



Safety Matters: Managing Relationships in Women's Facilities



SESSION 1

Module 1: What Do We Know?

Module 2: What Do We See?

VIRTUAL INSTRUCTOR-LED TRAINING EVENT - 2.5-HOUR SESSION

TABLE OF CONTENTS

VILT Course Description	3
Module 1: What Do We Know?	13
Unit 1.1: PREA and Sexual Safety	19
Unit 1.2: Sexual Safety and Gender-responsive Practice: Understanding the Context	33
Unit 1.3: Gender-responsive Practices	42
Unit 1.4: The Effect of Gender on Sexual Safety	61
Unit 1.5: How Do We Create a Culture of Sexual Safety?	70
Unit 1.6: Benefits of Creating a Culture of Sexual Safety	82
Module 2: What Do We See?	86
Unit 2.1: Dynamics of Sexual Abuse and Sexual Harassment	88
Unit 2.2: Inmate Relationships and Facility Safety	92
VILT Wrap-up: Use Your Safety P.I.N.	113
Agenda and Evaluation	125
VILT Participant Agenda	127
VILT Evaluation Toolkit	128
Literature Review & Intersession Group Assignments	136
Group 1: The Woman Inmate	145
Group 2: Sexual Safty.....	152
Group 3: Violence in Women's Institutions	160
Group 4: Safety and Reporting	166
Group 5: Victimization	170
Group 6: Staff Sexual Misconduct	179

VILT Course Description

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

Goals

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

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

Objectives

After completing this session, participants will be able to

- Identify the benefits and challenges in addressing sexual safety in women's facilities
- Describe key sexual safety dynamics and behaviors in women's facilities
- Use basic communication and relationship skills to respectfully address inmate relationships and interpersonal conflicts
- Implement practical operational strategies to improve sexual safety in a facility

Target Audience

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

Capacity

30 participants

Trainers

Two facilitators and one technical producer is recommended for this session due to the size of the class, curriculum content, and diversity of activities employed to meet the stated performance objectives. The two facilitators should be individuals who possess strong facilitative skills, consistently demonstrate respect for participants, and have established credibility in correctional culture. In addition, it is strongly recommended that facilitators be well-versed in introductory gender-responsive practice, motivational interviewing, the PREA standards, and the literature review that accompanies session one of this curriculum. The producer will serve as the technical lead for the VILT session only and will be skilled with web conferencing software, such as Cisco WebEx™ or GoToMeeting™.

Complete Training Package

To incorporate the training elements required to meet the training goals and objectives, this blended curriculum includes VILT and ILT components. The VILT event will be delivered via an online platform that supports training requirements, e.g., participant polling, audio, visual, and voice response features, and video playback options. This curriculum does not provide an introduction to navigating online platforms; therefore, agencies should plan to dedicate time and resources needed to orient participants to the selected software. The ILT event will be conducted in a two-and-a-half-day session to culminate the training experience.

Safety Matters Course	Program	Title	Class Time
	Session 1: Virtual Instructor-Led Training (VILT)		
	Module 1	Women in Facilities: What Do We Know? <ul style="list-style-type: none">Unit 1.1 – 1.6	4 hours
	Module 2	The Dynamics of Sexual Harassment and Sexual Abuse in Women’s Facilities: What Do We See? <ul style="list-style-type: none">Unit 2.1 -2.2	
	Session 2: Instructor-Led Training (ILT)		
	Module 3	Operational Implications: What Do We Do? <ul style="list-style-type: none">Unit 3.1 – 3.7	8 hours
	Module 4	Operational Implications: How Do We Do It? <ul style="list-style-type: none">Lab 1 - 3	8 hours
	Module 4, cont.	Operational Implications: How Do We Do It? <ul style="list-style-type: none">Lab 4	4 hours
	Total Class Time:		24 hours

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

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

Training Package Notes

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

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

More recent research finds that women do better in gender-responsive interventions and environments tailored to their needs and underscores the need for corrections agencies to realign their policies, procedures, practices, and culture with the state of the art in gender-responsive practice.

Session Preparation - Facilitator

Prior to the VILT session:

- Schedule class.
- Tailor the agenda.
- Obtain a participant list from the facility with participant names, titles, and email addresses.
- Use the participant list to assign small groups for the intersession assignment.
- Prepare and distribute course material, including participant manuals and agendas.
- Upload the pre- and post-test questions into an online platform.
- Schedule assignments for the training team, including which units to lead in facilitation.
- Update slides where necessary, e.g., call-in number on first slide, facilitator and producer pictures and introduction information, intersession assignment teams, and known ILT logistics.

Day of the VILT session:

- Log on at least 30 minutes early.
- Load slides and test slide transitions, videos, and poll questions.
- Test audio, microphones, and speakers.
- Make sure the introduction slide contains the correct audio information.
- Track attendance and level of participation.

Following the VILT session:

- Administer the post-test and evaluations. Instructions for the evaluations are included in the *Evaluation Toolkit*. A sample evaluation is provided and can be used as is or to supplement an existing agency evaluation form.
- Be available for follow-up support as participants prepare their intersession assignments.

Session Preparation - Producer

Prior to the VILT session:

- Register participants or send invitations with an access link and welcome message.
- Upload poll questions into the web conferencing software.
- Conduct practice sessions with the training team as needed.
- Conduct a test session with the training team and one or two participants to test mutual speaker, microphone, and video quality as needed.

Day of the VILT session:

- Log on at least 30 minutes early.
- Load slides and test slide transitions, videos, and poll questions.
- Test audio, microphones, and speakers.
- Make sure the introduction slide contains the correct audio information.
- If the session is to be recorded, enable recording at the start of the instructional period.
- Track attendance and level of participation.
- Assist participants with any technology and accessibility needs.

Following the VILT session:

- Share the recording and poll question data with the facilitators.
- Participant in any feedback and after-action debriefing with the facilitators.

Instructional Outline

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

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

Use the instructional outline to

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

Participant Manuals

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

Supplemental Materials

The *Supplemental Materials* section at the end of this guide contains copies of all resource materials for the session, including the agenda, intersession assignment materials, and assessment and evaluation templates to be used by the facilitators. It is encouraged for facilitators to also have a participant manual in their supplemental materials for familiarity with the participant experience and for reference during training.

Agenda

Two agenda templates are provided in the *Supplemental Materials* section: one is for the facilitators and the other is to be modified by the facilitators and distributed to participants. The facilitator agenda provides the slides to be referenced during each block of time on the agenda as well as key dynamics, such as activities or poll questions, and which facilitator will lead each unit.

The participant agenda includes timeframes, module titles, and units to be covered. This version of the agenda should be modified by the facilitators to accommodate appropriate start time, breaks, and end time.

Intersession Group Assignments

Assign participants to a group and determine the section of the literature review to be assigned to each group in advance of the VILT using the participant list. Assign three to five participants to each group depending on the class size. Strive to create groups that are diverse by gender, position, years of experience, etc. Once groups have been

assigned, be sure to update the PowerPoint® slide and ensure groups know who is in their group and how to contact the group members.

Literature Review

The literature review is divided into six topical sections—one for each group. All six sections are provided in the Participant Manual. A works cited page is provided with each section. It is recommended for the facilitators to be familiar with the research listed.

Assessment and Evaluation

The VILT session includes a pre- and post-test knowledge assessment. This is a twelve-question assessment that should take approximately 15 minutes. Go to the *Evaluation Toolkit* on page 179 to review instructions for administering the assessment and evaluation forms.

Facilitator Guide Organization

Each lesson contains detailed facilitation notes to assist in the effective delivery of the session. The facilitation notes contain everything needed to teach; however, it’s encouraged to include relevant examples from your experience, as appropriate.

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

Boxed Text

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

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

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

Note: For the VILT session, the facilitator script and producer notes make references to participant interaction through online software functions, such as hand raising, making green checks or red Xs, poll functioning, etc. Depending on the platform that is used to host this session, these instructions may differ. It is recommended to note in the facilitator guide where the functions of the software used are different from the instructions offered in the curriculum.

Facilitator Icons

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



Instructor Note contains general instructor notes about the topic.



Poll indicates when to show a question on a poll slide.



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



Multimedia indicates when to show a multimedia file.



Chat indicates when to facilitate an activity that uses the chat feature.



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



Instant Feedback indicates when to ask a question and invite students to indicate their choice by using voice interaction.



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



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



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

Instructional Outline

Slide #	Slide Title	Activity	Minutes
1	Opinion Question for Early Arrivals	Participant activity	Prior to start of the session
2	Module 1: Women in Facilities: What Do We Know?	Facilitator presentation	1
3	Facilitator Introductions	Facilitators share	3
4	Getting to Know You	Participants share	12
5	Respectful Communication	Participant activity	3
6	Module 1 Objectives	Facilitator presentation	2
7	Unit 1.1: PREA and Sexual Safety	Facilitator presentation	0.5
8	Broader Definition of Safety	Facilitator presentation and participant activity	2
9-10	PREA	Facilitator presentation	2.5
11	Definition of Key Terms	Facilitator presentation	3
12	Consent vs. Coercion	Facilitator presentation and participant activity	4
13	Safety in Women's Facilities	Facilitator presentation	1
14	PREA Standards with Implications in Women's Facilities	Facilitator presentation	1
15	Poll Question #1	Participant activity	2
16	Unit 1.2: Sexual Safety and Gender-responsive Practice: Understanding the Context	Facilitator presentation	0.5
17	Population	Facilitator presentation	1.5
18	Characteristics of Woman Inmates	Facilitator presentation	1.5
19	Pathways Perspective	Facilitator presentation	1.5
20	Components of Pathways	Facilitator presentation	2
21	Response to Supervision	Facilitator presentation and participant activity	3
22	Poll Question #2	Participant activity	2
23	Unit 1.3: Gender-responsive Practices	Facilitator presentation	0.5
24	Gender Responsiveness	Facilitator presentation	1

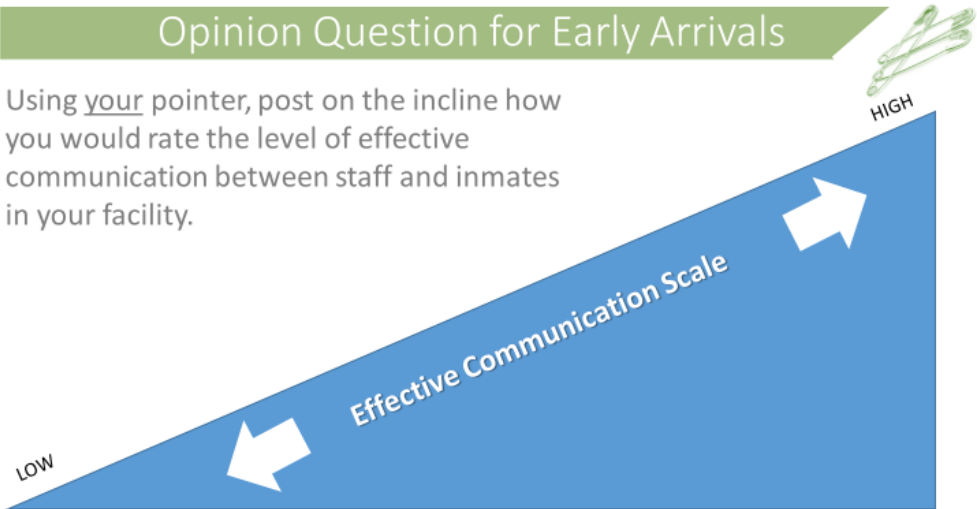
25	Trauma-informed Approaches	Facilitator presentation	2
26	Trauma and the Brain	Video	14
27	Strengths-based Approaches	Facilitator presentation	1
28	Gender-responsive Programming	Facilitator presentation	1
29	Programming and Sexual Safety	Facilitator presentation	1
30	Poll Question #3	Participant activity	2
31	Staff Perspectives	Facilitator presentation	3
32-35	Research	Facilitator presentation	4
36	Gendered Violence Study Findings	Facilitator presentation	1
37	Unit 1.4: The Effect of Gender on Sexual Safety	Facilitator presentation	0.5
38	The Effect of Gender on Sexual Safety	Facilitator presentation	1
39	Poll Question #4	Participant activity	2
40-41	The Focus on Sexual Safety	Facilitator presentation	2
42	Activity: Chat	Participant activity	4
43	Unit 1.5: How Do We Create a Culture of Sexual Safety?	Facilitator presentation	0.5
44	On the Job	Facilitator presentation	0.5
45	Cultural Norms May Get in the Way	Facilitator presentation	1
46-47	Activity: What is a Sexually Safe Culture?	Participant activity	5
48-50	Sexually Safe Culture	Facilitator presentation	3
51	Unit 1.6: Benefits of Creating a Culture of Sexual Safety	Facilitator presentation	0.5
52	Activity: Benefits of a Sexually Safe Culture	Participant activity	5
53	Benefits of a Sexually Safe Culture	Facilitator presentation	2
54	Module 2: Women in Facilities: What Do We See?	Facilitator presentation	0.5
55	Module 2 Objectives	Facilitator presentation	1
56	Unit 2.1: Dynamics of Sexual Abuse and Sexual Harassment	Facilitator presentation	2

57	Dynamics of Inmate-to-Inmate Sexual Abuse	Facilitator presentation and participant activity	4
58	Unit 2.2: Inmate Relationships and Facility Safety	Facilitator presentation	0.5
59-61	Inmate Relationships and Facility Safety	Facilitator presentation and participant activity	4.5
62	Poll Question #5	Facilitator presentation and participant activity	2
63	Staff Sexual Misconduct	Facilitator presentation and participant activity	5
64	Always an Unequal Relationship	Facilitator presentation	1
65-67	Red Flags	Facilitator presentation and participant activity	6
68	Focus on Sexual Safety	Facilitator presentation	1
69	Staff Sexual Misconduct	Facilitator presentation	3
70	VILT Wrap-up: Use Your Safety P.I.N.	Facilitator presentation	2
71	Summary	Facilitator presentation	2
72	Module 1 Summary Objectives	Facilitator presentation and participant activity	1
73	Module 2 Summary Objectives	Facilitator presentation and participant activity	1
74	Next Steps: ILT Logistics	Facilitator presentation	2
75-76	Intersession Assignment	Facilitator presentation Group Discussion	4
77	Additional Training and Resources	Facilitator presentation	1
		Grand Total:	2.5 Hours

Opinion Question for Early Arrivals

Opinion Question for Early Arrivals

Using your pointer, post on the incline how you would rate the level of effective communication between staff and inmates in your facility.



Effective Communication Scale

LOW HIGH

Safety Matters: Managing Relationships in Women's Facilities 1



Facilitator

Time: Prior to start of the session

Do: Welcome participants by name as they join. Encourage participants who arrive early to participate in the opinion question.

Review the question noted on the slide and the annotation tool instructions.

Demonstrate how to chat if participants can't hear audio.

Producer and Notes

Slide 1


Do: Conduct audio checks.
Send the dial-in details via chat to all participants asking them to chat back if they don't have audio.

Chat Message: *If you can't hear any audio, please send a chat message by clicking the **Send to:** drop-down menu and selecting **Facilitator**.*

Advance to the title slide to start training promptly at the scheduled time.


Remember to press "record" if the session is to be recorded.

Module 1: What Do We Know?



Safety Matters: Managing Relationships in Women's Facilities

Module 1: Women in Facilities: What Do We Know?



Facilitator

Time: 1 minute

Say: *Hello, and welcome to this interactive virtual training session **Safety Matters: Managing Relationships in Women's Facilities**. This is a blended-learning curriculum that is intended to replicate a classroom learning setting as much as possible. Therefore, participants can expect to be called upon at random to interact or read segments aloud.*

Please follow along with your participant manuals and take notes as needed.


Producer and Notes


Slide 2

Remember to start on time! Do not delay beginning the session because of late participants. Early arrivals may participate in the activity prior to start time.

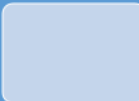
Facilitator Introductions

Facilitator Introductions

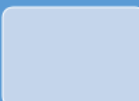


**Insert Facilitator Name and Picture**

- Facilitator position and work location
- Facilitator experience with woman inmates

**Insert Facilitator Name and Picture**

- Facilitator position and work location
- Facilitator experience with woman inmates

**Insert Producer Name and Picture**

- Producer position and work location
- Producer experience

Safety Matters: Managing Relationships in Women's Facilities

3



Facilitator

Time: 3 minutes

Say: *First, we would like to introduce ourselves.*

Do: Each facilitator and the producer provide an introduction and a brief description of your background, including your current position, work location, and experience working with woman inmates or with training.

Producer and Notes

Slide 3


Do: Update this slide with facilitator and producer pictures prior to the training date.

Monitor chat area for activity.




Monitor questions.

Getting to Know You

Getting to Know You



- Name and position
- How long have you worked with woman inmates?
- What is your favorite breakfast cereal?

Safety Matters: Managing Relationships in Women's Facilities
4



Facilitator

Time: 12 minutes

Say: *Now, let's hear from you. As I call on you, please introduce yourself and answer the questions on the screen.*

Do: Select all participants to introduce themselves. Make any appropriate affirmations or comments as needed.

Say: *Thank you. It's great to meet you all. Before we dive into this training, we want to ensure that you have all the materials that you need to follow along and be an active participant.*

Producer and Notes

Slide 4


Do: Monitor chat area for activity.

Monitor questions.


Do: Be prepared to distribute participant manuals electronically to any participants that do not have one with them.


Respectful Communication

Respectful Communication



How much does respectful communication with the inmates matter?



Use the check mark tool, and place a  on the 0-100 scale.

Safety Matters: Managing Relationships in Women's Facilities

5



Facilitator

Time: 3 minutes

Do: Have participants answer the question on the screen.

Say: *Using the check mark tool, place a “check” along the 0 to 100 scale that reflects your thinking, with zero meaning not important and 100 being extremely important.*

Be prepared to explain your response. Keep in mind that this is a blended learning curriculum and intended to replicate classroom learning as much as possible. If there are no volunteers to share responses, we will randomly call on a participant.

Do: Comment as appropriate while the checks are being placed on the scale.

Briefly discuss participants' suggestions. Call on two or three participants to verbally explain what was behind their thinking in answering the question.

Say: *Now, let's look at what you think. Will*

Producer and Notes

Slide 5

Do: Monitor chat area for activity.

Monitor questions.

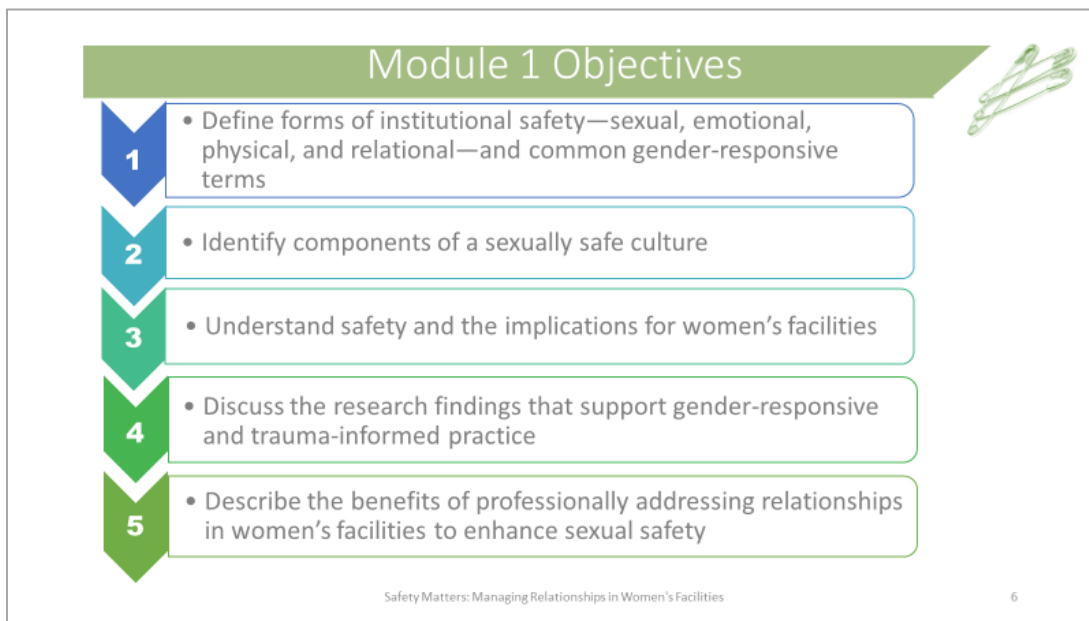
*someone who rated the question on the **left side** of the scale raise your hand and tell us why you placed your check where you did?*

Do: Call on the individual. Comment on what he or she said. Clarify or comment as appropriate.

Say: *Now, will someone who rated the question on the **right side** of the scale raise your hand and tell us why you placed your check where you did?*

Do: Call on the individual. Comment on what he or she said. Clarify or comment as appropriate.

Module 1 Objectives



Facilitator

Time: 2 minutes

Do: Review module objectives.

Say: *What we know about working in women's facilities is that effective communication matters when we are considering how to support safety. After completing this session, you will be able to*

- *Define forms of institutional safety—sexual, emotional, physical, relational, and common gender-responsive terms*
- *Identify components of a sexually safe facility culture*
- *Understand safety and the implications for women's facilities*
- *Discuss the research findings to support the work, including BJS data generally and tailored to the training jurisdiction*
- *Describe the benefits of professionally addressing relationships in women's facilities to enhance sexual safety*

Producer and Notes



Slide 6

Do: Monitor chat area for activity.

Monitor questions.

Unit 1.1: PREA and Sexual Safety

Unit 1.1



PREA and Sexual Safety

Safety Matters: Managing Relationships in Women's Facilities

7



Facilitator

Time: 30 seconds

Do: Introduce how PREA supports sexual safety.

Say: *We will begin our look at sexual safety in women's facilities by first briefly discussing a broader context of safety and then reviewing a brief history of the Prison Rape Elimination Act (PREA) and how work in women's facilities had an impact on this federal law.*

While PREA has now been a law for well over a decade, we aim in this curriculum to relate physical and emotional safety with sexual safety. PREA has provided an opportunity to better understand that all safety is related.

Let's get started.

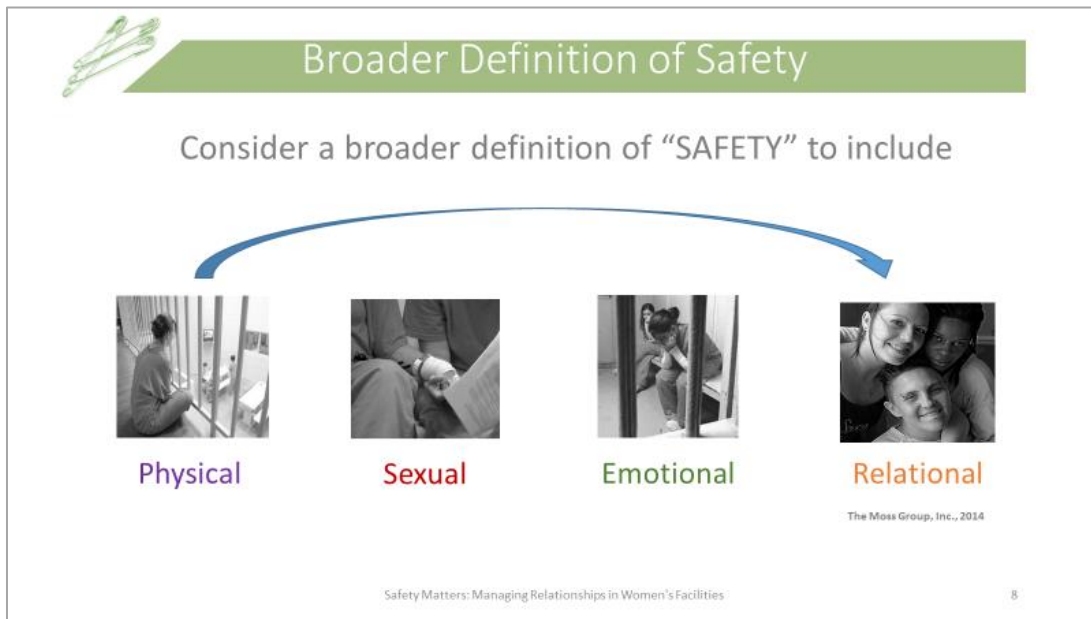
Producer and Notes

Slide 7

Do: Monitor chat area for activity.

Monitor questions.

Broader Definition of Safety



Facilitator

Time: 2 minutes

Do: Introduce the idea of a broader definition of safety.

Say: *To begin, we suggest that in this training and in your work you consider a broader definition of safety to include physical, sexual, emotional, and relational safety. A description for each of these terms is in the **Glossary of Terms** in your participant manuals. Please follow along as we review each term.*

Physical safety: *The protection against bodily harm. This is the most frequently discussed form of safety in correctional settings due to the inherent risks of working with individuals involved in the justice system.*

Emotional safety: *The safeguarding against psychological disparagement, 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 difficult to manage behavior and can be exacerbated by*

Producer and Notes

Slide 8

Do: Monitor chat area for activity.

Monitor questions.

Be prepared to distribute the Glossary of Terms for any participants that do not have a participant manual.

Citation: The Moss Group, Inc. *Addressing Organizational Culture to Enhance Sexual Safety: A Toolkit for Texas Juvenile Justice Department.* Washington, DC: TMG, 2014

World Health Organization *World Report on Violence and Health.* Geneva, Switzerland, 2002.

conditions of confinement. If emotional safety is compromised, so is physical safety.

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.*

Relational safety: *“Feeling respected and psychologically safe in interactions with other human beings, including those in a position of authority” (Section 3, p. 8). This component of safety is closely connected to emotional and physical safety and is an imperative consideration because women's relational approach often leads them to define safety in terms of relationships.*

Do: Confirm that participants agree with the statement.

Say: *Now, I want you to give me a **green “check”** if you think focusing on a broader definition of culture can affect culture; give me a **red “x”** if you think this focus would not affect culture.*

Do: Comment as appropriate.


Say: *Communication is one key to promoting all forms of safety in facilities, as is ensuring that the process for addressing behaviors that do not promote safety are addressed with intervention and not punishment. Many operational practices affect safety; however, ensuring that the disciplinary system is focused on prevention and motivating safe, healthy, and effective behavior is foundational. We will do a lot of work with this during our time together onsite.*

Now, let's talk about PREA and sexual safety.

Benedict, A. Ney, B. and Ramirez, R., 2015. *Gender Responsive Discipline and Sanctions Policy Guide for Women's Facilities*. Available at: <http://cjinvolwedwomen.org/discipline-guide/>

PREA

PREA



- Early lawsuits enhance awareness
- Increased media attention
- Creation of new framework to understand sexual abuse by NIC
- PREA enacted, 2003

MOSS, 2014

Safety Matters: Managing Relationships in Women's Facilities

9



Facilitator

Time: 1.5 minutes

Do: Introduce the history of PREA.

Say: *Let's set the stage for us to talk about why there are different considerations when promoting sexual safety in women's facilities than in men's facilities. I know that you have all had PREA training, so some of this may be review for you; however, you may not know some of the history of how PREA became a law and its connection to women's facilities.*

Since the 1990s, there have been several major influencing factors that contributed to sexual abuse being named a correctional management issue, as well as the eventual passage and implementation of PREA.

- *Early lawsuits in women's prisons related to sexual abuse led to enhanced awareness of issues related to staff sexual misconduct.*
- *Media attention increased, including news media and the emergence of movies, such as "Against Their Will: Women in Prison."*

Producer and Notes

Slide 9

Do: Monitor chat area for activity.

Monitor questions.

Citation: The Moss Group, Inc. 2014.


- *These events contributed to the development of a new framework driven by NIC to understand sexual abuse and led to discussions of inadequate state laws specific to staff sexual misconduct, inadequate investigations, and new understandings of culture, such as codes of silence, and the imbalance of power in correctional settings.*
- *Finally, in 2003, the legislation that was initiated by the faith and advocacy communities was passed unanimously by Congress. The chair of the attorney general's workgroup stated that this law was "the most impactful legislation passed in corrections in decades." In 2012, the final rule, adopting national standards to prevent, detect, and respond to prison rape, was issued.*

Against Their Will: Women in Prison, 1994. American Broadcasting Company (ABC) (USA) (TV).

U.S. Department of Justice. National Standards to Prevent, Detect, and Respond to Prison Rape. Washington, DC, June, 2012.


PREA

PREA



The Prison Rape Elimination Act (PREA)

- 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



Sexual Safety

Safety Matters: Managing Relationships in Women's Facilities

10



Facilitator

Time: 1 minute

Do: Continue with PREA.

Say: *In addition to being a federal law with standards to meet, PREA provides correctional agencies with a framework for the prevention, detection, and response to sexual abuse and harassment and focuses on implementing standards of practice to support sexual safety in correctional institutions. PREA is intended to eliminate sexual abuse in confinement and it offers agencies an opportunity to make changes in its culture to support changes in operational practice.*

Producer and Notes

Slide 10

Do: Monitor chat area for activity.

Monitor questions.

Definition of Key Terms

Definition of Key Terms

- Sexual Abuse
- Sexual Harassment
- Staff Sexual Misconduct
- Voyeurism
- Consent
- Coercion

PREA

Sexual Safety

Safety Matters: Managing Relationships in Women's Facilities

11



Facilitator

Time: 3 minutes

Do: Connect sexual safety and PREA.

Say: *PREA standards have brought focus to the discussion of enhancing sexual safety, which has led to the development of best practices and an accepted framework and language for discussing these issues.*

We have already begun to define some of the important terms, such as sexual safety. We will continue to discuss sexual safety throughout this session, but it will be important for you to be familiar with the terms on the slide.

*Turn to the **Glossary of Terms** section in your participant manuals and let us know if there are any terms that you'd like to discuss further or are unfamiliar with.*

You are probably familiar with most of the words on this list from your PREA training. Let's take a little time to talk about consent and coercion though.

Producer and Notes

Slide 11


Do: Monitor chat area for activity.

Monitor questions.

Do: Refer participants to the Glossary of Terms in the participant manuals for reference. Be prepared to distribute a copy if a participant does not have a copy.


Consent vs Coercion

Consent vs Coercion



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

Coercion: use of force or intimidation to obtain compliance



Safety Matters: Managing Relationships in Women's Facilities
12



Facilitator

Time: 4 minutes

Do: Introduce consent and coercion terms. Briefly highlight key components of the definitions and check for understanding.

Say: *Consent means to permit, approve, or agree, comply, or yield.*

Coercion means to use force or intimidation to obtain compliance.

*So, for consent, no force or intimidation is used to obtain agreement or compliance. For coercion, force or intimidation is used. It is important to remember that intimidation or force can be communicated subtly so that only the subject of coercion would notice. Does this definition fit within your understanding of the terms? If so, give me a **green "check."** If not, give me a **red "x."***

Do: If there are **red "x"** marks, ask the participant the reason for their mark. Accept response or clarify as needed.

Producer and Notes

Slide 12

Do: Monitor chat area for activity.

Monitor questions.

Citation: The Moss Group, Inc.
2014. *PREA Employee Training*. Washington, DC.

Do: Erase the checks and "X" marks after each term definition is discussed.

Say: *In a facility setting, inmates cannot consent to sexual activity with staff because of the fundamental difference in power.*

It is important that we also take time to discuss these terms as we talk about sexual safety among incarcerated women because women are relational; relationships are important to them and they largely define themselves through relationships.

Research suggests that the primary motivation for women throughout life is not separation but connection. This doesn't imply men don't have relationships—they just present differently. Women's emotional development depends on relationships and when women feel disconnected from others, they experience disempowerment, confusion, and anxiety. Dysfunctional families 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. We often see these relationship patterns play out in prison or jail in the form of sexual or non-sexual relationships among women.

Further complicating prevention, detection, and response to incidents of sexual abuse or harassment is the fact that women from these abusive backgrounds identify behaviors we may say are unsafe as safe or at least routine.

Researchers have found that some young incarcerated women do not view certain behaviors or experiences as violent, such as attempted rapes by acquaintances or physical fights with siblings. One important finding of note is that girls could not be neatly categorized into victims and offenders. Another implication is that women may not view sexual harassment or sexual abuse as defined by PREA and our facility rules as victimization.

In many ways the relationships we see in the facilities have roots in the early experiences of woman inmates. In a study of 35 woman inmates in Midwestern correctional institutions, it was found that, although the

Citation: Covington, S. 1998.

Women in Prison: Approaches in the Treatment of our Most Invisible Population. Women and Therapy 21: 141-147.

Covington, S. 2000. *Helping women to recover: Creating gender-specific treatment for substance-abusing women and girls in community corrections.* In M. McMahon (Ed.) *Assessment to assistance: Programs for women in community corrections* (pp. 171-233). Lanham, MD: American Correctional Association.

Batchelor, S., Burman, M., and Brown, J. 2001. Discussing Violence: Let's Hear it From the Girls. *Probation Journal 48: 125-134.*

majority of woman inmate respondents indicated they did not wish to become involved in an intimate relationship with other woman 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. Over 71 percent of woman inmate respondents believed that sexual relationships were based on manipulation rather than genuine affection or attraction.

Women have often learned ways to use their bodies to survive. For example, while in the community, women may have paid debts with sexual favors or felt pressure to provide sexual favors so they wouldn't have to live on the street. This understanding of how to survive doesn't change simply because they are incarcerated. It is our responsibility to let women know that they don't have to use their bodies to survive while in our custody by being gender responsive to needs and concerns and providing effective programming to teach safe boundaries and coping skills.

It can be very difficult to determine if sexual activity among women is consensual or coerced, in part because of the history of relationship trauma and ongoing experience of subtle coercion. While sexual behavior is against the rules in facilities, it is only against the law if a woman was forced or coerced. A thorough investigation is needed with any incident because coercion is not always clear. While we need to leave investigations to investigators, we all have a role because the way we communicate daily affects the level of trust women have in our systems and how willing they are to share sensitive or difficult information. Using respectful communication skills, and being purposeful in not judging or shaming women, will help to ensure that incidents are handled appropriately through the disciplinary process, or through the processes related to PREA incidents. Ultimately this helps us to maintain safety in the facility.

Greer, K. R. 2000. The Changing Nature of Interpersonal Relationships in a Women's Prison. *The Prison Journal*, 80: 442-468.

Safety in Women's Facilities

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 while confined
- Greater success for inmates upon release

MCNABB, 2008

Safety Matters: Managing Relationships in Women's Facilities

13



Facilitator

Time: 1 minute

Say: *Corrections professionals have always understood their responsibility for the safety of woman inmates; however, they have not always had the tools or resources to effectively address these issues through operational practice, interpersonal interactions, and trauma-informed correctional services. As we know, research for gender-responsive practice has introduced effective strategies for working with women in ways that support physical, sexual, emotional, and relational safety. For instance, a safe culture supports:*

- *More effective and efficient use of resources*
- *A safer environment for staff and volunteers*
- *Fewer grounds for inmate litigation*
- *Greater success for inmates while incarcerated*
- *Greater success for inmates upon release to the community. When women feel safe they can focus on programming and activities to support rehabilitation.*

Producer and Notes

Slide 13

Do: Monitor chat area for activity.


Monitor questions.

Citation: McNabb, M. 2008. *Translating Research into Practice: Improving Safety in Women's Facilities*. US Department of Justice. Washington, DC.

Owens, 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*.



PREA Standards with Implications in Women's Facilities

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

Safety Matters: Managing Relationships in Women's Facilities

14



Facilitator

Time: 1 minute

Do: Introduce PREA standards with gender-responsive implications.

Say: *As we have discussed, PREA standards outline legal requirements and a framework for prevention, detection, and response to sexual abuse and harassment.*

While all PREA standards apply in women's facilities, there are those that have specific gender implications, such as staff and employee education, specialized training, cross-gender supervision, screening, reporting, first response, investigations, and data collection. Understanding these implications helps us to create sexually safe women's facilities.

For the purposes of this training, we will focus on those elements of the standards that most directly address management of relationships in a correctional setting through respectful communication and a trauma-informed approach.

Producer and Notes


Slide 14


Do: Monitor chat area for activity.

Monitor questions.

Poll Question #1

Poll Question #1





WHAT DO YOU
THINK?

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

A. Yes

B. No

Safety Matters: Managing Relationships in Women's Facilities
15



Facilitator

Time: 2 minutes

Do: Conduct the polling question to gauge participants thinking or knowledge of the subject.

Say: *We are going to use our poll question function to learn about your experiences and perceptions. You will see the poll question appear in the lower, right corner of the classroom window on your computer. If anyone does not see the first poll question, please raise your hand.*

We will talk more about these topics moving forward, but right now we want to get your initial response to our poll question.

Do: Read the poll question and give participants the time to respond using the poll function.

Call on one or two participants to share the thinking behind their response.

Say: *Would someone who answered "Yes" to the*

Producer and Notes

Slide 15

Do: Monitor chat area for activity.

Monitor questions.

Be prepared to assist participants with the poll questions features.

Do: Open the poll function as the facilitator is introducing the question.

Do: Click the display button to show the participants the results of the poll to this question.

question share how he or she thinks his or her agency considers gender in the implementation of PREA? Raise your hand.


Would someone who answered “No” to the question be willing to share? Raise your hand.

Do: Comment as appropriate. Highlight key consideration, such as


- Women's pathways, relational orientation, and trauma history
- Gender and trauma history in searches and supervision during sensitive times, such as intake, bedtime, bathing, and first response to an incident of sexual abuse
- PREA training for staff in women's facilities that is tailored to women's specific sexual safety needs and implications of gender for PREA standards
- Ensuring the presence of a female investigator for sensitive investigations in women's facilities, including sexual abuse and provision of training for investigators that addresses the impact of trauma and gender on investigations.

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

Unit 1.2



Sexual Safety and Gender-responsive Practice: Understanding the Context



Safety Matters: Managing Relationships in Women's Facilities16



Facilitator

Time: 30 seconds

Do: Introduce the context of sexual safety and gender-responsive practice.

Say: *Let's talk about the characteristics that women involved with the justice system share, as well as dynamics inherent in women's facilities. Pay close attention to the information that is presented. At the end of the unit, we will want you to compare this data to the woman inmates you encounter daily.*

Producer and Notes


Slide 16

Do: Monitor chat area for activity.

Monitor questions.

Population


Population



Context!

Woman Inmates

- Over the past decades, women have represented between 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 responses to drug use.



Safety Matters: Managing Relationships in Women's Facilities
17



Facilitator

Time: 1.5 minutes

Do: Introduce the trends for the incarcerated woman population and review the points on the slide.

Say: *Women represent between five and seven percent of the total prison population.*

In the United States, imprisonment rates vary dramatically by geography, gender, race, and ethnicity. Overall, more men are incarcerated; however, the rate of women being incarcerated is outpacing men. Some of this is due to legal penalties and punitive responses to drug use, which led more women than men to incarceration.

Almost two-thirds of women in prison were convicted of non-violent crimes—28 percent property crimes and 25 percent drug crimes—compared to men who are mostly—54 percent—convicted for violent crimes with 18 percent property offenses and 16 percent drug-related offenses.

Producer and Notes

Slide 17

Do: Monitor chat area for activity.


Monitor questions.

Do: Consider using this time to add facility statistics related to changes in the facility population.

Citation: Carson, Ann E. 2014. *Prisoners in 2013*. US Department of Justice: Bureau of Justice Statistics

Characteristics of Woman Inmates


Characteristics of Woman Inmates



Context!

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



BLOOM, OWEN, & COVINGTON, 2003

18

Safety Matters: Managing Relationships in Women's Facilities



Facilitator

Time: 1.5 minutes

Do: Continue providing characteristics of woman inmates and review the points on the slide.

Say: *African American women make up 22 percent and Latinas make up about 17 percent of the women's prison population. Young black women are five times more likely to go to prison than their young white counterparts.*

However, in the past five years, the proportion of black women in prison has decreased and the proportion of white and Latina women in prison has increased. We suspect this increase among white and Latin women is tied to the type of drug involvement with which they tend to be associated: methamphetamine, prescription pill abuse, and heroin are prosecuted more vigorously.

Estimates show that up to 85 percent of woman inmates have childhood abuse histories. In addition, between 25 to over 60 percent of woman inmates require mental health services.

Producer and Notes

Slide 18

Do: Monitor chat area for activity.

Monitor questions.

Citations: Carson, Ann E., 2014.

Bloom, B., Owen, B., & Covington, S. (2003). *Gender-responsive strategies: Research, practice, and guiding principles for women offenders*. Washington D.C.: National Institute of Corrections.

Mauer, M. and Jones, S., 2013. *Race to Incarcerate: A Graphic Retelling*. New York: The New Press.

Pathways Perspective

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

BLOOM, OWEN & COVINGTON, 2003



Safety Matters: Managing Relationships in Women's Facilities

19



Facilitator

Time: 1.5 minutes

Do: Introduce pathways perspective.

Say: *Research demonstrates that understanding differences in how men and women come into the system and the different ways that they respond to supervision makes us better able to promote positive outcomes. One way to understand the ways women come into the justice system is through the pathways framework, which includes the following core components.*

- *Focuses on a holistic view of women's lives and women's voices.*
- *Examines the life course events that place women at risk of offending.*
- *Explores increased risk for abuse, violence, and single parent responsibilities based on gender.*
- *Combines concepts of social context and personal choice.*

Producer and Notes

Slide 19

Do: Monitor chat area for activity.
Monitor questions.


Bloom, Owen, and Covington, 2003.

Brennan, T., Breitenback, M., Dietrich, W., Salisbury, E., and Van Voorhis, P., 2012. Women's Pathways to Serious and Habitual Crime: A Person-Centered Analysis Incorporating Gender Responsiveness Factors. *Criminal Justice and Behavior*, 39: 1481-1508.

Salisbury, E. and Van Voorhis, P., 2009. Gendered Pathways: A Quantitative Investigation of Women Probationers' Paths to Incarceration. *Criminal Justice and Behavior*, 36 541-566.

Components of Pathways

Components of Pathways



- Economic and social marginality
- Substance abuse
- Dysfunctional relationships
- Histories of physical and sexual victimization
- Mental illness
- Homelessness

Safety Matters: Managing Relationships in Women's Facilities

20



Facilitator

Time: 2 minutes

Say: *Women tend to have less extensive criminal histories than men, enter systems for non-violent drug or property crimes, and display less violence and aggression while incarcerated than men. The difference in history and how women do time is related to their pathways into the system. The following are core components of women's pathways:*

- *Economic and social marginality: Women have often experienced poverty, have fewer vocational skills, and have a history of unemployment or underemployment.*
- *Substance abuse: Women have very often become involved with the system through non-violent drug crimes often related in some way to a relationship in their lives or to coping with past traumatic experiences, such as non-violent crimes to support a drug habit.*
- *Dysfunctional relationships: Women often commit crimes that are related to their relationships.*

Producer and Notes

Slide 20

Do: Monitor chat area for activity.

Monitor questions.

Citation: Ney, B., Ramirez, R., and Van Dieten, M., 2012. *Ten Truths That Matter When Working with Justice Involved Women.*

Owen, B. 2011. *Testimony to the review panel on prison rape.* Available at: http://ojp.gov/reviewpanel/pdfs_apr11/testimony_owen.pdf

Many grow up in dysfunctional homes, which makes the risk for experiencing or perpetrating violence greater, and often crimes are committed to meet the needs of someone in their lives, demonstrate loyalty, or maintain a relationship.

- *Histories of sexual and physical victimization: Women often have significant trauma histories, which make them more vulnerable in our systems. Women that experienced prior sexual victimization are more vulnerable to sexual harassment and coercion from authority figures.*

Victimization is often closely linked to mental health, substance abuse to cope with symptoms related to trauma, and relationship problems.

- *Mental illness: Women often experience mental illness, in part related to life experiences and trauma histories, which research has shown is connected to their justice involvement.*

Depression and psychotic symptoms have been found to be risk factors for women becoming involved with our systems, and women are more likely to experience co-occurring mental health and substance abuse problems.

- *Homelessness: Women often experience homelessness. The difficulty they experience in finding safe housing further complicates this challenge given the history of abusive and dysfunctional relationships that they have when they come into our systems.*


Say: *One of the most consistent findings has been that woman inmates are more likely than male inmates to have experienced violent victimization in childhood, and much more likely to have experienced violent victimization in adulthood than non-incarcerated women. This finding has been replicated in probationer samples, jail samples, and, especially, woman inmate samples.*

Owen, B., Wells, J., Pollock, J., Muscat, B., & 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.

Messman-Moore, T. and Long, P., 1994. Child sexual abuse and its relationship to re-victimization in adult women: A review." *Clinical Psychology Review*, 16: 397-420.

Response to Supervision

Response to Supervision



Woman Inmates

Women respond differently to correctional supervision than men.

Safety Matters: Managing Relationships in Women's Facilities
21



Facilitator

Time: 3 minutes

Do: Address incarcerated women's response to supervision.

Say: *In addition to having different characteristics, women respond differently to correctional supervision than men.*

Women are less violent while in custody and have higher rates of disciplinary infractions; however, those infractions are less serious than the infractions male inmates commit. Women have been cited more frequently, but for petty offenses not major misconducts. One study found that there tends to be more rigid and formalistic rule compliance expected of women. Other research suggests that staff expectations and differential responses to the behavior of women and men accounted for the greater number of disciplinary infractions for women.

The violence that occurs in women's facilities is different from men's. While it would not be accurate to say women in facilities are never

Producer and Notes

Slide 21

Do: Monitor chat area for activity.

Monitor questions.

Citation: McClellan, D., 1994.

Disparity in the discipline of male and female inmates in Texas prisons. *Women & Criminal Justice* 5(2), 71-97.

Pollock, J., 2002. *Women, prison & crime*. Belmont CA: Wadsworth.

Bosworth, M., 2007. Creating the responsible prisoner: Federal admission and orientation packs. *Punishment and Society*, 9, 67-85.

violent, we know that organized conflict related to gangs or ethnic difference is very rare and that women use weapons less frequently than men. When they do use weapons, it is often what is within reach during a conflict not something that is created in advance.

Throughout their lives, women have experienced name calling, threats, taunts, and ridicule. Gossiping, bullying, and threatening are identified as weapons in women's facilities and are a real form of violence many women in facilities have experienced and used against others.

Do: Ask for participant's opinion of the assertion that women respond differently to correctional supervision than men.

Say: *If you agree with this statement, give me a green "check." If you disagree, give me a red "x."*

Do: Ask for one or two participants to give an example of how woman inmates respond differently to correctional supervision than men. If you have participants who disagree with this statement, ask them to give a reason why they think there is no difference between genders with respect to response to supervision while incarcerated.

Say: *Someone who made a green check raise your hand and give us an example. Raise your hand.*

Do: Comment as appropriate.

Say: *Any other volunteers with an example? Please raise your hand.*

Do: Comment as appropriate.

Owen, B., 1998. *In the mix: Struggle and survival in a women's prison*. Albany, NY: State University of New York Press.


Harer, M., and Langan, N., 2001. Gender differences in predictors of prison violence: Assessing the predictive validity of a risk classification system. *Crime & Delinquency*, 47 (4), 513-536.

Edgar, K., and Martin, C., 2003. *Conflicts & violence in prison, 1998-2000*. Colchester, Essex: UK Data Archive, SN: 4596.

Batchelor, S., Burman, M., & Brown, J. (2001).


Poll Question #2

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?

Safety Matters: Managing Relationships in Women's Facilities

22



Facilitator Time: 2 minutes

Do: Conduct the next polling question to gauge participants thinking and knowledge of the subject.

Say: *Again, we are going to use our poll question function to understand your perceptions and experiences.*

Do: Read the poll question and give participants the time to respond the in the poll function.

Call on three or four participants to share the thinking behind their response.

Ask: *Would someone who answered "Yes" share what similarities exist from the characteristics we presented and the inmates under your supervision? Raise your hand.*

Would someone who answered "No" please share. Raise your hand.

Do: Comment as appropriate.

Producer and Notes Slide 22

Do: Monitor chat area for activity.


Monitor questions.

Do: Open the Poll function as the facilitator is introducing the question.


Do: Click the display button to show the participants the results of the poll to this question.

Unit 1.3: Gender-responsive Practices

Unit 1.3



Gender-responsive Practices



Safety Matters: Managing Relationships in Women’s Facilities


23



<p>Facilitator Time: 30 seconds</p> <p>Do: Introduce gender-responsive practices.</p> <p>Say: <i>Let’s examine some of the critical elements of gender-responsive practices.</i></p>	<p>Producer and Notes Slide 23</p> <p>Do: Monitor chat area for activity.</p> <p>Monitor questions.</p>
--	--

Gender Responsiveness

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 their specific challenges and strengths.

Covington & Bloom 2002

Safety Matters: Managing Relationships in Women's Facilities

24



Facilitator

Time: 1 minute

Say: *Let's talk some about the context.*

Traditional criminal justice policies and practices were developed for men and applied to women with little attention to their appropriateness with this population. In the past decade, the gender-responsive principles have become the guiding framework for women's programs and services.

Do: Call on a participant to read the definition on the screen.

Say: *Thank you. Gender-responsive approaches are multidimensional and are based on theoretical perspectives that acknowledge women's pathways into the criminal justice system. Let's talk more about three key features of these approaches: trauma-informed approaches, strength-based approaches, and gender-responsive programming.*

Producer and Notes

Slide 24


Do: Monitor chat area for activity.


Monitor questions.

Citation: Bloom, Owen, and Covington, (2003).

Trauma-informed Approaches

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...”
GILLECE, 2009

Women with co-occurring trauma and mental health problems have a more difficult time adjusting to prison and incur more misconducts.
NRCJW, 2011

Traumatic experiences cause chemical and structural changes in the brain.
BLOOM, OWEN & COVINGTON, 2005

Safety Matters: Managing Relationships in Women's Facilities

25



Facilitator

Time: 2 minutes

Do: Introduce trauma-informed approaches as an element of gender responsiveness in programs and practice.

Say: *Trauma histories are one of the key components of pathways theory and one of the common avenues that woman inmates take into the criminal justice system.*

Another key feature of gender-responsive practice is its emphasis on trauma-informed approaches to all aspects of correctional treatment and supervision.

Trauma is “the experience of situations or events that are shocking, terrifying, or overwhelming resulting in intense feelings of fear, horror, or helplessness.

Traumatic events are interpersonal, intentional, repeated and severe, generally occurring in childhood and adolescence but also continuing over time.”

Producer and Notes

Slide 25

Do: Monitor chat area for activity.

Monitor questions.

Citation: Gillece, J., 2009
Understanding the Effects of Trauma on the Lives of Offenders *Corrections Today*, 71 (1): 48-51.

We know that women with co-occurring trauma and mental health problems have a more difficult time adjusting to prison and incur more disciplinary infractions.

Trauma-informed cultures lessen the likelihood of re-traumatization and provide individuals with coping strategies to manage trauma symptoms. Trauma is not an excuse for behavior but an explanation for the behavior.

For example,

- *A woman is startled when a staff member comes up behind her. She turns quickly and jumps back and puts her arms up in front of her face; OR*
- *A woman offers a staff member a sexual favor in exchange for privileges or special items.*

Ask: *Could either of these examples potentially be related to past victimization? How?*


Do: Call on one or two participants to give a response.

Say: *Research has shown that traumatic experiences cause chemical and structural changes in the brain. These changes can impact the woman's future reactions and her ability to respond to correctional interventions.*

Bloom, B., Owen, B., and Covington, S., 2005
Gender-Responsive Strategies for Women Offenders: A Summary of Research, Practice, and Guiding Principles for Women Offenders
USDOJ: National Institute of Corrections.

Trauma and The Brain

Trauma and The Brain



Safety Matters: Managing Relationships in Women's Facilities

26



Facilitator

Time: 14 minutes

Do: Describe the PREA Resource Center video series on using a preventive, trauma-informed framework for PREA implementation. Introduce the video on understanding the neurobiological effects of trauma to support PREA implementation and sexual safety.

Say: *The National PREA Resource Center developed an excellent video series that is focused on the use of a framework that is trauma-informed and preventative when implementing PREA standards. This is not a PREA training; however, the series has implications for enhancing overall safety in your facility. Today we are going to watch a brief video in which Dr. Brian Simms talks about the neurobiological effects of trauma and how trauma affects the brain.*

I encourage you to watch the full series; however, this video is especially important to understanding the behavior we see in women's facilities as it relates both to general

Producer and Notes

Slide 26

Do: Monitor chat area for activity.

Monitor questions.

The video file can be accessed through the following link:
<https://www.prearesourcecenter.org/file/3798/using-prevention-trauma-informed-framework-when-implementing-prea>

operational practices and effectively managing relationships.

We know that the women in our facilities have experienced trauma, sometimes in the context of relationships, and that routine operational practices, such as handcuffing or strip searching, as well as common environmental factors, such as loud noises or slamming doors, can remind inmates of that past trauma.

Do: Start video and when it concludes, transition to strength-based approaches.

Ask: *Have you experienced a situation in the facility where you believe an inmate went into the “emergency state of behavior” mode as Dr. Simms described?*

How about a time when the behavior you saw from an inmate, that wasn't easily understandable or seemed unexpected, may have been related to trauma?


*If so, give me a **green “check.”**
If not, give me a **red “x.”***

Do: Comment as appropriate and if there are **red “x”** marks, ask the reason for the mark. Accept response or clarify as needed.


Say: *Again, this discussion is not intended to excuse behavior; however, it does provide an explanation for behavior that can seem unexpected or unpredictable and have meaning based on triggers and past trauma. When we understand this, in the context of carrying out operational procedures, and in our professional relationships with inmates, it allows us to work and communicate more effectively, especially when addressing sensitive issues, such as sexual abuse, sexual harassment, or challenging relationship issues. Dr. Simms talks about PREA in this video, but this applies to all aspects of safety that we talked about earlier: physical, sexual, emotional, and relational.*

Strength-based Approaches

Strength-based Approaches



A key feature of gender-responsive practices is its emphasis on a strength-based approach to treatment and skill building



A strength-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.

Safety Matters: Managing Relationships in Women's Facilities
27



Facilitator

Time: 1 minute

Say: *In addition to being trauma-informed, another key feature of gender-responsive practices is emphasis on a strength-based approach to treatment and skill building.*

A strength-based approach reframes challenging 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.

Using your chat function, give me some examples of ways that a behavior that is challenging in confinement may have been used in the past to survive. Think about what we learned related to trauma as you consider examples.

Do: Monitor participant responses in comparison to the possible examples below. Supplement the conversation with the following examples if participants do not bring them up:

Producer and Notes

Slide 27

Do: Monitor chat area for activity.

Monitor questions.


Citation: Ney, Ramirez, and Van Dieten. (2012).

- Using sexual favors to get canteen or to get basic needs met because in the past a woman may have had to rely on her body in this way, e.g., prostitution
- Approaching staff in a seductive or flirtatious manner because in the past she has used her body to stay safe, i.e., if he or she desires me or thinks I will have sex, he or she won't hurt me

Say: *Another feature of being gender responsive is ensuring availability of relevant programming for women.*

Gender-responsive Programming

Gender-responsive Programming




Programming addressing

- Criminal behavior
- Substance abuse
- Healthy relationships
- Violence and trauma
- Work and life skills

Critical to the success of women upon release

MUSCAT, 2008



Meaningful activities and programs reduce

- Boredom
- Lack of economic resources and opportunities
- Resulting conflict

Reduces the likelihood of sexual incidents within facilities

MCNABB, 2008

Safety Matters: Managing Relationships in Women's Facilities 28



Facilitator

Time: 1 minute

Say: *Let's talk a bit more about programming. Another feature of being gender responsive is ensuring availability of programming for the specific needs of women. Programming achieves many goals, such as promoting skill development, healing from past trauma, teaching healthy boundaries, and relationship skills.*

Effective programming is only one component of achieving and maintaining a gender-responsive culture. In addition to programming, policy must support practice that focuses on matching women's risk factors to programs. Programming that addresses criminal behavior, substance abuse, healthy relationships, violence and trauma, and work and life skills is critical to the success of women upon release. In addition to improving life outcomes, meaningful activities and programs can help to reduce boredom, lack of economic resources and opportunities, and resulting conflict.

Producer and Notes

Slide 28

Do: Monitor chat area for activity.

Monitor questions.


Citation: Owen, B., Wells, J., Pollock, J., Muscat, B., and Torres, S. 2008.

McNabb, 2008.

Van Voorhis, P., Wright, E., and Bauman, A., 2010. Women's Risk Factors and Their Contributions to Existing Risk/Needs Assessment: The Current Status of a Gender-Responsive Supplement. *Criminal Justice and Behavior*, 37, 261-288.

Programming and Sexual Safety

Programming and 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.

Gender-responsive programs are critical to sexual safety.

Safety Matters: Managing Relationships in Women's Facilities

29



Facilitator

Time: 1 minute

Do: Continue review of gender-responsive programming.

Say: *It is important to remember that gender-responsive programs are critical to sexual safety. Programs give women productive ways to use their time and provide needed information and skills that help them to create and use healthy relationship and coping skills.*

Programming focused on healthy relationships and boundaries can reduce the likelihood of problematic relationship or sexual, behavior in the facility between inmates that, while not specific to PREA, often violates rules.

Producer and Notes


Slide 29


Do: Monitor chat area for activity.

Monitor questions.

Poll Question #3

Poll Question #3





WHAT DO YOU
THINK?

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

Safety Matters: Managing Relationships in Women's Facilities
30



Facilitator

Time: 2 minutes

Do: Conduct the next polling question to gauge participants thinking and knowledge of the subject.

Say: *Again, we are going to use our poll question function to understand your perceptions and experiences.*

Do: Read the poll question and give participants the time to respond using the poll function.

Call on one or two participants to share the thinking behind their response.

Say: *Someone who answered A please share why you believe your facility has made a full commitment to gender-responsive programming. Raise your hand.*

Someone who answered B, C, or D please share what you believe have been barriers to implementation. Raise your hand.

Do: Comment as appropriate.

Producer and Notes

Slide 30

Do: Monitor chat area for activity.

Monitor questions.

Do: Open the poll function as the facilitator is introducing the question.

Do: Click the display button to show the participants the results of the poll to this question.

Staff Perspectives

Staff Perspectives

What do we think?



Safety Matters: Managing Relationships in Women's Facilities

OWEN & MOSS, 2009

31



Facilitator

Time: 3 minutes

Say: *Now that we have discussed gender-responsive practices, let's consider some staff perspectives of woman inmates. In 2005, through a cooperative agreement with NIC, The Moss Group, in collaboration with Barbara Owen and James Wells, conducted a series of focus group interviews designed to document staff perspectives on inmate-to-inmate sexual abuse.*

They asked staff at all levels and in facilities around the country what they knew about sexual safety among woman inmates.

Follow along in your participant manual and listen to these quotes from the study and consider if they apply to your facility.

Do: Read the staff perspective quotes. Read as if you are the person having the thought.

Say: *"With hundreds of women, there is a lot of talk about who is coupling with whom. I see it that*

Producer and Notes

Slide 31

Do: Monitor chat area for activity.

Monitor questions.

Citation: Owen, B. and Moss, A. 2005. Staff perspectives: Sexual violence in adult prisons & jails; USDOJ.

[when working with woman inmates], you have friendships and then you have sex."

"I see that any form of sexual contact is 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."

In these focus groups, staff identified challenges with relationships among women, the impact of their early abuse and survival skills, and the need to change our perception of these behaviors to provide the best supervision to the women in our custody. When we meet in person we look forward to hearing more about your experiences and perspectives in your work.

Research

Research



Let's take a look at what research tells us....

BJS – National Prison Rape Statistics Program

- National Inmate Survey
- Administrative records of reported sexual violence
- Interviews with former inmates

BJS publishes a regular series on its data collection efforts. Follow the summary link [here](http://www.bjs.gov/index.cfm?ty=tp&tid=20#).



Safety Matters: Managing Relationships in Women's Facilities
32



Facilitator

Time: 1 minute

Do: Review BJS research.

Say: *Now that we have talked about who are the women in our facilities, as well as gender-responsive practices, perceptions of staff working in facilities, and how these dynamics converge, let's look at some numbers. The PREA legislation requires BJS and other federal agencies to collect and report a wide range of data.*

Specifically, data and information from the Bureau of Justice Statistics and its 2013 National Prison Rape Statistics was gathered through

- National Inmate Survey*
- Administrative records of reported sexual violence*
- Interviews with former inmates*

Producer and Notes

Slide 32

Do: Monitor chat area for activity.

Monitor questions.

BJS publishes a regular series on its data collection efforts. Follow the summary link here: <http://www.bjs.gov/index.cfm?ty=tp&tid=20#>.

Research



Research

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

For inmates overall (men and women) sexual victimization in prisons and jails was not a common experience.

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

research Action

Safety Matters: Managing Relationships in Women's Facilities 33



Facilitator

Time: 1 minute

Do: Introduce research on victimization.

Say: *Inmate surveys conducted by the Bureau of Justice Statistics since the inception of PREA have consistently suggested the following trends:*

For inmates overall, sexual victimization was not a common experience, but still occurs. Overall about five percent of inmates report misconduct, victimization, or harassment.

Women were more likely to experience inmate-to-inmate victimization than men; they were disproportionately victimized. Rates vary by type of report but trends remain the same.

Overall in state and federal women's facilities, inmate-to-inmate sexual victimization was more common than staff-to-inmate victimization.

Producer and Notes

Slide 33

Do: Monitor chat area for activity.

Monitor questions.

Citation: From the combined NIS surveys:

Beck, A. J., Berzofsky M., Caspar R., & Krebs, C., 2013. *Sexual victimization in prisons and jails reported by inmates, 2011-2012*. Washington, DC: U.S. Department of Justice, Bureau of Justice Statistics.


Beck, A. J., Harrison P. M., Berzofsky M., Caspar R., & Krebs, C., 2010. *Sexual victimization in prisons and jails reported by inmates, 2008-09*. Washington, DC: U.S. Department of Justice, Bureau of Justice Statistics.

Research

Research

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.

Safety Matters: Managing Relationships in Women's Facilities
34



Facilitator

Time: 1 minute

Do: Continue sharing research findings on victimization.

Say: *In addition to varying by gender, self-reports of victimization varied among inmates who were white or multi-racial, had a college degree or higher, reported a sexual orientation other than heterosexual, or had experienced sexual victimization in their history outside of the institution.*

Females are less likely than males to have multiple perpetrators (11 percent).

Female victims of staff sexual assault were less likely to report incidents that involved no pressure or force (30 percent).

These trends seem to be stable across various BJS data collection efforts.

Producer and Notes

Slide 34

Do: Monitor chat area for activity.

Monitor questions.

Citation: Beck, A. J., Berzofsky M., Caspar R., & Krebs, C., 2013


Beck, A. J., Harrison P. M., Berzofsky M., Caspar R., & Krebs, C., 2010.

Research

Research

Finally...

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.



Safety Matters: Managing Relationships in Women's Facilities 35



Facilitator

Time: 1 minute

Do: Continue sharing research findings on victimization.

Say: *Finally, of the woman inmates who reported staff sexual misconduct, over 80 percent said they were pressured by staff to engage in sexual activity.*

Perpetrators of staff sexual misconduct were most likely of the opposite sex; however, it is important to keep in mind that same sex staff sexual misconduct occurs in both women's and men's facilities.

Producer and Notes

Slide 35

Do: Monitor chat area for activity.

Monitor questions.

Citation: Beck, A. J., Harrison P. M., Berzofsky M., Caspar R., & Krebs, C., 2010.

Gendered Violence Study Findings

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.

Owen, Wells, Pollock, Muscat, and Torres (2008). *Gendered violence and safety: a contextual approach to improving safety in women's facilities*. Final report. Washington, D.C., National Institute of Justice.



Safety Matters: Managing Relationships in Women's Facilities

36



Facilitator

Time: 1 minute

Do: Introduce the results of the *Gendered Violence and Safety: A Contextual Approach to Improving Safety in Women's Facilities* study.

Say: *To further understand the dynamics of violence, safety, and sexual safety in women's facilities, Dr. Barbara Owen and Dr. James Wells interviewed staff and woman inmates around the country to develop a fuller understanding of the dynamics of sexual safety. Here are some high points from the study.*

- *Violence among female inmates occurred on a continuum: verbal conflict and intimidation was at the low end of the continuum, with homicide occurring rarely at the most serious end of the continuum.*
- *Violence and conflict emerged from individual, relational, and societal factors.*
- *Conflict and violence emerged within four general areas: verbal, economic, sexual, and physical conflict.*

Producer and Notes

Slide 36

Do: Monitor chat area for activity.


Monitor questions.

Citation: Owen, B., Wells, J., Pollock, J., Muscat, B., and Torres, S. 2008.

- *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. However, the potential for violence and safety exists as a function of time, place, prison culture, and relationship.*
- *In addition to individual factors, prison and organizational culture, types of housing units, attitudes of staff toward inmates, program and job availability, as well as larger social norms about women contribute to the ecology of safety.*
- *A lack of treatment for past trauma can lead to increased violence in women's facilities.*
- *Staff can make a real contribution to safety.*
- *Staff speaking disrespectfully was the most common concern about staff and inmate interactions.*
- *Both staff and female inmates said that conflicts often escalated into forms of violence.*

Unit 1.4: The Effect of Gender on Sexual Safety

Unit 1.4



The Effect of Gender on Sexual Safety

Safety Matters: Managing Relationships in Women's Facilities

37



Facilitator

Time: 30 seconds

Do: Consider sexual safety in context of gender-responsive programming and practices.

Say: *Moving our discussion further along, let's continue to explore the topic of sexual safety in context of providing gender-responsive programming and practices.*

Producer and Notes

Slide 37

Do: Monitor chat area for activity.

Monitor questions.

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.

OWEN, 2011

Safety Matters: Managing Relationships in Women's Facilities 38



Facilitator

Time: 1 minute

Do: Continue with impact of gender on sexual safety.

Say: *Focusing on sexual safety furthers the mission of gender-responsive approaches. As we discussed before regarding the gendered safety and violence study, safety and violence have different meanings for men and women in correctional settings.*

While violence in women's prisons is not as prevalent or as severe as in men's institutions, there are unique forms of violence within women's facilities that necessitate a gender-responsive and trauma-informed approach.

Violence within women's facilities is rarely stranger violence and typically takes place within the context of relationships. Interpersonal violence histories tend to be replicated within prison relationships.

Inmate-to-inmate sexual abuse and staff sexual misconduct is likely underreported due to the

Producer and Notes

Slide 38

Do: Monitor chat area for activity.

Monitor questions.


Citation: Owen, B., Wells, J., Pollock, J., Muscat, B., and Torres, S. 2008.

perceived consequences of exposing such behavior as being too high for both inmates and staff to risk.

This relational context and other cultural factors, which we will discuss later in the training, contribute to sexual victimization being largely underreported.

Poll Question # 4


Poll Question #4



WHAT DO YOU THINK?

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



Safety Matters: Managing Relationships in Women's Facilities
39



Facilitator

Time: 2 minutes

Do: Conduct the next polling question to gauge participants thinking and knowledge of the subject.

Say: *Again, we are going to use our poll question function to understand your perceptions and experiences.*

Do: Read the poll question and give participants the time to respond in the poll function.

Call on one or two participants to share the thinking behind their response.

Say: *Someone who answered A or B please share why you believe more than half of the sexual abuse and sexual harassment incidents are reported.*

Raise your hand.

Someone who answered C or D please share why you think fewer than half of the sexual

Producer and Notes

Slide 39

Do: Monitor chat area for activity.

Monitor questions.

Do: Open the poll function as the facilitator is introducing the question.

Do: Click the display button to show the participants the results of the poll to this question.

abuse and sexual harassment incidents are reported.

Raise your hand.

Do: Comment as appropriate.

Say: *Regardless of your vote today, do you think there is opportunity for you and your agency to improve in this area?*

Give me a green “check” or red “x” to show what you think.

Do: Comment as appropriate.

Focus on Sexual Safety

Focus on Sexual Safety

- Individuals who have been sexually victimized in the past are more likely than others to be victimized.
- A majority of sexual victimization in prison (55-80 percent) is perpetrated by other inmates, however, both male and female staff perpetrate sexual victimization against inmates.

WELLS, OWEN & PARSON, 2013

Safety Matters: Managing Relationships in Women's Facilities 40



Facilitator

Time: 1 minute

Say: *Individuals who have been sexually victimized in the past are more likely than others to be re-victimized. Understandably, inmates who have reported past victimization report feeling the lowest levels of safety in institutions. Reasons for this increased likelihood of re-victimization are unclear but have been confirmed in surveys around the country, including the BJS studies.*

In a focus group with correctional staff, one staff member reported that women who have been victimized in the past seem to have difficulty defining abuse. Another staff member in the focus group related the women's sexuality to their self-esteem, noting that they must be bartering with sex to feel valued.

While the majority of sexual victimization in prison, between 55 and 80 percent, is perpetrated by other inmates, staff also engage in sexual violence against inmates. This sexual victimization is perpetrated by both male and female staff.

Producer and Notes

Slide 40

Do: Monitor chat area for activity.

Monitor questions.

Citation: Owen, B., Wells, J., Pollock, J., Muscat, B., and Torres, S. 2008.

Owen and Moss, 2005
Sexual Violence in Women's Prisons and Jails: Results From Focus Group Interviews. *Staff Perspectives: Sexual Violence in Adult Prisons & Jails*, 3. USDOJ: National Institute of Corrections.

Beck, A. J., Harrison P. M., Berzofsky M., Caspar R., & Krebs, C., 2010.

Focus on Sexual Safety

Focus on Sexual Safety

- Individuals who have been sexually victimized in the past are more likely than others to be victimized.
- A majority of sexual victimization in prison (55-80 percent) is perpetrated by other inmates, however, both male and female staff perpetrate sexual victimization against inmates.

WELLS, OWEN & PARSON, 2013

Safety Matters: Managing Relationships in Women's Facilities
40



Facilitator

Time: 1 minute

Do: Continue to focus on the impact of gender on sexual safety.

Say: *The context for sexual violence is shaped by relationships, prior victimization, culture and subculture factors of women's facilities, and the implications for staff sexual misconduct.*

Sexual harassment, as well as standard correctional procedures, such as searches, restraints, and the use of isolation, can trigger and re-traumatize women who have experienced abuse.

This does not mean that we stop conducting standard procedures, it does mean that we must review our practices to determine how we can conduct them in a more trauma-informed way and provide women tools to cope with triggers.

Producer and Notes

Slide 41

Do: Monitor chat area for activity.

Monitor questions.

Citation: Owen, 2011.

Citation: Bloom, Owen, and Covington, 2003.


Activity: Chat

Activity: Chat

Activity

Using the chat function

- 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.



Safety Matters: Managing Relationships in Women's Facilities

42



Facilitator

Time: 4 minutes

Do: Conduct the chat activity to gauge participant knowledge of staff sexual misconduct and how this might affect sexual safety.

Say: *It's time for us to share some of our thinking about staff sexual misconduct and the things that staff can do to jeopardize or enhance safety.*

Let's talk about things that can get in the way of safety first. Using the chat function, share one way you believe staff behavior could jeopardize sexual safety in women's facilities.

Do: Select responses to read aloud and comment as appropriate. Choose one or two responses and invite participants to share more verbally if you see responses that can be expanded on.

Say: *Now let's talk about how we support safety. Using the chat function, share one way your staff behavior could enhance sexual safety in women's facilities.*

Producer and Notes

Slide 42

Do: Monitor chat area for activity.
Monitor questions.

Do: Assist facilitator with pairing participants.


Do: You may have to refresh participants' understanding of how to send a chat to only one person. Be prepared to review how to do it.

Do: Select responses to read aloud and comment as appropriate. Choose one or two responses and invite participants to share more verbally if you see responses that can be expanded on.

Say: *Thank you for sharing your ideas on what staff behavior could jeopardize or enhance sexual safety.*

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

Unit 1.5



How Do We Create a Culture of Sexual Safety?

Safety Matters: Managing Relationships in Women's Facilities

43



Facilitator

Time: 30 seconds

Say: *While the PREA standards do not directly address culture, the preamble to the standards does. There is a compelling need for the creation of a culture of sexual safety within women's facilities. The work of creating this sexually safe culture, in large part, rests with front-line correctional professionals. In this unit, we will explore elements that are needed to create a sexually safe culture.*

There are factors in the institutional culture that effect the safety of woman inmates. Themes clearly indicate a culture characterized by sexual harassment, sexualized interaction, and degrading or humiliating communication falls short of promoting sexual, physical, or emotional safety. This means that how we communicate matters. Our words matter.

Producer and Notes

Slide 43

Do: Monitor chat area for activity.

Monitor questions.


Citation: Owen. Wells, Pollock, Muscat, and Torres. 2008.

McNabb, M. 2008.

On the Job



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.

Safety Matters: Managing Relationships in Women's Facilities

44



Facilitator

Time: 30 seconds

Do: Emphasize the role of staff in promoting safety.

Say: *We have to keep in mind that each of us, along with policy and practice, play a critical role in creating the potential for sexual violence and conflict. However, we also play a major role in preventing violence, abuse, and harassment from ever occurring.*

Say: *(with emphasis) You Make the Difference!*

Producer and Notes

Slide 44

Do: Monitor chat area for activity.

Monitor questions.

Cultural Norms May Get in the Way

Cultural Norms May Get in the Way



Examples may include the following:

- **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**

Safety Matters: Managing Relationships in Women's Facilities

45



Facilitator

Time: 1 minute

Do: Continue exploration of how to create a culture of sexual safety within a women's facility.

Say: *We know that some cultural norms in our facilities get in the way of creating a culture that supports sexual safety in a women's facility. For example,*

- *Code of silence: When staff or inmates do not feel safe reporting sexual abuse, sexual harassment, or other forms of misconduct.*
- *Ignoring abusive staff behaviors: This could range from ignoring clear sexual abuse or harassment to ignoring disrespectful communication or behavior.*
- *Trusting only staff: In some facilities, a cultural norm is the belief that inmates always lie and staff always tell the truth. When we do not remain open to the truth as revealed through an investigation we compromise safety.*
- *Conducting investigations in a way that does not acknowledge the unique dynamics*

Producer and Notes

Slide 45


Do: Monitor chat area for activity.

Monitor questions.

of sexual abuse and harassment in a confinement setting and gender, such as not making female investigators available or ignoring the impact of trauma in the interview process.

- *Incomplete or confusing policy that leaves staff unsure of how they can best promote safety.*
- *Sexualized environment, such as inappropriate jokes, sexual relationships, sexualized language that sends the message that these are acceptable behaviors.*
- *Little discussion of the prevention, detection, and response to sexual harassment and sexual abuse. It is our responsibility to name the issues of sexual abuse and harassment in the context of relationships between inmates, or between inmates or staff. If we are unwilling to name it and talk about it, we risk reinforcing unwillingness to report.*


Activity: What is a Sexually Safe Culture?



Activity: What is a Sexually Safe Culture?

Activity

1. In your participant manual
 - List the important elements you think need to be in place to create and sustain a culture of sexual safety in your facility.
2. When you are done, find the column on the next slide that includes the first letter of your last name and use the text tool to type one or two factors you came up with.
3. Time: 3 minutes



Safety Matters: Managing Relationships in Women's Facilities

46



Facilitator

Time: 2.5 minutes

Do: Facilitate the activity and refer participants to their participant manuals.

Say: *To kick off this topic, let's start with a brainstorming activity.*

Take out a sheet of scratch paper and individually list the important factors and elements you think need to be in place to create and sustain a culture of sexual safety in a facility.

When you are done, find the column that includes the first letter of your last name. Using the text tool, type one or two of your ideas into the boxes in the column on the next slide. Be prepared to discuss and explain your thinking if called upon.

Do: Time the three-minute activity.

Producer and Notes

Slide 46

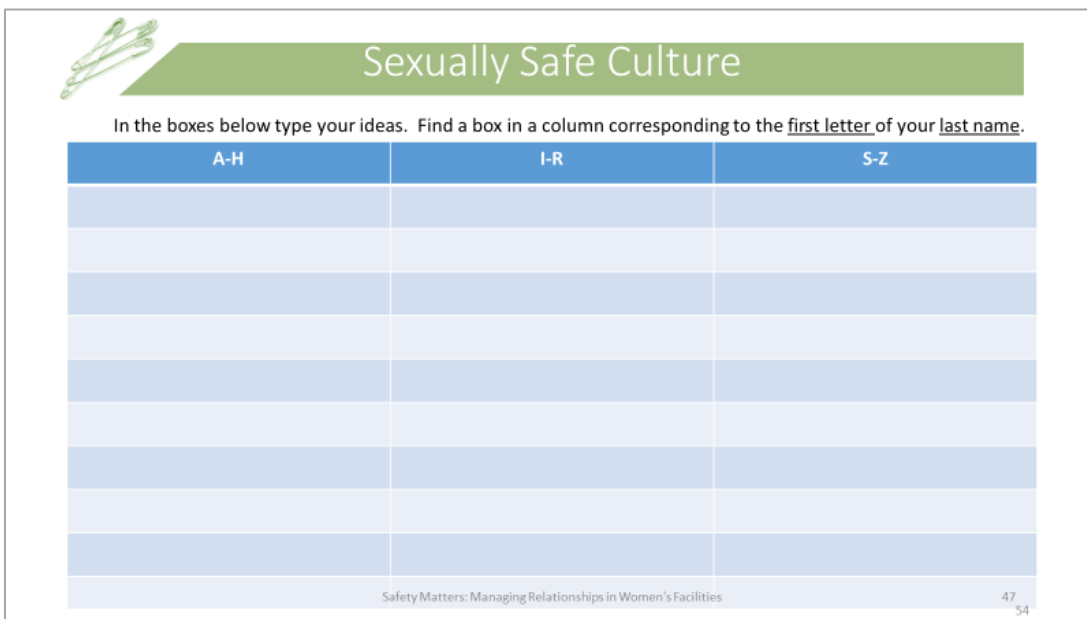
Do: Monitor chat area for activity.

Monitor questions.

Do: Remind participants that for their text to appear to all participants and not just to them they have to click "enter" or click away from the text when they are finished.

Do: Start the activity by going to the next slide.

Sexually Safe Culture



Sexually Safe Culture

In the boxes below type your ideas. Find a box in a column corresponding to the first letter of your last name.

A-H	I-R	S-Z

Safety Matters: Managing Relationships in Women's Facilities 47



Facilitator

Time: 2.5 minutes

Do: Debrief the brainstorming activity.

Say: *Time is up! Wow! We have some very good ideas posted. Let's take a minute and debrief.*

Do: Call on as many participants as possible to share the thinking behind the idea they have listed. Try to do as many as time allows.

As the facilitator, ensure that the following elements and factors make the list. You may have to insert these verbally during the debrief, such as the options below:

- A culture that supports reporting sexual abuse or harassment
- Addressing abusive, demeaning, or sexualized language or interactions among staff, among inmates, and between staff and inmates
- Ensuring that policy is clearly specific to PREA and expectations specific to sexual safety

Producer and Notes

Slide 47

Do: Monitor chat area for activity.

Monitor questions.

Do: Remind participants that for their text to appear to all participants and not just to them they have to click "enter" or click away from the text when they are finished.

- Providing training, such as gender-responsive, trauma-informed, communication strategies, professional boundaries, problem solving, PREA, etc.
- Ensuring programming is specific to the needs of women and provides skills that promote sexual safety, such as healthy relationships and trauma recovery
- Promoting ongoing discussion of sexual abuse and harassment
- Considerations for physical, sexual, emotional, and relational safety

Sexually Safe Culture

Sexually Safe Culture



- 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.

OWEN, 2011

Safety Matters: Managing Relationships in Women's Facilities
48



Facilitator

Time: 1 minute

Do: Introduce how to create a culture and environment of sexual safety in women's facilities.

Say: *Let's continue our exploration by looking at what experts say are some critical elements in creating a culture of sexual safety in women's facilities.*

Compare the ideas we had as we review and see how they stack up.

- *Creating a sexually safe culture involves addressing multiple organizational, environmental, and individual factors. Staff members play a critical role in the potential for sexual violence and conflict to occur or be prevented within facilities.*
- *Prevention is the foundation of a gender-responsive interpretation of PREA. Tracking incidents, investigating reports, and sanctioning violators is not sufficient. In addition to these traditional responses, gender-responsive approaches to PREA*

Producer and Notes

Slide 48

Do: Monitor chat area for activity.

Monitor questions.

Citation: Owen. Wells, Pollock, Muscat, and Torres. 2008.

Owen, 2011.

must include prevention, intervention, and treatment. Additionally, successful reintegration and rehabilitation are central to addressing women's pathways to crime and creating a sexually safe culture. In doing so, not only will the facility become safer but also recidivism rates will be reduced.

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

Sexually Safe Culture, cont.

Sexually Safe Culture, cont.

- 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.

OWEN, 2011

Safety Matters: Managing Relationships in Women's Facilities 49



Facilitator

Time: 1 minute

Do: Continue discussing ways to create a culture of sexual safety in women's facilities.

Say: *Addressing relationships between inmates and staff have clear correctional responses. A more complicated situation involves relationships between inmates. As we discussed earlier, many of the women in our systems have experienced relationships characterized by abuse and inappropriate boundaries to the point that some do not identify unwanted forcible or coerced sexual contact as abuse. Prevention and intervention strategies are critical here and we will talk more about specific skills that we can use to help in our next training session; however, we know the following:*

- *When facilities, and individual housing units, have zero-tolerance policies for all forms of abuse, we are teaching the women new norms and new expectations of respect.*

Producer and Notes

Slide 49

Do: Monitor chat area for activity.

Monitor questions.

Citation: Owen, Wells, Pollock, Muscat, and Torres, 2011.




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

Bloom, Owen, and Covington, 2003.

- *Programming that is rehabilitative and trauma-informed supports sexually safe cultures by providing, modeling, and educating on appropriate boundaries and healthy relationship expectations and skills. We promote sexual safety for women in our system by setting clear expectations to support it and by providing education and tools to support them in changing old patterns and survival mechanisms.*

Sexually Safe Culture, cont.

Sexually Safe Culture, cont.

- Universal precautions must be in place to ensure that correctional environments do not reenact women's patterns of earlier life.
BLOOM, OWEN & COVINGTON, 2005
- Correctional environments must address substance abuse, trauma, and mental health in an integrated, comprehensive, and culturally relevant way.
BLOOM, OWEN & COVINGTON, 2005
- All correctional staff who work with women must adhere to evidence-based, gender-responsive principles to achieve the best results.
NCRJIW, 2011

Safety Matters: Managing Relationships in Women's Facilities

50



Facilitator

Time: 1 minute

Do: Continue discussing how to create a culture of sexual safety in women's facilities.

Say: *Universal precautions must be in place to ensure that correctional cultures do not reenact women's patterns of earlier life experiences. A trauma-informed approach and effective correctional treatment require a safe, consistent, and supportive culture.*

Correctional cultures must address substance abuse, trauma, and mental health in an integrated, comprehensive, and culturally relevant way. These challenges stem from a variety of difficult life experiences, and we must address them together to most effectively understand how to help women change.

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

Producer and Notes

Slide 50

Do: Monitor chat area for activity.


Monitor questions.

Citation: Bloom, Owen, and Covington, 2003.


Ten Truths, NRCJIW, 2012.

Unit 1.6: Benefits of Creating a Culture of Sexual Safety

Unit 1.6



Benefits of Creating a Culture of Sexual Safety



Safety Matters: Managing Relationships in Women's Facilities

51



Facilitator
Time: 30 seconds

Do: Explore the benefits of creating a culture of sexual safety within facilities.

Say: *Let’s now turn our attention to the benefits of creating a culture of sexual safety.*


What’s in it for the inmates? What’s in it for staff?

Producer and Notes
Slide 51

Do: Monitor chat area for activity.

Monitor questions.

Activity: Chat




Activity: Benefits of a Sexually Safe Culture

Activity

Using the chat function,

- 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**.
- Time: 3 minutes



Safety Matters: Managing Relationships in Women's Facilities 52



Facilitator

Time: 5 minutes

Do: Conduct the chat activity to gauge participant knowledge of the benefits of a sexually safe culture.

Say: *It's time for us to share some of our thinking about a sexually safe culture.*

We want each of you, using the chat function, to share your ideas on the benefits a sexually safe culture would have within a facility.

*First, please chat the benefits for **staff** in a sexually safe culture.*

Do: Comment on chat to encourage more responses.

Call time, and review some of the strong responses from the participants.

Conclude by sharing some benefits of creating a sexually safe culture that you would add to the list unless they duplicate the next slide.

Producer and Notes

Slide 52

Do: Monitor chat area for activity.

Monitor questions.

Say: *Now, please chat the benefits for **inmates** in a sexually safe culture.*

Do: Comment on chat to encourage more responses.

Call time, and review some of the strong responses from the participants.

Conclude by sharing some benefits of creating a sexually safe culture that you would add to the list unless they duplicate the next slide.

Benefits of a Sexually Safe Culture

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

Safety Matters: Managing Relationships in Women's Facilities

53

Facilitator

Time: 2 minutes

Say: *Before we leave the topic, let's look at a few more benefits that may not have come to mind in our chat activity.*

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*

Ask: *Are there any others that you think we missed?*

Do: Call on any with raised hands. Comment as appropriate.


Producer and Notes

Slide 53

Do: Monitor chat area for activity.


Monitor questions.

Module 2: What Do We See?



Safety Matters: Managing Relationships in Women's Facilities

Module 2: Women in Facilities: What Do We See?





Facilitator

Time: 30 seconds

Do: Introduce the next module of the session. Shift from the data and research and focus on staff experiences with working with woman inmates.

Say: *For the remainder of our time together today we are going to shift our focus from the data and research findings we have reviewed earlier. Now, we want to explore with you the experiences and knowledge you have acquired while working with the woman inmates.*

Producer and Notes


Slide 54

Do: Monitor chat area for activity.

Monitor questions.

Module 2 Objectives

Module 2 Objectives



- 1 • Identify dynamics of sexual abuse and harassment in women's facilities, including inmate-to-inmate and inmate-to-staff interactions
- 2 • Discuss site specific application of terms and definitions, including unique legal or statutory obligations
- 3 • Define the roles of staff in maintaining safety in women's facilities
- 4 • Define types of inmate relations and their effect on facility safety

Safety Matters: Managing Relationships in Women's Facilities 55

Facilitator

Time: 1 minute

Do: Review module objectives.

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

- *Identify dynamics of sexual abuse and harassment in women's facilities, including inmate-inmate and inmate-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 impact on facility safety*

Producer and Notes


Slide 55


Do: Monitor chat area for activity.

Monitor questions.

Unit 2.1: Dynamics of Sexual Abuse and Sexual Harassment

Unit 2.1





Dynamics of
Sexual Abuse and Sexual Harassment

Safety Matters: Managing Relationships in Women's Facilities56



Facilitator

Time: 2 minutes

Say: *Now, let's take a few minutes and examine the dynamics of sexual abuse and sexual harassment. As you recall, we reviewed these terms in our glossary earlier in the session.*

Ask: *Who wants to try defining sexual abuse in your own words?*

Do: Comment on the response as appropriate.

Ask: *Who wants to try defining sexual harassment in your own words?*

Do: Comment on the response as appropriate.

Say: *Thank you for defining these terms for us. What we are going to talk about now is the interaction of what we know about the characteristics of woman inmates, their pathways into the criminal justice system, and the occurrence of sexual abuse or harassment.*

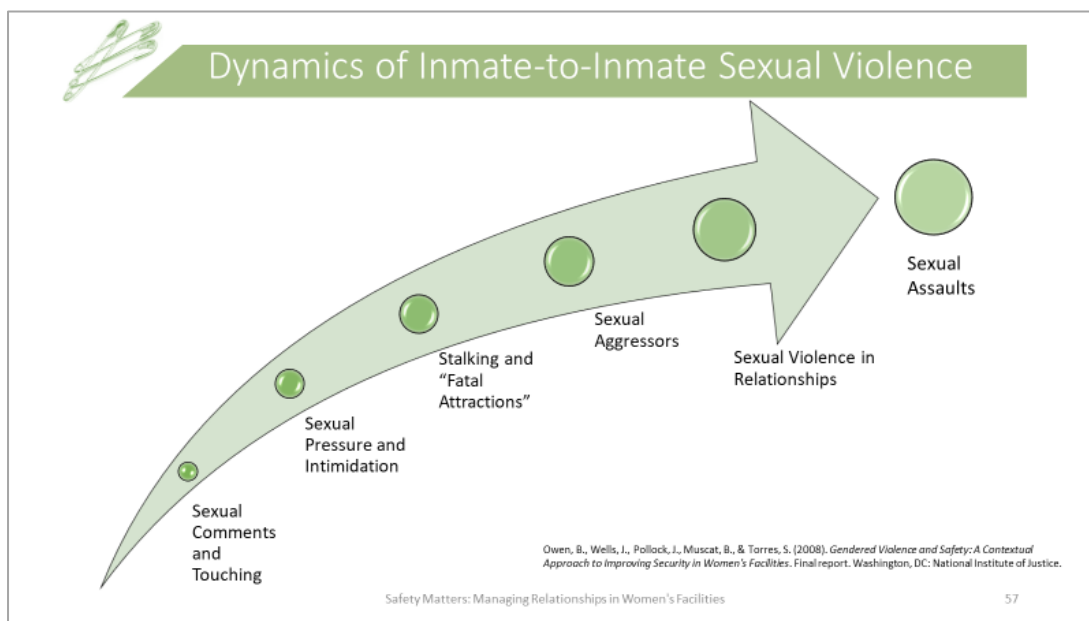
Producer and Notes

Slide 56

Do: Monitor chat area for activity.

Monitor questions.

Dynamics of Inmate-to-Inmate Sexual Abuse



Facilitator

Time: 4 minutes

Say: *Any form of violence has the potential to escalate into a more serious and dangerous form. Barbara Owen, James Wells, and their colleagues have done extensive research within prison settings around the country to understand the interpersonal dynamics and complex interactions among women and between women and staff. They describe the various types of sexual abuse and harassment on a continuum. Let's look at it.*

First level *Sexual comments and touching: This form of sexual victimization as described by female inmates is in reference to another woman's body or making sexual innuendos*

Do: Have participants add a check mark if they have seen or heard this level of violence among woman inmates.

Say: *If you have heard or witnessed this level of sexual violence in a facility use your check mark tool and place it on the continuum.*

Do: Comment as appropriate.

Producer and Notes

Slide 57

Do: Monitor chat area for activity.

Monitor questions.

Citation: Owen, Wells, Pollock, Muscat, and Torres, 2008.

OWEN, 2011.

Say: ***Second Level** Sexual intimidation and pressure: a woman is repeatedly asked to become involved romantically or sexually with another inmate.*

Do: Have participants add a check mark if they have seen or heard this level of violence among woman inmates.

Say: *If you have heard or witnessed this level of sexual violence in a facility use your check mark tool and place it on the continuum.*

Do: Comment as appropriate to the number of check marks posted.

Say: ***Third Level** "Fatal Attractions" and stalking: a woman that is enthralled with another and seeks a sexual liaison at any cost.*

Do: Have participants add a check mark if they have seen or heard this level of violence among woman inmates.

Say: *If you have heard or witnessed this level of sexual violence in a facility use your check mark tool and place it on the continuum.*

Do: Comment as appropriate to the number of check marks posted.

Say: ***Fourth Level** Sexual aggressors or "predators:" women forced themselves on unwilling partners solely for sex.*

Do: Have participants add a check mark if they have seen or heard this level of violence among woman inmates.

Say: *If you have heard or witnessed this level of sexual violence in a facility use your check mark tool and place it on the continuum.*

Do: Comment as appropriate to the number of check marks posted.

Say: ***Fifth Level** Sexual violence in relationships: Mostly occurs within intimate relationships; violence may occur when one partner does not want sex at that moment and the other partner becomes abusive.*

Do: After each level, erase the check marks before participants place check marks for the next level.

Do: After each level, erase the check marks before participants place check marks for the next level.

Do: After each level, erase the check marks before participants place check marks for the next level.

Do: After each level, erase the check marks before participants place check marks for the next level.

Do: Have participants add a check mark if they have seen or heard this level of violence among woman inmates.

Say: *If you have heard or witnessed this level of sexual violence in a facility use your check mark tool and place it on the continuum.*

Do: Comment as appropriate to the number of check marks posted.

Say: ***Sixth Level** Sexual assault: the motivation of the sexual assault was unclear. Potential reasons for sexual assault are person, social, or economic transgression.*

Do: Have participants add a check mark if they have seen or heard this level of violence among woman inmates.

Say: *If you have heard or witnessed this level of sexual violence in a facility use your check mark tool and place it on the continuum.*

Do: Comment as appropriate to the number of check marks posted.

Say: *Women's sexual relationships in correctional facilities are usually described as consensual rather than coercive. Distinguishing consensual from coerced sexual relationships in women's prisons may be more difficult than earlier researchers assumed.*


As the continuum demonstrates, behavior can escalate over a continuum culminating in forced sex. We can prevent escalation by intervening at an earlier point on the continuum. As we discussed earlier, sexual behavior between inmates, while it is all against the rules, is not against the law if it is consensual. It can be difficult to discern whether behaviors earlier on the continuum are consensual or coercive. Regardless of consent, all are inappropriate in a correctional setting and have the potential to escalate. For this reason, it is important that investigations look closely at issues of consent or coercion and that we address even consensual sexual behavior through the disciplinary process.

Do: After each level, erase the check marks before participants place check marks for the next level.


Do: After each level, erase the check marks before participants place check marks for the next level.

Unit 2.2: Inmate Relationships and Facility Safety

Unit 2.2



Inmate Relationships
and
Facility Safety



Safety Matters: Managing Relationships in Women's Facilities

58



Facilitator

Time: 30 seconds

Do: Introduce inmate relationships and the impact on facility safety.

Say: *Because of the relational nature of women, any discussion of sexual safety dynamics in a facility setting must include consideration of the characteristics of relationships among woman inmates and between woman inmates and staff. In the next few minutes we will look at these relationships and their effect on the facility.*

Producer and Notes

Slide 58

Do: Monitor chat area for activity.

Monitor questions.

Inmate Relationships and Facility Safety

Inmate Relationships and Facility Safety

Woman inmate relationships:

	Promote healing and change
	Often close and personal <small>OWEN, 2014</small>
	At times, negative and a component of survival <small>THE MOSS GROUP ASSESSMENT</small>
	Intensely emotional, creating major challenges for staff

Safety Matters: Managing Relationships in Women's Facilities
59



Facilitator

Time: 1.5 minutes

Do: Examine inmate relationships and facility safety.

Say: *There are several key discussion points that often come up when discussing relationships in women's facilities. Let's talk briefly about some of these themes and see how many you have experienced.*

Promote healing and change: Women are relational and often define themselves, healing, and change in the context of their relationships.

Woman inmates often form close personal relationships with other woman inmates as they serve their sentences. These relationships take many forms. It is also important to know that these relationships are not only sexual. These complicated personal relationships provide practical and material connections as well.

Do: Have participants place a check mark in the

Producer and Notes

Slide 59

Do: Monitor chat area for activity.

Monitor questions.

Citation: NIC (2013). *Operational Practices in the Management of Women's Prisons*. Available at: <http://info.nicic.gov/nicrp/?q=taxonomy/term/137>.

corresponding box if they believe or have witnessed this behavior.

Do: Comment as appropriate.

Say: *Sometimes these relationships can be negative, in that they are based on a need for protection, meeting basic needs, or overuse of past survival strategies.*

For example, one of the dynamics that often comes up as contributing to a lack of sexual safety is women bartering sexual acts for food, commissary, etc. The use of one's body as currency has often been a way to get needs met in the community. Woman inmates have often had life experiences that have demonstrated to them that simply asking to have their basic needs met is dangerous. This could lead to trading sexual acts for those basic needs and feeling that this is a necessity can foster sexual harassment and abuse in facilities.

This coping skill that worked in the past does not continue to be necessary in the facility. Women can face significant challenges because such behaviors are not only unsafe sexually, emotionally, relationally, and sometimes physically but are also against the rules.


Do: Have participants place a check mark in the box if they believe or have witnessed this behavior.

Comment as appropriate.

Say: *Relationships among woman inmates can be challenging to manage because of the intensity of emotion and fear of losing connections.*

Do: Have participants place a check mark in the box if they believe or have witnessed this behavior.

Inmate Relationships and Facility Safety

Inmate Relationships and Facility Safety
 

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.

Safety Matters: Managing Relationships in Women's Facilities
60



Facilitator

Time: 1.5 minutes

Do: Continue to examine inmate relationships and facility safety.

Say: *Woman inmates tend to be more nurturing and physical in their interactions with other inmates.*

Do: Have participants place a check mark in the box if they believe or have witnessed this behavior.

Comment as appropriate.

Say: *Inmates are likely to show outward concern for another inmate that has problems. They very often react visibly to the distress of another inmate. They may show strong reactions when they feel the needs of another inmate has been ignored by correctional or medical staff, and they may try to meet those needs if they believe no one else is (e.g., sharing shampoo even if it is against the rules).*

Do: Have participants place a check mark in the

Producer and Notes

Slide 60

Do: Monitor chat area for activity.

Monitor questions.

Citation: NIC (2013).

box if they believe or have witnessed this behavior.

Do: Comment as appropriate.

Say: *Problems arise when inmates become co-dependent (continue behavior and relationships similar to those they had prior to incarceration), are involved in sexual behavior, and commit infractions to be together.*

Do: Have participants place a check mark in the box if they believe or have witnessed this behavior.

Comment as appropriate.

Say: *Staff must be able to identify the difference between unhealthy and potentially coercive or abusive relationships and relationships that are based on healthy normative emotional ties that women have with each other.*

While it is socially and emotionally appropriate for women to engage in this behavior, it may not be allowed in a correctional setting. For example, women are often disciplined for hugging, touching, holding hands, etc. We will talk more about discipline and gender in our on-site session.

Inmate Relationships and Facility Safety

Inmate Relationships and Facility Safety

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.

Safety Matters: Managing Relationships in Women's Facilities
61



Facilitator

Time: 1.5 minute

Do: Continue to examine inmate relationships and the impact on the facility.

Say: *In some female prisons, the inmates create "pseudo-families," also known as play or prison families, which can be complex family structures.*

Do: Have participants place a check mark in the box if they believe or have witnessed this behavior.

Comment as appropriate.

Say: *Some of these prison families are based on close emotional or physical relationships between female inmates. These families are often ethnically mixed and expected to function in that role as one would in a family in the community.*

These may involve the roles found in idealized traditional families in the free world. These

Producer and Notes

Slide 61

Do: Monitor chat area for activity.

Monitor questions.

Citation: Owen, 1998.

roles include moms, dads, brothers, sisters, and cousins.

As we will hear in some videos we will share later, these families can have strengths in provision of emotional support, but can also involve challenges if past, harmful, relationship patterns are reenacted in the context of these structures.


Do: Have participants place a check mark in the box if they believe or have witnessed this behavior.


Comment as appropriate.

Beer, A.M., Morgan R.D., Garland, J.T., and Spanierman, L.B., 2007. The role of romantic or intimate relationships in the well-being of incarcerated females. *Psychological Services*, 4(4), p. 250-261.

Poll Question #5

Poll Question #5





WHAT DO YOU THINK?

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

Safety Matters: Managing Relationships in Women's Facilities
62



Facilitator

Time: 2 minutes

Do: Conduct the next polling question to gauge participants thinking and knowledge of the subject.

Say: *Again, we are going to use our poll question function to check your thinking.*

Do: Read the poll question and give participants the time to respond using the poll function.

Call on one or two participants to share the thinking behind their response.

Say: *Someone who answered A, B, C, or D please share what is true about the statement. Raise your hand.*

Someone who answered E please share why you think all the statements are true. Raise your hand.

Do: Comment as appropriate.

Producer and Notes

Slide 62

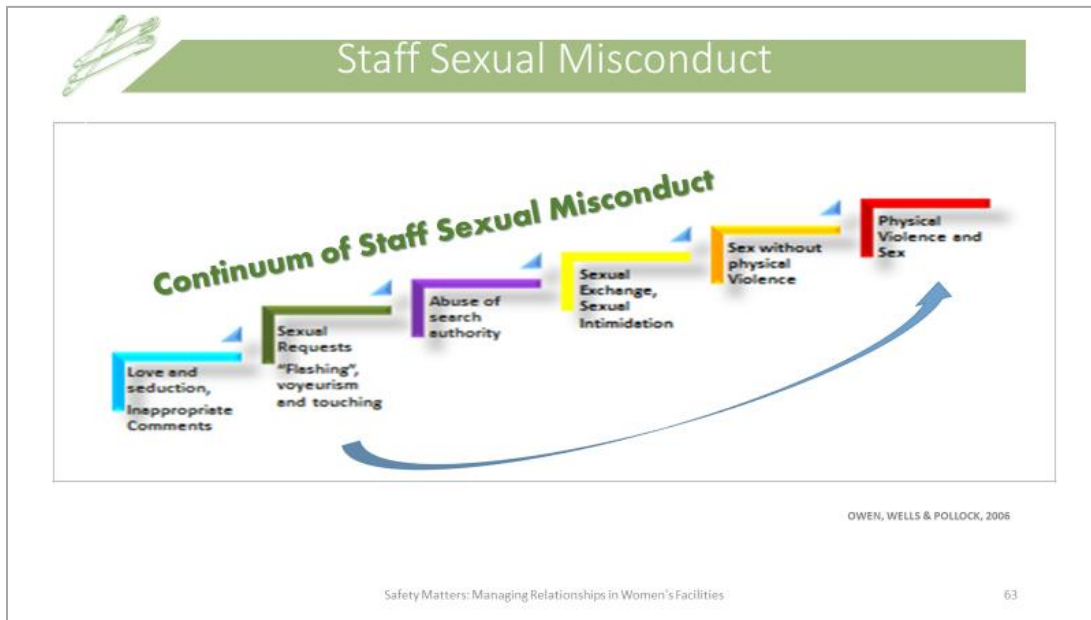
Do: Monitor chat area for activity.

Monitor questions.

Do: Open the poll function as the facilitator is introducing the question.

Do: Click the display button to show the participants the results of the poll to this question.

Staff Sexual Misconduct



Facilitator Time: 5 minutes

Do: Discuss the continuum of staff sexual misconduct.

Say: *Let's turn our attention briefly to the continuum of staff sexual misconduct. Much like the continuum we previously reviewed of inmate-to-inmate sexual violence, this continuum, staff-to-inmate sexual violence, shows a similar escalating pattern of behavior. Let's look at the levels of misconduct.*

First level:

- *Love and seduction: Inmate fell in love with a staff member, a staff member fell in love with an inmate, or an inmate and staff member fell in love with each other. In the first two situations one individual may use or exploit the other person.*
- *Inappropriate comments and conversation: Sexual banter between staff members and between staff members and inmates is prevalent.*

Producer and Notes Slide 63

Do: Monitor chat area for activity.

Monitor questions.

Citation: Owen. Wells, Pollock, Muscat, and Torres. 2008.

Do: Have participants place a check mark if they have seen or heard of cases of staff sexual misconduct that look like this.

Comment as appropriate to the number of check marks posted.

Say: *Second level*

- *Sexual requests: Requests covered up as jokes.*
- *"Flashing," voyeurism and touching: Staff look at women in inappropriate ways, ask woman to expose herself, expose themselves to women, inappropriately touch women, or ask women to flash them.*

Do: Have participants place a check mark if they have seen or heard of cases of staff sexual misconduct that look like this.

Comment as appropriate to the number of check marks posted.

Say: *Third level*

- *Abuse of search authority: Cross-gender searches, except in exigent circumstances, are prohibited by PREA standards due to extensive trauma histories of woman inmates. Being touched by a man can be frightening and may trigger feelings of anxiety and seemingly reactionary violence.*

Say: *Fourth level*

- *Sexual exchange: Because of previous sexual victimization and inappropriate sexualization, women have learned to offer sex in exchange for what they feel they need in prison. These requests are coercive due to the power differential. Women who have nothing to offer but their bodies are not in position to make free and voluntary decisions.*
- *Sexual intimidation: A fine line exists between economic exchange and intimidation. If a female inmate says, "no," she may be threatened with a rule violation as opposed to persuaded with a*

Do: After each level, erase the check marks before participants place check marks for the next level.

Do: After each level, erase the check marks before participants place check marks for the next level.

reward. Women have stated they will do whatever they have to in order to avoid transfers, write-ups, or other disciplinary actions.

Do: Have participants place a check mark if they have seen or heard of cases of staff sexual misconduct that look like this.

Comment as appropriate to the number of check marks posted.

Say: *Fifth level*

- *Sex without physical violence: Inmates cannot consent to sex with staff due to the nature of the power differential inherent in their incarceration. Women may feel they are not able to refuse sexual advances even without physical force or violence. Women may be willing participants in a sexual relationship with a staff member; however, they are not legally able to consent.*

Do: Have participants place a check mark if they have seen or heard of cases of staff sexual misconduct that look like this.

Comment as appropriate to the number of check marks posted.

Say: *Sixth level*

- *Sex with physical violence: Data indicates that sex with physical violence is a relatively infrequent occurrence. However, the potential for sexual violence remains to be present as behavior escalates through the continuum.*

Do: Have participants place a check mark if they have seen or heard of cases of staff sexual misconduct that look like this.

Comment as appropriate to the number of check marks posted.


Say: *It is very important to remember that inmates cannot consent at any level of this continuum.*

Do: After each level, erase the check marks before participants place check marks for the next level.

Do: After each level, erase the check marks before participants place check marks for the next level.

Do: Erase all check marks and move to the next slide.


Always an Unequal Relationship



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.

Safety Matters: Managing Relationships in Women's Facilities 64



Facilitator

Time: 1 minute

Do: Briefly review staff authority over inmates.

Say: *Correctional staff are in a powerful position of authority over inmates. For this reason, the following are true:*

- *Sex is never consensual between staff and inmates.*
- *There can NEVER be an equal relationship.*
- *Inmates cannot legally consent to a sexual relationship.*

Producer and Notes

Slide 64

Do: Monitor chat area for activity.

Monitor questions.

Red Flags



Red Flags

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 MOSS GROUP, 2011

Safety Matters: Managing Relationships in Women's Facilities 65



Facilitator Time: 2 minutes

Do: Discuss red flags of sexual abuse: Inmate-on-inmate.

Say: *Here are some red flags that may be indicators that an inmate has been sexually abused or is in fear of being sexually abused. See if these indicators match with your experience dealing with woman inmates.*

Do: Review the points on the slide. Check consistency with participant experience.

Say: *Do these red flags fit with your experience? If so, give me a **green “check.”** If not, give me a **red “x.”***

Do: If there are **red “x”** marks, ask the participant the reason for his or her mark. Accept response or clarify as needed.

Check with participants for additional “red flags.”

Producer and Notes Slide 65

Do: Monitor chat area for activity.

Monitor questions.

Citation: The Moss Group, 2011.
United States Marshalls
E-Learning, *Module 2 slide 3,7 & 8.*

Say: *Are there any other “red flags” that you watch for that may be indicators? If so use the chat function to share other red flags you think may be indicators that an inmate is being, or is in fear of being, sexually abused.*

Do: Review the additional red flags submitted and read a few aloud. Call on those who submitted ideas to explain further if needed.

Comment to responses as appropriate.

Red Flags, cont.

Red Flags, cont.		
The Inmate	The Staff Member	The Environment
<ul style="list-style-type: none"> ▪ Spending time with a particular staff member ▪ Changes in personal appearance ▪ Using staff member's first name ▪ Too much personal knowledge about staff 	<ul style="list-style-type: none"> ▪ Spending time with a particular inmate ▪ Calling out an inmate at odd times ▪ Defending or interceding for an inmate on her behalf ▪ Working overtime 	<ul style="list-style-type: none"> ▪ 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

HENDRICKS, HERRING, MCFARLANE, MORGAN, MOSS, 2006

Safety Matters: Managing Relationships in Women's Facilities 66



Facilitator Time: 2 minutes

Do: Identify red flags for possible sexual abuse: Staff-to-inmate.

Say: *We also need to take a minute and review some "red flags" that may be warning signs for staff sexual misconduct. These indicators were created by The Moss Group, Inc. in partnership with correctional practitioners like you. You may know of other red flags to add—keep that in mind as we talk. It is important to remember that indicators may come from the inmate, the staff, and even the culture within the facility. Let's look.*

Do: Review the list of warning signs or behaviors from the inmate. Ask participants to read the list to themselves and as they do, briefly highlight what is in this column. You don't need to read each word for word.

Say: *Take a moment to read the red flags in the inmate column.*

Producer and Notes Slide 66

Do: Monitor chat area for activity.

Monitor questions.

Citation: Hendricks, Herring, McFarlane, Morgan, Moss. 2006. Red flags: Warning signs for sexual abuse, sexual harassment and sexual misconduct in detention.

<p>Say: Give me a green “check” if you have seen or heard about a woman inmate doing any of these behaviors.</p> <p>Do: Comment as appropriate.</p> <p>Say: Now, take a moment to read the red flags in the staff member column.</p> <p>Do: Briefly highlight what is in this column. You don't need to read each word for word.</p> <p>Say: Give me a green “check” if you have seen or heard about a staff member doing any of these behaviors.</p> <p>Do: Comment as appropriate.</p> <p>Say: Finally, let's look at the facility environment. Take a moment to read the red flags in this column.</p> <p>Do: Briefly highlight what is in this column. You don't need to read each word for word.</p> <p>Say: Give me a green “check” if you have seen or heard about any of these red flags within the facility.</p> <p>Do: Comment as appropriate.</p>	<p>Do: Erase the green checks after the facilitator has commented.</p> <p>Do: Erase the green checks after the facilitator has commented.</p> <p>Do: Erase the green checks after the facilitator has commented.</p>
---	---

Red Flags, cont.

Red Flags, cont.		
The Inmate	The Staff Member	The Environment
<ul style="list-style-type: none"> Increased status on the unit Asking questions about specific staff members Unexplained money on the books Isolating self or avoiding particular staff 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Increases in housing change requests Increased contraband Unusual contraband Flirtatious or sexualized conversations between staff, especially in front of inmates
HENDRICKS, HERRING, MCFARLANE, MORGAN, MOSS, 2006		

Safety Matters: Managing Relationships in Women's Facilities

67



Facilitator

Time: 2 minutes

Do: Continue the review of detecting red flags of sexual abuse: Staff-to-inmate.

Say: *Here are some more red flags that may indicate staff sexual misconduct.*

Take a moment to read the red flags in the inmate column.

Do: Briefly highlight what is in this column. You don't need to read each word for word.

Say: *Give me a **green "check"** if you have seen or heard about a woman inmate doing any of these behaviors.*

Do: Comment as appropriate.

Say: *Continuing with the staff member, take a moment to read the red flags in this column.*

Do: Briefly highlight what is in this column. You don't need to read each word for word.

Producer and Notes

Slide 67

Do: Monitor chat area for activity.

Monitor questions.


Citation: Hendricks, Herring, McFarlane, Moss, 2006.

Do: Erase the green checks after the facilitator has commented.

<p>Say: Give me a green “check” if you have seen or heard about a staff member doing any of these behaviors.</p> <p>Do: Comment as appropriate.</p> <p>Say: Finally, let’s look at the facility environment. Take a moment to read the red flags in this column.</p> <p>Do: Briefly highlight what is in this column. You don’t need to read each word for word.</p> <p>Say: Give me a green “check” if you have seen or heard about any of these red flags within the facility.</p> <p>Do: Comment as appropriate.</p> <p>Say: There are many experienced correctional professionals in this training and you indicated that at some point you have seen or heard of a number of the warning signs that we know are important to prevention and detection of staff sexual misconduct. Remaining aware of these red flags will help us work together to prevent sexual misconduct, which puts us all at risk. You have had PREA training, make sure you know based on your agency and facility policy what you should do if you observe any of these signs. Remember, you are not responsible for the investigation, but you are responsible to report incidents and suspicions. Reporting early suspicions can prevent behavior from escalating as the continuums we have discussed illustrates that it can.</p>	<p>Do: Erase the green checks after the facilitator has commented.</p> <p>Do: Erase the green checks after the facilitator has commented.</p>
--	---

Focus on Sexual Safety

Focus on Sexual Safety



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

WELLS, OWEN & PARSON, 2013

Safety Matters: Managing Relationships in Women's Facilities

68



Facilitator

Time: 1 minute

Do: Culminate the session to focus on sexual safety.

Say: *The most common form of staff sexual misconduct is disrespectful, overly familiar, or threatening sexual comments.*

Research has demonstrated that women's past histories of sexual abuse can lead to passive acceptance of a staff members' aggression.

Words matter!

Producer and Notes

Slide 68

Do: Monitor chat area for activity.

Monitor questions.

Citation: Wells, Owen, Pollock, and Muscat, 2009.

Staff Sexual Misconduct



Staff Sexual Misconduct



***You**
Make the
Difference!*

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.

Safety Matters: Managing Relationships in Women's Facilities
69



Facilitator

Time: 3 minutes

Do: Discuss professionalism.

Say: *By examining both sexual violence continuums, we can see how inappropriate relationships do impact inmate safety, staff safety, and the general safety within the facility. Professional behavior on the part of staff is an important part of a solution to a complex problem with complex dynamics.*

Lack of professionalism (sexual innuendos, inappropriate jokes, lack of boundaries among staff, talking about personal business at work, use of profanity, etc.) of staff impacts inmates' trust in the system and their willingness to report, which, in turn, impacts sexual safety.

If we refer to the continuum of Staff Sexual Misconduct, we can see how unprofessional behavior can begin the path to sexual abuse.

Do: Ask for a volunteer to share one example of a staff member who used effective professional behavior that impressed them.

Producer and Notes

Slide 69

Do: Monitor chat area for activity.

Monitor questions.

Say: *Think about a time, when you saw another staff member demonstrate a significant level of professionalism that supported sexual safety. It does not have to be a grand act, but simply a professional behavior that you would want to emulate. Raise your hand.*

Do: Call on three to four volunteers to give examples.

Respond as appropriate.

Ask: *Would anyone volunteer to share one example of an incident where correctional staff demonstrated poor professionalism that you think compromised sexual safety?*

Say: *No names. Just the facts.*

Do: Call on three to four volunteers to give examples.

Say: *By a show of hands, who agrees with this statement. "Professional behavior by staff increases sexual safety within the facility?"*

Do: Comment as appropriate.

VILT Wrap-up: Use Your Safety P.I.N.

Use Your Safety P.I.N.



Three-Step Approach for
Using Communication Skills to Enhance Safety

Safety **P** **I** **N**

PAUSE IDENTIFY NAVIGATE

Safety Matters: Managing Relationships in Women's Facilities

70



Facilitator

Time: 2 minutes

Do: Begin session wrap-up by introducing the Safety P.I.N. process to be used in our next session.

Say: *Well, we certainly have covered a lot of information over the past couple hours. We have shared what we see every day as we work with woman inmates.*

We have looked at what we know about woman inmates and what we see in working with them and key elements of promoting a culture of sexual safety within the facility.

Throughout the session today, we have focused our attention on research and dynamics that can help drive your agency and facility's response to sexual safety.

In our face-to-face training, we will change things up a bit. We will transition our focus to specific skills and practice for you, the correctional professional responsible for managing the day-to-day operations within

Producer and Notes

Slide 70

Do: Monitor chat area for activity.

Monitor questions.

the facility and ensuring the sexual safety of the women in your facility.

When we meet again, we will discuss an array of communication skills and techniques that are proven to work with woman inmates. The information you learned here today will provide the foundation for the skills you will practice when we are all together. You will become very familiar with the Safety P.I.N. process and how this process will assist you in connecting effective communication to the sexual safety, relationships and management of woman inmates.

Through the Safety P.I.N., you will learn what information is important to (P)ause and consider when working with woman inmates, the skills you can (I)dentify to help in intervening, and practice (N)avigating a solution to the challenging situations you face every day.

We will spend both days together fully enmeshed in what to do and how to do it for working effectively with woman inmates.

Come ready to roll up your sleeves, dig in, and practice.

Session Summary



Session Summary

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



Raise your hand to respond.



Safety Matters: Managing Relationships in Women's Facilities

71



Facilitator

Time: 2 minutes

Do: Begin to wrap-up online session.

Say: *We have reached the end. It is now time to wrap up the session. I want each of you to reflect for a minute and be prepared to answer these questions.*

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

Are there things you need to learn?

Do: Call on volunteers to offer their key learning from the session.

Ask: *Will someone share a key learning takeaway from the session? Raise your hand.*

Do: Call on as many participants as time allows.

Comment as appropriate.

Producer and Notes


Slide 71

Do: Monitor chat area for activity.

Monitor questions.

Module 1 Summary Objectives

Module 1 Summary Objectives



- 1 • Define forms of institutional safety—sexual, emotional, physical, and relational—and common gender-responsive terms
- 2 • Identify components of a sexually safe culture
- 3 • Understand safety and the implications for women's facilities
- 4 • Discuss the research findings that support gender-responsive and trauma-informed practice
- 5 • Describe the benefits of professionally addressing relationships in women's facilities to enhance sexual safety

Safety Matters: Managing Relationships in Women's Facilities

72



Facilitator

Time: 1 minute

Do: Check participant reaction to Module 1.

Say: *Let's quickly review our objectives from the first part of this session. Please place a check mark beside any of the objectives you feel we were successful in achieving.*

Let's review what we've accomplished during this virtual session.

Do: Comment on checks as appropriate.

Producer and Notes


Slide 72

Do: Monitor chat area for activity.

Monitor questions.

Module 2 Summary Objectives

Module 2 Summary Objectives



- 1 • Identify dynamics of sexual abuse and harassment in women's facilities, including inmate-to-inmate and inmate-to-staff interactions
- 2 • Discuss site specific application of terms and definitions, including unique legal or statutory obligations
- 3 • Define the roles of staff in maintaining safety in women's facilities
- 4 • Define types of inmate relations and their effect on facility safety

Safety Matters: Managing Relationships in Women's Facilities 73



Facilitator

Time: 1 minute

Do: Check participant reaction to Module 2.

Say: *Let's quickly review our objectives from the second part of this session. Please place a check mark beside any of the objectives you feel we were successful in achieving.*

Let's review what we've accomplished during this virtual session.

Do: Comment on checks as appropriate.

Producer and Notes

Slide 73

Do: Monitor chat area for activity.

Monitor questions.

Next Steps: ILT Logistics



Next Steps: ILT Logistics

Instructor-led Training

Insert Date
Insert Time

Insert Location
Training Address
City, State and Zip

Insert additional training logistic details as known.

Come prepared for your intersession group presentation!

Safety Matters: Managing Relationships in Women's Facilities

74



Facilitator

Time: 2 minutes

Do: Provide necessary information and directions to participants to be ready for the ILT training session

Say: *Before we leave our session today, we want to give you some information and directions to help you be ready for the next on-site session.*

Do: Discuss with the group the logistics and additional details related to the ILT, such as venue, agenda start and stop times, date and time, etc.

Producer and Notes

Slide 74

Do: Monitor chat area for activity.

Monitor questions.

Intersession Assignment



Next Steps: Intersession Assignment

Here is what you have to do:

In your team

1. 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**
2. Conduct your presentation at the beginning on the ILT

Each team member must participate in the preparation or presentation

Safety Matters: Managing Relationships in Women's Facilities

75



Facilitator

Time: 2 minutes

Do: Provide instructions for the intersession assignment.

Say: *We want you to continue your exploration of sexual safety in women's facilities. We have a short intersession assignment for you to do before we meet for our on-site ILT session.*

You have been assigned to a group of four to five team members. You will work with them on this assignment. Locate the literature review in your participant manual.

- *With your team, you will review your assigned section and create a brief three- to five-minute summary presentation.*
- *You can make up to three PowerPoint® slides and will present them at the beginning of our next session.*
- *Your presentation should focus on*
 - *Summarizing the key information presented in the article*

Producer and Notes

Slide 75


Do: Monitor chat area for activity.

Monitor questions.

Do: Have the literature review ready to distribute to participants if a copy isn't available in their participant manual.

<ul style="list-style-type: none">○ <i>How you believe this information may influence or effect your work with woman inmates</i>• <i>Each team member must share in the preparation and delivery of the information at the training.</i>• <i>One of us will serve as your coach during this time and can answer questions and assist.</i> <p><i>It is important that you email your coach your slides prior to our ILT session so that proper preparation efforts can be made to share them during your presentation.</i></p> <p>Ask: <i>Are there any questions related to this assignment?</i></p>	<p>Do: Provide contact information for the facilitators so that participants can reach out for any questions or concerns during the assignment.</p> <p>Do: Announce deadlines for presentation submissions.</p>
---	---

Intersession Group Assignments



Intersession Group Assignments			
Group 1		Group 2	
Insert topic or name of section of literature review	Update with 3-5 participant names	Insert topic or name of section of literature review	Update with 3-5 participant names
Group 3		Group 4	
Insert topic or name of section of literature review	Update with 3-5 participant names	Insert topic or name of section of literature review	Update with 3-5 participant names
Group 5		Group 6	
Insert topic or name of section of literature review	Update with 3-5 participant names	Insert topic or name of section of literature review	Update with 3-5 participant names
Safety Matters: Managing Relationships in Women's Facilities		76	

Facilitator

Time: 2 minutes

Do: Review group member assignments and the assigned literature review sections.

Say: *Please check the screen for your name and assigned group. Raise your hand if you are not assigned to a group.*

Locate the literature review section in your participant manual. We will be available for support and coaching between now and the on-site training to assist with your presentations.

Do: Provide guidance to participants on submission instructions and due dates.

Producer and Notes

Slide 76

Do: It is recommended for the facilitators to make group assignments and ensure diversity within the groups based on department, position, length of time in the facility, etc.

Monitor chat area for activity.

Monitor questions.

Do: Add facilitator contact information into the chat for participants to follow-up with questions or clarifications.

Additional Training and Resources



Additional Training and Resources

Additional training opportunities you may find helpful:

- 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 cjincludedwomen.org
- Justice Involved Women: Developing an Agency Wide Approach: nicic.gov
- Gender Responsive Discipline and Sanctions Guide: nicic.gov

Additional resource articles are listed in your participant manuals!

Safety Matters: Managing Relationships in Women's Facilities

77



Facilitator

Time: 1 minute

Do: Share some additional training opportunities.

Say: *Before we close the session, we want to leave you with some additional information regarding possible training opportunities and other resources that you may find helpful. These resources are listed in your participant manual on the "Additional Training Opportunities and Resources" page.*

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

Do: Call on participants with hands raised.
Comment as appropriate.

Thank the participants for their time and attention.

End the session.

Producer and Notes

Slide 77

Do: Monitor chat area for activity.

Monitor questions.

Do: End the session and save all poll question data.

References

- Batchelor, S., Burman, M., and Brown, J. 2001. Discussing Violence: Let's Hear it From the Girls. *Probation Journal* 48: 125-134.
- Beck, A. J., Berzofsky M., Caspar R., & Krebs, C., 2013. *Sexual victimization in prisons and jails reported by inmates, 2011-2012*. Washington, D.C.: U.S. Department of Justice, Bureau of Justice Statistics.
- Beck, A. J., Harrison P. M., Berzofsky M., Caspar R., & Krebs, C., 2010. *Sexual victimization in prisons and jails reported by inmates, 2008-09*. Washington, D.C.: U.S. Department of Justice, Bureau of Justice Statistics.
- Beer, A.M., Morgan R.D., Garland, J.T., and Spanierman, L.B., 2007. The role of romantic or intimate relationships in the well-being of incarcerated females. *Psychological Services*, 4(4), p. 250-261.
- Benedict, A. Ney, B. and Ramirez, R.. 2015. *Gender Responsive Discipline and Sanctions Policy Guide for Women's Facilities*. Available at: <http://cjinvolvedwomen.org/discipline-guide/>
- Bloom, B., Owen, B., & Covington, S. (2003). *Gender-responsive strategies: Research, practice, and guiding principles for women offenders*. Washington D.C.: National Institute of Corrections.
- Bloom, B., Owen, B., and Covington, S., 2005 Gender-Responsive Strategies for Women Offenders: A Summary of Research, Practice, and Guiding Principles for Women Offenders USDOJ: National Institute of Corrections
- Bosworth, M., 2007. Creating the responsible prisoner: Federal admission and orientation packs. *Punishment and Society*, 9, 67-85.
- Brennan, T., Breitenback, M., Dietrich, W., Salisbury, E., and Van Voorhis, P., 2012. Women's Pathways to Serious and Habitual Crime: A Person-Centered Analysis Incorporating Gender Responsiveness Factors. *Criminal Justice and Behavior*, 39: 1481-1508.
- Carson, Ann E. 2014. *Prisoners in 2013*. US Department of Justice: Bureau of Justice Statistics
- Covington, S. 2000. *Helping women to recover: Creating gender-specific treatment for substance-abusing women and girls in community corrections*. In M. McMahon (Ed.) *Assessment to assistance: Programs for women in community corrections* (pp. 171-233). Lanham, MD: American Correctional Association.
- Covington, S. 1998. Women in Prison: Approaches in the Treatment of our Most Invisible Population. *Women and Therapy* 21: 141-147.
- Edgar, K., and Martin, C., 2003. *Conflicts & violence in prison, 1998-2000*. Colchester, Essex: UK Data Archive, SN: 4596.
- Gillece, J., 2009. Understanding the Effects of Trauma on the Lives of Offenders *Corrections Today*, 71 (1): 48-51.
- Greer, K. R. 2000. The Changing Nature of Interpersonal Relationships in a Women's Prison. *The Prison Journal*, 80: 442-468.
- Harer, M., and Langan, N., 2001. Gender differences in predictors of prison violence: Assessing the predictive validity of a risk classification system. *Crime & Delinquency*, 47 (4), 513-536.
- Hendricks, Herring, McFarlane, Morgan, Moss. 2006. Red flags: Warning signs for sexual abuse, sexual harassment and sexual misconduct in detention.
- Mauer, M. and Jones, S., 2013. *Race to Incarcerate: A Graphic Retelling*. New York: The New Press.

- McNabb, M. 2008. *Translating Research into Practice: Improving Safety in Women's Facilities*. US Department of Justice. Washington, DC.
- McClellan, D., 1994. Disparity in the discipline of male and female inmates in Texas prisons. *Women & Criminal Justice* 5(2), 71-97.
- Messman-Moore, T. and Long, P., 1994. Child sexual abuse and its relationship to re-victimization in adult women: A review." *Clinical Psychology Review*, 16: 397-420.
- Ney, B., Ramirez, R., and Van Dieten, M., 2012. *Ten Truths That Matter When Working with Justice Involved Women*. NIC (2013). *Operational Practices in the Management of Women's Prisons*. Available at: <http://info.nicic.gov/nicrp/?q=taxonomy/term/137>
- Owen, B., 1998. *In the mix: Struggle and survival in a women's prison*. Albany, NY: State University of New York Press.
- Owen, B., Wells, J., Pollock, J., Muscat, B., & Torres, S. (2008). *Gendered violence and safety: A contextual approach to improving security in women's facilities. Final Report*. Washington D.C.: National Institute of Justice.
- Owen, B. 2011. *Testimony to the review panel on prison rape*. Available at: http://ojp.gov/reviewpanel/pdfs_apr11/testimony_owen.pdf
- Owen, B. and Moss, A. 2005. Staff perspectives: Sexual violence in adult prisons & jails; USDOJ.
- Owen, B. and Moss, A., 2005. Sexual Violence in Women's Prisons and Jails: Results From Focus Group Interviews. *Staff Perspectives: Sexual Violence in Adult Prisons & Jails*, 3. USDOJ: National Institute of Corrections.
- Pollock, J., 2002. *Women, prison & crime*. Belmont CA: Wadsworth.
- Salisbury, E. and Van Voorhis, P., 2009. Gendered Pathways: A Quantitative Investigation of Women Probationers' Paths to Incarceration. *Criminal Justice and Behavior*, 36 541-566.
- The Moss Group, Inc. *Addressing Organizational Culture to Enhance Sexual Safety: A Toolkit for Texas Juvenile Justice Department*. Washington, DC: TMG, 2014
- The Moss Group, Inc. 2014. *PREA Employee Training*. Washington, DC.
- The Moss Group, 2011. United States Marshalls E-Learning, *Module 2 slide 3,7 & 8*.
- U.S. Department of Justice. *National Standards to Prevent, Detect, and Response to Prison Rape*. Washington, DC, June, 2012.
- Van Voorhis, P., Wright, E., and Bauman, A., 2010. Women's Risk Factors and Their Contributions to Existing Risk/Needs Assessment: The Status of a Gender-Responsive Supplement. *Criminal Justice and Behavior*, 37, 261-288.
- World Health Organization *World Report on Violence and Health*. Geneva, Switzerland, 2002.

Agenda and Evaluation

Safety Matters: Managing Relationships in Women's Facilities

Module 1 and 2 Virtual Instructor-led Training



Facilitator Agenda

Prior to participant arrival, ensure the online platform is set up as desired, with poll questions pre-loaded, call-in information available, and all equipment functions working properly, including audio and visual components. Be prepared for general housekeeping items to kick off the training, such as breaks, online classroom etiquette, etc.

8:30 – 8:40 AM

Login and Troubleshooting

- Slide 1
- Producer greets participants as they arrive and provides instruction for audio and visual setup.
- Ensure the opening slide is presented and call-in information is provided.
- Conduct the early arrival activity.

8:40 – 9:00 AM

Welcome, Introductions, and Overview of the Agenda

- Slides 2 and 3

9:00 – 10:45 AM*

Module 1: What Do We Know?

- Slide 5 and 6
- Approximately five minutes

Unit 1.1 PREA and Sexual Safety

Lead Facilitator: _____

- Slide 7 – 15
- Poll question #1
- Approximately 15 minutes

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

Lead Facilitator: _____

- Slide 16 – 22
- Poll question #2
- Approximately 10 minutes

Unit 1.3: Gender-responsive Practices

Lead Facilitator: _____

- Slide 23 – 36
- Trauma and The Brain Video (11 minutes)

- Poll question #3
- Approximately 30 minutes

Unit 1.4: The Effect of Gender of Sexual Safety

Lead Facilitator: _____

- Slide 37 – 42
- Poll question #4
- Chat function activity
- Approximately ten minutes

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

Lead Facilitator: _____

- Slide 43 – 50
- Activity: What is a Sexually Safe Culture?
- Approximately ten minutes

Unit 1.6: Benefits of Creating a Culture of Sexual Safety

Lead Facilitator: _____

- Slide 51 – 53
- Activity: Benefits of a Sexually Safe Culture
- Approximately ten minutes

10:45 – 11:30 AM

Module 2: What Do We See?

- Slide 54 and 55

Unit 2.1: Dynamics of Sexual Abuse and Sexual Harassment

Lead Facilitator: _____

- Slide 56 and 57
- Approximately five minutes

Unit 2.2: Inmate Relationships and Facility Safety

Lead Facilitator: _____

- Slide 58 - 70
- Poll question #5
- Approximately 30 minutes

11:30 – 12:00 PM

Wrap up, Intersession Assignment, and Next Steps

- Slide 71 – 77
- Approximately 30 minutes

VILT Participant Agenda

Safety Matters: Managing Relationships in Women's Facilities

Module 1 and 2 Virtual Instructor-led Training



Date

8:30 – 8:40 AM	Login and Troubleshooting
8:40 – 9:00 AM	Welcome, Introductions, and Overview of the Agenda
9:00 – 10:45 AM*	Module 1: What Do We Know? Unit 1.1 PREA and Sexual Safety Unit 1.2: Sexual Safety and Gender-responsive Practice: Understanding the Context Unit 1.3: Gender-responsive Practices Unit 1.4: The Effect of Gender of Sexual Safety Unit 1.5: How Do We Create a Culture of Sexual Safety? Unit 1.6: Benefits of Creating a Culture of Sexual Safety
10:45 – 11:30 AM	Module 2: What Do We See? Unit 2.1: Dynamics of Sexual Abuse and Sexual Harassment Unit 2.2: Inmate Relationships and Facility Safety
11:30 – 12:00 PM	Wrap up, Intersession Assignment, and Next Steps

**Includes breaks as needed.*

VILT Evaluation Toolkit

This evaluation toolkit contains all the necessary evaluation materials and instructions for trainers delivering the *Safety Matters: Managing Relationships in Women's Facilities* training. This toolkit provides a detailed description of all the evaluation activities, protocol, and instruments. It is important that all trainers become familiar with this toolkit.

This evaluation toolkit assumes the following:

- That all or part of the training can be delivered in a variety of different mediums, times, and places (i.e., virtual, instructor led, all at once, in segments, etc.).
- The trainer will upload the pre- and posttest into an online platform prior to the VILT.
- The trainer will provide paper copies of the pre- and posttest for all participants at the ILT.
- That the trainer has the basic skill set necessary to collect evaluation data and perform basic analyses that summarize the data.

The VILT toolkit includes the following documents:

- VILT Module 1 and 2 Pretest
- VILT Module 1 and 2 Posttest
- VILT Module 1 and 2 Answer Sheet

Instructions for Trainers

Prior to beginning the training and administering any instruments, encourage all training participants to participate in the evaluation and complete all evaluation instruments. To assist in this task, inform all training participants via email or in-person the following information:

- The purpose of the evaluation is to assist the agency in learning more about the effectiveness of this training program and ways to improve it.
- Scores on tests do not affect certification for completion of the course.
- None of the forms are expected to take more than 15 minutes to complete.
- All pre- and posttests are designed to be closed-book.

Once the above-mentioned introductory remarks are made, the trainer can begin evaluation activities, which include the following:

1. Ensure that all training participants understand the instructions and are given enough time to complete each of the required evaluation instruments.
2. If a participant asks a question regarding the specific content of an item on an evaluation instrument, any clarifying remarks should be made to all training participants.
3. Fill out the Evaluation Checklist.
4. Review the pre- and post- test scores. Enter the results from the pre- and post-test onto the Scorecard template provided. At trainer discretion for preferred system of recording scores.
5. Review and record the Participant Evaluation of Training forms.
6. Once recorded, discard all paper copies as necessary.
7. Disseminate results to appropriate authorities.

VILT Evaluation Checklist

Use the Evaluation Checklist for guidance and tracking of the administration of all required instruments. It details the instruments required, options for administering, and space for marking the date and number disseminated as well as the number of responses collected.

Form	When to Administer	Date Sent	Number Sent	Number Collected
<p>VILT Module 1 and 2 Pretest</p> <p><i>Allow up to 15 minutes.</i></p>	<p>Prior to the start of the VILT.</p> <p>Options include the following:</p> <ul style="list-style-type: none"> • Send along with an introductory email to participants. • Provide a link to the survey in the online platform chat feature during opening registration and troubleshooting. 			
<p>VILT Module 1 and 2 Posttest</p> <p><i>Allow up to 15 minutes.</i></p>	<p>Immediately following the VILT.</p> <p>Options include the following:</p> <ul style="list-style-type: none"> • Provide a link to the survey in the online platform chat feature where specified in the facilitator guide. • Email the link to participants. 			

VILT Module 1 and 2 Pretest

Note: Upload the following questions into an online platform.

Safety Matters: Managing Relationships in Women's Facilities

Module 1 and 2 Virtual Instructor-led Training

Pre-Test



Name: _____

- 1. Woman inmates most often trade or barter sex as a result of ____.**
 - a. Learning to use their bodies as currency to meet basic needs
 - b. Lack of understanding of rules about sexual behavior in the facility
 - c. Mental health problems
 - d. High self-esteem
- 2. PREA standards have different implications for facilities housing men and women in which of the following areas?**
 - a. Staff training
 - b. Cross-gender viewing and searches
 - c. Medical and mental health care
 - d. All the above
- 3. Correctional systems should consider at least four components of overall safety, including physical, sexual, emotional, and ____.**
 - a. Verbal safety
 - b. Relational safety
 - c. Ethical safety
 - d. Reputational safety
- 4. Lack of professionalism by staff negatively effects:**
 - a. Inmates' trust in the system
 - b. Inmates willingness to report
 - c. Overall sexual safety
 - d. All the above
- 5. Which of the following is a benefit to a facility culture that is sexually safe?**
 - a. Reduced litigation
 - b. Safer environment for staff and inmates
 - c. Reduced health and mental health care costs
 - d. All the above
- 6. The Pathways Perspective DOES NOT include which of the following?**
 - a. Dysfunctional relationships
 - b. Substance abuse
 - c. STEM education
 - d. History of sexual and physical victimization

- 7. What might an inmate that is isolated, depressed, has an increase in misconduct, and refuses to shower indicate?**
- "Red flags" that an inmate may have been sexually abused
 - Really doesn't mean anything
 - The individual could be a predatory loner
 - Problems too complex for gender responsive programming to deal with
- 8. Which of the following is true about trauma?**
- Traumatic experiences can affect a woman's reaction and ability to respond to correctional intervention
 - Traumatic experiences change the structure and chemical composition of the brain
 - Universal precautions must be in place to ensure that we do not re-enact a woman's trauma
 - All the above
- 9. Women with a history of sexual and physical abuse can be re-traumatized by commonly accepted correctional practices, such as pat searches and restraints. Which of the following are practices that can reduce the potential for re-traumatization with routine correctional practice?**
- Immediate placement into a restrictive housing setting
 - Staff clearly communicating information outlining the process that is about to be applied
 - Indicating that lack of immediate compliance will result in a loss of privileges
 - All the above
- 10. The most common form of staff sexual misconduct is:**
- Forcible rape
 - Disrespectful, overly familiar, or threatening sexual comments
 - Abuse of search authority
 - Inappropriate viewing
- 11. Which of the following is NOT true about consent and coercion?**
- Inmates can never consent to sexual activity with staff
 - Consensual sexual behavior between inmates is not illegal, but it is against the rules
 - Coercion means to use force or intimidation to obtain compliance
 - It is easy to tell if sexual behavior between women is consensual or coerced
- 12. Feeling respected and psychologically safe in interactions with other human beings, including those in a position of authority, refers to ____ safety.**
- Verbal
 - Relational
 - Ethical
 - Reputational

VILT Module 1 and 2 Posttest

Note: Upload the following questions into an online platform.

Safety Matters: Managing Relationships in Women's Facilities

Module 1 and 2 Virtual Instructor-led Training

Post-Test



Name: _____

- 1. Woman inmates most often trade or barter sex as a result of ____.**
 - e. Learning to use their bodies as currency to meet basic needs
 - f. Lack of understanding of rules about sexual behavior in the facility
 - g. Mental health problems
 - h. High self-esteem
- 2. PREA standards have different implications for facilities housing men and women in which of the following areas?**
 - e. Staff training
 - f. Cross-gender viewing and searches
 - g. Medical and mental health care
 - h. All the above
- 3. Correctional systems should consider at least four components of overall safety, including physical, sexual, emotional, and ____.**
 - e. Verbal safety
 - f. Relational safety
 - g. Ethical safety
 - h. Reputational safety
- 4. Lack of professionalism by staff negatively effects:**
 - e. Inmates' trust in the system
 - f. Inmates willingness to report
 - g. Overall sexual safety
 - h. All the above
- 5. Which of the following is a benefit to a facility culture that is sexually safe?**
 - e. Reduced litigation
 - f. Safer environment for staff and inmates
 - g. Reduced health and mental health care costs
 - h. All the above
- 6. The Pathways Perspective DOES NOT include which of the following?**
 - e. Dysfunctional relationships
 - f. Substance abuse
 - g. STEM education
 - h. History of sexual and physical victimization

- 7. What might an inmate that is isolated, depressed, has an increase in misconduct, and refuses to shower indicate?**
 - e. "Red flags" that an inmate may have been sexually abused
 - f. Really doesn't mean anything
 - g. The individual could be a predatory loner
 - h. Problems too complex for gender responsive programming to deal with
- 8. Which of the following is true about trauma?**
 - e. Traumatic experiences can affect a woman's reaction and ability to respond to correctional intervention
 - f. Traumatic experiences change the structure and chemical composition of the brain
 - g. Universal precautions must be in place to ensure that we do not re-enact a woman's trauma
 - h. All the above
- 9. Women with a history of sexual and physical abuse can be re-traumatized by commonly accepted correctional practices, such as pat searches and restraints. Which of the following are practices that can reduce the potential for re-traumatization with routine correctional practice?**
 - e. Immediate placement into a restrictive housing setting
 - f. Staff clearly communicating information outlining the process that is about to be applied
 - g. Indicating that lack of immediate compliance will result in a loss of privileges
 - h. All the above
- 10. The most common form of staff sexual misconduct is:**
 - e. Forcible rape
 - f. Disrespectful, overly familiar, or threatening sexual comments
 - g. Abuse of search authority
 - h. Inappropriate viewing
- 11. Which of the following is NOT true about consent and coercion?**
 - e. Inmates can never consent to sexual activity with staff
 - f. Consensual sexual behavior between inmates is not illegal, but it is against the rules
 - g. Coercion means to use force or intimidation to obtain compliance
 - h. It is easy to tell if sexual behavior between women is consensual or coerced
- 12. Feeling respected and psychologically safe in interactions with other human beings, including those in a position of authority, refers to ____ safety.**
 - e. Verbal
 - f. Relational
 - g. Ethical
 - h. Reputational

VILT Module 1 and 2 Answer Sheet

Question	Answer
1. Woman inmates most often trade or barter sex as a result of ____.	A. Learning to use their bodies as currency to meet basic needs
2. PREA standards have different implications for facilities housing men and women in which of the following areas?	D. All the above
3. Correctional systems should consider at least four components of overall safety, including physical, sexual, emotional, and ____.	B. Relational safety
4. Lack of professionalism by staff negatively effects:	D. All the above
5. Which of the following is a benefit to a facility culture that is sexually safe?	D. All the above
6. The Pathways Perspective DOES NOT include which of the following?	C. STEM education
7. What might an inmate that is isolated, depressed, has an increase in misconduct, and refuses to shower indicate?	A. Red flags that an inmate may have been sexually abused
8. Which of the following is true about trauma?	D. All the above
9. Women with a history of sexual and physical abuse can be re-traumatized by commonly accepted correctional practices, such as pat searches and restraints. Which of the following are practices that can reduce the potential for re-traumatization with routine correctional practice?	B. Staff clearly communicating information outlining the process that is about to be applied
10. The most common form of staff sexual misconduct is:	B. Disrespectful, overly familiar, or threatening sexual comments
11. Which of the following is NOT true about consent and coercion?	D. It is easy to tell if sexual behavior between women is consensual or coerced
12. Feeling respected and psychologically safe in interactions with other human beings, including those in a position of authority, refers to ____ safety.	B. Relational

Scorecard Template

	Participant Name <i>Last, First</i>	VILT Pre	VILT Post	ILT Pre	ILT Post
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
21					
22					
23					
24					
25					
26					
27					
28					
29					
30					

Literature Review & Intersession Group Assignments

Group 1	Members	
The Woman Inmate	1. 2. 3.	4. 5. 6.
Group 2	Members	
Sexual Safety	1. 2. 3.	4. 5. 6.
Group 3	Members	
Violence in Women's Institutions	1. 2. 3.	4. 5. 6.
Group 4	Members	
Safety and Reporting	1. 2. 3.	4. 5. 6.
Group 5	Members	
Victimization	1. 2. 3.	4. 5. 6.
Group 6	Members	
Staff Sexual Misconduct	1. 2. 3.	4. 5. 6.

Literature Review

This literature review was prepared for The Moss Group in July 2014 by Barbara Owen, Joycelyn Pollock, James Wells, and Jennifer Leahy.

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. In the following, we review the literature relevant to the study of violence and safety in women's correctional facilities. It is sectioned into six topical areas for each intersession assignment group, which include the following:

- 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.

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.
- Wells, J., Owen, B. and Parson, S. (2013). *Development and Validation of the Women's Correctional Safety Scales (WCSS): Tools for improving safety on women's facilities*. Washington, DC: National Institute of Corrections.

Women’s Correctional Safety Scales (WCSS)

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 been 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 (2013) 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:

- Intentional touching of genitals, anus, groin, breast, inner thigh, or buttocks to sexually abuse, arouse, or gratify
- Completed, attempted, threatened, or requested sexual acts
- 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:
 - Hitting, slapping, kicking, or biting
 - Use of excess force
 - Physical attempts or threats
 - 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.

References:

- 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.
- Wells, J., Owen, B. and Parson, S. (2013). *Development and Validation of the Women's Correctional Safety Scales(WCSS): Tools for improving safety on women's facilities*. Washington, DC: National Institute of Corrections.

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 offenders¹ (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)². 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).

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

¹ Includes such offenses as “Drunk in public”; Loitering; “Disorderly behavior” and the like.

² Note that 2004 seems to be the last year for which these data are available.

suicide and depression. In its sample of women in prison, it 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).

References:

- Batchelor, S. (2005). "Prove me the bam!": Victimization and agency in the lives of young women who commit violent offenses. *The Journal of Community and Criminal Justice*, 52(4), 358-375.
- Battle, C., Zlotnick, C., Najavits, L., Guttierrez, M., and Winsor, C. (2003). Post-traumatic stress disorder and substance use disorder among incarcerated women. In P. Ouimette and P. Brown (eds.), *Trauma and substance abuse: Causes, consequences, and treatment of co-morbid disorders* (pp. 209-225). Washington, DC: American Psychological Association.
- Belknap, J. (2015). *The invisible woman: Gender, crime, and justice*. Stamford CT: Cengage Learning.
- Belknap, J., and Holsinger, K. (1998). An overview of delinquent girls: How theory and practice have failed and the need for innovative changes. In R. Zaplin (Ed.), *Female crime and delinquency: Critical perspectives and effective interventions*. Gaithersburg, MD: Aspen.
- Bloom, B. (2004). Women offenders in the community: The gendered impact of current policies. *Community Corrections Report* 12(1), 3-6.
- Bloom, B. (2005). Women prisoners. In M. Bosworth (Ed.), *Encyclopedia of Prisons and Correctional Facilities* Vol. 2, (pp. 1041-1045). Thousand Oaks: Sage Reference.
- Bloom, B., Owen, B., and Covington, S. (2003). *Gender-responsive strategies: Research, practice, and guiding principles for women offenders*. Washington DC: National Institute of Corrections.
- Bloom, B., Owen, B., and Covington, S. (2004). Women offenders and the gendered effects of public policy. *Review of Policy Research*, 21, 31-48.
- Brennan, T., Breitenbach, M., Dieterick, M., Salisbury, E., and Van Voorhis, P. (2012) Women's pathways to serious and habitual crime. *Criminal Justice and Behavior*. 39:11, 1481-1508.
- Brewer-Smyth, K., Burgess, A., and Shults, J. (2004). Physical and sexual abuse, salivary cortisol, and neurologic correlates of violent criminal behavior of female prison inmates. *Biological Psychiatry*, 55(1), 21-31.
- Bureau of Justice Statistics. 2008. *State court sentencing of convicted felons, 2004*. Table 2.1: Demographic characteristics of persons convicted of felonies in state courts, by offense, 2004. Washington, DC: Bureau of Justice Statistics. Retrieved 7/8/08 from B.J.S. webpage: <http://www.ojp.usdoj.gov/bjs/pub/html/scscf04/tables/scs04201tab.htm>.
- Carson, EA, and Golinelli, D. (2013) *Prisoners in 2012*. Bureau of Justice Statistics: Washington, DC.
- Centers for Disease Control and Prevention. (2004). *Sexual violence prevention: Beginning the dialogue*. Atlanta, GA: Centers for Disease Control and Prevention.

- Centers for Disease Control and Prevention. (2005). *Adverse childhood experiences study: Data and statistics*. Atlanta, GA: Author, National Center for Injury Prevention and Control. Available online at www.cdc.gov/ace/prevalence.htm.
- Chesney-Lind, M. (1997). *The female offender: Girls, women, and crime*. Thousand Oaks, CA: Sage.
- Chesney-Lind, M. (2000). Women and the criminal justice system: Gender matters. *Topics in community corrections: Responding to women offenders in the community*, p. 7-11. Washington, DC: National Institute of Corrections.
- Chesney-Lind, M., and Pasko, L. (2004). *The female offender: Girls, women, and crime* (2d ed.). Thousand Oaks, CA: Sage.
- Covington, S. (1998). Women in prison: Approaches in the treatment of our most invisible population. *Women and Therapy* 20 (4), 141-147.
- Covington, S. (2000). Helping women to recover: Creating gender-specific treatment for substance-abusing women and girls in community corrections. In M. McMahon (Ed.). *Assessment to assistance: Programs for women in community corrections* (pp. 171-233). Lanham, MD: American Correctional Association.
- Covington, S. (2001). Creating gender-responsive programs: The next step for women's services. *Corrections Today*, 61, 85-87.
- Daly, K. (1992). Women's pathways to felony court: Feminist theories of lawbreaking and problems of representation. *Southern California Review of Law and Women's Studies* 2, 11-52.
- Gilliard, D., and Beck, A. (1998). *Prisoners in 1997*, B.J.S. Statistical Bulletin. Washington, DC: Bureau of Justice Statistics.
- Green, B. L., Miranda, J., Daroowala, A., and Siddique, J. (2005). Trauma exposure, mental health functioning, and program needs of women in jail. *Crime and Delinquency*, 51(1), 133-151.
- Haywood, T., Kravitz, H., Goldman, L., and Freeman, L. (2000). Characteristics of women in jail and treatment orientations. *Behavior Modification* 24, 307-324.
- Henriques, Z., and Manatu-Rupert, N. (2001). Living on the outside: African American women before, during, and after imprisonment. *The Prison Journal* 81(1), 6-19.
- Holsinger, K., and Holsinger, A. (2005). Differential pathways to violence and self-injurious behavior: African American and white girls in the juvenile justice system. *Journal of Research in Crime and Delinquency*, 42(2), 211-242.
- Jordan, B., Schlenger, W., Fairbank, J., and Caddell, J. (1996). Prevalence of psychiatric disorders among incarcerated women: Convicted felons entering prison. *Archives of General Psychiatry* 53, 513-519.
- Lynch, S., DeHart, D., Belknap, J. and Green, B. (2012). *Women's pathways to jail: The roles and intersection of serious mental illness and abuse*. Washington, DC: Bureau of Justice Assistance.
- Maeve, M. (2000). Speaking unavoidable truths: Understanding early childhood sexual and physical violence among women in prison. *Issues in Mental Health Nursing*, 21, 473-498.

- Messina, N., and Grella, C. (2006). Childhood trauma and women's health: A California prison population. *American Journal of Public Health, 96*(10), 1842-1848.
- Messina, N., Grella, C., Burdon, W., Prendergast, M. (2007). Childhood adverse events and current traumatic distress: A comparison of men and women drug-dependent prisoners. *Criminal Justice and Behavior, 34*(11): 1385-1401
- Minton, T and Golinelli, D. (2013) *Jail Inmates at Mid-Year, 2012*. Bureau of Justice Statistics: Washington, DC.
- Owen, B. (1998). *In the mix: Struggle and survival in a women's prison*. Albany, NY: State University of New York Press.
- Pollock, J. (1998). *Counseling women in prison*. Thousand Oaks, CA: Sage.
- Pollock, J. (2002). *Women, prison and crime*. Belmont, CA: Wadsworth.
- Pollock, J. (2014) *Women's crimes, criminology and corrections*. Long Grove, Ill.: Waveland Press.
- Powell, T. (1999). Women inmates in Vermont. Paper presented at the American Psychological Association, Boston, MA. As cited in: Bradley, R. G., Davino, K.M. (2002). Women's perceptions of the prison environment: When prison is "the safest place I've ever been". *Psychology of Women Quarterly, 26*(4), 351-359.
- Richie, B. (1996). *Compelled to crime: The gender entrapment of battered black women*. New York: Routledge.
- Sabol, W. and Couture, H. (2008). *Prison inmates at midyear 2007*. Washington, DC: Bureau of Justice Statistics.
- Sabol, W., Minton, T., and Harrison, P. (2007). *Prison and jail inmates at midyear, 2006* (Revision Version-3/12/2008). Washington, DC: Bureau of Justice Statistics.
- Simpson, S. (1991). Caste, class, and violent crime: Explaining difference in female offending. *Criminology, 29*(1), 115-135.
- Snell, T. (1994). *Women in prison*. Washington, DC: Bureau of Justice Statistics.
- Sourcebook of Criminal Justice Statistics, 2008. Table 6.41. Number and Rate (per 100,000 resident female population) of female prisoners. Retrieved 7/8/2008 from www.albany.edu/sourcebook/pdf/t6412006.pdf.
- Teplin, L., Abram, K., and McClelland, G. (1996). Prevalence of psychiatric disorders among incarcerated women: Pretrial jail detainees. *Archives of General Psychiatry, 53* (6), 505-512.
- Triplett, R., and Myers, L. (1995). Evaluating contextual patterns of delinquency: Gender-based differences. *Justice Quarterly, 12*, 59-84.
- Van Voorhis, P., Groot, B, and Bauman, A. (2010). Predictive Validity of Women's COMPAS Scales among Incarcerated Women in California—Preliminary Report. Cincinnati OH: Center for Criminal Justice Research.
- Veysey, B. (1998). Specific needs of women diagnosed with mental illnesses in US jails. In B.L. Levin, A.K. Blanch and A. Jennings (Eds.), *Women's mental health services*, (pp. 368-389). London: Sage.

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) 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 relationship³. 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 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.

³ See a critical review of this assumption in Chesney-Lind & Eliason, 2006

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

References:

- Alarid, L. (2000). Sexual assault and coercion among incarcerated women prisoners: Excerpts from prison letters. *The Prison Journal*, 80(4), 391-406.
- Austin, J., Fabelo, T., Gunter, A., and McGinnis, K. (2006). *Sexual violence in the Texas prison system*. Washington, DC/Austin, Texas: The JFA Institute.
- Blackburn, A. (2006). *The role perception plays in the official reporting of prison sexual assault: An examination of females incarcerated in the State of Texas*. Dissertation, San Houston State University.
- Chesney-Lind, M., and Eliason, M. (2006). From invisible to incorrigible: The demonization of marginalized women and girls. *Crime, Media, Culture*, 2(1), 29-47.
- Dumond, R. (2000). Inmate sexual assault: The plague that persists. *The Prison Journal*, 80(4), 407-414.
- Fleischer, M., and Krienert, J. (2006). *The culture of prison violence*. Washington DC: National Institute of Justice.
- Fowler, S. K., Blackburn, A. G., Marquart, J. W., and Mullings, J. L. (2010). Inmates' cultural beliefs about sexual violence and their relationship to definitions of sexual assault. *Journal of Offender Rehabilitation*, 49(3), 180-199.
- Gaes, G., and Goldberg, A. (2004) *Prison rape: A critical review of the literature, Working Paper*. Washington, DC: National Institute of Justice.
- Greer, K. R. (2000). The changing nature of interpersonal relationships in a women's prison. *The Prison Journal*, 80(4), 442-468.
- Hensley, C. (2000). Attitudes toward homosexuality in a male and female prison: An exploratory study. *The Prison Journal*, 80(4), 434-441.
- Hensley, C., Castle, T., and Tewksbury, R. (2003). Inmate-to-inmate sexual coercion in a prison for women. *Journal of Offender Rehabilitation*, 37(2), 77-87.
- Hensley, C., Struckman-Johnson, C., and Eigenberg, H. (2000). Introduction: The history of prison sex research. *The Prison Journal*, 80(4), 360-367.
- Hensley, C., and Tewksbury, R. (2002). Inmate-to-inmate prison sexuality: A review of empirical studies. *Trauma, Violence, and Abuse*, 3(3), 226-243.
- Jones, T., and Pratt, T. (2008). The prevalence of sexual violence in prison: The state of the knowledge base and implications for evidence-based correctional policy making. *International Journal of Offender Therapy and Comparative Criminology*, 52(3), 1-16.
- Keys, D. (2002). Instrumental sexual scripting: An examination of gender-role fluidity in the correctional institution. *Journal of Contemporary Criminal Justice*, 18(3), 258-278.
- Lockwood, D. (1983). Issues in prison sexual violence. *The Prison Journal*, 63, 73-79.

- Pardue, A., Arrigo, B. A., and Murphy, D. S. (2011). Sex and sexuality in women's prisons: A preliminary typological investigation. *Prison Journal*, 91(3), 279-304. doi: 10.1177/0032885511409869.
- Trammell, R. (2006). *Accounts of violence and social control: Organized violence and negotiated order in California prisons*. Dissertation, University of California, Irvine.
- Smith, B. (2006a). Analyzing prison sex: Reconciling self-expression with safety. *Human Rights Brief* 13(3), 17-29.
- Smith, B. (2006b). Rethinking prison sex: Self-expression and safety. *Columbia Journal of Gender and Law*, 15, 1, 185-236.
- Struckman-Johnson, C., and Struckman-Johnson, D. (2000). Sexual coercion rates in seven mid-western prison facilities for men. *The Prison Journal*, 80(4), 379-390.
- Struckman-Johnson, C., and Struckman-Johnson, D. (2002). Sexual coercion reported by women in three mid-western prisons. *The Journal of Sex Research*, 39(3), 217-227.
- Struckman-Johnson, C., and Struckman-Johnson, D. (2006). A comparison of sexual coercion experiences reported by men and women in prison. *Journal of Interpersonal Violence*, 21(12), 1591-1615.
- Struckman-Johnson, C., Struckman-Johnson, D., Rucker, L., Bumby, K., and Donaldson, S. (1996). Sexual coercion reported by men and women in prison. *The Journal of Sex Research*, 33(1), 67-76.
- Wolff, N., Blitz, D., and Shi, J. (2007). Rates of sexual victimization in prison for inmates with and without mental disorders. *Psychiatric Services*, 58(8), 1087-1094.
- Wolff, N., Blitz, D., Shi, J., Bachman, R., and Siegel, J. (2006). Sexual violence inside prisons: Rates of victimization. *Journal of Urban Health: Bulletin of the New York Academy of Medicine*, 83(5), 835-848.
- Wolff, N., Blitz, D., Shi, J., Siegel, J., and Bachman, R. (2007). Physical violence inside prisons: Rates of victimization. *Criminal Justice and Behavior*, 34, 588-604.
- Wolff, N. and Shi, J. (2011) Patterns of victimization and feelings of safety inside prison: The Experience of Male and Female Inmates. *Crime and Delinquency*, 57(1), 29-55.
- Wolff, N., Shi, J., Blitz, D., and Siegel, J. (2007). Understanding sexual victimization inside prisons: Factors that predict risk. *Criminology and Public Policy*, 6(3), 535-564.

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 inability 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. In the following sections, four forms of violence found in women's facilities are described:

- Verbal conflict
- Economic conflict and exploitation
- Physical violence
- Sexual violence

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.

References:

- Batchelor, S. (2005). “Prove me the bam!”: Victimization and agency in the lives of young women who commit violent offenses. *The Journal of Community and Criminal Justice*, 52(4), 358-375.
- Batchelor, S., Burman, M., and Brown, J. (2001). Discussing violence: Let's hear it from the girls. *Probation Journal* 48(2), 125-134.
- Belknap, J., Holsinger, K., and Dunn, M. (1997). Understanding incarcerated girls: The results of a focus group study. *The Prison Journal*, 77(4), 381-404.
- Bosworth, M. (2007). Creating the responsible prisoner: Federal admission and orientation packs. *Punishment and Society*, 9, 67-85.
- Bradley, R., and Davino, K. (2002). Women's perceptions of the prison environment: When prison is "the safest place I've ever been." *Psychology of Women Quarterly*, 26(4), 351-359.
- Casey-Acevedo, K., and Bakken, T. (2001). The effect of time on the disciplinary adjustment of women in prison. *International Journal of Offender Therapy and Comparative Criminology*, 45(4), 489-497.
- Chesney-Lind, M., and Eliason, M. (2006). From invisible to incorrigible: The demonization of marginalized women and girls. *Crime, Media, Culture*, 2(1), 29-47.
- Cooper, A and Smith, E. (2011) *Homicide Trend in the United States (Patterns and Trends NCJ 236018)* Washington, DC: Bureau of Justice Statistics.
- Covington, S. (1998). Women in prison: Approaches in the treatment of our most invisible population. *Women and Therapy* 20 (4), 141-147.
- Davino, K. (2000). Exploring a feminist-relational model of the mental health effects of interpersonal violence among incarcerated women. Dissertation. University of South Carolina, Columbia, SC. As cited in: Bradley, R. G., Davino, K.M. (2002). Women's perceptions of the prison environment: When prison is "the safest place I've ever been". *Psychology of Women Quarterly*, 26(4), 351-359.
- Edgar, K., and Martin, C., (2003). *Conflicts and violence in prison, 1998-2000* [computer file]. Colchester, Essex: UK Data Archive [distributor], February 2003. SN: 4596.
- Edgar, K., O'Donnell, I., and Martin, C. (2003). Tracking the pathways to violence in prison. In Lee, M., and Stanko, E. (Ed.), *Researching violence: Essays on methodology and measurement* (pp. 69-87). London: Routledge.
- Harer, M., and Langan, N. (2001). Gender differences in predictors of prison violence: Assessing the predictive validity of a risk classification system. *Crime and Delinquency*, 47(4), 513-536.
- Kruttschnitt, C. (1983). Race relations and the female inmate. *Crime and Delinquency*, 29, 577-592.

- Kruttschnitt, C., and Carbone-Lopez, K. (2006). Moving beyond stereotypes: Women's subjective accounts of their violent crime. *Criminology*, 44(2), 321-351.
- Kruttschnitt, C., Gartner, R., and Ferraro, K. (2002). Women's involvement in serious interpersonal violence. *Aggression and Violent Behavior*, 7, 529-565.
- McClellan, D. (1994). Disparity in the discipline of male and female inmates in Texas prisons. *Women and Criminal Justice* 5(2), 71-97.
- 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.
- Pollock, J., and Davis, S. (2005). The continuing myth of the violent female offender. *Criminal Justice Review*, 30(1), 5-29.
- Pollock, J. (2002). *Women, prison and crime*. Belmont, CA: Wadsworth.
- Shaw, M. (1999). 'Knowledge without acknowledgement': Violent women, the prison and the cottage. *The Howard Journal*, 38(3), 252-266.
- Sommers, I., and Baskin, D. (1993). The situational context of violent female offending. *Journal of Research in Crime and Delinquency*, 30(2), 136-162.
- Steffensmeier, D., and Allen, E. (1988). Sex disparities in arrest by residence, race, and age: An assessment of the gender convergence/crime hypothesis. *Justice Quarterly*, 5, 53-80.
- Steffensmeier, D., and Allan, E. (1996). Gender and crime: Toward a gendered theory of female offending. *Annual Review of Sociology*, 22, 459-487.
- Steffensmeier, D., Zhong, H., Ackerman, J., Schwartz, J., and Agha, S. (2006). Gender gap trends for violent crimes, 1980 to 2003: A UCR-NCVS Comparison. *Feminist Criminology*, 1(1), 72-98.
- Torres, S. (2007). *Women's pathways to SHU: Serious rule violations in the Security Housing Units of California prisons*. Thesis, California State University, Fresno.
- Wolff, N., Blitz, D., Shi, J., Siegel, J., and Bachman, R. (2007). Physical violence inside prisons: Rates of victimization. *Criminal Justice and Behavior*, 34, 588-604.

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 of the overall context, 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.

References:

- Alarid, L. (2000). Sexual assault and coercion among incarcerated women prisoners: Excerpts from prison letters. *The Prison Journal*, 80(4), 391-406.
- Calhoun, A., and Coleman, H. (2002). Female inmates' perspectives on sexual abuse by correctional personnel: An exploratory study. *Women and Criminal Justice*. 13(2/3), 101-124.
- Fleischer, M., and Krienert, J. (2006). *The culture of prison violence*. Washington DC: National Institute of Justice.
- Fowler, S. K., Blackburn, A. G., Marquart, J. W., and Mullings, J. L. (2010). Inmates' cultural beliefs about sexual violence and their relationship to definitions of sexual assault. *Journal of Offender Rehabilitation*, 49(3), 180-199.
- Girshick, L. B. (1999). *No safe haven: Stories of women in prison*. Boston: Northeastern University Press.

- Greer, K. R. (2000). The changing nature of interpersonal relationships in a women's prison. *The Prison Journal*, 80(4), 442-468.
- Hensley, C., Tewksbury, R., and Koscheski, M. (2002). The characteristics and motivations behind female prison sex. *Women and Criminal Justice*, 13(2/3), 125-139.
- Johnson, R. (2006). *Hard time: Understanding and reforming the prison*. Belmont, CA: Wadsworth Publishing.
- Keys, D. (2002). Instrumental sexual scripting: An examination of gender-role fluidity in the correctional institution. *Journal of Contemporary Criminal Justice*, 18(3), 258-278.
- 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.
- Miller, K. (2010). The darkest figure of crime: Perceptions of reasons for male inmates to not report sexual assault. *Justice Quarterly*, 27(5), 692-712.
- Owen, B. (1998). *In the mix: Struggle and survival in a women's prison*. Albany, NY: State University of New York Press.
- 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.
- Pogrebin, M., and Dodge, M. (2001). Women's accounts of their prison experiences: A retrospective view of their subjective realities. *Journal of Criminal Justice*, 29(6), 531-541.
- Pollock, J. (2002). *Women, prison and crime*. Belmont, CA: Wadsworth.
- Pollock, J. (2004). *Prisons and prison life: Costs and consequences*. Los Angeles, CA: Roxbury Publishing.
- Worley, R., Worley, V.B., and Mullings, J.L. (2010). Rape lore in correctional settings: Assessing inmates' perceptions of sexual coercion in prisons. *Southwest Journal of Criminal Justice*, 7(1).

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; Easta, 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 men⁴. Later researchers, looking at incarcerated populations, have found that violent female offenders are more likely to have experienced childhood victimization than property offenders

⁴ For a review, see Robertson & Murachver, 2007.

(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 crimes⁵.

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

⁵ For a review, see Holsinger & Holsinger, 2005.

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 dimensions⁶.

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 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).

⁶ 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.

- 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:

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.

References:

- Baskin, D., and Sommers, I. (1998). *Casualties of community disorder: Women's careers in violent crime*. Boulder, CO: Westview.
- Batchelor, S. (2005). “Prove me the bam!”: Victimization and agency in the lives of young women who commit violent offenses. *The Journal of Community and Criminal Justice*, 52(4), 358-375.
- Batchelor, S., Burman, M., and Brown, J. (2001). Discussing violence: Let's hear it from the girls. *Probation Journal* 48(2), 125-134.
- Battle, C., Zlotnick, C., Najavits, L., Guttierrez, M., and Winsor, C. (2003). Post-traumatic stress disorder and substance use disorder among incarcerated women. In P. Ouimette and P. Brown (eds.), *Trauma and substance abuse: Causes, consequences, and treatment of co-morbid disorders* (pp. 209-225). Washington, DC: American Psychological Association.
- Beck, A. J., Berzofsky M., Caspar R., and Krebs, C. (2013). *Sexual victimization in prisons and jails reported by inmates, 2011-2012*. Washington, DC: U.S. Department of Justice, Bureau of Justice Statistics.
- Beck, A., and Johnson, C. (2011). *Sexual victimization reported by former state prisoners, 2008*. Washington, DC: U.S. Department of Justice, Bureau of Justice Statistics.
- Beck, A. J., Harrison P. M., Berzofsky M., Caspar R., and Krebs, C. (2010). *Sexual victimization in prisons and jails reported by inmates, 2008-09*. Washington, DC: U.S. Department of Justice, Bureau of Justice Statistics.
- Belknap, J. (2015). *The invisible woman: Gender, crime, and justice*. Stamford CT: Cengage Learning.
- Belknap, J., Holsinger, K., and Dunn, M. (1997). Understanding incarcerated girls: The results of a focus group study. *The Prison Journal*, 77(4), 381-404.
- Bloom, B. (1997). *Defining “gender-specific”: What does it mean and why is it important?* Paper presented at the National Institute of Correction's Intermediate Sanctions for Women Offenders National Meeting, Longmont, CO.
- Bloom, B., Owen, B., and Covington, S. (2003). *Gender-responsive strategies: Research, practice, and guiding principles for women offenders*. Washington DC: National Institute of Corrections.
- Bloom, S. (1997). *Sanctuary: Toward the evolution of sane societies*. New York: Routledge.
- Breitenbecher, K. (2001). Sexual revictimization among women: A review of the literature focusing on empirical investigations. *Aggression and Violent Behavior*, 6, 415-432.

- Brewer-Smyth, K., Burgess, A., and Shults, J. (2004). Physical and sexual abuse, salivary cortisol, and neurologic correlates of violent criminal behavior of female prison inmates. *Biological Psychiatry*, 55(1), 21-31.
- Browne, A., and Finkelhor, D. (1986). Impact of child sexual abuse: A review of the research. *Psychological Bulletin*, 99, 66-77.
- Browne, A., Miller, B., and Maguin, E. (1999). Prevalence and severity of lifetime physical and sexual Victimization among incarcerated women. *International Journal of Law and psychiatry*, 22, 301-322.
- Carlson, B. (2005). The most important things learned about violence and trauma in the past 20 years. *Journal of Interpersonal Violence*, 20(1), 119-126.
- Cook, S., Smith, S., Tusher, C., and Railford, C. (2005). Self reports of traumatic events in a random sample of incarcerated women. *Women and Criminal Justice* 16(1/2), 107-126.
- Covington, S., and Bloom, B. (2006). Gender responsive treatment and services in correctional settings. Inside and Out: Women, Prison, and Therapy. *Women and Therapy*. 29 (3/4), 9-33.
- Covington, S. S. (2013). *Beyond Violence: A prevention program for criminal justice-involved women*. New Jersey: Wiley.
- Covington, S.S. (2012) *Becoming Trauma Informed: A Training Program for Correctional Professionals (Facilitator Guide)*. La Jolla, CA: Center for Gender and Justice.
- Easteal, P. (2001). Women in Australian prisons: The cycle of abuse and dysfunctional environments. *The Prison Journal*, 81(1), 87-112.
- Finkelhor, D., and Browne, A. (1985). The traumatic impact of child sexual abuse: A review and conceptualization. *American Journal of Orthopsychiatry* 55, 530-541.
- Green, B. L., Miranda, J., Daroowala, A., and Siddique, J. (2005). Trauma exposure, mental health functioning, and program needs of women in jail. *Crime and Delinquency*, 51(1), 133-151.
- Guerino, P., and Beck, A. (2011). *Sexual victimization reported by adult correctional authorities, 2007-2008*. Washington, DC: Bureau of Justice Statistics.
- Harlow, C. (1999). *Prior abuse reported by inmates and probationers*. Washington, DC: Bureau of Justice Statistics.
- Heney, J. and Kristiansen, C. (1997). An analysis of the impact of prison on women survivors of childhood sexual abuse. *Women and Therapy*. 20 (4), 29-44.
- Holsinger, K., and Holsinger, A. (2005). Differential pathways to violence and self-injurious behavior: African American and white girls in the juvenile justice system. *Journal of Research in Crime and Delinquency*, 42(2), 211-242.
- Human Rights Watch. (1996). *All too familiar: Sexual abuse of women in U.S. state prisons*. New York: Human Rights Watch.

- Islam-Zwart, K. and Vik, P. (2004). Female adjustment to incarceration as influenced by sexual assault history. *Criminal Justice and Behavior*, 31(5), 521-541.
- Jordan, B., Schlenger, W., Fairbank, J., and Caddell, J. (1996). Prevalence of psychiatric disorders among incarcerated women: Convicted felons entering prison. *Archives of General Psychiatry* 53, 513-519.
- Keaveny, M., and Zausniewski, J. (1999). Life events and psychological well-being in women sentenced to prison. *Issues in Mental Health and Nursing*, 20, 73-89.
- Ketring, S., and Feinaur, L. (1999). Perpetrator-victim relationship: Long-term effects of sexual abuse for men and women. *American Journal of Family Therapy*, 27(2), 109-120.
- Kruttschnitt, C., and Carbone-Lopez, K. (2006). Moving beyond stereotypes: Women's subjective accounts of their violent crime. *Criminology*, 44(2), 321-351.
- Maeve, M. (2000). Speaking unavoidable truths: Understanding early childhood sexual and physical violence among women in prison. *Issues in Mental Health Nursing*, 21, 473-498.
- McClellan, D., Farabee, D., and Crouch, B. (1997). Early victimization, drug use, and criminality; A comparison of male and female prisoners. *Criminal Justice and Behavior*, 24(4), 455-476.
- Messman-Moore, T., and Long, P. (1996). Child sexual abuse and its relationship to re-victimization in adult women: A review. *Clinical Psychology Review*, 16, 397-420.
- Mullings, J., Marquart, J., and Brewer, V. (2000). Assessing the relationship between child sexual abuse and marginal living conditions on HIV/AIDS-related risk behavior among women prisoners. *Child Abuse and Neglect*, 24(5), 677-688.
- Mullings, J., Marquart, J., and Hartley, D. (2003). Exploring the effects of childhood sexual abuse and its impact on HIV/AIDS risk-taking behavior among women prisoners. *The Prison Journal*, 83(4), 442-463.
- Mullings, J., Pollock, J., and Crouch, B. (2002). Drugs and criminality: Results from the Texas women inmates study. *Women and Criminal Justice*, 13(4), 69-97.
- Owen, B. (1998). *In the mix: Struggle and survival in a women's prison*. Albany, NY: State University of New York Press.
- Pollock, J. (1998). *Counseling women in prison*. Thousand Oaks, CA: Sage.
- Pollock, J. (2002). *Women, prison and crime*. Belmont, CA: Wadsworth.
- Pollock, J. (2014) *Women's crimes, criminology and corrections*. Long Grove, Ill.: Waveland Press.
- Pollock, J., Mullings, J., and Crouch, B. (2006). Violent women: Findings from the Texas Women Inmates' Study. *Journal of Interpersonal Violence*, 21(4), 485-502.
- Robertson, K., and Murachver, T. (2007). Correlates of partner violence for incarcerated men and women. *Journal of Interpersonal Violence*, 22(5), 639-655.

- Siegel, J., and Williams, L. (2003). The relationship between child sexual abuse and female delinquency and crime: A prospective study. *Journal of Research in Crime and Delinquency*, 40(1), 71-94.
- Snell, T. (1994). *Women in prison*. Washington, DC: Bureau of Justice Statistics.
- Surratt, H., Inciardi, J., Kurtz, S., and Kiley, M. (2004). Sex work and drug use in a subculture of violence. *Crime and Delinquency* 50(1), 43-59.
- Tjaden, P., and Thoennes, N. (2006). *Extent, nature, and consequences of rape victimization: Findings from the National Violence against Women Survey*. Washington, DC: National Institute of Justice.
- Widom, C. (1989a). Does violence beget violence? A critical examination of the literature. *Psychological Bulletin*, 106, 3-28.
- Widom, C. (1989b). The cycle of violence. *Science*, 244, 160-166.
- Widom, C. (1991). Childhood victimization: Risk factor for delinquency. In M.E. Colten, and E. Gore (Eds.), *Adolescent stress: Causes and consequences*, (pp. 201-221). New York: Aldine Gruyter.
- Widom, C. (2000). Childhood victimization and the derailment of the girls and women to the criminal justice system. In National Institute of Justice, *Research on Women and Girls in the Criminal Justice System* (pp. 27-35). Washington, DC: National Institute of Justice.
- Wolff, N., Shi, J. and Bachman, R. (2008). Measuring victimization inside prisons: Questioning the questions. *Journal of Interpersonal Violence*, 23(10), 1343-1362.

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 a large part of sexual victimization was tied to “domestic violence” in both male and female institutions and rooted in relationships that may have begun as consensual and turned coercive over time.
- Staff in 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 sex⁷. 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 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

⁷ For a review of cases, see Pollock, 2002; Flesher, 2007

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

References:

- Baro, A. (1997). Spheres of consent: An analysis of the sexual abuse and sexual exploitation of women incarcerated in the state of Hawaii. *Women and Criminal Justice*, 8(3), 61-84.
- Beck, A., and Harrison, P. (2007). *Sexual victimization in State and Federal prisons reported by inmates, 2006*. Washington, DC: Bureau of Justice Statistics.
- Benedict, A. 2014. *Using Trauma Informed Practice to Enhance Safety and Security in Women's Correctional Facilities*. Washington, DC: National Resource Center on Justice Involved Women.
- Calhoun, A., and Coleman, H. (2002). Female inmates' perspectives on sexual abuse by correctional personnel: An exploratory study. *Women and Criminal Justice*. 13(2/3), 101-124.
- Covington, S., and Bloom, B. (2006). Gender responsive treatment and services in correctional settings. Inside and Out: Women, Prison, and Therapy. *Women and Therapy*. 29 (3/4), 9-33.
- Dumond, R. (2000). Inmate sexual assault: The plague that persists. *The Prison Journal*, 80(4), 407-414.
- Flesher, F. (2007). Cross gender supervision in prisons and the constitutional right of prisoners to remain free from rape. *William and Mary Journal of Women and the Law* (Spring), 841-867.
- General Accounting Office (1999). *Women in prison: Sexual misconduct by correctional staff*. Washington, DC: Author.
- Human Rights Watch. (1996). *All too familiar: Sexual abuse of women in U.S. state prisons*. New York: Human Rights Watch.

- Kubiak, S., Hanna, J., and Balton, M. (2005). "I came to prison to do my time - Not to get raped": Coping within the institutional setting. *Stress, Trauma, and Crisis*, 8, 157-177.
- Maeve, M. (2000). Speaking unavoidable truths: Understanding early childhood sexual and physical violence among women in prison. *Issues in Mental Health Nursing*, 21, 473-498.
- Marquart, J., Barnhill, M., and Balshaw-Biddle, K. (2001). "Fatal Attraction": An Analysis of Employee Boundary Violations in a Southern Prison System, 1995–1998. *Justice Quarterly* 18(4): 877–911.
- Owen, B. and Wells, J. (2005). *Staff perspectives on sexual violence in adult prisons and jails: Results from focus group interviews*. Washington, DC: National Institute of Corrections.
- Petersen, D. (2000). Sex behind bars. Reprinted in Balkin, K. (2004). *Opposing Viewpoints: Current Controversies Series*. San Diego: Greenhaven Press.
- Pollock, J. (2002). *Women, prison and crime*. Belmont, CA: Wadsworth.
- Struckman-Johnson, C., and Struckman-Johnson, D. (2000). Sexual coercion rates in seven mid-western prison facilities for men. *The Prison Journal*, 80(4), 379-390.
- Trammell, R. (2006). *Accounts of violence and social control: Organized violence and negotiated order in California prisons*. Dissertation, University of California, Irvine.
- Wolff, N., Blitz, D., Shi, J., Bachman, R., and Siegel, J. (2006). Sexual violence inside prisons: Rates of victimization. *Journal of Urban Health: Bulletin of the New York Academy of Medicine*, 83(5), 835-848.