuse (referring to women in derogatory terms or yelling and screaming at them). The women offered few descriptions of staff members who seemed to have a pattern of using greater than necessary force. Under this topic, the focus group discussions most often centered on sexual victimization involving staff members. Such victimization was perceived as not as common as what had occurred in the past. In their descriptions, participants mentioned verbal harassment, such as inappropriate but seemingly flattering remarks ("You are too pretty to be in prison."); unprofessional conjecture ("What I'd like to do with a body like that."); and sexual solicitation "("You know you want it."). These interactions

had an unnerving effect on women's overall well-being and contributed to a generalized feeling of vulnerability. Like sexually aggressive inmates, most of the sexually aggressive staff members had public reputations as "perverts" whom women took pains to avoid. Sexual relationships between staff members and female inmates, while acknowledged to be "wrong," were perceived as a commercial exchange, with both parties often seeing them as a fair trade.

Our findings show that staff-on-inmate relationships are interrelated with other forms of victimization. For instance, situations described included cases where a staff member in a relationship with an inmate became jealous over her relationship with another inmate and so used excessive force on her; a staff member in a relationship with an inmate was married to another correctional officer, who found out and retaliated against the inmate; and, a staff member had relationships with two inmates who found out and assaulted each other.

In the same way that inmate-on-inmate sexual victimization can be described as occurring along a continuum of coercion, so, too, can staff misconduct. This continuum of staff sexual misconduct includes the following:

- Love and seduction
- Inappropriate comments and conversation
- Sexual requests
- "Flashing," voyeurism, and touching

- Abuse of search authority
- Sexual exchange
- Sexual intimidation
- Sex without physical violence
- Sex with physical violence

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Development and Validation of the Women's Correctional Safety Scales (WCSS): Tools for Improving Safety in Women's Facilities

Building on the extensive focus group data from the Owen et al. study (2008), Wells, Owen, and Parson (2013) developed a comprehensive battery of survey instruments to assess prisoner perceptions of violence and safety in women's facilities. This process resulted in the construction and preliminary validation of a battery of instruments, known as the Women's Correctional Safety Scales (WCSS).

Here, simple descriptive results from the data collected by Wells, Owen, and Parson (2013) are presented below in the order the items appear on the survey. Demographics and data regarding concerns about retaliation for taking the survey are summarized in final section.

Problems in the Housing Unit

Section one of the WCSS Survey measures six general areas of conflict or violence: 1) inmate economic conflict, 2) inmate sexual violence, 3) inmate physical violence, 4) staff verbal or sexual harassment, 5) staff sexual misconduct, and 6) staff physical violence. Inmates were asked to rate statements according to the perceived seriousness of the problems they encountered in their current housing units.

The survey introduced this section by stating:

> *Below is a list of things that women inmates may consider to be a problem in their housing unit. Please indicate, by circling the appropriate number, how much of a problem (if at all) you consider each thing to be in your housing unit since you have been there. If you do not know about a certain thing, or have no opinion, please indicate that it is not a problem to you by circling 0 = Not a problem at all.*

In this survey, these definitions included the following:
- **"Women"** to mean *one or more woman inmates or detainees*
- **"Staff"** to mean *anyone who works here at the facility*, including paid employees, agency representatives, and contract workers, but also including official visitors and volunteers
- **"Problem"** to mean *anything that interferes with your sense of safety and well-being*

The six areas were evaluated according to the following ratings:

How much of a problem have the following being in your HOUSING UNIT since you have been there?

0 = Not a problem at all   1 = Small problem   2 = Medium problem

3 = Big problem   4 = Very big problem

We combined similar items into scales in order to adequately measure each of these six areas.

Inmate Economic Conflict

The earlier NIJ-sponsored study (Owen et al., 2008) found that economic conflict was of some concern to women in jails and prisons. On average, inmate conflict over material possessions, debts, theft, and other economic issues was perceived as a small to medium problem. While this may be considered a favorable finding overall, there was considerable variation among the individual survey items and responses used to calculate the Inmate Economic Conflict Scale Mean. For example, item Q1 (Women here have gotten into verbal arguments over debts) was perceived to be a medium problem on average, while Q6 (Women here have used physical force to steal from others) was perceived to be a smaller problem on average. (1.14). Even greater variation is seen amongst the perceptions of individual respondents. For example, although 51.8 percent of respondents reported that inmate economic conflict was either not a problem at all (31.6 percent) or only a small problem (20.2 percent), nearly 30 percent reported that it was either a big or very big problem (14.3 percent and 15.1 percent respectively).

Inmate Sexual Violence

Wells, Owen, and Parson (2013) provided the following definitions for terms used in this section:

- Inmate Sexual Violence means *any kind of sexual assault or a threat of any kind of sexual violence by an inmate.* Examples:

  - Any kind of forced intercourse (rape) with mental or physical force (forced intercourse means vaginal, anal, or oral penetration)
  - Touching other inmates without their consent (this includes an inmate who cannot consent or refuse due to being unconscious, asleep, mentally handicapped, etc.)
  - Penetration with an object such as a bottle
  - Attempted rapes and verbal threats of rape
  - Attacks or attempts involving unwanted sexual contact

- Inmate Sexual Violence includes sexually violent threats. It may or may not involve force. It includes things like grabbing or fondling.

Inmate sexual violence was perceived as somewhat less than a "small problem" on average. While this appears to be a very favorable finding overall, there was some variation among the individual responses used to calculate mean (average) ratings. Despite the fact that 67 percent of respondents reported that inmate sexual violence was not at all a problem for them in their housing unit, about 8.6 percent reported that it was a big (4.7 percent) or very big (3.9 percent) problem for them. Although these percentages may seem small, they represent nearly 300 woman inmates (based on this sample) who reported much more troubling perceptions of inmate sexual violence than suggested by the mean scale score. Note also that among the various types of sexual violence surveyed, Question #8 was reported as the most problematic (Q8: Without using physical force, women here have touched, felt, or grabbed other women in a sexually threatening or uncomfortable way). This item had a mean score of 1.14, with 46 percent of respondents reporting that it was not at all a problem, and 18.3 percent (640 women) reporting that it was either a big (8.9 percent) or very big (9.4 percent) problem in their housing unit.

Inmate Physical Violence

Wells, Owen, and Parson (2013) provided the following definitions of inmate physical violence:

- Inmate Physical Violence means *use of physical force __OR__ threats of force by an inmate*. It can also mean intent to harm or frighten another inmate or staff member. Examples:

  - Verbal threats of physical violence
  - Attempts to inflict physical harm
  - Hitting, slapping, kicking, biting
  - Striking with a weapon
  - Does __NOT__ include force or threats for sex—that would be inmate sexual violence

- Inmate Physical Violence means *any physical conflict between inmates*. It involves hitting, slapping, kicking, biting, or striking with a weapon.

Inmate physical violence was perceived as a small to medium problem on average (note the mean rating of 1.65 on the Overall Inmate Physical Violence Scale, which falls between the numeric ratings of "1 = Small Problem" and "2 = Medium Problem"). While this is a somewhat favorable finding overall, once again, there is considerable variation among the individual survey items and responses used to calculate the overall scale mean. Among the various types of inmate physical violence surveyed, physical fights with intimate partners or girlfriends (Q27), with roommates or cellmates (Q25), and physical fights stemming from arguments (Q22), were perceived to be the most problematic, with means ranging from 2.01 – 2.22. On the other hand, having to pay "protection" (Q23) and assault with a weapon (Q30) were perceived to be the least problematic, with means of 0.77 and 1.07 respectively.

Similar variation can be seen in the overall Inmate Physical Violence Scale, where despite a moderate mean scale score of 1.65, about a third of respondents reported a big (13.6 percent) or very big (18.6 percent) problem, while over half reported no problem at all (33.5 percent) or only a small problem (18.8 percent).

Staff Verbal and Sexual Harassment

Wells, Owen, and Parson (2013) provided the following definition for staff sexual harassment:

- Staff Sexual Harassment means *sexual remarks without a threat by any staff member to an inmate*. This term covers any remarks about gender, sexual choice, women's bodies, or clothing. Obscene words or gestures are also included.

Issues relating to staff verbal and sexual harassment were perceived to be a medium problem on average (note the mean rating of 2.04 on the overall Staff Verbal and Sexual Harassment Scale). Although some readers may be tempted to interpret this as a neutral finding (rather than negative) given its mid position on the scale, this finding, on the whole, suggests a negative interpretation is more appropriate. Women indicated significant concern with staff verbal and sexual harassment. Most respondents reported a big or very big problem with staff yelling or screaming (Q35) and cursing (Q34) at woman inmates (65.0 percent and 60.2 percent respectively). Large numbers of respondents (about 1,900 of the 3,500) also reported big or very big problems with staff making disrespectful comments to, or about, woman inmates (Q32 and Q33). On the other hand, fewer

respondents, but still a substantial number (about 600 of the 3,500) reported big or very big problems related to staff making sexual comments, noises, or gestures to woman inmates (Q36 and Q37). Overall, 44.8 percent of respondents fell into the big (14.1 percent) to very big problem (30.7 percent) range on the Staff Verbal and Sexual Harassment Scale, while 42.6 percent fell into the small (14.3 percent) to no problem (28.3 percent) range.

Staff Sexual Misconduct

Wells, Owen, and Parson (2103) provided the following definition for staff sexual misconduct:

- Staff Sexual Misconduct means *any kind of sexual acts, requests, or threats toward an inmate by any staff member.* Romance between staff and inmates is included. It includes willing or unwilling sexual acts. Examples:

  o Intentional touching of genitals, anus, groin, breast, inner thigh, or buttocks to sexually abuse, arouse, or gratify
  o Completed, attempted, threatened, or requested sexual acts
  o Staff exposing themselves, invading privacy, giving vulgar looks, or viewing inmates for sexual gratification

Staff sexual misconduct was perceived to be slightly less than a "small problem" on average (note the mean rating of 0.76 on the Overall Staff Sexual Misconduct Scale). While this is a very favorable finding overall, there was some variation among the individual survey items and responses used to calculate mean (average) ratings. As in the other categories, variation is important. Despite the fact that about 66.3 percent of respondents reported that staff sexual misconduct was not at all a problem for them in their housing unit, for example, 13.5 percent reported that it was a big (5.3 percent) or very big (8.2 percent) problem.

Moreover, survey respondents indicated that some types of staff sexual misconduct were much more problematic than others. For example, approximately 1,000 woman inmates reported a big or very big problem with staff invading the privacy of woman inmates more than what was necessary for them to do their jobs (Q39) and staff staring at woman inmates' bodies (Q38). On the other hand, a much smaller (though still worthy of attention) number of woman inmates (167 or 4.8 percent) reported a big or very big problem with staff using physical violence to force woman inmates to perform sexual activity (Q45).

Staff Physical Violence

Wells, Owen, and Parson (2013) provided the following definition for staff physical violence:
- Staff Physical Violence means *use of physical force OR threats of force to harm or frighten an inmate by any staff member*. Examples:

  o Hitting, slapping, kicking, or biting
  o Use of excess force
  o Physical attempts or threats
  o Striking inmates with a baton or other authorized object when unnecessary

- Staff Physical Violence does not include using force for sex purposes—that would be Staff Sexual Misconduct.

Staff physical violence was perceived to be a "small problem" on average (note the mean rating of 1.00 on the Overall Staff Physical Violence Scale). While this is a favorable finding for the facility overall, there was some variation among the individual survey items and responses used to calculate mean (average) ratings. As one illustration of variation, 26.6 percent of respondents reported that staff using too much physical force while controlling woman inmates (Q48) constituted either a big problem (10.3 percent) or a very big problem (16.3 percent). This was the most problematic of the staff physical violence items. On the other hand, staff hitting, slapping, kicking, or biting woman inmates was perceived to be the least problematic of the surveyed items, with a mean of 0.71, where about half as many respondents (13.1 percent) indicated that it was a big (4.5 percent) or very big (8.6 percent) problem. Overall, 72 percent of woman inmates indicated that staff physical violence was either not a problem at all in their housing unit (59.2 percent) or was only a small problem (12.8 percent), while 19.6 percent indicated that it was either a big problem (7.6 percent) or a very big problem (12.0). While these later percentages may seem relatively small, they equate to about 680 woman inmates.

Inmate Views of Policy and Reporting Climate

This part of the WCSS Survey asked inmates to evaluate a variety of statements relating to facility policy and reporting issues. There was considerable variation among respondents regarding their views on the effectiveness of facility procedures in protecting woman inmates. The mean score for the Overall Facility Procedures in Protecting Women Scale was 3.13 (approximately "Neither Agree nor Disagree"). Overall 42.6 percent of respondents either somewhat agreed (17.9 percent) or strongly agreed (24.7 percent) that facility procedures are successful in protecting woman inmates from various forms of staff and inmate abuse.

Overall 33.5 percent either somewhat disagreed (13.0 percent) or strongly disagreed (20.5 percent) with this statement; 23.9 percent indicated uncertainty by marking neither agree nor disagree. The lowest rated item was Q59a which dealt with inmate physical violence. Thus, respondents generally indicated that facility procedures were more successful in protecting women from staff abuse, and from inmate sexual violence, than from inmate physical violence.

Staff Harassment of Inmates Who Report

Survey respondents were largely ambivalent about, or in disagreement with, statements that staff harass woman inmates who report staff or inmate misconduct. The mean score on the Overall Staff Harassment of Inmates Who Report Scale was 2.63, falling between somewhat disagree (2) and neither agree nor disagree (3). In all, approximately 44.9 percent of respondents either somewhat disagreed (9.5 percent) or strongly disagreed (35.4 percent) with these statements, while 27.1 percent either somewhat agreed (11.0 percent) or strongly agreed (16.1 percent) with the harassment statements; 28.0 percent indicated ambivalence or uncertainty by marking neither agree nor disagree. Women housed in prisons reported slightly more agreement with the staff harassment statements (2.66) than those housed in jails (2.50). Similarly, those housed in "high problem" units (as rated by staff) were slightly more likely to agree with the harassment statements (2.77) than those housed in low problem units (2.66) or unrated units (2.32).

Inmate Harassment of Inmates Who Report

Survey respondents were divided by their perceptions of inmate harassment of those who report staff or inmate misconduct. The mean score on the Overall Inmate Harassment of Inmates who Report Scale was 3.01 (neither agree nor disagree). However, only 25.8 percent of inmates actually

marked this response. Most either disagreed with the inmate harassment statements (27.0 percent strongly and 8.0 percent somewhat) or agreed with the harassment statements (23.4 percent strongly and 15.9 percent somewhat). Women housed in prisons reported slightly more agreement with the inmate harassment statements (3.06) than those housed in jails (2.78). Similarly, those housed in "high problem" units (as rated by staff) were more likely to agree with the harassment statements (3.25) than those housed in low problem units (2.98) or unrated units (2.64).

Demographics and Concerns About Retaliation

The final section of the WCSS Survey gathered demographic data. Based on the data we collected, the majority of inmates had a high school diploma or GED (78.1 percent) and were of non-Hispanic or White ethnicity (91.5 percent / 68.1 percent). Demographic details were also reported regarding educational attainment, race and ethnicity, age, and offense history of all respondents. Analyses show that a plurality of inmates, 38.8 percent, were incarcerated as a result of drug-related offenses. The average (mean) age of women completing the survey was 35.5 years. The average time served in this facility was 24.5 months.

The last two questions on the WCSS asked if the inmates who completed the survey thought they might receive some retaliation from staff or inmates for completing the survey. About 26 percent of inmates indicated they might receive some retaliation from staff for participating in the survey; about 16 percent felt they might receive some form of retaliation from inmates.

WCSS Survey Conclusion

This section provided simple, descriptive statistical summaries of the data collected from over 4,000 women in 15 different correctional facilities. Response rates were strong overall: 89.0 percent of available inmates completed the WCSS Survey (76.3 percent of all inmates assigned to those units.) Data from the quantitative and qualitative items from the overall sample, as well as the jail and prison sub samples, and "high" and "low" problems unit sub samples also displays these variations. Variation in descriptive results by facility type (jails and prisons), and by housing unit problem level (low, high, and unrated) indicated that the WCSS items and scale differences were in the expected magnitude and direction. The study found the WCSS to be a reliable and valid instrument.

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Owen, B., Wells, J., Pollock, J., Muscat, B., and Torres, S. (2008). *Gendered violence and safety: A contextual approach to improving security in women's facilities. Final Report.* Washington, DC: National Institute of Justice.

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Glossary of Terms

Coercion: use of force or intimidation to obtain compliance.

Consent: to permit, approve, or agree; comply or yield.

Emotional safety: The safeguarding against psychological denigration, humiliation, or other negative verbal or behavioral harassment. Emotional safety is important for everyone, particularly because mental health issues can be a precipitating factor for maladaptive behavior and can be exacerbated by conditions of confinement. If emotional safety is compromised, so is physical safety.

Physical safety: The protection against bodily harm.

Relational safety: This component of safety is closely connected to emotional and physical safety through inmates feeling respected and psychologically safe when interacting with others. It is an imperative consideration because women's relational approach often leads them to define safety in terms of relationships.

Sexual Abuse: Sexual abuse of an inmate, detainee, or resident by another inmate, detainee, or resident includes the following acts, if the victim does not consent, is coerced into such act by overt or implied threats of violence, or is unable to consent or refuse:
1) Contact between the penis and the vulva or the penis and the anus, including penetration
2) Contact between the mouth and the penis, vulva, or anus;
3) Penetration of the anal or genital opening by another person, however slight, by a hand, finger, object, or another instrument; and
4) Any other intentional touching, either directly or through the clothing, of the genitalia, anus, groin, breast, inner thigh, or the buttocks of another person, excluding contact incidental to a physical altercation.

Sexual Harassment:
1) Repeated and unwelcome sexual advances, requests for sexual favors, or verbal comments, gestures, or actions of a derogatory or offensive sexual nature by one inmate, detainee, or resident directed toward another; and
2) Repeated verbal comments or gestures of a sexual nature to an inmate, detainee, or resident by a staff member, contractor, or volunteer, including demeaning references to gender, sexually suggestive or derogatory comments about body or clothing, or obscene language or gestures.

Staff Sexual Misconduct: Staff sexual misconduct can include such behaviors as inappropriate language, verbal degradation, intrusive searches, unwarranted visual supervision, denying of goods and privileges, the use or threat of force, and physical rape.

Sexual Safety: The protection against physical or emotional abuse or harassment that is sexual in nature. A "zero tolerance" culture helps to protect the rights of inmates to be free of sexual harassment, assault, and retaliation.

Voyeurism: Behavior by a staff member, contractor, or volunteer that constitutes an invasion of privacy of an inmate, detainee, or resident by staff for reasons unrelated to official duties, such as peering at an inmate who is using the toilet in his or her cell to perform bodily functions; requiring an inmate to expose his or her buttocks, genitals, or breasts; or taking images of all or part of an inmate's naked body or of an inmate performing bodily functions.

Safety Matters: Managing Relationships in Women's Facilities

Additional Training Opportunities and Resources

Training

- Operational Practices in the Management of Women Offenders: nicic.gov

- NIC E-Course: Justice Involved Women Course 1-5: nicic.gov/womenoffenders

- Gender-Specific Programming and Services: uc.edu/womenoffenders

- Advanced Gender-Responsive Principles: uc.edu/womenoffenders

- Applying Trauma-Informed Practices to Criminal Justice Settings to Achieve Positive Outcomes for Justice-Involved Women—webinar recording on cjinvolvedwomen.org
- Justice Involved Women: Developing an Agency Wide Approach: nicic.gov

- Gender Responsive Discipline and Sanctions Guide: nicic.gov

Resources

- Benedict, A. (2014). *Using Trauma-informed Practices to Enhance Safety and Security in Women's Correctional Facilities*. Silver Spring, MD: National Resource Center on Justice Involved Women.

- Benedict, A., Ney, B. & Ramirez, R. (2015). *Gender Responsive Discipline and Sanctions Policy Guide for Women's Facilities*. Silver Spring, MD: National Resource Center on Justice-Involved Women.

- Bloom, B. Owen, B., & Covington, S. (2003). *Gender-Responsive Strategies for Women Offenders: A Summary of Research, Practice, and Guiding Principles for Women Offenders.* USDOJ: National Institute of Corrections.

- Foley, J. (2012). *Gender-Responsive Policies and Practices in Maine: What Incarcerated Women at the Women's Center Say They Need from the Criminal Justice System.* University of Southern Maine: Muskie School of Public Service.

- Guidance in Cross-Gender and Transgender Pat Searches was developed in 2015 by The National PREA Resource Center in collaboration with The Moss Group.

- King, E., & Foley, J.E. (2014): *Gender Responsive Policy Development in Corrections: What We Know and Roadmaps for Change*. Washington, DC: National Institute of Corrections.

- Moss, A. (2007). The Prison Rape Elimination Act: Implications for Women and Girls. CT Feature. Available at: https://www.wcl.american.edu/endsilence/documents/PREAimplicationsforwomenandgirls.pdf.

- National Task Force on the Use of Restraints with Pregnant Women under Correctional Custody. Best Practices in the Use of Restraints with Pregnant Women under Correctional Custody. U.S. Department of Health and Human Services, 2012. Department of Justice Grant No. 2010-DJ-BX-K080.

- National Resource Center on Justice-Involved Women (2011). *Resource Brief: Achieving Successful Outcomes with Justice Involved Women.* USDOJ: Bureau of Justice Assistance.

- Ney, B, Ramirez, R., & Van Dieten, M. (2012). *Ten Truths That Matter When Working with Justice Involved Women*.

- Van Voorhis, P. (2012). On Behalf of Women Offenders: Women's Place in the Science of Evidence-Based Practice. *Criminology and Public Policy,* 11(2): 111-145.

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- VanVoorhis, P. (2016) *Gender Responsive Interventions in the Era of Evidence Based Practice: A Consumer's Guide to Understanding Research*. Silver Spring, MD: National Resource Center on Justice Involved Women.

- Wright, E.M., Van Voorhis, P., Salisbury, E., & Bauman, A. (2012). Gender-responsive lessons learned and policy implications for women in prison: A review. *Criminal Justice & Behavior,* 39: 1612-1632.

Safety Matters

Managing Relationships in Women's Facilities

Session 2

Module 3: What Do We Do?

Module 4: How Do We Do It?

Onsite Training Material

THE MOSS GROUP, INC.

Experienced Practitioners Committed to Excellence in Correctional Practice

Module 3: What Do We Do?

Intersession Assignment Group Presentation Notes:

❖ **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.[27]
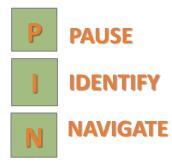
❖ **Module 3 Objectives**

- 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 practice to experience sexual safety in the context of day-to-day tasks

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[27] NRCJIW, 2011

Safety Matters: Managing Relationships in Women's Facilities
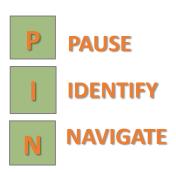
❖ **Using Your Safety P.I.N.**

P	PAUSE
I	IDENTIFY
N	NAVIGATE

❖ **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.

- Reflect on all three phases of the Safety P.I.N. during the demonstration scenario.

P	PAUSE
I	IDENTIFY
N	NAVIGATE

Unit 3.2 Trauma Triggers

❖ **Definition of Trauma Triggers[28]**
- 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.

❖ **Trauma Triggers Examples**
- Trauma triggers may include

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

- Anything that reminds a trauma survivor of a traumatic event.

Discussion: Trauma Triggers

- What potential trauma triggers could an inmate encounter?

- How could standard correctional practices trigger a trauma survivor?

- How could we reduce the effect of trauma triggers on inmates? Could we adapt practices? Could we administer those practices differently?

❖ **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.

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[28] Domestic Center on Domestic Violence, Trauma, and Mental Health, 2014.

Safety Matters: Managing Relationships in Women's Facilities

❖ **Definition of Boundaries**

- Boundaries are "limits of ethically appropriate professional behavior." [29]

❖ **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

Activity: Boundaries

- Professional boundaries being appropriately kept

- Professional boundaries **not** being appropriately kept

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[29] National Committee of Veterans Health Administration, 2003.

Safety Matters: Managing Relationships in Women's Facilities

❖ 8 Types of Boundaries

- Role

- Time

- Place and space

- Gifts and services

- Clothing

- Language

- Self-disclosure and personal information

- Physical contact

Activity: Common Boundary Issues

- Use the handouts provided to your group to do

    - List the reasons why the boundary must be in place

    - List the gray areas of when and where this boundary may not need to be rigidly enforced

Unit 3.4 Clarity on Healthy Relationships

❖ **Clarity on Healthy Relationships**
- The professional relationships you form with inmates matters—they support change.

❖ **Healthy Professional Relationships**
- When we work with inmates we should always be aware of what we say and do.

Activity: Ineffective and Inappropriate Staff Behaviors
- How could this be a problem?

- Why would this staff behavior not support healthy relationships with woman inmates?

Unit 3.5 Effective Communication

❖ **Communication**
- Be clear about what you want to say.

- Be certain your message is specific.

- Emphasize the positive by using positive reinforcement.

- Focus on the behavior or attitude and not the person.

- Don't use technical language.

❖ **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.

Activity: Active Listening
- See if the staff person <u>actively listens</u> to the inmate.

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

    ▪ How was active listening helpful in the situation?

❖ **Motivational Interviewing Basic Skills**
- For Basic Skills: O-A-R-S

  ▪ Open-ended Questions

  ▪ Affirmations

  ▪ Reflective Listening

  ▪ Summarizing

❖ **Open-ended Questions**
- Open-ended questions give us a great deal more information while requiring less work on our part.

- Close-ended questions are questions that are answered by yes or no.

Activity: Open-ended Questions

- Read the scenario, then 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.

> **SCENARIO:** It's time for the inmates to head out to the rec yard. The unit officer requests that all inmates line up to leave the unit in an orderly fashion. Inmate Jones does not want to leave her cell. She begs the unit officer to let her stay in her cell.

Open-ended questions

1.

2.

3.

4.

5.

6.

Closed-ended questions

1.

2.

3.

Activity: Open-ended Questions Discussion

- How could gathering more information help staff make good decisions?

- What types of information do you get when you ask open-ended questions versus closed-ended questions?

- Could the situation have played out differently if staff did not use open-ended questions?

❖ **Affirmations**
- Affirmations: genuine acknowledgements or validations of a person's strengths, abilities, or efforts

Activity: Affirmation Exercise

- Based on your experience working with woman inmates, generate as many possible affirmations as you can.

  - ▪
  - ▪
  - ▪
  - ▪
  - ▪

  - ▪
  - ▪
  - ▪
  - ▪
  - ▪

❖ **Reflective Listening**
- Reflective Listening: a response to a statement that infers or mirrors the original statement to demonstrate understand

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

❖ **Summarizing**
- Summarizing: bringing together key pieces of information the inmate has shared with you

- Bookends: phrases that start and end a summary

Unit 3.6 De-escalation Techniques: Amplified Reflection and Avoiding Power Struggles

❖ 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.

❖ De-escalation Techniques

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

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

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

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

❖ Amplified Reflection

- Amplified Reflections: reflect the resistant statement in an exaggerated form <u>without sarcasm</u>!

- Emphasize the point you want to challenge.

❖ Additional De-escalation Skills

- Shifting Focus

- Reframing

- Agreement with a Twist

❖ What About Power Struggles?

- Power struggles are no win situations.

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

Easier said than done!

❖ Motivational Interviewing Techniques to Avoid Power Struggles

- Offer choices

- Use Reflective Listening

- Wait for the Inmate to Cool Down

- Switch Techniques

- Roll with Resistance

- Take a Time Out Yourself

❖ When to Intervene

- How do we know when to intervene?

❖ 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

  - <u>Do not</u> 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

Unit 3.7 Effective Use of Authority

❖ **Effective Use of Authority**

- Involved structured supervision and limit setting.

- Focuses on the unacceptable behavior, not on the person performing the behavior.

- Directly and specifically elaborates the reasons for disapproval.

- Make sure to use your normal voice.

- Support your words with action.

- Avoid ultimatums and power struggles.

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.

❖ **Module 3 Summary Objectives**

- 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 practice to experience sexual safety in the context of day-to-day tasks

Summary
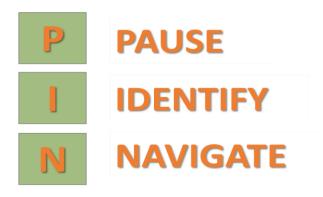
- What is your key learning takeaway from today's session?

Module 4: How Do We Do It?

❖ **Use Your Safety P.I.N.**
- 3-Step Approach for Using Communication Skills to Enhance Safety

P	**PAUSE**
I	**IDENTIFY**
N	**NAVIGATE**

Lab 1: Survival Skills and Relationships

❖ **Lab 1: Survival Skills and 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 the scenario
    - Identify operational practices that support sexual safety identified in the scenarios

❖ **Survival Skills and Relationships**
- Family Dynamics Video
- How Indigency Can Compromise Safety Video

❖ **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.

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

  ▪ Discussion about the interaction

    o Here was the perception when you _____.

    o Here is the boundary I set because _____.

    o What is your understanding of why I set that boundary?

> **Appropriate Referral**

❖ **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.

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

  ▪ Discussion about the interaction:

    o Determine the inmates' perception of the incident

    o Describe any rule violated

    o Describe the rationale for the rule and how it promotes safety

    o Explore her understanding

> **Appropriate Referral**

❖ **Instructions for Role Play Activity**
- 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

- 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:

        o Review the role play information.

        o You are responsible for starting and stopping the role play within time limits.

        o During the role play, you serve as an observer.

        o Pay close attention to the interaction between the individuals.

        o All three members of the triad will have time after the role play to discuss what happened.

        o It's critical that in your feedback you be as specific as possible.

        o Remember to build on strength, i.e., focus specifically on what the officer or staff person does well; then offer or solicit any recommendations as appropriate.

Final Lab 1 Question
- How would the outcome be different if you didn't…?

P **PAUSE**

I **IDENTIFY**

N **NAVIGATE**

Role Play Observation Form

Scenario Version #: _____

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.)*
    - o Active listening
    - o Open-ended questions
    - o Affirmations
    - o Reflective listening
    - o Summarizing
    - o 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.

Lab 2: Discipline and Communication

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 rational 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.

❖ 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

❖ The Rationale

- Discipline and sanctions are designed in a way that is evidenced-based, gender-responsive, and trauma-informed.
    - 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.

❖ Research Implications

- Prevention and balance

- Relationships and empowerment

- Gender and trauma

- Motivation and skill building

- Staff training and support

❖ 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.

❖ Discipline, Prevention, and Safety: Relationships and PREA

- 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.

Common Behaviors Exhibited Between Woman Inmates

Directions: Generate a list of common behaviors exhibited by woman inmates that are related to relationships and may have PREA or disciplinary implications. Then, place a check in the appropriate category reflecting the severity level of the behavior. 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.

Common Behavior	Minor	Moderate	Serious

Safety Matters: Managing Relationships in Women's Facilities

❖ **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…

❖ **Two Important Questions**
- 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?

Lab 3: Working with Common Scenarios

❖ **Lab 3: 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.

Activity: Developing Your Scenario
- As a group, review the behaviors exhibited by woman inmates that were identified in the previous lab.

- Vote on a behavior for us to use to build a scenario.

- Use the *Scenario Development Worksheet* to follow along as we develop a scenario together.

Lab 3: Working with Common Behaviors
Scenario Development Worksheet

Use the questions below 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?

Safety Matters: Managing Relationships in Women's Facilities

<u>Staff member development:</u> 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?

Safety Matters: Managing Relationships in Women's Facilities

Inmate development: **Use the following questions to develop the inmate role. Use the information 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?

<u>The interaction:</u> Use the communication skills below that have been discussed and determine which skills the staff member should use in this situation.

- Active listening

- Open-ended questions

- Affirmations

- Reflective listening

- Summarizing

- Bookend summary

- Effective use of authority

- De-escalation techniques

- Amplified reflection

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?

❖ Instructions for Role Play

- In your triad, identify who is the staff member, inmate, and observer.

- 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.

- Conduct the role play.

- Spend some time reflecting on the experience.

- Debrief in your triad.

- Participate in a large group debrief after the scenario.

Lab 3 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.)*

    o Active listening
    o Open-ended questions

    o Affirmations
    o Reflective listening

    o Summarizing
    o 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.

Safety Matters: Managing Relationships in Women's Facilities

❖ **Debrief the Role Play Experience**

- What did you consider during the "P" – Pause?

- What skills did you "I" – Identify?

- What did you consider in "N" – Navigating a solution?

- What colleagues from other departments in your facility do you think it would be important to engage in the safety P.I.N.?

❖ **And the Critical Question**

- How would the outcome be different if you didn't…?

P — PAUSE

I — IDENTIFY

N — NAVIGATE

❖ **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.

Activity: Developing Your Scenario
- As a group, review the list of behaviors exhibited by woman inmates from Lab 2 and identify additional behaviors that are related to relationships.

- Vote on the behavior your triad would like to use to develop a scenario.

- In your triad, develop a scenario based on the chosen behavior using the *Scenario Development Worksheet* in your participant manual.

Lab 4: Working with Common Behaviors
Scenario Development Worksheet

Use the questions below 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?

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<u>Staff member development:</u> 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?

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Inmate development: Use the following questions to develop the inmate role. Use the information 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?

<u>The interaction:</u> Use the communication skills below that have been discussed and determine which skills the staff member should use in this situation.

- Active listening

- Open-ended questions

- Affirmations

- Reflective listening

- Summarizing

- Bookend summary

- Effective use of authority

- De-escalation techniques

- Amplified reflection

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?

Safety Matters: Managing Relationships in Women's Facilities

❖ **Instructions for Role Play**

- In your triad, identify who is the staff member, inmate, and observer.

- 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.

- Conduct the role play.

- Spend some time reflecting on the experience.

- Debrief in your triad.

- Participate in a large group debrief after the scenario.

Lab 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.)*
    - o Active listening
    - o Open-ended questions
    - o Affirmations
    - o Reflective listening
    - o Summarizing
    - o 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.

Safety Matters: Managing Relationships in Women's Facilities

❖ **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.

❖ **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.

Commitment Statement
- What personal commitment are you willing to make to become more effective in working with the woman inmates in your facility?

Safety Matters: *Managing Relationships in Women's Facilities*
Training Implementation Guide

Implementation Approach

- Will you implement the training at the agency level or facility level?
- Will the training be a part of agency basic training, facility basic training, or intersession training?
- Will the training be delivered consecutively in 2.5 days or in modules?
- Will you implement and use the Safety Matters Evaluation Toolkit or use your agency specific evaluation?
- How will you administer evaluations – paper copies or online administration?

Agency Policy

- What agency policies, procedures, operations orders, etc. do trainers need to be familiar with?
- Do all agency policies align with the practices taught in training?
- What is the consistent message where policy does not align with gender responsive best practice?
- What is the consistent message where practice does not align with gender responsive best practice?

Considerations for Agency Implementation

Trainer Considerations

- Are the trainers that have been trained by NIC qualified to train in your agency?
- How will you ensure trainers understand relevant policies and how to manage questions about consistency?
- How will feedback on policy or practice be submitted to leadership to support ongoing enhancement?
- How will you follow-up with participants after the training?

Virtual Content Delivery

- Does your agency have an online platform that can be used to deliver the virtual instructor led training (VILT) that allows productive interaction with participants verbally and through activities?

- ☐ **Yes, we have an online platform with this functionality.**
  - What needs to happen to import the training material into your system?

- ☐ **Yes, we have an online platform but it does not allow interaction as described OR we do not have an online platform.**
  - While not the preferred method of delivery, consider presenting the VILT information "live" in classroom.

- What modifications need to be made to deliver the VILT material in the classroom if you do not have a system that supports online interaction?

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Safety Matters: *Managing Relationships in Women's Facilities*
Trainer Preparation Tips

Key Areas	Planning and Logistics 🎧	Training Rehearsal	Guide and Activities 📋	Evaluation ✈
Virtual Instructor-Led Training (VILT)	⊘ Each training participant will need to login from a separate computer with audio capabilities (phone or computer) and test equipment in advance. ⊘ Generally, phones with headsets work best; computers with headsets are also workable though this often causes some degree of "feedback" on the audio. ⊘ While computers in private offices/rooms are recommended, agencies have successfully used computer labs. ⊘ Determine how you will manage the introductions of participants in the virtual environment.	⊘ Conduct a rehearsal for instructors where you do a mock delivery of the VILT content to: ✓ Ensure presenters are comfortable with the online platform and how to engage interaction with participants to replicate a traditional classroom. ✓ Practice presentation of information in a way that is conversational rather than sounding as though it is being read directly from a script. ⊘ Determine where you have stories or examples from your experience that will help you illustrate concepts.	⊘ Ensure that every participant has a participant manual in advance of the VILT – you can email them the document or print and distribute. ⊘ Ensure that you know what the page numbers are for the Participant Manual sections corresponding to the material that you are presenting.	⊘ This may be the Safety Matters evaluation or an agency specific evaluation. ⊘ Conducting the pre and post-tests may require you to input the questions into an online survey platform. ⊘ Determine how you will distribute evaluation documents. ❑ Will you distribute email copies of the pre-test in advance? ❑ Will you use an online survey tool or enter into your online learning system for the pre-test? For the post test?
Instructor-Led Training (ILT)	⊘ Prepare and use name tents to assign seats – this will make it easy to change up groups as needed throughout the training in a way that balances the characteristics of participants (i.e., years of experience, expertise, gender, etc.). ⊘ Select an icebreaker activity to use during introductions. For example, you could: ✓ Ask people to share something about themselves that you wouldn't know from their resume. ✓ Ask people to briefly share about a person who made a difference in their lives and way. This is particularly useful to refer back to throughout the training as staff determine strategies to have a positive impact with the inmates they supervise.	⊘ Collaborate with your co-trainer to plan your strategy for interacting with, supporting, and coaching participants during small group activities and scenario practice consistent with facilitator guide instructions. It's often helpful for trainers to demonstrate skills or provide ideas for questions or direction in completing the role play. It is okay for participants to be challenged by the scenario, but don't let them struggle too long or they may give up and disengage. ⊘ Practice using the scripts and scenarios in advance with your co-trainer. Feel free to use the language of your agency instead of following the scripts word for word and to modify the scenarios to be realistic for your facility.. ⊘ Determine where you have stories or examples from you experience that will help you illustrate concepts.	⊘ Create and distribute a handout of group assignments for the opening activities – or include this information as a slide – for reference during presentations. ⊘ Copy the handouts you need for activities that are not included in the participant manual. ⊘ Lab Activities: Make sure that you are familiar with the characters for Lab one and the different ways in which the dynamics between the characters can influence the interactions in the role plays, the skills used, and the outcomes.	⊘ Be comfortable with the evaluation toolkit selected for use. ⊘ Determine how you will distribute evaluation documents. ❑ Will you distribute paper copies at the beginning of the training or email the pre-test in advance? ❑ Will you use an online survey tool or enter into your online learning system for the pre-test? For the post test? ❑ How will you distribute the training evaluation? In person using paper copies or after training using an online survey tool?

Safety Matters: Relationships in Women's Facilities

Trainer Tip Sheet

The Facilitator Guide provides detailed instructions and guidance to support trainers with conducting a successful training session. The following "tips" are provided by past trainers to enhance the trainer and participant experience. This is not an exhaustive "to do list," rather suggestions based on past delivery and feedback.

Virtual Instructor-Led Training (VILT)
Platform Customization
- If using an agency-specific online platform, import the training material into the system and customize the activities based on the applicable technology.
- While not the preferred method of delivery, if you do not have access to an online platform, the VILT material can be delivered "live" using group discussion as a substitute for online activities.

Session Planning and Logistics
Equipment and Materials
- Each training participant will need to login from a separate computer with audio capabilities (phone or computer). Generally, phones with headsets work best; computers with headsets are also workable though this often causes some degree of feedback on the audio. While computers in private offices or rooms are recommended, agencies have successfully used computer labs.
- If you plan to conduct the training using an online platform and the use of headsets is not an option, review the curriculum and determine where you will have to modify the curriculum to rely only on written interaction with participants. It is recommended that if verbal interaction with participants is not possible that you consider conducting the VILT "live" in a classroom. Interaction is one of the most powerful components of the training.

Evaluation Toolkit
- Be comfortable with the evaluation toolkit. Conducting the pre- and post-tests may require you to input the questions into an online survey platform. The pre-test can be distributed via email in advance of the training or it may be completed by participants during the troubleshooting time just prior to the VILT session. Remind participants that both pre- and post-tests are closed book – participant manuals should not be used in completing these questions.

Content Preparation
- Determine what policies to be familiar with prior to the training. It is important to know if agency policy aligns with the practices taught during the training or not and be prepared to address any discrepancies. In general, participants should always follow their policy. The agency will need to address areas where policy or practice do not align with gender-responsive best practice; therefore, areas of concern should be discussed with agency and facility leadership for consideration of options.
- Determine places where personal stories or examples from experience will help illustrate concepts.
- Be aware of corresponding page numbers in the participant manual with the material presented.

Training Rehearsal
- Test equipment in advance, including the platform software, video capabilities, and headsets.
- Conduct a rehearsal with instructors and the producer to ensure comfortability with the platform features, practice strategies for engaging participants with the online features, and to ensure the delivery is more conversational rather than scripted.

Instructor-Led Training (ILT)
Session Planning and Logistics
Equipment and Materials
- Copy the handouts you need for activities that are not included in the participant manual.
- Create and distribute a handout of group assignments for the opening activities – or include this information as a slide – for reference during presentations.
- Prepare and use name tents to assign seats. This will make it easy to change up groups as needed throughout the training to manage group dynamics and balance the characteristics of participants.

Evaluation Toolkit
- Be familiar with the content and delivery instructions for the evaluation toolkit, including the pre- and post-tests and the session evaluations. Components of the toolkit may need to be prepared in advance, either in an online format or printed for distribution.
- The pre-test can be distributed as participants come into the room and should be completed prior to the training beginning. Remind participants that participant manuals should not be used for the tests.
- Remind participants that the scores on the pre- and post-test are for measuring learning only and will not affect a participant's successful completion of the training.

Content Preparation
- Determine what policies to be familiar with prior to the training. It is important to know if agency policy aligns with the practices taught during the training or not and be prepared to address any discrepancies. In general, participants should always follow their policy. The agency will need to address areas where policy or practice do not align with gender-responsive best practice; therefore, areas of concern should be discussed with agency and facility leadership for consideration of options.
- Determine places where personal stories or examples from experience will help illustrate concepts.
- Be aware of corresponding page numbers in the participant manual with the material presented.
- Plan how activities will be conducted consistent with facilitator guide instructions. All activities have detailed instructions but require decisions on approach.
- Select an icebreaker activity to use during introductions. Example activities include the following:
    - Ask participants to share something about themselves that you wouldn't know from a résumé.
    - Ask participants to briefly share about a person who made a difference in their lives and way. This is particularly useful to refer to throughout the training as participants determine strategies to have a positive impact with the inmates they supervise.

Training Rehearsal
- Co-trainers should practice with scenarios and scripts. Scripts and scenarios can be modified to ensure that the language, subject matter, and nuances are realistic for the agency.
- Be familiar with the characters for Lab One and the different ways in which the dynamics between the characters can influence the interactions in the role plays, the skills used, and the outcomes.
    - Collaborate with your co-trainer to strategize regarding interacting with, supporting, and coaching participants during small group activities and scenario practice. It is often helpful for trainers to demonstrate skills or provide ideas for questions or direction in completing the role play.

Next Steps
- Determine how you will follow-up with participants to maintain the momentum from the training. Example follow-up options include the following:
    - Coaching during work assignments.
    - Refresher training using the scenario development and practice strategies outlined in Lab 4.
    - Ongoing input on examples of common scenarios to be included in the training to support practice on the situations staff find most challenging.

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

GOAL

To build capacity among corrections practitioners to implement policies and practices that support safe and healthy relationships with and among female inmates.

BLENDED LEARNING

01 — 4 hours
Virtual Instructor Lead Training (VILT)

02 — 2 hours
Intersession Assignment

03 — 2.5 days
In Person Instructor Led Training (ILT) + Intersession Presentation

04 — 2.5 days
In Person Training for Trainers (T4T)

TOPICS COVERED

PREA and Sexual Safety

Sexual Safety and Gender-responsive Practice

Gender-responsive Practices

The Effect of Gender on Sexual Safety

Benefits of Creating a Culture of Sexual Safety

Dynamics of Sexual Abuse and Sexual Harassment

Inmate Relationships and Facility Safety

Trauma Triggers

Clarity on Boundaries

Clarity on Healthy Relationships

Effective Communication

De-escalation Techniques

Effective Use of Authority

Putting knowledge into practice!
Demonstrate operational practices to support safety through scenario-based training designed to translate theory into proactive application.

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Should you have questions, please feel free to contact Maureen Buell (MBuell@bop.gov)

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

- **Can facilities incorporate the VILT curriculum into their class time and pre-requisite course?**
  Yes, the VILT materials can be taught in the classroom (ILT). This modification is fairly straight-forward and materials are easily adaptable to this change. ILT materials, however, should not be adapted to a VILT format.

- **Are facilities required to implement the pre-and post-course assessments for the VILT or ILT if they are not holding that portion as a separate class?**
  You are not obligated to use the pre-and-post assessments provided in the curriculum. It is best practice to build an evaluation into your training process, however, if your agency has an evaluation approach you are free to apply that to the Safety Matters curriculum.

- **If facilities conduct the pre-and-post assessments, are they required to submit the results to The Moss Group (TMG) or National Institute of Corrections (NIC)?**
  No, the pre-post assessments or evaluation is internal for you to manage the training.

- **Can facilities modify the training? Is it possible to alter the participant book?**
  While we do want this training to be customizable to your agency, we are also responsible for maintaining the fidelity of the model and do not recommend removing training material. If, however, you are facing either of these situations, please contact Maureen Buell to discuss the situation.
    * If your staff have completed introductory gender-responsive training within one month of completing the VILT, NIC may accommodate changes upon review of material thought to be repetitive.
    * If you would like to add information specific to your agency, such as reviewing specific communication skills previously trained to allow practice in scenarios, NIC may accommodate changes upon review of material to be added.

- **How do facilities run a T4T? Would we need to arrange for you to come out to facilitate that?**
  Trainers that have been through the formal safety matters training of trainers are allowed to train other trainers. Occasionally additional NIC Safety Matters training of trainer slots will become available. If you are interested in having more trainers trained through NIC sessions please contact Maureen Buell (MBuell@bop.gov).

The Art of Facilitation

A Trainer's Manual

Table of Contents

Acknowledgements

This manual is intended to assist you as a trainer in the facilitation of material. The components in this manual are designed to help build your skills in complementing training content with effective facilitation practices. It's been said that: "*people don't care how much you know, until they know how much you care.*" That is particularly true in the training arena. Participants need to feel you are interested in them and how the learning process will help them. In any training venue, there are always two things occurring simultaneously: the *content* and the *process.* All too often, trainers focus on developing and delivering the *content* at the expense of the *process.*

Imagine, sitting in a training seminar, spending most of the time listening to someone lecturing at you. There is little interaction, there are few learning exercises, and little excitement or enthusiasm is generated during the presentation. Contrast that to a learning experience where the facilitator is excited about you being there, obviously cares about you learning the material, solicits your opinion, promotes discussion, asks provocative questions, and guides the learning process to a successful outcome. As the trainer, you will determine the quality of the learning experience. The purpose of this manual is to give you the tools to choose a path that is illuminating, exciting, and mutually fulfilling.

The Role of the Facilitator

The role of the facilitator is to help the group set and accomplish its own objectives and agenda, and to assist the group in raising its level of interaction, team work, and problem-solving abilities.

✓ Do
- Structure program activities
- Coordinate exercises
- Stimulate discussion
- Ask questions
- Clarify key points
- Guide problem solving
- Reinforce ideas on charts
- Reflect, expand, and summarize participant comments

✗ Don't
- Present themselves as experts
- Direct and maintain constant control
- Solve problems for others
- Spend most of the time talking
- Allow group to be irresponsible

Whether you are facilitating ongoing groupwork or a one-time-training, in order to begin effectively, you need to accomplish three things within the first fifteen minutes of the meeting, which include the following:

Inform
State the session goals, review the agenda, and how this process fits into the bigger picture or mission.

Excite
Demonstrate your enthusiasm, energy, and commitment.

Involve
Get participation from the group members as soon as possible.

A content expert presents and delivers a session as the subject matter expert in a certain content area. A facilitator does not present as a subject matter expert, even though he or she may be one based on experience and expertise. The difference between a content expert and a facilitator is in the presentation delivery, which is dramatic and outlined below.

Developed by: The Moss Group, Inc.

Facilitator

	Leads discussion
	Maintains order and general purpose
	Coordinates activities
	Shapes group norms
	Provides feedback
	Reflects questions back to group for consideration
	Uses two-way communication
	Clarifies expectations and objectives with the group
	Builds group process and relationship among members

Content Expert

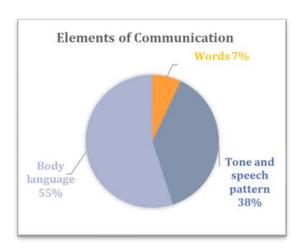|	
	Presents information
	Directs assignments
	Enforces rules
	Evaluates answers
	Provides answers
	Uses a one-way communication style
	Structures expectations and objectives for the group
	Creates leader-centered relationships
	Dictates areas of focus, scheduling, and pacing

Responding to the Total Message

To respond appropriately during facilitation, a facilitator has to understand a participant's whole message by observing what he or she is saying and not saying as not all communication is verbal. A facilitator must listen to the **words** of the speaker, listen to the **voice tone and speech pattern** of the speaker, and observe the **body language** of the speaker as well as the nonverbal reaction of the entire group. When a speaker's words don't align with expressed body language, we are more likely to believe body language over words. For example, if a speaker says, "I understand," while looking confused and shrugging, we are likely to not believe the statement.

Elements of Communication

Words 7%
Tone and speech pattern 38%
Body language 55%

Using basic observation skills can help a facilitator assess the effectiveness of the group process and how well information is being received. Based on these observations, facilitators can make adjustments, if needed, such as using a different facilitation technique, introducing a new activity or procedure, taking a break, and dealing individually with a difficult team member.

The decision whether to take action or not will depend on the situation as the facilitator observes it. The following chart provides alternative actions a facilitator could use based on certain observed behaviors.

If you observe…	And…	You should…
Enthusiasm	Several group members display the behavior	Continue, and make a mental note that the experience is well received
Interest, agreement	One group member displays the behavior	Involve this person more actively in the process
Boredom	Several group members display the behavior	Take a break and speed up the process
Disinterest	Several group members display the behavior	Review the group's goals or introduce a new method or procedure
Confusion	Several group members display the behavior	Ask them about areas of confusion or give a new explanation

Asking Questions and Getting Answers

Questions play a major role in facilitating groups. They invite participation and member involvement to get people thinking about an issue from a different perspective. Asking effective questions is one of the most important skills you'll need as a facilitator. This means selecting the right type of phrasing, so it elicits the response you are after, and even directing the question appropriately.

There are two basic types of questions from which to choose: open-ended questions and closed-ended questions.

Closed-ended questions typically elicit simple one-word or short responses, which tends to close off discussion. These questions usually begin with "is," "can," "how many," or "does." **Open-ended questions** elicit more complete responses and participation from the group, which stimulates thinking and group dialogue. These questions usually being with "what," "how," "when," or "why."

Closed-ended Questions
- *"Do you agree?"*
- *"Is this true for where you work?"*
- *"Can you think of an example?"*

Open-ended Questions
- *"What ideas do you have to address this?"*
- *"How does this show up in your work?"*
- *"Why is this important to know?"*

Another factor in asking effective questions is determining how to phrase it so that group members remain focused. Use the following guidelines for asking questions.

✔ Do
- Clear, concise, single issue
- Challenging questions that provoke thought
- Reasonable and based on what they know
- Honest and relevant questions

✗ Don't
- Rambling, ambiguous questions covering multiple issues
- Limit opportunity for thought
- Unanswerable questions
- "Trick" questions.

As a facilitator, you also need to think about how to direct questions toward the group members. Questions may be directed to the whole group or to one individual. The following are guidelines for directing questions appropriately:

If you want to stimulate...	You should...
Everyone's thinking	Direct the question to the group
The whole group and avoid putting an individual on the spot	Ask a question, such as, "What experience have any of you had with this issue?"
One person to think and respond	Direct the questions to that individual
The known resources or "experts"	Direct the question to that person: "Have you had this experience? What would you do in this case?"

Facilitation Techniques

Using strong facilitation strategies help you stay on track during training or teaching training, ensures participants feel heard, and increases productivity and better outcomes. This section explores facilitation techniques in detail, including paraphrasing, mirroring, drawing people out, stacking, encouraging, balancing, and tracking.

A facilitator is..."one who contributes structure and process to interactions, so groups are able to function effectively and make high-quality decisions. A helper and enabler whose goal is to support others as they achieve exceptional performance."
– Ingrid Bens

Paraphrasing

What It Is
Paraphrasing is a fundamental listening skill. It is the foundation for many other facilitative listening skills. It is an opportunity to support people to think out loud. Paraphrasing is simply using your own words to say what you think the speaker said.

Why It Is Useful
Paraphrasing has both a clarifying and calming effect on the speaker. It reassures the speaker that his or her ideas are worth listening to. It provides the speaker with a chance to hear how others are hearing his or her ideas. Paraphrasing is especially useful on occasions when a speaker's statements are convoluted or confusing. The paraphrase will help the speaker gauge how well ideas are getting across.

How It Is Done
- Use your own words to say what you think the speaker said.
- If the speaker's statement is one or two sentences, use roughly the same number of words when you paraphrase it.
- If the speaker's statement is many sentences, summarize it.
- Preface your paraphrase with a comment like one of these:
    - "It sounds like what you are saying is…"
    - "This is what I'm hearing you say…"
    - "Let me see if I'm understanding you…"
- When you have completed the paraphrase, look for the speaker's reaction. Say something like, "*Did I get it?*" Verbally or non-verbally, the speaker will indicate whether or not he or she feels understood. If not, keep asking for clarification until you understand.

Mirroring

What It Is
Mirroring captures people's exact words.   It is a formal version of paraphrasing, in which the facilitator repeats the speaker's words exactly. Some people in a group need this degree of precision to feel that they are truly being heard.
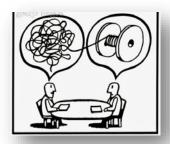
Why It Is Useful
"One-time" groups, newly formed groups, groups that are dealing with a stressful subject, and groups unfamiliar with using a facilitator, often benefit from the trust-building effects of mirroring. In general, the more a facilitator feels the need to establish his or her neutrality, the more frequently he or she should mirror rather than paraphrase.

How It Is Done
- If the speaker has said a single sentence, repeat it verbatim.
- If the speaker has said more than one sentence, repeat back key words or phrases.
- In either case, use their words, not yours!
- Mirroring the speaker's words and mirroring the speaker's tone of voice are two different things. Your tone of voice should remain warm and accepting, regardless of what the speaker's voice sounds like.

Developed by: The Moss Group, Inc.

Drawing People Out

What It Is
Drawing people out is a way of supporting people to take the next step in clarifying and refining their ideas. If you don't fully understand the core of what a speaker is saying, drawing him or her out helps clarify the message.

Why It Is Useful
Drawing people out is particularly useful in two circumstances: 1) when someone is having difficulty clarifying an idea and 2) when someone thinks he or she is being clear, but the thought is vague or confusing to listeners.

How It Is Done
- The most basic technique of drawing people out is to paraphrase the speaker's statement, then ask open-ended, non-directive questions, such as, "Can you say more about that?" or "What do you mean by…?"
- Another method that also works well is to first paraphrase the speaker's statement and then use connectors, such as "So…" or "And…" or "Because…"
  Example: "You're saying to wait six more weeks before we sign the contract, because…"

Stacking

What It Is
Stacking is the procedure for helping people take turns when several people want to speak at once.

Why It Is Useful
Stacking lets everyone know that he or she is, in fact, going to have a turn to speak. Instead of competing for airtime, people are free to listen without distraction. In contrast, when people don't know when, or even whether their turn will come, they cannot help but vie for position. This leads to various expressions of impatience and disrespect—especially interruptions. When a facilitator does not stack, he or she has to keep track privately of who has spoken and who is waiting to speak. Stacking relieves the facilitator of this responsibility and everyone knows when his or her turn is coming.

How It Is Done
1. The facilitator asks those who want to speak to raise their hands.
2. The facilitator creates a speaking order by assigning a number to each person, such as, first, second, third, and so on.
3. The facilitator calls on people when their turn to speak arrives.
4. When the last person has spoken, the facilitator checks to see if anyone else wants to speak. If so, the facilitator does another round of stacking.

Encouraging

What It Is
Encouraging is the art of creating an opening for people to participate, without putting any one individual on the spot.

Why It Is Useful
There are times in a meeting when someone may appear to be "sitting back and letting others do all the work." This does not mean that they are uninterested. Instead, it may be that they are not feeling engaged by the discussion. With a little encouragement to partici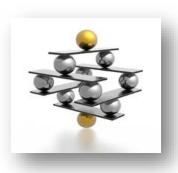pate, they often discover an aspect of the conversation that holds meaning for them. Encouraging is especially helpful during the early stages of a discussion. As people get more engaged, they often do not need as much encouragement to participate.

How It Is Done
The following are some examples of encouraging:
- "Who else has an idea?"
- "Is there a different perspective on this issue? What is it?"
- "Does anyone have a 'war story' they are willing to share?"
- "A lot of people who work in prisons have been talking. Let's hear from someone who works in community corrections."
- "Is this discussion raising questions or concerns for anyone?"
- "Let's hear from someone who has not spoken."

Balancing

What It Is
Balancing is a technique that helps the facilitator ensure all views are presented and "heard." Balancing undercuts the common myth that "silence means consent."

Why It Is Useful
The direction of a discussion often follows the lead set by the first few people who speak on that topic. Using balancing provides welcome assistance to individuals who don't feel safe enough to express views that they perceive as minority positions. Balancing not only assists individual members who need a little support at the moment but also has strong positive effects on the norms of the group as a whole. It sends the message, "*It is acceptable here for people to speak their mind, no matter what opinion they hold.*"

How It Is Done
- "Okay, now we know where three people stand, does anyone else have a different opinion?"
- "Are there other ways of looking at this?"
- "What do others think?"
- "Does everyone else agree with this point of view?"
- "Let's see how many people stand on each side of this issue. We're not making a decision and I'm not asking you to 'vote.' This is just an opinion poll to find out how much controversy we have in the room. Ready? How many people think it would be good if…"

Tracking

What It Is

Tracking means keeping track of various lines of thought that are going on simultaneously within a single discussion. For example, if a group is discussing a plan to hire a new employee, each person may have a different perspective, such as the candidate's roles and responsibilities, financial implications, or experiences with the previous employers. In such cases, tracking helps to follow all the different perspectives.

Why It Is Useful

People often act as though the issue that interests them is the one everyone should focus on. Tracking lets the group see that several elements of the topic are being discussed and treats all as equally valid. Tracking relieves the anxiety felt by someone who wonders why the group is not responding to his or her ideas.

How It Is Done

1. The facilitator indicates that he or she is going to step back from the conversation and summarize it, such as, "It sounds like there are three conversations going on right now. I want to make sure I'm tracking them."
2. The facilitator names the different conversations that have been in play. For example, "It sounds like one conversation is about roles and responsibilities. Another is about systems. A third is about what you've learned by working with the last person you know who faced a similar situation."
3. The facilitator checks for accuracy with the group. For example, "Am I getting it right?"

Fear of Being a Facilitator

As a facilitator, there are always things that we think will go wrong, or out "worst fears." This section will outline some of those fears and recommendations including talking points to navigate them. Remember, one of the facilitator's best tools is to say what's going on and to suggest a process solution.

"It's that preparation that goes into each week. We have a term: 'Trust your training, trust your teammate, and trust yourself.'" - Dan Quinn

Facilitator Fears and Techniques to Resolve Them

Fear:
Not being able to keep group on track

- Set up ground rules to help group manage the session.
- Keep refocusing the discussion.
- Ask, "*How does this relate to our topic?*"

Fear:
Can't finish a discussion; too much work for time allowed

- Remember timing is estimated--sometimes it's accurate and sometimes it's not.
- Say, "*It appears we didn't allow enough time for today's discussion. What items can we defer until our next training?*"
- Ask for individual expectations at the beginning of the training. This may give the group a sense of realistic accomplishment for the objective.
- Get group to clarify and commit to a topic and say, "*Does this look realistic to accomplish in our time frame?*"

Fear:
Can't reach consensus

- Consensus isn't always possible. We have to try where appropriate.
- Ask, "*Why can't we reach consensus? Not enough information? Do we need to defer decision until later? Maybe we need to set this topic aside and come back later.*"

Fear:
Not remembering processes, looking foolish, not being able to help the participants

- Say what's going on, "*I'm kind of lost. It appears we need to move on. Does anyone have a suggestion of what we need to do next?*"
- Remember, it's their class and they need to take responsibility for its success.
- Do preplanning before the session. Write out different strategies or ways to help the group.

Fear:
Not remaining neutral

- Ask the group for help. Say, "*If I get caught up in discussing the topic with you, stop me. Remember, I'm suppose to be a neutral facilitator.*"

Fear:
Hidden agendas

- Hidden agendas occur for a variety of reasons, such as not wanting to be at meeting or not liking the outcome.
- If you suspect hidden agendas, say, "*I wonder if we have said all that we feel about the issue. Let's go around the room and ask for individual comments, so we can open any further thoughts.*"
- Respond to content, not personality. "*You seem to have some hesitancy about accepting this outcome. Did you have something else in mind?*"

Fear:
Have the nerve to interrupt or cut off the discussion in order to get to next topic

- Remember, your role is to facilitate the learning.
- Get agreement from participants at the beginning of the training on how to cut off a discussion.
- You have more facilitative skills than they do.
- Visualize, before the session, how you would interrupt them.

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Dealing with Difficult Behaviors

People exhibit different behaviors for different reasons. Some need attention, some may be frustrated, some are upset, and some confused. Others just don't want to be part of the group. Still others exhibit difficult behaviors without realizing it.

As a facilitator, you need to address and deal with those behaviors in a neutral, positive way. An effective facilitator is aware of non-verbal behaviors that may indicate lack of acceptance, hidden agendas, etc. that could cause failure.

Effective interventions range from neutral tact to the last resort of confrontation of that person's behavior or actions. The following matrix lists a few examples for dealing with these types of behaviors.

Behavior	Characteristics	What to Say or Do
Attacker	Attack on individual or group	Interrupt fight by moving between the people. Get them to talk to you. *"What's this all about?" "What's the problem?,"* *"We agreed to work on this topic, please work on your issue later."*
	Attack on facilitator	Step back. *"You feel I'm not giving you enough time to state your needs?" "Please tell me more. If you can, give me an example."* Ask the group, *"What do you need?" "What would you like changed?"*
Conflict	Personality clash (two or more members)	Draw attention to objective of training. Ask to omit personalities and focus on the problem.
	Highly argumentative, professional heckler, combative	Move close to the person and acknowledge expertise, *"But this problem is being addressed. Group, any other ideas?"* Focus attention on the rest of the group. Try to find merit in one idea; ask the group's opinion. Try to ignore.
Sniper	Shoots from the hip; plays for the crowd; snide remarks	*"How can we record that for you?"* *"Bill, we agreed not to attack people. Do you have any ideas about the problem?"*

Exploder	Out of control, tantrum	Look in eye and stand in front of person. *"Look, Jim, this is important, and the group needs to hear it, but not this way. Let's take a five-minute break and then share your ideas."*
Negative	Put down, "won't happen," rolls head or eyes, makes damper comments, "Doubting Thomas."	*"Jim, I see you shaking your head; do you disagree? Please share your thoughts."*
	Cynic	*"Sounds like you have some concerns. We'd like to hear more."* *"How can we make this better?"*
	Lack of interest, distracting body posture	Checkout non-verbals and ask, *"It looks like something is concerning or bothering you? If so, we'd like to hear more."*
	Other suggestions	Get group to agree on process. Enforce ground rules. *"Wait, we agreed not to evaluate ideas. Please save your comments until it's time to discuss the merits of the ideas."* *"Let's list all negative ideas for two minutes—then positive ones."*
Loudmouth	Talks too much, too loud, "know it all," broken record	Try moving closer physically and maintain eye contact. As soon as he or she pauses, change attention and call on someone else. Establish a process in which each person contributes one idea to the topic and must then wait until every other group member does the same before contributing again.
	Overly talkative	Say, *"Thank you for giving us those ideas. Let's hear from others now."* Ask the rambler to summarize his or her idea or ask, *"How should I record that?"*

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Busybody	In and out of meetings; receives messages; disrupts flow of meeting	Talk to before the meeting. Refer to ground rules. Remind of commitments, such as holding calls for the next hour. Cancel meeting and reschedule when everyone can commit to staying. Hold meeting in another place.
Back seat driver	Keeps telling you what you should be doing	Ask person to suggest a process and then check with the group. If the group agrees, then use that process. Get agreement on agenda ahead of time. Suggest there are different facilitation styles and ask to bear with you. Extreme—ask the person to facilitate.
Interrupter	Doesn't let people finish	Refer to ground rules. *"Sally, you aren't letting Bill finish. Bill, please finish. Now, Sally, do you have anything else to add?"*
Latecomer	No ownership, victim of circumstance, needs attention	Always start on time. In private, ask why the person is late all the time. Try to resolve. Agree on objectives, agenda, and starting time for next training at end of current training. Don't stop training to bring latecomer up to speed; refer to the group.
Early Leaver	Needs attention, busy body, full calendar	Clarify at the start of the training the start, end, and break times. Remind once if needed. Address as needed.

Clam-up	Won't talk, bored, falls asleep, indifferent, timid, topic is beneath him or her (has lots of experience with the topic), may have nothing to contribute or have problems on his or her mind.	Ask for his or her opinion. Go around room and ask everyone to give ideas on some or the same topics. Ask the "expert" for his or her view after indicating respect for experience (don't overdo this). If a large group, divide into small groups to discuss the topic.
The Disagreer	Disputes your information	Respond the first time or two. If he or she might be right and you don't know, "park" the issue and research. If he or she is misinformed, ask for clarification.
The Opinion Starter	Voices opinion (often contrary)	First time: *"Is there a question I can answer?"* Second time: "*Thanks for sharing.*"
A Little Knowledge is Dangerous	Wants to move forward, doesn't have enough information	First time: Suggest that waiting for complete instructions or information would have avoided the trouble. Second time: Speak off-line.
I'll Just Watch	Doesn't want to participate in group activities	First time: Recognize the challenge it may be; point out benefits; defer to contract—we all participate. Second time: Speak off-line.
Rat hole	Takes discussion to inappropriate detail	First time: "*Is there a question or point?*" Second time: "*We must go on.*" Third time: "*Those interested can continue after the meeting or over lunch.*"

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Based on My Experience	Justifies opinion based on experience	First time: *"Is there a question I can answer?"* Second time: *"Thanks for sharing."*
The Critiquer	Suggests "better" ways to do things	First time if better: "*Thanks! I'll do it.*" First time if not better: "*Thanks for sharing.*" Second time: Speak off-line.
Sorry I'm Late	Comes in late	First time: Ask what the problem was (non-confrontive). Second time: Remind of the need to be on time so others don't have to wait.
I've Got Better Things to Do	Writes letters; reads other material	First time: Ask questions directed at him or her. Second time: Speak with him or her and clarify your expectations about focusing on the class.
Different Levels	Dazed look on some; boredom from others	Send a pre-training letter to participants and managers with objectives, prerequisites, etc. Plan for it! Provide materials for less knowledgeable participants; more active roles for advanced participants.
Cliques	Include certain people and exclude others	Prevent: Set up contract at beginning. Assign different seats. Form your own groups.

Adapted from *Effective Meetings Management* course notebook, McDonald Communications

Effective Intervention Strategies

Brainstorming

What It Is
Brainstorming is an idea generation technique useful whenever a wide variety of ideas are desirable. Brainstorming encourages everyone to think creatively and freely in generating a list of ideas or options.

Why It Is Useful
Brainstorming is useful when many ideas are produced in a short amount of time. It increases the involvement and participation of team members and makes the process more fun and interesting. Brainstorming also documents what the team knows and stimulates the team's creativity and commitment level.

How It Is Done
Before beginning the brainstorming process, remind the group of the brainstorming rules:

- Record all ideas.
- All ideas are good ideas.
- No criticizing or evaluating.
- Strive for quantity.
- Build on the ideas of others.

The following are the steps for facilitating a brainstorm process:

1) Ask someone (recorder) to write the problem topic on an easel chart or whiteboard. This will help team members stay focused on the topic.
2) State the topic to be "brainstormed."
3) Allow the team a minute or two of *silent* thinking time.
4) Ask each team member to present one idea at a time.
5) Ask the recorder to post each idea as it is presented, not interpreted.
6) Team members may "pass" if they don't have any ideas.
7) When all ideas are exhausted, begin the clarification phase.

After all ideas have been generated, allow discussion to *clarify* (*not* evaluate) the ideas.

When It Is Used
Brainstorming is used to do the following:
- Identify improvement opportunities.
- Establish goals or objectives.
- Identify the root causes of problems.
- Suggest possible solutions.

Building Consensus

What It Is

A decision by consensus is a decision in which all the group members find a common ground. Getting consensus *does not mean* that everyone must be completely satisfied with the outcome or even that it is anyone's first choice.

Consensus *does not* mean the following:

- A unanimous vote
- Everyone getting everything they want.
- Everyone finally coming around to the "right" opinion.

Consensus *does* mean the following:

- Everyone understands the decision and can explain why it was selected.
- Everyone can live with the decision.

Why It Is Important

Consensus decision making is not just about reaching a compromise. It is a search for the best decision through the exploration of the best of everyone's thinking. The final decision is often better than any single idea that was presented at the beginning of the meeting.

How It Is Done

1. *Discuss the issues.* Take all sides into consideration. Listen carefully to identify the "interests." Try to find ways to address concerns.

2. *Do a check.* Go around the room, one by one, and have everyone give his or her current opinion. People can ask questions for clarification, but there is no criticism at this point.

3. If consensus has not been reached, repeat steps 1 and 2.

Helpful Tips for Building Consensus

- Listen carefully.
- Encourage all members to participate fully.
- Seek out differences of opinion.
- Search for alternatives that meet the goals of all members.
- Avoid changing your mind ONLY to avoid conflict.
- Do not just argue for your point of view.
- Balance power.
- Make sure there is enough time and check for understanding.

Multi-voting

What It Is
Multi-voting is a structured series of votes by a team, used to help teams reduce a list containing a number of items to a manageable few.

Why It Is Useful
Multi-voting helps reduce a list of opportunities quickly and with a high degree of group agreement. This technique tends to eliminate individuals' close identification with items.

How It Is Done
1. *First vote:* Each team member votes for as many items as desired, but only once per item. Items receiving votes from half or more of the team are circled. (Example: If a team has ten members, items receiving five or more votes per item are circled.)
2. *Count the circled items.*
3. *Second vote:* Each team member gets to vote the number of times equal to one-half the circled items. (Example: If six items received five or more votes, then each person gets to vote three times during the second round.)
4. *Continue multi-voting until the list is reduced to three to five items*: Once the list is down to the remaining 3 to 5 items, analyze the remaining options and pursue consensus.

When It Is Used
As a subjective, prioritizing technique, after a team discusses the various items on a brainstorm list and the list is too lengthy to be addressed at once.