

ADVANCED Offender Classification & Intake

Participant Guide دليل المتدرب



مركز تدريب وتطوير القدرات النسائي في
المملكة العربية السعودية

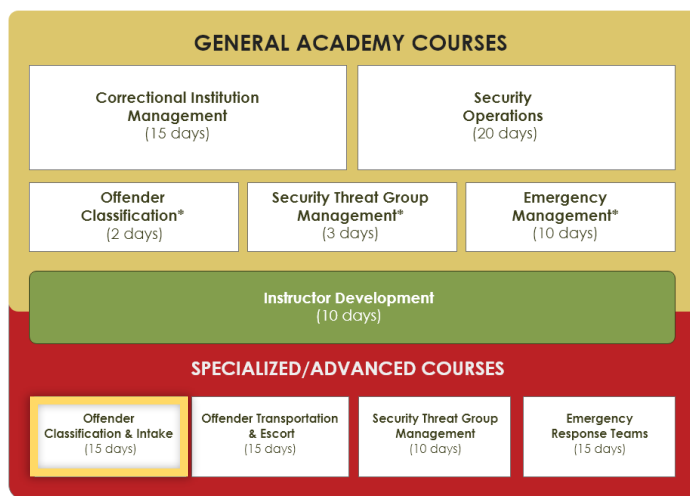
Kingdom of Saudi Arabia
Female Training Center

OFFENDER CLASSIFICATION & INTAKE

During this specialized course, participants will learn each aspect of the classification process from the time a person is arrested until she or he is reclassified or released. This includes judgment and commitment orders, initial external classification, offender intake and diagnostics, internal classifications, classifying security threat groups (STGs), interviewing techniques, disciplinary procedures resulting in protective custody, restrictive housing, and reclassification. Participants will have time to prepare teach-backs.

COURSE DETAILS

This 15-day course is part of the advanced curriculum.



Offender Classification & Intake	
Level	Advanced
Prerequisite	General Academy
Duration	15 days
Location	Riyadh, KSA
Class size	25 participants
Topics	<ul style="list-style-type: none"> • Overview/Judgment & Commitment Orders • External Classification • Offender Intake and Diagnostics • Internal Classification • Classifying STGs • Interviewing Techniques • Disciplinary Procedures • Restrictive Housing • Protective Custody • Reclassification

INSTRUCTIONAL APPROACH

- ☑ **LEARN:** During this specialized course, you will learn the globally accepted concepts and components of objective prisoner classification systems.
- ☑ **APPLY:** You will have the opportunity to apply this knowledge to the Kingdom of Saudi Arabian local context to start developing a classification system for your correctional facility or increase the effectiveness of an existing system.
- ☑ **TRANSFER:** The course will also help you facilitate the transfer of this knowledge to your co-workers and other GDP staff.

COURSE MODULES & OBJECTIVES

MODULE	LEARNING OBJECTIVES	DAYS
1 Course Overview/ Judgment and Commitment Orders	<ul style="list-style-type: none"> ▪ Describe the steps involved in the intake process ▪ Conduct initial external classification on simulated offenders ▪ Conduct internal classification on simulated offenders ▪ Explain the distinction between external and internal classification ▪ Explain the purpose of reclassification ▪ Describe four benefits of classification systems ▪ Determine problems related to over-classification of offenders 	1
2 External Classification	<ul style="list-style-type: none"> ▪ Describe the four steps involved in external classification ▪ Determine risks that will help influence offender housing ▪ Describe the three criteria for classification ▪ Determine how risk factors for women is similar to and different from that for men ▪ Classify offenders using a custody scoring system 	1
3 Offender Intake and Diagnostics	<ul style="list-style-type: none"> ▪ Identify the benefits of developing and utilizing a secure and standardized process for receiving the offender into a designated prison ▪ Describe essential components in a standard intake process ▪ Select best practices to create an intake form checklist for the KSA ▪ Create offender profiles as part of intake processing 	1
4 Internal Classification	<ul style="list-style-type: none"> ▪ Differentiate between external and internal classification systems ▪ Explain assignments given during the internal classification of offenders ▪ Explain why keeping the standardized internal classification system updated is critical ▪ Describe why a threat assessment is important during internal classification to determine escape risks ▪ Demonstrate implementing internal classification and assignments with considerations for gender and special medical needs 	1
5 Classifying STGs	<ul style="list-style-type: none"> ▪ Describe internationally known security threat groups and how they form ▪ Validate classification of offenders through a validation point system ▪ Assign housing and programs to members of security threat groups ▪ Determine the importance of debriefing former security threat group members 	1
6 Interviewing Part 1	<ul style="list-style-type: none"> ▪ Explain when interviews take place in the corrections facility ▪ Differentiate between interviews and aggressive questioning ▪ Describe how to plan, prepare, and set up an interview ▪ Demonstrate effective interviewing 	1

COURSE OVERVIEW



7 Interviewing Part 2	<ul style="list-style-type: none">▪ Identify the qualities of an ideal interviewer▪ Demonstrate active listening in a corrections setting▪ Identify building rapport in a corrections setting▪ Elicit useful information using non-coercive interview techniques▪ Analyze interviewing practices in KSA corrections facility	2
8 Disciplinary Procedures resulting in Restrictive Housing and Protective Custody	<ul style="list-style-type: none">▪ Describe the purpose of a disciplinary system▪ Describe the general principles that must apply to every disciplinary system▪ Explain why newly committed offenders should receive a copy of the facility's rules and regulations upon arrival at an institution▪ Explain the steps in a disciplinary process▪ Describe the guidelines for restrictive housing units▪ Determine appropriate sanctions for various crimes, given a scenario	1.5
9 Reclassification	<ul style="list-style-type: none">▪ Describe the goals of the classification process▪ Determine actions that cause an offender to be reclassified assigned a higher/lower classification▪ Explain reasons for periodic classification review▪ Describe the criteria for reclassification▪ Reclassify a simulated offender	.5
10 Teach Backs	<ul style="list-style-type: none">▪ Integrating learning of classification practices into facilitating▪ Practice delivering classification lesson▪ Provide peer evaluation and feedback of facilitation	5

COURSE AGENDA

Week 1

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
Intro/Pre-Test Overview of Classification Systems	External Classification Systems	Offender Intake and Diagnostics	Internal Classifications	Classifying STGs
MORNING BREAK (30 min)				
<i>Continued</i>	<i>Continued</i>	<i>Continued</i>	<i>Continued</i>	<i>Continued</i>
TEA BREAK (15 min)				
Judgment & Commitment Orders	<i>Continued</i>	<i>Continued</i>	<i>Continued</i>	<i>Continued</i>

Week 2

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
Interviewing	Interviewing	Interviewing	Disciplinary Procedures/	Restrictive Housing Issues
MORNING BREAK (30 min)				
<i>Continued</i>	<i>Continued</i>	<i>Continued</i>	<i>Continued</i>	Reclassification
TEA BREAK (15 min)				
<i>Continued</i>	<i>Continued</i>	<i>Continued</i>	Protective Custody Investigations	Post-Test Course Wrap Up/ Evaluations

Week 3

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
Teach Back: Prepare Topic	Teach Back: Prepare Topic	Teach Back: Prepare Presentation	Teach Back: Presentation/ Feedback	Teach Back: Presentation/ Feedback
MORNING BREAK (30 min)				
<i>Continued</i>	<i>Continued</i>	<i>Continued</i>	<i>Continued</i>	<i>Continued</i>
TEA BREAK (15 min)				
<i>Continued</i>	<i>Continued</i>	<i>Continued</i>	<i>Continued</i>	<i>Continued</i>

POLICY REFERENCES & RESOURCES

Each course includes a policy reference template with space to include relevant national laws, policies, executive orders, and institutional policies/procedures. This section also includes a definition of key terms and international resources used to develop this course.

RELEVANT POLICIES & PROCEDURES		
NATIONAL LAWS & POLICIES		
Bureau of Experts at the Council of Ministers	Receives executive orders from the King directly and processes them	<ul style="list-style-type: none"> ▪ https://www.boe.gov.sa ▪ Imprisonment and detention
National Center for Archives	Directory of documents and archives	▪ http://ncar.gov.sa
(Placeholder)		▪
(Placeholder)		▪
INSTITUTIONAL POLICIES & PROCEDURES		
General Directorate of Prisons		▪ GDP website
(Placeholder)		▪
(Placeholder)		▪
(Placeholder)		▪

INTERNATIONAL STANDARDS	
Relevant Resource	Organization/Short Name
United Nations Office of Drugs and Crime (UNODC)	https://www.unodc.org
<i>The United Nations Standard Minimum Rules for the Treatment of Prisoners, This course focused on the following relevant Mandela Rules: Rule 93; Rule 89.2; Rule 54; Rule 55, Rule 4.2; Rule 5.2; Rule 30; Rule 36; Rule 45</i>	The Mandela Rules
<i>The United Nations Rules for the Treatment of Women Prisoners and Non-custodial Measures for Women Offenders</i>	The Bangkok Rules

U.S. RESOURCES	
Relevant Resource	Organization
<i>Subject matter expert and research material</i>	U.S. Department of Justice (USDOJ), Federal Bureau of Prisons
<i>Classification of High Risk and Special Management Prisoners, Developing Gender-Specific Classification Principles for Women Prisoners, Internal Prison Classification Systems, Objective Prison Classification, Prison Intake Systems</i>	National Institute of Corrections http://www.nicic.org
<u>10 Most Dangerous Prison Gangs in the World</u>	Criminal Justice Degree Hub
<u>Motivational Interviewing</u>	National Center for Biotechnology Information

KEY TERMS & CONCEPTS

TERM	DEFINITION
Classification	<ul style="list-style-type: none"> The ongoing process of collecting and evaluating information about each offender to determine risk and need for appropriate confinement, treatment, programs, and employment assignment
Intake	<ul style="list-style-type: none"> A standard, safe process for receiving the offender into the correctional system ensures fairness, consistency, proportionality, opportunity
STG	<ul style="list-style-type: none"> An association of three or more individuals whose members adopt a group identity to create an atmosphere of fear or intimidation
Validation	<ul style="list-style-type: none"> A point system used to identify and prove participation in a security threat group
Restrictive Housing	<ul style="list-style-type: none"> Refers to a place in institutions where offenders are securely separated from the general offender population
Administrative Segregation	<ul style="list-style-type: none"> A portion of the prison population that is segregated from the general population for security reasons
Protective Custody	<ul style="list-style-type: none"> A portion of the prison population that is segregated from the general population for their own protection from other offenders
Disciplinary Segregation	<ul style="list-style-type: none"> A portion of the prison population that is segregated from the general population for violation of the agency's rules and regulations; unlike administrative segregation, offenders are placed in disciplinary segregation for a specific period and must be released at the end of that period unless they have committed additional violations

Knowledge Survey

المسح المعرفي



SPECIALIZED COURSE: Offender Classifications & Intake **Knowledge Survey**

1. The ongoing process of collecting and evaluating information about each offender to determine risk and need for appropriate confinement, treatment, programs, and employment assignments is known as:
 - a. Intake
 - b. Classification
 - c. Reclassification
 - d. Internal classification

2. Select the response below that best describes the order of offender classifications:
 - a. Internal classification, reclassification, initial external classification
 - b. Reclassification, initial external classification, internal classification
 - c. Initial external classification, internal classification, reclassification
 - d. Initial external classification, reclassification, internal classification

3. The initial external classification consists of custody assessment, information/intelligence gathered, program needs assessment, and:
 - a. Facility designation
 - b. Cell assignment
 - c. Work program assignment
 - d. Needs assessment

4. Frequency, recentness, and severity of past behavior are the best indicators for determining whether the offender:
 - a. Received a judgment and commitment order
 - b. Has been reevaluated
 - c. Has abused alcohol and drugs
 - d. Should be placed in close custody

5. Intake and diagnostics include transfer to facility, pre-screening procedures, intake screening process, interviewing process, and:
 - a. Admissions and orientation process
 - b. Custody level assignment
 - c. Reviewing prior criminal record
 - d. Socio-demographic factors

6. A standard, safe process for receiving the offender into the correctional system ensures fairness, proportionality, consistency, and:
 - a. Obstacles
 - b. Crosschecks
 - c. Opportunity
 - d. Intelligence

7. Assignments of housing units or cells; medical, education, and religious status, and work assignments occur during:
 - a. The internal classification process
 - b. The external classification process
 - c. The intake and diagnostics process
 - d. The judgment and commitment order process



8. The purpose of an internal classification system is to determine appropriate housing plans and program interventions within a facility for offenders who share:
 - a. The same guard
 - b. Socio-demographic factors
 - c. The same release date
 - d. Common custody levels

9. Best practices for case management include ensure a sustainable case load, hire the right staff, establish a quality control mechanism, and:
 - a. Constantly observe offenders
 - b. Constantly evaluate offender progress
 - c. Have an excess of resources
 - d. All of the above

10. Gangs, organized crime, extremists, and syndicates are all considered:
 - a. Security threat groups
 - b. Cartels
 - c. Clubs
 - d. Terrorists

11. A system used to identify and track offender participation in a security threat group is known as:
 - a. Classification
 - b. Validation
 - c. Intake
 - d. Reclassification

12. The four classification levels for security threat groups are associates, suspects, members, and:
 - a. Relatives
 - b. Ex-members
 - c. Leaders
 - d. Trainers

13. Interviews can happen during intake, internal classification, and:
 - a. Until the offender receives a work assignment
 - b. Only when the offender arrives at the facility
 - c. Only during the reclassification process
 - d. Throughout the time the offender is at the facility

14. The correctional officer's tone of voice during an interview with an offender should be:
 - a. Distant, formal, authoritative
 - b. Conversational, polite, even-tempered, interested
 - c. Soft, friendly, apologetic
 - d. Direct, non-accommodating, responsive to offender's behavior

15. The correctional officer's tone of voice when questioning an offender should be:
 - a. Distant, formal, authoritative
 - b. Conversational, polite, even-tempered, interested
 - c. Soft, friendly, apologetic
 - d. Direct, non-accommodating, responsive to offender's behavior



16. The most important characteristic of a successful interviewer is _____:
- A good talker
 - A good listener
 - A good notetaker
 - A good writer
17. Omission, evasion, exaggeration, minimization, denial, and fabrication are forms of:
- Deception
 - Interviewing
 - Rapport-building
 - Understanding
18. The purpose of a disciplinary system is to ensure the safety of staff, offenders, and the public and to:
- Ensure that offenders are punished for all crimes
 - Provide power for the corrections officers
 - Maintain the good order and security of the institution
 - Provide as much restriction as possible to offenders
19. The first step in the disciplinary process is:
- Appeals
 - Investigation
 - Discipline committee
 - Incident report
20. The final step in the disciplinary process is:
- Appeals
 - Investigation
 - Discipline committee
 - Incident report
21. An assessment of an offender's classification and consideration for reclassification is usually done no later than:
- 6 months
 - 8 months
 - 9 months
 - 12 months
22. Criteria for offender reclassification does **not** include:
- Current charges and convictions
 - Drug and alcohol use
 - Cultural and political statements
 - Escape history

Offender Classification & Intake Overview



Offender Classification & Intake Overview

Purpose: The purpose of this introduction module is to gain a high-level understanding of a systematic classification process and its role in maintaining a safe and secure prison environment for staff and offenders.

Activities:

- KSA Judgment and Commitment Orders (15 min.)
- Classifying Offenders (20 min.)
- Internal Classification (20 min.)
- Offender Classification: Benefits (15 min.)
- Effective Classification Systems (30 min.)

Estimated Time: 1 day (4.5 hours)

NOTES

Learning Objectives



Describe the steps involved in the intake process



Conduct initial external classification on simulated offenders



Conduct internal classification on simulated offenders



Explain the distinction between external and internal classification

Explain the purpose of reclassification

Describe four benefits of classification systems

Determine problems related to over-classification of offenders

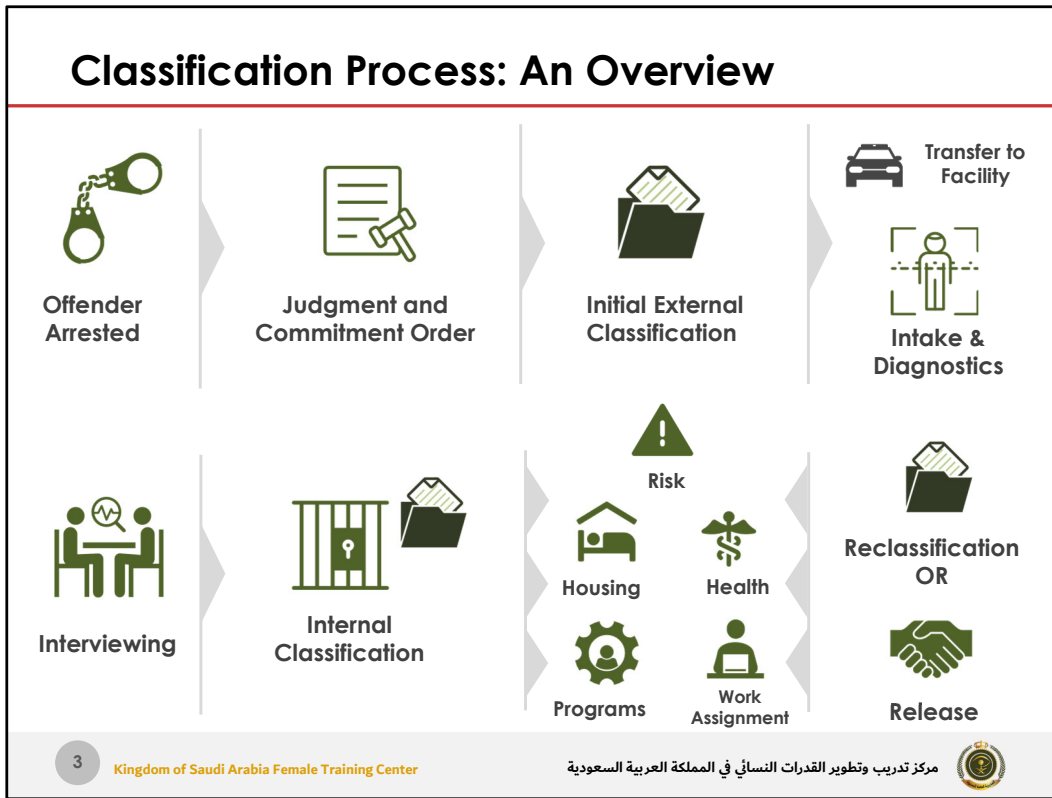


Learning Objectives

These learning objectives are the essential steps to reaching the goal of the course—understanding the importance of a systematic offender classification process and each part of the process from the time the person is arrested until she is reclassified or released.

NOTES





Classification Process: An Overview

Classification is the ongoing process of collecting and evaluating information about each offender to determine her risk and need for appropriate confinement, treatment, programs, and employment assignment. The goal of classification is to balance offender, departmental, and public interest while preparing offenders for their eventual return to society.

An offender's overall classification profile determines the appropriate facility assignment, supervisory approach, housing assignment, accessibility to the community, and program or job placement.

NOTES



Classification Process: Judgment and Commitment Orders

عملية التصنيف:
الأحكام القضائية والأوامر الجنائية

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NOTES



Judgment and Commitment Orders

- No facility can accept an offender without a valid commitment order issued by a competent legal authority
- The order describes the offender by name and includes charges against her



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Judgment and Commitment Orders

Judgment is the conviction of a crime, and a commitment order directs a ministerial officer to take a person to prison.

The commitment order must be in writing and show the authority of the magistrate. It includes the time and place of the order.

The order describes the offender by name and includes the particular crime charged against the offender.

NOTES

KSA Judgment and Commitment Orders

EXERCISE

- Work in groups to answer the following:
 - How and by whom are judgment and commitment orders created?
 - What information in the commitment order is useful to prison officials?
 - Who implements the judgment and commitment order after the judge issues it?



Group work

➔

Report back



15 min.

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Judgment and Commitment Orders	
Duration	15 minutes
Purpose	The purpose of this activity is to understand best practices in the KSA and compare them to those in the U.S. or other countries.
Materials	<ul style="list-style-type: none"> Flipchart Markers
Steps	<ol style="list-style-type: none"> 1. Work in your small group. 2. Answer the three questions listed in the slide. 3. Be prepared to report back. 4. Regroup on the following slide.

NOTES



KSA Judgment and Commitment Orders

REGROUP

Share your answers to the questions with the larger group



35 min.



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KSA Judgment and Commitment Orders

Regroups allow you the opportunity to acknowledge strengths and identify opportunities for improvement, brainstorm ideas, listen to the ideas of others, and examine even the smallest details that could lead to improvement.

NOTES

Classification Process:
Initial External Classification (Intake)

عملية التصنيف:
التصنيف الخارجي الأولي (الإدخال)

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مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



NOTES



Offender Classification: Definition

The ongoing process of collecting and evaluating information about each offender to determine risk and need for appropriate confinement, treatment, programs, and employment assignment.



Offender Classification: Definition

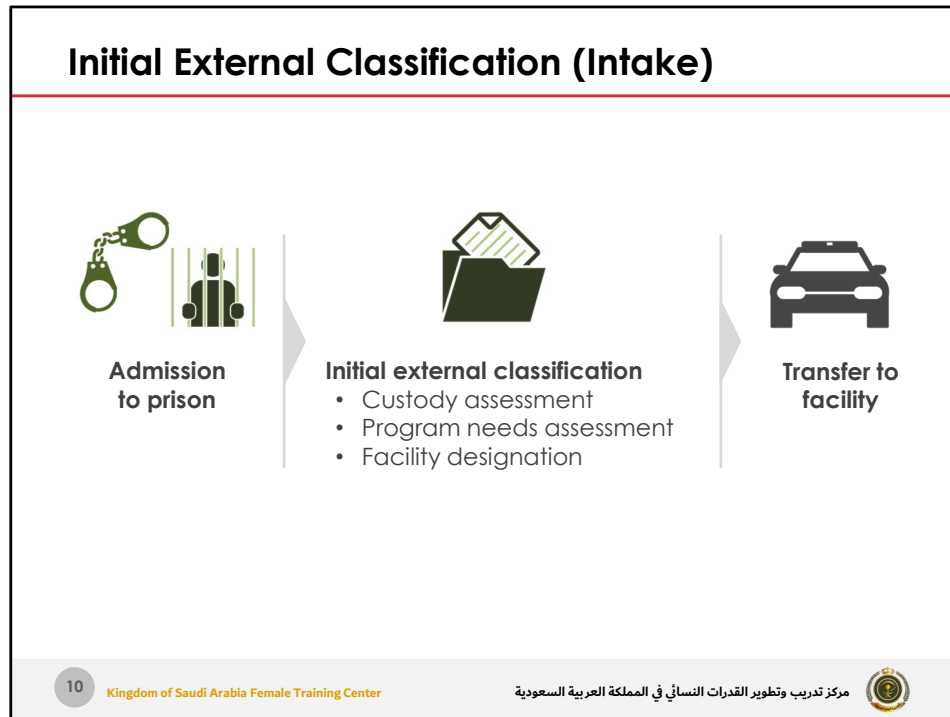
Classification allows prison officials to place offenders into different groups (high, medium, or low security) based on certain established criteria that is applied to facilitate their allocation to a suitable custody and match their risks and needs to an appropriate prison or correctional setting and resources.

The main objective of offender classification systems is to differentiate among offenders who present different security, custody, and treatment needs. These differing needs involve different management and intervention requirements.

NOTES

Horizontal lines for taking notes.





Initial External Classification

Custody assessment: assessment of immediate needs. This step should occur as soon as possible upon admission and before any cell or accommodation assignment within the general prison population. The goal is to identify immediate concerns related to safety and security and any physical and mental health needs.

Collection of information: gathering of reliable information regarding the offender's crime, criminal history, and personal background to conduct a more complete assessment of risks and needs to determine classification and longer-term placement. This step includes official documentation relating to identity and criminal history; it also includes interviewing the offender and, if possible, family members, and others associated with the offender.

Determine initial security level based upon a risk assessment that focuses on factors related to safety and security of offenders and staff, risk of escape, and safety of public in the event of an escape.

Case management planning: the results of these assessments should be used to develop a plan for each offender, including classification and placement.

NOTES



Special Considerations

- Offenders who require protection
- Security threat groups
- Offenders with special needs
 - Age
 - Infirmity
 - Mental illness
 - Other medical or physical health issues



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Special Considerations

Research has identified several factors that are important to consider for the purposes of classification decisions. These include:

- Gender
- Age
- Severity of current offence
- Sentence length
- Criminal history
- Previous involvement in incidents in prison settings
- Level of functioning in the community prior to admission
- Mental, physical, and emotional stability
- History of escape attempts or escape
- Risk to the public in the event of an escape

NOTES



Special Considerations: Women Offenders

U.S.-based research has identified relevant risk factors for women:

- Marital status
- Suicide attempts
- Family structure of the childhood home; childhood abuse, depression
- Physical, mental, sexual abuse
- Substance abuse
- Dysfunctional relationships
- Single parenting and reliance upon public assistance



Offender Classification: Women Offenders

Historically, most classification tools have been developed for and validated on adult men. One concern is that the tools used for classification are not applicable to women because they sometimes result in over-classification whereby women are subjected to higher levels of security than required.

Consequently, drawing on available research evidence regarding the leading factors for both male and female offenders and designing an approach and tools that reflect these differences to ensure proper classification at the lowest security level required is critical.

NOTES

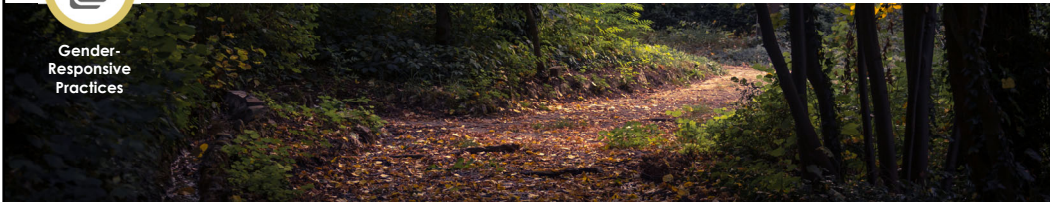


Special Considerations: Gender-Responsive Practices

- The first studies into the nature of female offenders included in-depth, open-ended, or semi-structured interviews with women and girls who had come into the justice system
- Pathways to delinquent or criminal involvement emerged, for example:
 - One tragedy (e.g., abuse) led to another (e.g., mental health problems) that led to self-medication (i.e., substance abuse) that led to being arrested for substance abuse-related crimes



Gender-Responsive Practices



Classification: Gender-Responsive Studies

External evaluations can be done through partnerships with universities or by developing internal research capabilities.

The approach should be based on psychological, educational, or mental health theory and practice.

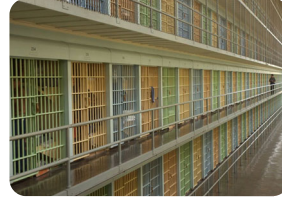
The program should be piloted for a time, allowing the opportunity for start-up problems to be resolved and for participants to implement the program with reliability in the outcomes.

NOTES



Types of Facilities in the U.S.

- Custody levels are based on the level of security and control that exists within a prison or within different parts of the prison
 - ✓ A high- or maximum-security prison has significant physical, procedural, and dynamic security in place
 - ✓ A low- or minimum-security facility may have no perimeter fencing, no locks on cell or room doors, and communal housing



Types of Facilities in the U.S.

Minimum-security institutions have dormitory housing, a low staff-to-offender ratio and limited or no perimeter fencing. These institutions are work- and program-oriented.

Low-security institutions have double-fenced perimeters, mostly dormitory or cubicle housing, and work and program components. The staff-to-offender ratio is higher than in minimum-security.

Medium-security institutions have strengthened perimeters (often double fences with electronic detection systems), mostly cell-type housing, a variety of work and treatment programs, a higher staff-to-offender ratio, and greater internal controls.

High-security institutions have highly secured perimeters (featuring walls or reinforced fences), multiple- and single-occupant cell housing, the highest staff- to-offender ratio, and close control of offender movement.

Administrative facilities are institutions with special missions, such as the detention of pretrial offenders, treatment of offenders with serious or chronic medical problems, or containment of extremely dangerous, violent, or escape-prone offenders. Most are capable of holding offenders in all security categories.

NOTES



Classifying Offenders

EXERCISE

- Read the Worksheet: Scenarios
 - Perform a custody assessment of the two women—including immediate concerns related to safety and security and any physical and mental health needs
 - Determine initial security level based on factors related to safety and security of offenders and staff, risk of escape, and safety of public in the event of an escape



SCENARIOS



20 min.

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Classifying Offenders

Duration	20 minutes
Purpose	The purpose of this activity is to determine the best classification for two offenders, given their different histories.
Materials	<ul style="list-style-type: none"> • Flipchart • Markers
Steps	<ol style="list-style-type: none"> 1. Work in your small group. 2. Read the scenario. 3. Perform a custody assessment of the two women—including immediate concerns related to safety and security and any physical and mental health needs. 4. Determine initial security level for both women based on factors related to safety and security of offenders and staff, risk of escape, and safety of public in the event of an escape. 5. Regroup on the following slide.

NOTES



Classifying Offenders

REGROUP

Share your answers with the larger group



35 min.



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Classifying Offenders

Regroups allow you the opportunity to acknowledge strengths and identify opportunities for improvement, brainstorm ideas, listen to the ideas of others, and examine even the smallest details that could lead to improvement.

NOTES



Classification Process: Internal Classification and Reclassification

عملية التصنيف:
التصنيف الداخلي وإعادة التصنيف

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NOTES



Initial Internal Classification



- Housing assignment
- Program assignment
- Work assignment



Transfer to designated housing area



Initial Internal Classification

Internal classification systems are designed to complement the external systems. When an offender arrives at the facility, the internal classification staff will determine her housing unit and cell, facility program needs, and work assignment.

The task of an internal system is to devise appropriate housing plans and program interventions within a particular facility for offenders who share a common custody level (minimum, medium, close, or maximum).

NOTES



Internal Reclassification

- Programs
- Facility
- Housing
- Community
- Work



Internal Reclassification

The reclassification process places great emphasis on the offender's institutional behavior, adjustment, and any disciplinary incidents while incarcerated.

Benefits of reclassification include:

- Determines whether offenders are progressing in terms of behavior
- Provides offenders the opportunity to improve so they can progress to a lower-custody institution

A growing body of evidence suggests that well-designed programs can meaningfully encourage rehabilitation and reduce recidivism. The programs that have a particularly strong positive effect on prison misconduct are work, cognitive-behavioral therapy, and prison visitation programs.

NOTES



Classification versus Reclassification

- The process of initially classifying offenders upon admission is separate from the process of reassessing their classification at regular intervals during a sentence
- The goal of a reassessment is to allow for a progression through the prison system toward a less restrictive regime in order to foster the rehabilitation of offenders

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Classification versus Reclassification

By focusing on the offender's conduct and progress while incarcerated, the reclassification process acknowledges that offenders' risks and needs are not static and may change over time.

NOTES



Internal Classification

EXERCISE

- Refer to the Worksheet: Scenarios that you completed in the previous exercise
 - Determine the housing assignment for both women
 - Determine programming assignment
 - Determine work assignment



SCENARIOS



20 min.

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Internal Classification

Duration	20 minutes
Purpose	The purpose of this activity is to determine the best internal classification for two offenders, given their different histories.
Materials	<ul style="list-style-type: none"> • Flipchart • Markers
Steps	<ol style="list-style-type: none"> 1. Work in your small group. 2. Read the scenario. 3. Perform an internal assessment of the two women—including determining housing, programming, and work assignments. 4. Regroup on the following slide.

NOTES



Classifying Offenders

REGROUP

Share your answers with the larger group



35 min.



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Classifying Offenders

Regroups allow you the opportunity to acknowledge strengths and identify opportunities for improvement, brainstorm ideas, listen to the ideas of others, and examine even the smallest details that could lead to improvement.

NOTES



Getting the Right Classification System

الحصول على نظام التصنيف الصحيح

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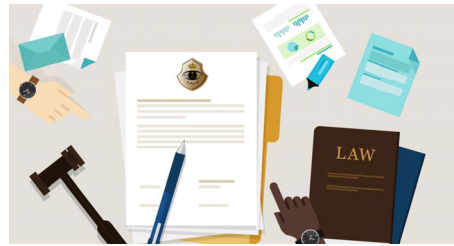


NOTES



Classification System

- A well-designed and managed classification process is a cornerstone of an effective prison system, fundamental to the:
 - ✓ Protection of human rights
 - ✓ Ability to individualize case and sentence planning
 - ✓ Efficient use of limited correctional resources



Classification System

A transparent classification system with regular periods of review is a critical element to assist decision makers in determining the minimum security requirements necessary to manage individuals awaiting trial. Similarly, such a system ensures that offenders who have been convicted and sentenced are managed in the lowest security level consistent with ensuring protection of offenders, staff, and the public.

Offender classification has evolved to the current model of risk-need-responsivity, which uses three principles for assessing offenders:

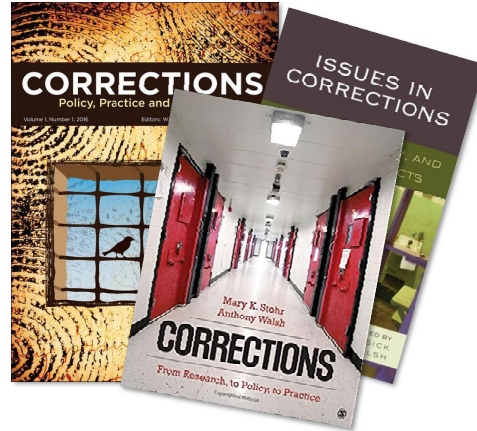
- The risk principle maintains that supervision and treatment levels should match an offender’s level of risk—low-risk offenders should receive less supervision and fewer services than higher-risk offenders.
- The need principle maintains that treatment should target an offender’s dynamic risk factors to reduce her probability of recidivism and promote social reintegration.
- The responsivity principle maintains that treatment interventions should use cognitive social learning strategies and be tailored to an offender’s specific characteristics that promote successful program outcomes.

NOTES



Evidence-Based Practices

Research-based and replicable practices that lead to improved correctional outcomes, such as safe facility operations, institutional safety, rehabilitation of offenders, and increased public safety.



EVIDENCE-BASED PRACTICES



Evidence-Based Practices

Evidence-based practice is an informed strategy of correctional assessment and programming that responds to offender risk, need, and responsivity to manage risk.

The fields of medicine, education, child welfare, mental health, probation, and corrections have been influenced by evidence-based practices. These practices are a set of guidelines—based upon rigorous research, evaluations, and meta-analysis—that have proved effective in improving decision making and outcomes.

NOTES

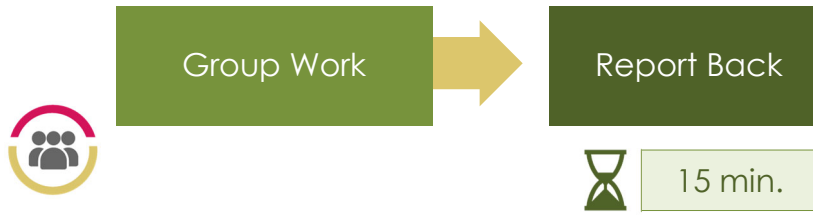
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Effective Classification Systems

EXERCISE

- Working with your group:
 - ✓ Describe at least 4 benefits of an effective classification system
 - ✓ Describe the benefits of reclassification
 - ✓ Describe problems that can occur in a prison that does not follow a classification system
 - ✓ Describe problems that can occur with over-classification of offenders



The Benefits of Offender Classification System

Duration	15 minutes
Purpose	The purpose of this final activity is to test participants' knowledge and thoughts on topics covered in this module.
Materials	<ul style="list-style-type: none"> • Flipchart • Markers
Steps	<ol style="list-style-type: none"> 1. Brainstorm within your group and provide a coordinated response to the following statements: <ul style="list-style-type: none"> • Describe at least 4 benefits of an effective classification system. • Describe the benefits of reclassification. • Describe problems that can occur in a prison that does not follow a classification system. • Describe problems that can occur with over-classification of offenders. 2. Regroup on the following slide.

NOTES



Effective Classification Systems

REGROUP

Share your answers with the larger group



35 min.



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Effective Classification Systems

Regroups allow you the opportunity to acknowledge strengths and identify opportunities for improvement, brainstorm ideas, listen to the ideas of others, and examine even the smallest details that could lead to improvement.

NOTES



Summary

Topics

- ✓ Classification process: judgment and commitment orders
- ✓ Initial external classification
- ✓ Internal classification and reclassification
- ✓ Getting the right classification system

Knowledge Check

In your group, answer the following:

- What is the most important point you learned today?
- What point remains least clear to you?



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Quiz

1. Review notes from previous session.
2. Work with your group to respond.

NOTES

Initial External Classification



Initial External Classification

Purpose: The purpose of this module is for participants to gain more in depth knowledge on the purpose, process, and benefits of an efficient, standardized external classification system.

Activities:

- Initial External Classification in the KSA (20 min.)
- Determining Major Predictive Risks (20 min.)
- Women-Specific Risk Factors (20 min.)
- Vulnerable Populations (15 min.)
- Classifying Offenders (30 min.)

Estimated Time: 1 day (4.5 hours)

NOTES

Learning Objectives



- Describe the four steps involved in external classification



- Determine risks that will help influence offender housing



- Describe the three criteria for classification



- Determine how risk factors for women is similar to and different from that for men
- Classify offenders using a custody scoring system

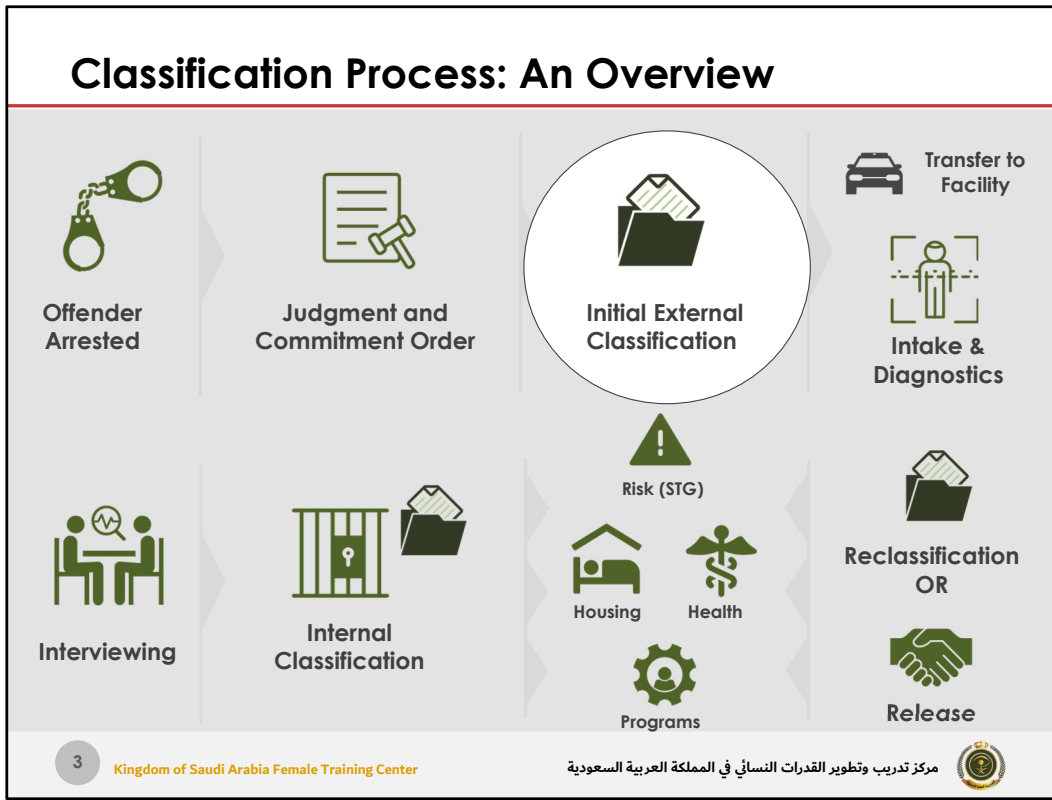


Learning Objectives

These learning objectives are the essential steps to reaching the goal of the course—understanding the importance of a systematic offender classification process and each part of the process from the time the person is arrested until she or he is reclassified or released.

NOTES





Classification Process: An Overview

Each step of the classification process builds upon the other. The previous module provided an overview of the process, concentrating on the judgment and commitment order. This module goes into more detail on the initial external classification, explaining how the assessment works to determine the level of security and type of facility for the offender.

NOTES



REVIEW: Initial External Classification

External Classification: uses risk and policy factors to determine an offender's custody level, which influences the facility at which the offender will be housed



Admission to prison



Initial external classification

- Custody assessment
- Information/intelligence gathered
- Program needs assessment
- Facility designation



Transfer to facility



Initial External Classification

The external classification is designed to determine an offender's custody level, which influences the facility at which the offender will be housed. Risk and policy factors are used to make the determination.

The risk component of the external classification system focuses on the offender's offense and other risk factors associated with prison conduct.

Policy factors are not predictive of actual risk but do reflect the risk to the facility if higher risk offenders are housed in lower custody levels.

NOTES



Initial External Classification in the KSA

EXERCISE

- Work in your small groups
- Assume that you and your group members are the external assessment team in the KSA
- On a flipchart, develop a list of risks you and your team think will help predict future behavior and, thereby, influence the type of facility to send the offender



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Initial External Classification in the KSA

Duration	20 minutes
Purpose	The purpose of this exercise is have participants begin to brainstorm how predictive risks influence the type of facility an offender should be delegated.
Materials	<ul style="list-style-type: none"> • Flipchart • Markers
Steps	<ol style="list-style-type: none"> 1. Work in your small groups. 2. Assume that you and your group members are the external assessment team. 3. Create a list of risks (as many as you can think of) that most likely predict future behavior and influence the type of facility to which you will send the offender. 4. Be prepared to share your list, explain why you chose the risk and why it will influence the type of facility.

NOTES



Initial External Classification in the KSA

- Use both **static** risk factors (e.g., offender's criminal history) and **dynamic** factors (e.g., institutional disciplinary record)
- The process results in a custody designation, which influences the security level of the facility to which the offender will be housed

REGROUP

25 min.

EXTERNAL CLASSIFICATION CHECKLIST

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Initial External Classification

Regroups allow you the opportunity to acknowledge strengths and identify opportunities for improvement, brainstorm ideas, listen to the ideas of others, and examine even the smallest details that could lead to improvement.

NOTES



Discussion: Predictive Behavior

- Factors considered predictive of offender behavior:
 - ✓ Current age
 - ✓ Gender
 - ✓ History of violence
 - ✓ History of mental illness
 - ✓ Gang membership
 - ✓ Program participation
 - ✓ Recent disciplinary actions



Discussion: Predictive Behavior

- **Current age:** older prisoners are less involved in misconduct
- **Gender:** Females are less involved in violent incidents
- **History of violence:** Offenders with a recent history of violence are more likely to continue that behavior
- **History of mental illness:** Offenders with histories of mental illness are more likely to be involved in misconduct
- **Gang membership:** Gang members are more likely to be involved in all forms of misconduct
- **Program participation:** Offenders who are either not involved in or who have not completed programs are more likely to be involved in all forms of misconduct
- **Recent disciplinary actions:** Offenders who have been recently (past 12 months) involved in misconduct are more likely to continue to be involved in future disruptive behavior

NOTES



Four Major Predictive Risk Factors

Risk	Indicators
History of antisocial behavior	✓ Being arrested at a young age & a large number of offenses
Antisocial personality pattern	✓ Involved in generalized trouble & restlessly aggressive
Antisocial cognition	✓ Identifying with criminals, negative attitudes toward the law and justice system
Antisocial associates	✓ Association with other criminals and dissociation from non-criminals



Four Major Predictive Risk Factors

The Risk-Needs-Responsivity (RNR) model has become the dominant paradigm in risk and needs assessment. The RNR model incorporates evidence-based practices for reducing recidivism. According to this model, these are the four major risk factors for predicting criminal behavior.

It is important to note that an offender's assessment and classification should never be based solely on the offense of which he or she is accused or convicted or the length of the sentence. Likewise, it is not the antisocial behavior displayed for this one latest offense that should be considered; it is a history of antisocial behavior that is correlated with the risk of future offending.

NOTES



Determining Major Predictive Risks

EXERCISE

- Continue to assume that you and your group members are the external assessment team in the KSA
- On a flipchart, develop a list of the top **four** predictive risk factors and be prepared to explain why you selected these four



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Determining Major Predictive Risks

Duration	20 minutes
Purpose	The purpose of this exercise is brainstorm and determine the major predictive risks in the KSA.
Materials	<ul style="list-style-type: none"> • Pens • Pads
Steps	<ol style="list-style-type: none"> 1. Work in your small groups. 2. Continue to assume that you and your group members are the external assessment team. 3. Brainstorm among yourselves and reach a consensus on the four major predictive risks in the KSA. 4. Be prepared to present to the class and to collaborate with the other groups

NOTES



Determining Major Predictive Risks

- Top four predictive risk factors?
- Why these four?
- Do all groups agree?
- Why or why not?
- Can you reach a consensus?

REGROUP



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Determining Major Predictive Risks

Regroups allow you the opportunity to acknowledge strengths and identify opportunities for improvement, brainstorm ideas, listen to the ideas of others, and examine even the smallest details that could lead to improvement.

NOTES



Classification Criteria/Custody Scoring

Risk Factors

- History of institutional violence
- Severity of current offense
- Severity of past convictions
- Escape history

Other Considerations

- Alcohol and drug abuse
- Current or pending detainers
- Number of prior felony convictions
- Stability factors (e.g. mental health)
- Time to be served



U.S.-BASED
CLASSIFICATION CRITERIA



Classification Criteria/Custody Scoring

Frequency, recentness, and severity of past behavior are strong indicators of future similar behavior. Therefore, the first four risk factors determine whether the offender should be placed automatically in close custody.

The other five risk factors are also considered in the custody assessment. Stability factors should be scored to determine appropriateness of any overrides and determine progress during reclassification.

Close custody is used in some systems to indicate closer supervision locally. Initial designations designate the security level (high, medium, low, minimum) and a custody level (MAX, IN, OUT). Security level is what level prison to send them to; custody is what internal procedures you need to watch them closer.

NOTES



Women-Specific Risk Factors

EXERCISE

- Work in your small groups to respond to the following:
 - ✓ **Problem statement:** Most assessment tools have been designed to predict risk factors by men and do not account for women-specific factors.
 - ✓ Determine how the risk factors for women are the same as for men and how they are different.



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Women-Specific Risk Factors

Duration	20 minutes
Purpose	The purpose of this exercise is consider everything discussed to this point about risk factors and then determine how the risk factors for women are the same as for the men and how they are different.
Materials	<ul style="list-style-type: none"> • Pens • Pads
Steps	<ol style="list-style-type: none"> 1. Work in your small groups. 2. Reflect on everything discussed to this point about risk factors. 3. Think about the offenders in your prison and in your experience and determine how the risk factors for these women are the same as for the men and how they are different. 4. Be prepared to present to the class.

NOTES



Women-Specific Risk Factors

REGROUP

How are the risk factors for women the same as for men?

How are they different?

Should the classification criteria be different for women in order to support Mandela Rules regarding classification of offenders?



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Women-Specific Risk Factors

Regroups allow you the opportunity to acknowledge strengths and identify opportunities for improvement, brainstorm ideas, listen to the ideas of others, and examine even the smallest details that could lead to improvement.

NOTES

Horizontal lines for taking notes.





Relevant Mandela Rules #93

Initial External Classification

The purposes of classification shall be:

- ✓ To separate from others those prisoners who, by reason of their criminal records or characters, are likely to exercise a bad influence
- ✓ To divide the prisoners into classes in order to facilitate their treatment with a view to their social rehabilitation

So far as possible, separate prisons or separate sections of a prison shall be used for the treatment of different classes of prisoners



Relevant Mandela Rules

Review Mandela Rule #93 regarding the purpose of classification.

NOTES





Relevant Mandela Rules

#89.2

Initial External Classification

Not all prisons need to provide the same degree of security for every group. It is desirable to provide varying degrees of security according to the needs of different groups. Open prisons, by the very fact that they provide no physical security against escape but rely on the self-discipline of the offenders, provide the conditions most favorable to the rehabilitation of carefully selected prisoners.

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Relevant Mandela Rules

Review Mandela Rule #89.2 regarding the security considerations in classifying offenders. This will be discussed in greater detail later in the course.


NOTES



Vulnerable Populations/Special Considerations

EXERCISE


As a group, use flipcharts or whiteboard to identify all the populations considered to be vulnerable offenders



Brainstorm


➔

Report back



10-15 min.

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Vulnerable Populations/Special Considerations	
Duration	10 -15 minutes
Purpose	The purpose of this exercise is think of populations in their facility that may be considered vulnerable and how classification impacts their level of vulnerability.
Materials	Flipchart/markers
Steps	<ol style="list-style-type: none"> 1. Work in your small group. 2. Brainstorm with your group populations that may be deemed vulnerable in your facility. 3. Discuss within your group how classification impacts their level of vulnerability and steps that can be taken to reduce their vulnerability. 4. Be prepared to share with the class.

NOTES



Vulnerable Populations/Special Considerations

REGROUP

- Why are these groups vulnerable?
- How does the vulnerability affect the initial classification process?
- How does KSA handle these vulnerabilities?



Vulnerable Populations/Special Considerations

Regroups allow you the opportunity to acknowledge strengths and identify opportunities for improvement, brainstorm ideas, listen to the ideas of others, and examine even the smallest details that could lead to improvement.

NOTES



Special Consideration: Human Trafficking

Human trafficking: the trade of humans for the purpose of forced labor, sexual slavery, or commercial sexual exploitation for the trafficker or others. Human trafficking can occur within a country or transnationally and is internationally recognized as a major human rights issue.

Identification - Prioritization - Treatment & Assistance



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Special Consideration: Human Trafficking

Like drug and arms trafficking, human trafficking is a market-driven criminal industry based on the principles of supply and demand. No country is exempt from this illicit enterprise.

The UN defines Trafficking in Persons as having three elements:

1. **The Act** (What is done)

Recruitment, transportation, transfer, harboring, or receipt of persons

2. **The Means** (How it is done)

Threat or use of force, coercion, abduction, fraud, deception, abuse of power or vulnerability, or giving payments or benefits to a person in control of the victim

3. **The Purpose** (Why it is done)

For the purpose of exploitation, which includes exploiting the prostitution of others, sexual exploitation, forced labor, slavery or similar practices, and the removal of organs

NOTES



Human Trafficking: Identification

- Correctional staff must understand the characteristics of a trafficking victim, even if the victim was classified and sentenced under a different offense.
- What type of violations could bring victims of trafficking to prison?
- How and when could a corrections officer find evidence of trafficking?



Human Trafficking: Identification

If not detected during initial classification, intake screening is a viable opportunity to assess the potential for an offender to be a victim of human trafficking.

Take notes on what types of violations could bring in victims of trafficking to your prison and how and when you could detect signs of trafficking in persons.

NOTES



Human Trafficking: Prioritization

Prison agencies should prioritize the identification of human trafficking victims and provide beneficial treatment while incarcerated.

What processes can help identify victims?

- External classification process
- Intake screening process
- Internal classification process
- Information gathering from:
 - ✓ Intelligence sources
 - ✓ Outside agencies, etc.



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Human Trafficking: Prioritization

Does your facility have a process to identify victims of human trafficking?

Does your facility provide treatment services?

What are the potential complications when identifying victims?

NOTES

Human Trafficking: Best Practices

- ✓ Prison policy/procedure on how to handle victims of trafficking crime
- ✓ Provide medical care, psychological care, group therapy, or other types of prison-based treatment
- ✓ Mandatory staff training on how to identify trafficking victims, appropriate resources, and treatment
- ✓ Facilities should provide well-documented treatment of victims/survivors
- ✓ Notify outside law enforcement if a new victim is identified internally

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Human Trafficking: Best Practices

Discuss whether these best practices are in place at your facility.

What are some of the challenges that might arise implementing these practices?

NOTES



Classifying Offenders

EXERCISE

- Write a profile for a typical offender in your prison system to include type of conviction, history of convictions, escape history, drug or alcohol abuse, age, and disciplinary history
- Exchange your profile with another group
- Classify the offender on the profile you just received



Classifying Offenders	
Duration	30 minutes
Purpose	The purpose of this exercise is have participants incorporate everything they have learned in this module into an activity that is relevant. Activities such as this encourage deeper thinking and help retain the information learned.
Materials	<ul style="list-style-type: none"> • Pens • Pads
Steps	<ol style="list-style-type: none"> 1. Work in your group. 2. Write a profile for an offender in your prison system. The profile must include type of conviction, history of convictions, escape history, drug or alcohol abuse, age, and disciplinary history (factors listed in Section B of the classification worksheet). 3. Exchange your profile with another group. 4. Classify the offender whose profile you received (Section B of the worksheet). 5. REGROUP on the next slide.

NOTES



Classifying Offenders

Profile and Classification

REGROUP

- ✓ Type of conviction
- ✓ History of convictions
- ✓ Escape history
- ✓ Drug or alcohol abuse
- ✓ Age
- ✓ Disciplinary history



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Classifying Offenders Regroup

Regroups allow you the opportunity to acknowledge strengths and identify opportunities for improvement, brainstorm ideas, listen to the ideas of others, and examine even the smallest details that could lead to improvement.

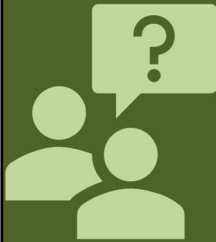
NOTES



Summary

Topics

- ✓ Initial external classification
- ✓ Classification criteria
- ✓ Custody scoring system
- ✓ Classification of vulnerable populations, including survivors of human trafficking



Knowledge Check

In your group, answer the following:

- What is the most important point you learned today?
- What point remains least clear to you?

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Quiz

1. Review notes from previous session.
2. Work with your group to respond.

NOTES



Offender Intake and Diagnostics



PRISON INTAKE AND DIAGNOSTICS

Purpose: The purpose of this module is to examine best practices in performing offender intake and diagnostics.

Activities:

- Intake Screening Process (30 min.)
- Intake and Screening Interviews (Role-Play)(30 min.)
- Discussion of Orientation Process

Estimated Time: 1 day (4.5 hours)

NOTES

Learning Objectives

- Identify the benefits of developing and utilizing a secure and standardized process for receiving the offender into a designated prison
- Describe essential components in a standard intake process
- Select best practices to create an intake form checklist for the KSA
- Create offender profiles as part of intake processing

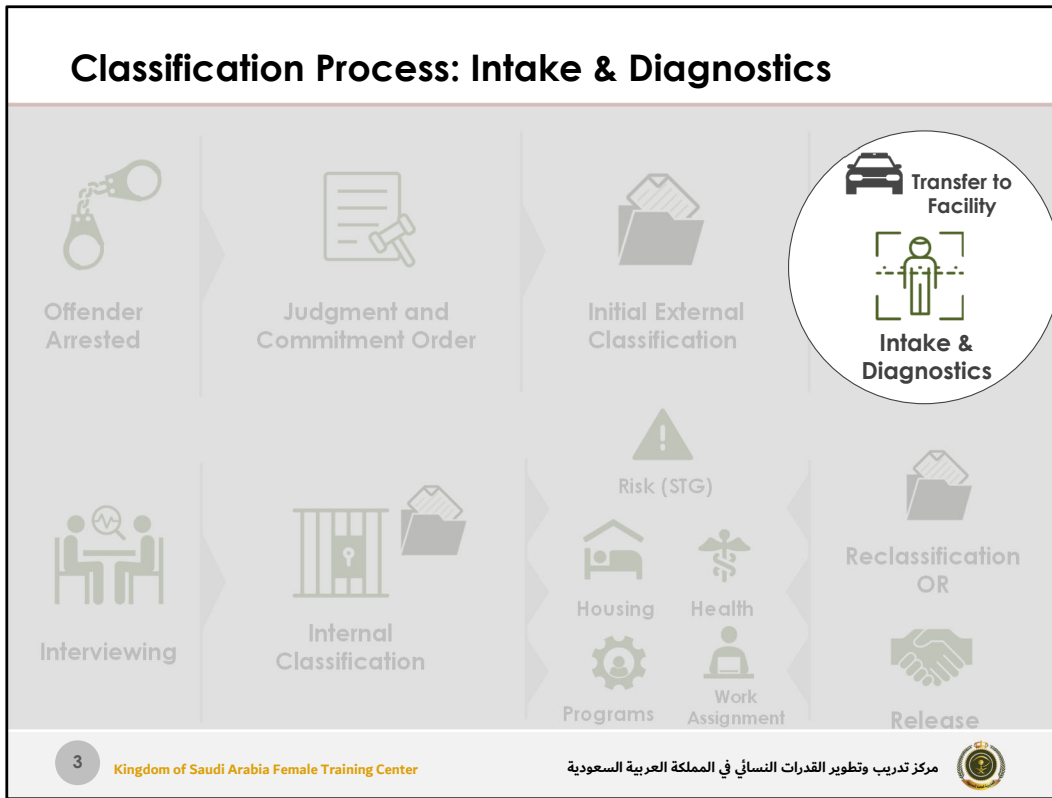
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Learning Objectives

These learning objectives are the essential steps to reaching the goal of the course—understanding the importance of a systematic offender classification process and each part of the process from the time the person is arrested until she or he is reclassified or released.

NOTES





NOTES



Benefits for a Standard & Safe Intake Process

- A standard, safe process for receiving the offender into the correctional system ensures:
 - ✓ Fairness
 - ✓ Proportionality
 - ✓ Consistency
 - ✓ Opportunity



Benefits of Standard and Safe Intake Process

With many prison systems facing increased demand and decreased resources, the benefits are great for an offender intake system that will facilitate and expedite appropriate custody, housing, and programming decisions in a safe, reliable, and standardized manner.

This standardized process:

- Ensures that the offender is properly committed with appropriate documentation
- Ensures that identification procedures are completed—i.e., photographs, fingerprints, and identifying marks
- Provides a quarantine period to permit medical/dental/psychological exams and recommendations for treatment
- Introduces offenders to policies, rules, regulations, and types of programs available
- Ensures a system that adheres to the principle of fairness and dignity
- Strives to balance objectives of treating like offenders the same

NOTES



Receiving & Processing in KSA

- Does your organization have a system for receiving and processing offenders?
- Do you think a standardized system is important? Why or why not?
- What obstacles do you see for such a system?



10 MINUTES

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Receiving and Processing in KSA

Intake facilities provide a core set of offender intake functions, including:

- Identifying the offender
- Developing the offender's record
- Conducting medical and mental health assessments
- Determining the offender's threat to public safety and his or her security requirements
- Identifying security threat group members
- Identifying sex offenders, sexual predators, and vulnerable offenders

NOTES



Transfer to Facility



Secure Bus: Armed escort (prison staff, law enforcement staff, military escort, private company)

Secure Van: Armed escort (prison staff, law enforcement staff, military escort)


Self-Surrender: Must arrive at a pre-designated day and time

Airlift: Airplane or helicopter

Transfer to facility

How do offenders arrive at your KSA facility? Who is responsible for their intake?

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Transfer to Facility

Offenders arrive at the facility either as a self-surrender or in custody of the law enforcement.

Once there, they follow a standardized procedure that includes meeting with officials from various departments to conduct admission and orientation interviews.

NOTES



Intake & Diagnostics: Prisoner Identification



- Verification of identity through whatever means possible—fingerprints/photographs
- Searches (tattoos, marks, scars, personal property, and clothing/shoes, etc.)
- Crosscheck with other law enforcement organizations
- Inventory of personal items
- Issuance of departmental property

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Prison Identification and Verification

When offenders are brought to the facility, they are photographed, fingerprinted, and palm printed. Each offender is assigned an identification number, and an identification card is prepared. Offenders are provided state-issued clothing as well as toiletries such as deodorant, soap, and toothpaste.

This is also the time that an offender's affiliation with security threat groups is identified.

- Does your facility take photographs and fingerprints?
- Does your facility check for security threat groups?
- Does your facility systematically search for tattoos, scars, etc. to check for security issues? Does it systematically search offender property?
- Does your facility have external and internal databases to crosscheck information about offenders?
- Does your facility limit what offenders can retain at intake? Is offender property inventoried? Is departmental property, including hygiene items, issued to offenders upon entry into a facility?

NOTES



Global Challenge: Excessive Personal Property

- Do you have an offender property system?
- How do you determine what an offender can keep?
- What do you do with unallowable or excess property?



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Excessive Personal Property

Offenders bringing in excessive personal property is a global challenge for prison officials.

Corrections facilities should immediately contact verified family members, if possible, to collect any property as soon as intake begins so there is no storing of excess.

When unauthorized property is brought with the offender and gets through to Intake, the offender must provide an address to send it to or it is destroyed. Intake should also include metal detection and x-ray capability should an offender have contraband inside her body cavities.

Does KSA have limitations on offender property, including safety and security and manageable amounts?

NOTES



Pre-Screening Procedures

- Information on offender needed in advance:
 - ✓ Charges
 - ✓ Sentence
 - ✓ Identifiers
 - ✓ Demographics
 - ✓ Security issues
 - ✓ Special measures



Classification: Pre-Screening Procedures

The following prison staff should be informed before the offender arrives:

- Intelligence staff should review any advance intelligence/information/documentation they receive or can gather
- Security staff should be aware of any issues before arrival and be able to manage the offender effectively
- Case workers should review documentation to identify potential separation issues, co-conspirators, sentencing errors, etc.


NOTES



Intake Screening Process

EXERCISE

- Review U.S. and KSA checklists
- Create a new checklist that incorporates best practices (from U.S. and KSA checklists and your own knowledge)
- Be prepared to explain your checklist and why you think it incorporates **the** best practices




INTAKE CHECKLIST

Create checklist

➔


Explain your checklist



30 min.

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Intake Screening Process	
Duration	30 minutes
Purpose	The purpose of this exercise is have participants review options for the intake screening process and select what they consider to work the best for their facilities.
Materials	<ul style="list-style-type: none"> • Flipchart • Markers
Steps	<ol style="list-style-type: none"> 1. Work in your small groups. 2. As a team, review the U.S. intake screening checklist and the KSA screening checklist and select all the best practices you believe will work best for your facility. 3. ADD any additional ideas from your own knowledge and experience that will improve the process in your facility. 4. Be prepared to share your checklist and explain why you selected what you did.

NOTES



Intake Screening Process

REGROUP

Compare and contrast

U.S. Checklist

KSA Checklist

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Intake Screening Process

Regroups allow you the opportunity to acknowledge strengths and identify opportunities for improvement, brainstorm ideas, listen to the ideas of others, and examine even the smallest details that could lead to improvement.

NOTES



ROLE PLAY:
Intake & Diagnostics

لعب الأدوار:
التشخيص والادخال

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NOTES



Privacy and Safety

THINK ABOUT

- The screenings will involve sensitive information; how do you ensure absolute privacy?
- What if there are issues related to immediate restricted housing but no threat assessment has been conducted?
- If the need arises, how do you make sure the offender will not be harmed, harm others, or harm herself before she is released to the general population?

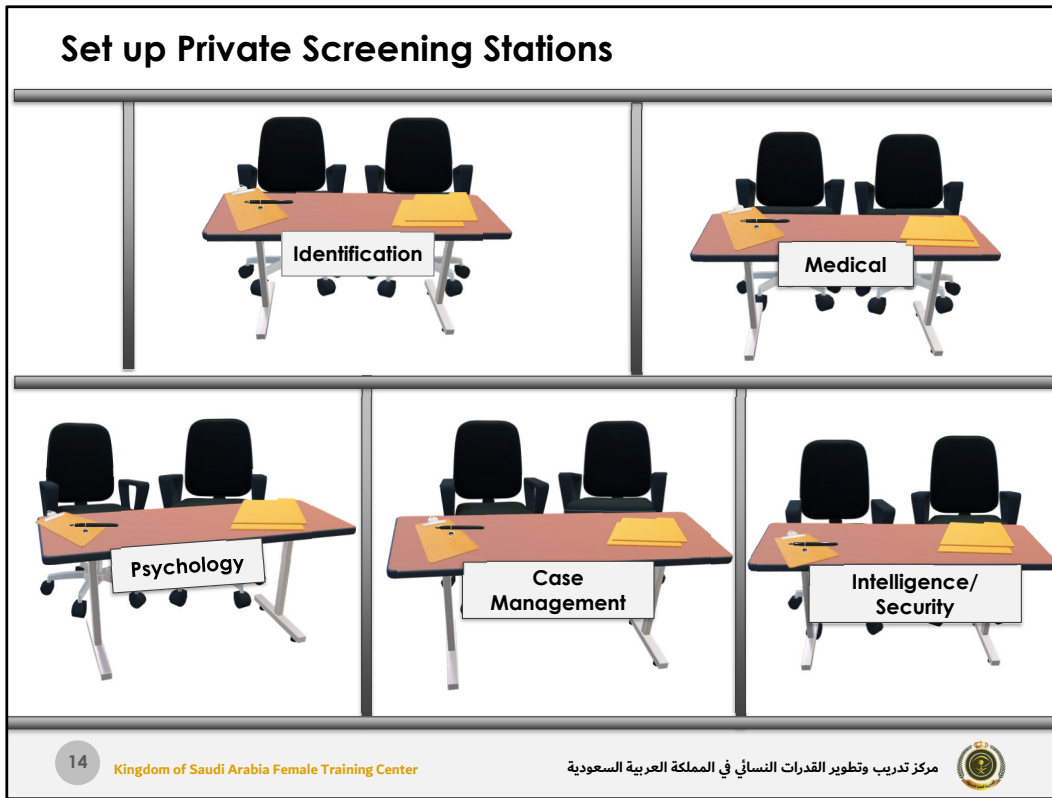


Privacy and Safety

Any record that contains clinical, social, financial, or other data on an offender should be treated in a strictly confidential manner and protected from loss, tampering, alteration, destruction, unauthorized duplication, and unauthorized or inadvertent disclosure of information.

NOTES





Set up Private Screening Stations

Work together to set up private screening stations.
Create Arabic/English signs for each station.

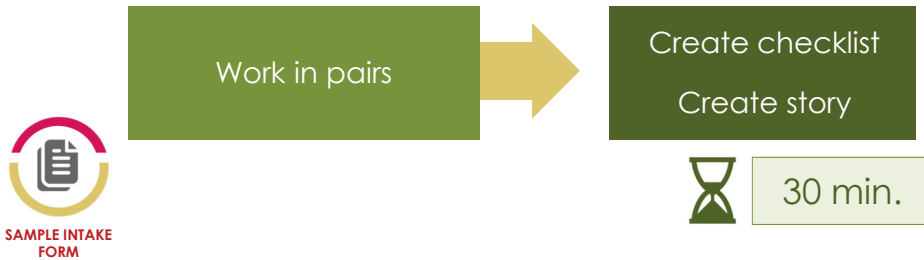
NOTES



Intake Screening Interviews

EXERCISE

- Two participants are interviewers
- One participant is an offender, and one participant is a corrections officer
- Each offender has an assigned category (security, case management, medical, psychology, intelligence)
- The offender and corrections officer create backstories
- Interviewers create intake form checklist



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Intake Screening Interviews


Duration	30 minutes
Purpose	In this activity, participants will work in groups to role-play interviewers, offenders, and corrections officers. They will develop intake checklists and create backstories.
Materials	<ul style="list-style-type: none"> ▪ Classification Worksheet ▪ Note pad ▪ Pen
Steps	<ol style="list-style-type: none"> 1. Each group will write a profile for an offender in its prison system. Profile must include type of conviction, history of convictions, escape history, drug or alcohol abuse, age, and disciplinary history (factors listed in Section B of the classification worksheet). 2. Groups will then exchange their profiles. 3. The groups will classify the offender whose profile they received (Section B of the worksheet)

NOTES




Roles for Participants


2 participants at each station = 10 total



1 supervisor/facilitator



7 guards with 8 offenders = 15 total



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Roles for Participants

Choose the role you want to play in the intake scenario and role play.

NOTES



Create Intake Forms

- **Identification** (fingerprints/photos & intake of clothing, hygiene, distribution of uniform)
- **Medical screener** (pathogen conditions, general health, dental, age-related issues, medicines, chronic conditions, appropriate for this prison based on medical assets available)
- **Intelligence/security screener** (security threat groups, terrorist links, discipline issues, cooperator, hideout, separation based on prior conflict/assault, appropriate for this prison based on security concerns, etc.)
- **Psychology screener** (mental health, medication issues, suicide prevention, prior assault victim, appropriate for this prison based on mental health status, etc.)
- **Case management screener** (current case, prior crimes, release dates, sentence information, family ties, visitation lists, education background, programming review/needs, etc.)

Create Intake Forms

Work together to create intake forms for the following screening stations:

- Identification
- Medical screener
- Intelligence/security screener
- Psychology screener
- Case management screener

NOTES



Create Offender Profiles

Age: 28 years old
Country: KSA
Offense: Moral Crimes



OFFENDER PROFILES

Age: 60 years old
Country: Kenya
Offense: Stealing



NOTES



Offender Profiles

Age: 25 years old
Country: Philippines
Offense: Drugs
Possession/Use



OFFENDER PROFILES


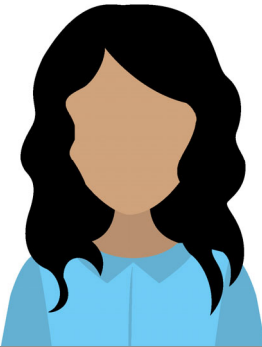
Age: 40 years old
Country: KSA
Offense: Credit Card Fraud




NOTES




Offender Profiles

<p>Age: 30 years old Country: Yemen Offense: Terrorism</p> 	<p>Age: 28 years old Country: United States Offense: Assault with Weapon</p> 
---	--


OFFENDER PROFILES

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NOTES



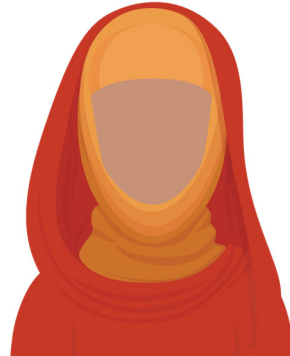
Offender Profiles

Age: 17 years old
 Country: Thailand
 Offense: Drugs (potentially has been trafficked)



OFFENDER PROFILES

Age: 25 years old
 Country: Bangladesh
 Offense: No Visa



NOTES

Intake Screening Interviews

REGROUP

- Did the secrets get discovered?
- Were the proper questions asked?
- Did the interviewer gain a rapport with the offender?



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Intake Screening Interviews

Take notes on how the interviews were conducted.

Did you learn anything new?

What would you do differently?

NOTES



Admissions and Orientation Process:



Orientation

- Prison rules and regulations
- Offender rights and obligations
- Other matters that enable offender to adapt to life within the prison



Admission and Orientation Process

Offenders should be required to attend an orientation that includes information on reception center processing, the classification process, rules and regulations, fire safety, and the disciplinary process. Offenders should also be educated on available treatment and counseling options. In addition, offenders identified as foreign nationals shall be provided with information on how to contact their foreign consulate.

NOTES



Prison Orientation Process



- The discipline system is outlined and discussed with the offenders
- Inform them of charges, sanctions, and how discipline affects both staff and offenders
- Local policies and procedures clarified:
 - ✓ Feeding
 - ✓ Telephone procedures
 - ✓ Visiting procedures
 - ✓ Grievance procedures
 - ✓ Movement



Prison Orientation Process

What is the orientation process at your facility?

Read the Mandela Rules #54 and 55 (Worksheet).

Do you follow the same procedures?

NOTES





Relevant Mandela Rules #54

Intake and Diagnostics

Upon admission, every prisoner shall be promptly provided with written information about:

- a. The prison law and applicable prison regulations;
- b. His or her rights, including authorized methods of seeking information, access to legal advice, including through legal aid schemes, and procedures for making requests or complaints;
- c. His or her obligations, including applicable disciplinary sanctions; and
- d. All other matters necessary to enable the prisoner to adapt himself or herself to the life of the prison.

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NOTES





Relevant Mandela Rules

#55

Intake and Diagnostics

- a. The information referred to in Rule 54 shall be available in the most commonly used languages in accordance with the needs of the prison population. If a prisoner does not understand any of those languages, interpretation assistance should be provided.
- b. If a prisoner is illiterate, the information shall be conveyed to him or her orally. Prisoners with sensory disabilities should be provided with information in a manner appropriate to their needs.
- c. The prison administration shall prominently display summaries of the information in common areas of the prison.

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NOTES



Next UP: Overview of Initial Internal Classification



- Housing assignment
- Program assignment
- Work assignment
- Health
- Risk



- Transfer to designated housing area



Initial Internal Classification

The next step in the process is internal classification. Think about how this is a natural progression from intake screening and helps in the day-to-day management of your facility.

NOTES

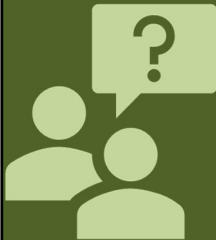


SUMMARY

Topics

- ✓ Benefits of a standard intake process
- ✓ Privacy and safety
- ✓ Receiving and processing
- ✓ Intake screening
- ✓ Admissions and orientation process

Knowledge Check



In your group, answer the following:

- What is the most important point you learned today?
- What point remains least clear to you?



Quiz

1. Review notes from previous session.
2. Work with your group to respond.

NOTES



Classifying Security Threat Groups



Classifying Security Threat Groups

Purpose: The purpose of this module is to determine how to objectively classify security threat groups.

Activities:

- Defining STGs in KSA (20 min.)
- Validation/Scoring of STGs (25 min.)

Estimated Time: 1 days (4.5 hours)

NOTES

Learning Objectives



- Describe internationally known security threat groups and how they form



- Validate classification of offenders through a validation point system



- Assign housing and programs to members of security threat groups



- Determine the importance of debriefing former security threat group members

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Learning Objectives

These learning objectives are the essential steps to reaching the goal of the course—understanding the importance of a systematic offender classification process and each part of the process from the time the person is arrested until she or he is reclassified or released.

NOTES





Classification Process: Security Threat Groups

Review schematic and compare with KSA's classification process.

NOTES





What are Security Threat Groups (STGs)?

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What Are Security Threat Groups?

There are many names for security threat groups. Although each country may use a different term, all such groups pose a security risk to our facilities. Below are a few names these groups can go by:

- Extremists
- Terrorists
- Gangs
- Cartel
- Resistance
- Organized crime
- Organized threat group
- Syndicate
- Rings
- Clubs

NOTES



Security Threat Groups (STGs)

Security Threat Group (STG) An association of three or more individuals whose members adopt a group identity to create an atmosphere of fear or intimidation

Include:

- International terrorists
- Domestic terrorists
- Gangs
- Non-affiliated groups



Security Threat Groups

Security threat groups are high-risk offenders who are assessed as posing a significant threat to:

- Security—risk of escape
- Safety—risk to the safety of others
- Stability—risk to the order of the prison
- Society—risk of conducting criminal activity outside the prison

Offenders should not be classified as high risk based on political beliefs, ethnicity, or any other status. Restrictive policies and measures should be applicable only to those high-risk offenders who have undergone a proper risk assessment process and been found to require such measures strictly on the grounds of prison security, safety, and order.

NOTES



Comparisons

STGs (GANGS)	NON-AFFILIATED GROUPS	INTERNATIONAL TERRORIST	DOMESTIC TERRORIST
An association of three or more individuals whose members adopt a group identity to create an atmosphere of fear or intimidation	Offenders that band together based on regional affiliations for protection and for countering other groups that attempt to intimidate or harm them	Individuals and/or groups who are inspired by or associated with designated foreign terrorist organizations or nations to commit violent, criminal acts	Persons who perpetuate acts within their homeland intended to intimidate or coerce a civilian population or domestic government policy



Comparisons

- Gangs
- Non-affiliated groups
- International terrorists
- Domestic terrorists

NOTES



Security Threat Groups Examples

U.S. Examples

- Hispanic prison gangs: La Eme/Mexican Mafia, Nuestra Familia, Neta – Puerto Rico, Trinitario -Dominican Republic
- Black prison gangs: Black Guerilla Family-BGF, Blood and Crip affiliations
- White prison gangs: Aryan Brotherhood, Nazi Lowriders

Other Known STGs:

- ISIS-Sinai Province
- al-Qa'ida in the Arabian Peninsula
- Islamic Revolutionary Guard Corps (IRGC)



Security Threat Group Examples

The list in the slide is only a small example of threats across the world. Aside from the world's most active and dangerous terrorist groups are lesser known groups, individual extremists, and newly formed groups eager to make a name for themselves. These extremists continue to exploit under-governed spaces, conflict zones, and global security gaps to recruit, fundraise, and plot attacks.

The threat posed by racially or ethnically motivated terrorism, particularly white supremacist terrorism, remained a serious challenge for the global community. Continuing a trend that began in 2015, these groups conducted numerous attacks from Texas, U.S. to Christchurch, New Zealand.

NOTES



Why and How Do STGs Form?

- Response to prison conditions
- Protection
- Economic benefits (cell assignments, jobs, drugs, etc.)
- Sense of community and identity
 - ✓ Interests and ideology/geography/culture, race, or family



Why and How Do STGs Form?

Each correctional facility in any country has a set of rules, social norms, and ideas. If there is disagreement with the rules, social norms, or ideas, similar-minded individuals may seek out each other and join together. They may be looking for protection, profit, domination, or power. They then can be disruptive and pose a security threat.

Look for the following if you are watching for security threat groups forming:

- Do you have individuals who disagree with rules in your facility?
- Do you have individuals who are in a group for protection? For profit?

NOTES



Possible Threats of STGs

- Operational disruption – violence
- Dangerous contraband
- Trafficking drugs, weapons
- Extortion through money, threats, force, coercion
- Ordering murders and attacks/mass violence
- Compromised staff
- Assaulting prison staff and other offenders



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Possible Threats of Security Threat Groups

What are the possible threats and risks that STGs bring to prisons?

Dangerous Contraband: an item that is capable of such use as may endanger the safety or security of a detention facility or any person therein.

Drugs: substances that either stimulate (such as cocaine or amphetamines) or inhibit (such as heroin or sedative-hypnotics) the central nervous system or cause hallucinogenic effects (such as marijuana or LSD) to the effect that their use has been prohibited globally.




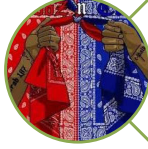
Extortion: the practice of obtaining something, especially money, through force or threats.

Compromised Staff: unable to function optimally, safely, and objectively in a correctional institution.

NOTES




How to Identify STGs

 <p>Tattoos</p>	 <p>Admission to Staff</p>
 <p>Clothing</p>	 <p>Signals/Signs</p>
 <p>Affiliations Neighborhood</p>	 <p>Colors</p>

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How to Identify STGs

Although the number of offenders entering prison with extensive criminal gang and organized crime contacts are increasing, in most countries, such offenders still comprise a small proportion of the overall prison population. But identifying and managing this small proportion is critical to the good order of a prison.

Management of high-risk offenders poses a challenge to prison systems in ensuring that a proper balance is maintained between security measures and the treatment of offenders in line with fundamental human rights.

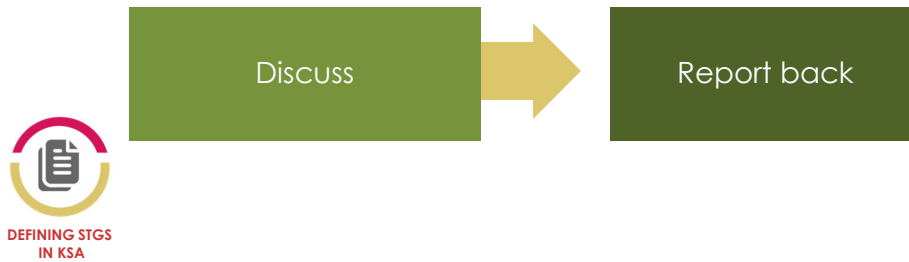
NOTES



Defining Security Threat Groups (STGs) in KSA

EXERCISE

- Work in small groups
- Refer to Worksheet: Defining STGs in the KSA
- Respond to the questions in the worksheet
- Be prepared to share with the class



Defining STGs in KSA

Duration	20 minutes
Purpose	The purpose of this exercise is to have participants brainstorm the types of threats they are most likely to encounter in their prison system.
Materials	<ul style="list-style-type: none"> • Defining STG in KSA worksheet • Pen • Paper
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. Refer to the worksheet: Defining STGs in the KSA. 3. Brainstorm within your group to determine the most likely threat or threats facing you in your prison system. 4. Give careful thought to the questions throughout in order to be better prepared to identify, assess, and manage the threat should it occur. 5. Be prepared to share and discuss with the class.

NOTES



Defining Security Threat Groups (STGs) in KSA

- What constitutes a security threat group in the KSA?
- What are their threats, identifiers, common interests, and ultimate goals?
- How do STGs affect prison management, generally, and the classification system, specifically?



Defining Security Threat Groups in KSA

Regroups allow you the opportunity to acknowledge strengths and identify opportunities for improvement, brainstorm ideas, listen to the ideas of others, and examine even the smallest details that could lead to improvement.

NOTES



Classifying STGs: Validation

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NOTES



Classifying STGs: Validation

Validation is a point system used to identify and prove participation in a security threat group

- What are the rules of validation?
- Why do prisons validate?
- How do they validate?
- What are the criteria for validation?
- Who coordinates STG management?



Classifying STGs: Validation

Validation is a subset of security classification. STG validation is the process that prison officials use to identify offenders suspected of being members of gangs or other security threat groups.

In the U.S., gang affiliation is determined based on criteria commonly used by law enforcement agencies to document and record street gang members. These criteria focus on gang signs and symbols in written documents or photographs, socializing with known gang members, activity on behalf of the gang, and other forms of gang intelligence.

How offenders score on an explicit list of criteria, often termed source items, are entered into a validation packet to determine gang affiliation. Different weights are applied to the source items.

NOTES



Classification Levels for STG Offenders

Associates – Suspects – Members

- Does KSA have similar classification levels?
- Does KSA keep a master STG list?
- How does your facility manage which groups are on the list and removed from the list?



Classification Levels of STG Offenders

Classification levels for STGs are:

- Associates
- Suspects
- Member
- Leader

Does KSA have similar levels?

Do you keep and maintain a master list?

NOTES



Classifying STGs: Validation Point System

- Applicable criteria to suspect offender may be STG

✓ Self-admission	✓ Tattoos
✓ Symbolism	✓ Documents/publications
✓ Authorship	✓ Court records
✓ Group photos	✓ Association
✓ Contacts	✓ Confidential informant intelligence

+5
Points+5
Points+7
Points+2
Points+2
Points+9
PointsSTG VALIDATION
FORM

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Classifying STGs: Validation Point System

The classification levels are based on the score on the validation sheet and intelligence gathered during their criminal case.

Review the point system and compare with KSA's practices. Determine how these points can be modified to reflect the types of STGs in KSA prisons.

NOTES

Classifying STGs

- **2 points** = to be considered an associate
- **3 points** = to be considered a suspect
- **10 points** = to be considered a validated member



Classifying STGs

The classification levels are based on the score on the validation sheet and intelligence gathered during their criminal case.

Review the point system and compare with KSA's practices.

NOTES

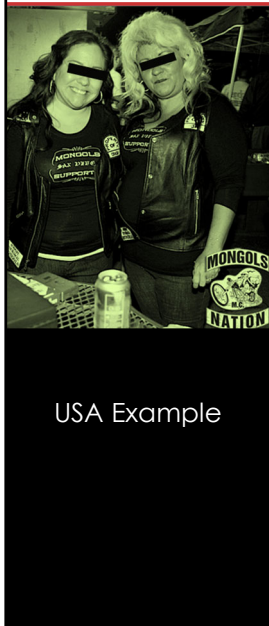
**Potential STG Involvement
Female Offender Profiles**

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NOTES



Female Offender #1



USA Example

Name: Jenna Baxter
Age: 55 years old
Available Information:

- Born and raised in Stockton, CA
- Married to the president, Stockton chapter of the Mongols Motorcycle Club
- Arrested as part of a large opioid smuggling ring. Baxter's role was unclear; however she was present when arrests were made and had 6 oz of marijuana in her possession.
- The Mongols were prosecuted under Racketeer Influenced and Corrupt Organizations Act (RICO).
- Criminal history includes numerous moving violations, larceny, disorderly conduct.



Potential STG Member/Leader/Associate

As the facilitator explains the background of this offender, take notes on any STG validation criteria you hear.

NOTES



Female Offender #2



Name: Louanne Frap
Age: 25 years old
Available Information:

- Arrested with explosives at Hoover Dam
- When interviewed, Frap stated she was attempting to blow up the dam so the Colorado River could flow in its natural state.
- Frap has sought media interviews since her arrest, stating she wanted the world to know she is a political offender for her activities on behalf of the Animal Liberation Front, or ALF.
- Frap has requested members of ALF be placed on her visitor and phone list. ALF members have held vigils outside the institution and at the courthouse.




Potential STG Member/Leader/Associate

As the facilitator explains the background of this offender, take notes on any STG validation criteria that you hear.

NOTES



Female Offender #3



Name: Maria Sanchez


Age: 42 years old

Available Information:

- Born and raised in El Salvador, Sanchez was arrested in a safe house along the U.S./Mexico border.
- Along with Sanchez were numerous trafficking victims that identified her as the coyote.
- Investigations revealed that Sanchez was working with MS-13 to traffic women for prostitution. During intake screening, two MS-13 tattoos were identified on her body, at which point she admitted membership.

USA Example

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Potential STG Member/Leader/Associate

As the facilitator explains the background of this offender, take notes on any STG validation criteria that you hear.

NOTES

Female Offender #4



KSA Example

Name: Sasha Krasinski

Age: 34 years old

Available Information:

- Russian national, born and raised in St. Petersburg
- While investigating illegal arms trafficking rings, Interpol reported she was seen on camera in numerous Middle Eastern countries with a known weapons dealer from Ukraine.
- Crime is facilitating illegal arms deals using cryptocurrency on the dark web.
- As part of the investigation, she was discovered to have hacked into government military networks.



Potential STG Member/Leader/Associate

As the facilitator explains the background of this offender, take notes on any STG validation criteria that you hear.

NOTES



Female Offender #5



Name: Sophia Patel
Age: 18 years old
Available Information:

- British national born to immigrant parents from India. Moved from home after high school; parents have not maintained contact.
- A Scotland Yard alert stated that a significant number of young British women have applied for visas and are leaving the UK to join ISIS fighters. Further reports state they have been recruited via the internet.
- Patel was arrested in Riyadh for immigration violations—no visa.
- Investigations revealed that Patel had flown to Yemen, married an ISIS fighter, and was living in an encampment with two children. Intelligence photographs verify this.
- ISIS propaganda was in her possession upon arrest.



Potential STG Member/Leader/Associate

As the facilitator explains the background of this offender, take notes on any STG validation criteria that you hear.

NOTES



STG Validation

EXERCISE

- As a group, select two offenders you would like to validate
- Using the point system, assign an STG level
- Determine where they should be housed
- Recommend type of programming



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STG Validation

Duration	25 minutes
Purpose	The purpose of this exercise is to assess offenders to determine whether they can be validated STGs and, if so, determine best housing and programs for them.
Materials	<ul style="list-style-type: none"> • Pad • Paper
Steps	<ol style="list-style-type: none"> 1. Work in your groups. 2. Select two offenders from those shown in the previous slides. 3. Work with the facilitator to validate classification using the point system and with the help of the facilitator (as needed). 4. Assign an STG level to the offenders. 5. Determine where each offender should be housed. 6. Determine programs you recommend for each offender.

NOTES



STG Validation

REGROUP

- Using the point system, assign an STG level to each offender
- Determine where each offender should be housed
- Recommend type of programming for each offender



STG Validation

Regroups allow you the opportunity to acknowledge strengths and identify opportunities for improvement, brainstorm ideas, listen to the ideas of others, and examine even the smallest details that could lead to improvement.

NOTES



Debriefing Interviews

- Often during a period of incarceration, STG members or leaders decide to leave the criminal or terrorist organization they are affiliated with
- To facilitate the departure, voluntary debriefing interviews are conducted with the offender



Debriefing Interviews

Debriefings allow the prison system to get details of on-going criminal activity from the offender. The offender must provide reasons for leaving the criminal enterprise and intelligence to verify her involvement.

This is a great intelligence tool that is used in external classifications and internal classifications. A debrief would be a great example of why internal classifications change at times and re-designations are frequent.

NOTES



Managing STGs: What Happens to Offenders?

- We will discuss further during the Specialized Course: Prison Intelligence Unit Operations/Security Threat Groups
- Share with the group what you are most interested in learning for your KSA facility



What Happens to Offenders?

We will discuss further during the Specialized Course: Prison Intelligence Unit Operations/Security Threat Groups

NOTES



Knowledge Check

Topics

- ✓ How to identify STGs
- ✓ Defining STGs in KSA
- ✓ Classifying STGs
- ✓ Managing STGs

Knowledge Check

1. Define security threat group.
2. Explain how STGs form in prison.
3. What is a validation point system? When do corrections officers use it?
4. Explain why debriefing former STG members is important.



STG Knowledge Check

Work with your group and the facilitator to answer these questions. Make sure to take notes.

NOTES



Relevant Mandela Rule

#93



The purposes of classification shall be:

- a) To separate from others those offenders who, by reason of their criminal records or characters, are likely to exercise a bad influence;
- b) To divide the offenders into classes in order to facilitate their treatment with a view to their social rehabilitation;
- c) So far as possible, separate prisons or separate sections of a prison shall be used for the treatment of different classes of offenders.

Classifying STGs

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**NOTES**



Relevant Mandela Rule

89.2



Prisons do not need to provide the same degree of security for every group. It is desirable to provide varying degrees of security according to the needs of different groups.

Open prisons, by the very fact that they provide no physical security against escape but rely on the self-discipline of the offenders, provide the conditions most favorable to the rehabilitation of carefully selected offenders.

Classifying STGs

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NOTES



Interviewing: Part I



Interviewing: Part 1

Purpose: The purpose of this module is to discuss best practices in interviewing offenders.

Activities:

- Interviewing or Questioning (10 min.)
- Real-Life Video of Interviews and Questioning Techniques (15 min.)
- Practice Setting Up an interview Room
- Interviewing Role Play

Estimated Time: 1.5 days (6 hours)

NOTES







Interviewing Process: Interviewing Techniques

To ensure that information on the offender is accurate, complete, and available during the screening process, a number of interviews will take place.

NOTES



Learning Objectives







- Explain when interviews take place in the corrections facility
- Differentiate between interviews and aggressive questioning
- Describe how to plan, prepare, and set up an interview
- Demonstrate effective interviewing

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Learning Objectives

These learning objectives are the essential steps to reaching the goal of the course—understanding the importance of a systematic offender classification process and each part of the process from the time the person is arrested until she or he is reclassified or released.

NOTES



When Do Interviews Take Place?

When do corrections officers conduct interviews related to classification?

- Intake
- Internal classification
- Fact finding
- Relocation
- Restrictive housing/protective custody
- Medical/mental health issues
- Staff investigative interviews (intelligence staff or Internal Affairs)
- Misconduct

NOTE: Administrative investigations and intelligence-related interviews may also be conducted by prison personnel.

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When Do Interviews Take Place?

The purposes of these interviews by the sociologists, physicians, psychologist, educational director, chaplain, and others, are to:

- Obtain a clear, detailed, well-defined picture of the offender and the problems, abilities, and liabilities she presents
- Furnish a basis for the use of the classification committee in outlining a program involving the various training and treatment facilities

NOTES



Group Discussion

Describe the interview training used in your prison facility



Group Discussion: Interviewing

Among the most important traits for a successful interview are empathy, communication, and professionalism.

Empathy is the capacity to see things as the other person does or “through the other person’s eyes.”

A key trait for a good interviewer is being a good communicator. When people communicate, they use more than words—tone, inflection, volume, and pauses are all important components of communication. These non-verbal cues are as important as what is actually being said. Gestures, posture, and hand, eye, and head movement are important components of a person’s non-verbal communication.

How the interviewer presents herself is important; she should be dressed professionally and always behave professionally.

NOTES



Interviewing vs. Questioning

Interviewing

*** GOAL: Gather information**

Conducted in a way that is consistent with human rights standards and applicable laws (Mandela Rules regarding special needs)

Questioning

*** GOAL: Extract information**

Interview sometimes **leads** to aggressive questioning

Conducted in a way that is consistent with human rights standards and applicable laws (Mandela Rules regarding special needs)

Not as common in the prison setting (more related to criminal investigations)



Interview vs Aggressive Questioning

The interviewing stage involves behavioral analysis wherein the interviewer develops rapport and establishes baseline behavior.

Questioning is the next levels of interaction. Always use a simple line of questioning to produce a certain response. "When's the last time you were arrested?" is a better question than "Have you ever been arrested?"

Note: In U.S. correctional facilities, corrections officers no longer use the word "interrogation," but instead prefer the term "questioning" to avoid being misunderstood.

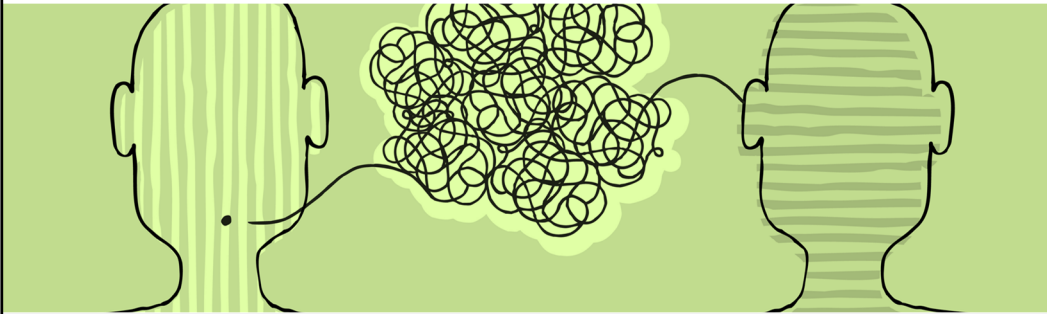
NOTES



Group Discussion



- How do you know when an interview has transitioned into aggressive questioning?
- How do you deal with language and translation issues?
- Discuss the laws and procedures related to interviews and questioning in KSA.



Group Discussion

How do you know when an interview transitions into questioning?

What laws and procedures are in place in KSA when interviewing offenders? Do they differ from the U.S.?

NOTES



Successful Prison Interview

- 1 Obtains goal of gathering information
 - 2 Plans ahead
 - 3 Sets up conducive environment
A comfortable chair, comfortable air temperature, pleasant office setting, and a desk or table
- Present an environment where the interviewee provides information voluntarily and freely



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Successful Prison Interview

Take notes on how you set up and plan a successful interview.

NOTES

Successful Prison Interview

- **Actions:** Actively listens, allows subject to do 80% of the talking, may take notes. Observes the subject's state of mind, emotions, general demeanor, and receptiveness to the interview process
- **Attitude:** Non-judgmental, cordial and polite, even-tempered, interested; build rapport
- **Posture:** Relaxed, frontally aligned, uncrossed arms
- **Tone of Voice:** Conversational, polite, even-tempered, interested



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Successful Prison Interview

Take notes on the actions, attitudes, and tone of voice of a successful interviewer.

NOTES

Successful Prison Questioning

- 1** Extract information to help obtain a confession or admission of involvement in the incident you are investigating (generally for prison-based misconduct)
- 2** Plans ahead
- 3** Sets up a controlled environment: Privacy, no distractions (no windows, pictures, computers, phones, etc.), avoid barriers between interviewer and subject in order to watch body language; keep room temperature warm



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Successful Prison Questioning

Take notes on what it takes to hold a successful interrogation/questioning and how it differs from interviews.

NOTES



Successful Prison Questioning

- **Actions:** Interviewer becomes challenging, does 80% of the talking, no longer takes notes; does not limit the time; situation is no longer "IF" the subject is guilty, but "WHY" she committed the act
- **Attitude:** Focused, confident, inquisitive, does NOT let subject control the conversation or continue to deny guilt
- **Posture:** Upright, feet flat on the floor, hands extended, with nonthreatening gestures
- **Tone of Voice:** Direct, non-accommodating, responsive to suspect's behavior



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Successful Prison Questioning

Take notes on the actions, attitudes, and tone of voice of a successful questioning/interrogation and how that differs from an information gathering interview.

NOTES

Activity: Interviewing or Questioning?

EXERCISE

- Break into small groups
- Wait for the facilitator to bring up the next slide
- Define which approach – interviewing or questioning or both – to use in each of the situations reflected on the slide
- Be prepared to explain why



INTERVIEWING OR QUESTIONING



Interviewing or Questioning?	
Duration	10 minutes
Purpose	The purpose of this activity is to determine the best approach for eliciting information from offenders in varying situations.
Materials	<ul style="list-style-type: none"> • Flipchart • Markers
Steps	<ol style="list-style-type: none"> 1. Work in your small group. 2. Refer to the Worksheet: Interviewing or Questioning. 3. For each interaction, decide which approach—interview or interrogation or both—would work best in your facility. 4. Be prepared to share your responses and discuss with the rest of the class.

NOTES



Interviewing or Questioning Regroup

REGROUP

- What were your findings?
- Did some of the situations require both or either techniques?
- Did some start as one and evolve into another?
- How are transitions identified and adjustments made?



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Interviewing Techniques: Interview or Questioning

Regroups allow you the opportunity to acknowledge strengths and identify opportunities for improvement, brainstorm ideas, listen to the ideas of others, and examine even the smallest details that could lead to improvement.

NOTES



Real-Life Interviews &
Questioning
(Law Enforcement)

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NOTES



Videos of Interviews and Questioning



5 min.

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Real-Life Video of Interviews and Questioning

Read the script.
 Watch the video.
 Decide upon the goal: Are the interviewers questioning/interrogating or gathering information?

- Take note of the:
- Room setup
 - Body language
 - Number of investigators
 - Lack of distractions, etc.

NOTES



Videos of Interviews and Questioning



PLAY VIDEO



TRANSCRIPT



5 min.

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Real life Video of Interviews and Questioning

Read the script.
Watch the video.

Decide upon the goal: Are the interviewers questioning/interrogating or gathering information?

Take note of the:

- Room setup
- Body language
- Number of investigators
- Lack of distractions, etc.

NOTES



Interviewing Videos: Group Discussion

EXERCISE

In your group, discuss:

- Which video showed the goal of information gathering?
- Which video showed aggressive questioning techniques?
- Explain some of the techniques you observed.



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Interviewing Videos: Group Discussion

Duration	15 minutes
Purpose	The purpose of this activity is to analyze a number of videos to determine types of techniques used to gather information from an offender.
Materials	<ul style="list-style-type: none"> • Paper • Pen
Steps	<ol style="list-style-type: none"> 1. Work in your small groups. 2. Observe the videos 3. For each video, determine whether the interviewers are interviewing or questioning/interrogating and also report on: <ul style="list-style-type: none"> • Room setup • Body language • Number of investigators • Lack of distractions • Anything else obvious to you 4. Be prepared to share with the rest of the class.

NOTES



Interviewing Videos: Debrief

REGROUP

- What did you find?
- Which video was more of an informational interview and which video was questioning the subject?
- Did you notice how the room was set up?
- Did you notice the interviewer's body language and tone of voice?
- Did you notice in one video the interviewer was in control of the conversation?
- What else did you notice?



Group Discussion and Debrief: Interviewing Videos

Regroups allow you the opportunity to acknowledge strengths and identify opportunities for improvement, brainstorm ideas, listen to the ideas of others, and examine even the smallest details that could lead to improvement.

NOTES



How to Prepare for an Interview

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NOTES



How to Prepare for an Interview

- Analyzing intelligence
 - Knowledge of the incident you are investigating
 - Knowledge of the subject, background, current crime, criminal history, STG involvement, discipline history, and family ties
- Developing interview goals
- Preparing effective questions
- Planning first impressions
- Prepare how you will document the interview
- Prepare the interview room



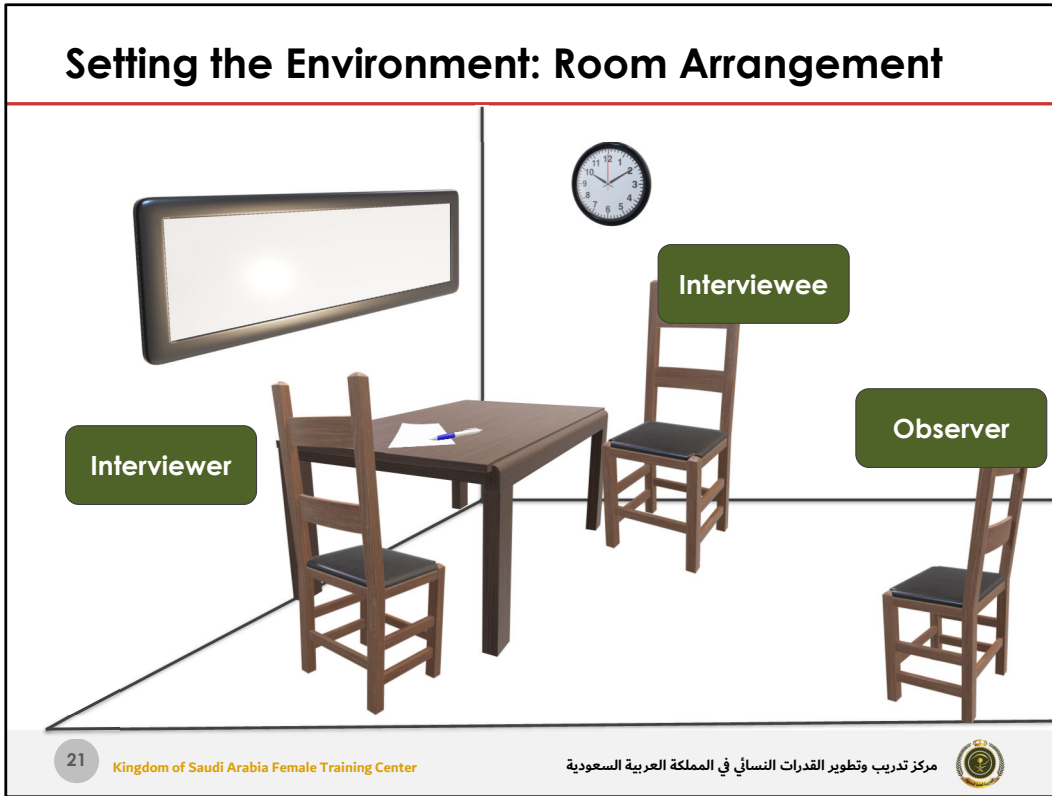
How to Prepare for an Interview

Take notes on how you prepare for an interview:

- What information do you need?
- What are your goals?
- How do you prepare your questions?
- How will you document the interview?
- How will you prepare the interview room?

NOTES





Setting the Environment: Room Arrangement

Is this a similar setup to the interview rooms in KSA?

Remember that there should be complete privacy. There should be no distractions. The interviewer should have a full view of the interviewee to watch body language and make sure she is not hiding anything.

NOTES



Activity: Interviewing Practice

EXERCISE

- Break into 5 small groups
- Read your script
- Walk through interview room setup
- Start the interview process based on your script
- Be sure to take notes



INTERVIEW SCRIPT



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Activity: Interviewing Practice

Duration	15 minutes
Purpose	The purpose of this activity is to learn effective interviewing techniques to elicit information from the offender.
Materials	<ul style="list-style-type: none"> • Notepad • Pen • Interview Script
Steps	<ol style="list-style-type: none"> 1. Break into small groups. 2. Read the script provided to you. 3. Set up interview rooms with the facilitator. 4. Start the interview process by reading your script. 5. When complete, take some notes of your experience. 6. Report back to the larger group.

NOTES



Activity: Interviewing Practice

REGROUP

- Report on your experience



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Activity: Interviewing Practice

Regroups allow you the opportunity to acknowledge strengths and identify opportunities for improvement, brainstorm ideas, listen to the ideas of others, and examine even the smallest details that could lead to improvement.


NOTES

True or False Quiz



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True or False Quiz

Take notes on your answer.

NOTES


True or False Quiz

Interviewers should avoid silences during interviews.



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True or False Quiz


Did you get it right? Take notes on your answer.

NOTES



True or False Quiz


Both interviews and aggressive questioning search for the truth.



TRUE **FALSE**

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True or False Quiz

Did you get it right? Take notes on your answer.

NOTES

True or False Quiz




A subject repeating an interviewer's question may indicate the subject is being deceptive.

TRUE

FALSE

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True or False Quiz

Did you get it right? Take notes on your answer.

NOTES

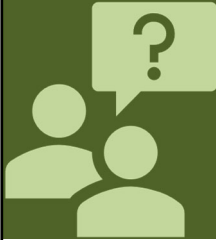
Knowledge Check

Topics

- ✓ Interviewing vs questioning
- ✓ Successful prison interview
- ✓ Successful prison questioning

Knowledge Check

1. When do interviews take place in a prison?
2. How do you prepare for an interview?
3. What is the goal of interviewing? Of questioning?



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Interviewing Knowledge Check

Work with your group and the facilitator to answer these questions. Make sure to take notes.

NOTES



Interviewing: Part II



Interviewing: Part II

Purpose. The purpose of this module is to have participants deepen their understanding of interviewing by observing and participating in roleplays.

Activities:

- Brainstorming an Ideal Interviewer (15 min.)
- Active Listening Demonstration (20 min.)
- Active Listening Roleplay (30 min.)
- Building Rapport Roleplay (15 min.)
- Questioning Video (15 min.)
- Interviewing Roleplays (15 min.)

Estimated Time: 2 days (8 hours)

NOTES

Learning Objectives



- Identify the qualities of an ideal interviewer



- Demonstrate active listening in a corrections setting



- Identify building rapport techniques in a corrections setting



- Describe indicators of truth and deception in an interview

- Elicit useful information using non-coercive interview techniques

- Analyze interviewing practices in KSA corrections facility

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Learning Objectives

These learning objectives are the essential steps to reaching the goal of the course—understanding the importance of a systematic offender classification process and each part of the process from the time the person is arrested until she or he is reclassified or released.

NOTES





NOTES



ICE BREAKER

Volunteer leads the group!



Group
Activity

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NOTES



Activity: Ideal Interviewer

EXERCISE

- Work in small groups
- Brainstorm ideal qualities for an interviewer
- Be prepared to share



Brainstorm

→

Report back

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Activity: Ideal Interviewer	
Duration	15 minutes
Purpose	The purpose of this activity is to encourage participants to think about requirements for a good interviewer and the importance of being qualified to interview offenders.
Materials	<ul style="list-style-type: none"> • Flipchart • Markers
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. Brainstorm within your group about the ideal interviewer—think of traits that would make someone a good interviewer. 3. Also make a list of the demeanor a good interviewer would project. 4. Be prepared to share with the class.

NOTES



Activity: Ideal Interviewer

REGROUP

- What qualities and characteristics did you identify?
- Were there recurring themes?
- What special considerations did you need to make that are unique to KSA?
 - Offenders with disabilities
 - Offenders with children
 - Offenders who do not speak Arabic



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Ideal Interview Activity

Work with your team to identify qualities of an effective interviewer. Below are some desired character or demeanor traits.

Attitude: Objective; cordial, respectful, and polite; sincere, interested, and understanding

Posture: Sits upright, frontally aligned; leaning forward, open, no crossed arms

Eye Contact: Culturally normal, acceptable eye contact when asking a question and waiting for response; avoids staring—casual breaks of eye contact are important

Facial Expressions: Avoids expressions of disbelief, shock, anger, humor, disgust, or skepticism; shows interest and understanding

Tone of Voice: Conversational; non-accusatory—no skeptical tones even if the subject is deceptive

NOTES



Active Listening

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NOTES



Active Listening: Body Language

- Maintain appropriate eye contact
- Lean slightly forward
- Respond with appropriate facial expressions
- Raise eyebrows appropriately
- Nod appropriately



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Active Listening: Body Language

Active listening is both verbal and nonverbal. Body language is important and should be used to complement the verbal active listening techniques.

Nonverbal active listening techniques include:

- Maintaining appropriate eye contact
- Leaning slightly forward
- Responding with appropriate facial expressions
- Raising eyebrows appropriately
- Nodding appropriately

NOTES

Active Listening Techniques

- Paraphrasing
- Mirroring
- Silence/effective pauses
- Verbal encouragers
- Emotional labeling



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Active Listening Techniques

Current best practices promote **motivational interviewing** to gain information with offenders. These are included here.

Think about what the following words mean:

- Paraphrase
- Mirroring
- Silence
- Verbal encouragers
- Emotional labeling

NOTES



Paraphrasing

- Choosing the most important details of what the interviewee said and reflecting them back to her
- Capturing the essence of what the interviewee is saying through your own words



Active Listening Techniques

Paraphrasing is not simply repeating what the interviewee is saying but capturing the more essential parts of what she is saying and rephrasing it.

Paraphrasing helps the interviewer better understand what the interviewee is trying to say by putting it in her own words, which allows the interviewee to agree with the interviewer's understanding.

NOTES



Mirroring

- An interview technique where you reflect the actions of the interviewee
- Not mimicking, but adapting to the body language of the interviewee
- Used to establish coherence between you and the interviewee
- Helps build rapport



Active Listening Techniques

Mirroring is usually nonverbal. It should appear natural and not forced or awkward. Mirroring helps build rapport and trust with the interviewee.

NOTES



Verbal and Nonverbal Encouragers

- Encouragers are a variety of verbal and nonverbal ways of prompting interviewee to continue talking
- Types of encouragers include:
 - ✓ Nonverbal minimal responses such as a nod of the head or positive facial expressions
 - ✓ Verbal minimal responses such as “Uh-huh” and “I hear what you’re saying”
 - ✓ Brief invitations to continue such as “Tell me more”



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Active Listening Techniques

Encouragers are both verbal and nonverbal ways to encourage the interviewee to continue telling her story or give information.

Why do you think interviewers use verbal and nonverbal encouragers in the interview process?

NOTES

Emotional Labeling

- Validating an interviewee's emotion by acknowledging it
- When observing an interviewee who seems angry, anxious, or nervous, the interviewer can label the emotion that seems to be driving the behavior



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Active Listening Techniques

Emotional labeling helps validate the offender's emotions. Research shows that those who have difficulty labeling their emotions also have difficulty regulating their emotions.

Emotional labeling may defuse anger or mistrust by detecting and reacting to the underlying emotions of anxiety and fear.

Why do you think interviewers use emotional labeling in the interview process?

NOTES

Active Listening Demonstration

EXERCISE

- Work individually
- Watch the roleplay scenario
- Use the Active Listening Worksheet and check techniques you observed
- Be prepared to share your response

Work Individually



Report back



ACTIVE LISTENING
WORKSHEET

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Active Listening Demonstration

Duration	20 minutes (10 minutes + 10 minutes discussion)
Purpose	The purpose of this activity is to have participants listen to an interview and identify active listening techniques.
Materials	<ul style="list-style-type: none"> • Flipchart • Markers
Steps	<ol style="list-style-type: none"> 1. Work individually. 2. Listen to the scenario. 3. Use the active listening checklist. 4. Check the active listening techniques you observe. 5. Be prepared to share with the class.

Background Information:

- A 35-year-old offender is displaying initial signs of a medical issue. Symptoms are nervous pacing, arguing with other offenders, and sweating.
- An officer observes this behavior and brings the offender into an office to conduct an interview.
- Initial charge is an immigration violation. The offender's behavior appears to be related to drug withdrawal.

NOTES



Active Listening Regroup

REGROUP

- Were you able to detect all the active listening techniques?
- Did you think the techniques were effective?



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Active Listening: Regroup

Were you able to detect all the techniques?

Which ones would you use?

NOTES



Your Turn: Active Listening Activity

EXERCISE

- Get in groups of four:
 - ✓ 1 interviewer
 - ✓ 1 offender
 - ✓ 2 observers
- Practice active listening
- Rotate roles

Use techniques

Compare notes



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Active Listening Demonstration

Duration	30 minutes
Purpose	The purpose of this activity is to have participants practice active listening skills, using a worksheet as a guide.
Materials	<ul style="list-style-type: none"> • Flipchart • Markers
Steps	<ol style="list-style-type: none"> 1. Work in groups of four—one will be an interviewer, one an offender, and two observers. 2. ROTATE roles so that everyone has the opportunity to be an interviewer, an interviewee, and an observer. 3. The interviewee will describe a provided incident in detail. 4. The interviewer will listen. 5. The two observers will use the Active Listening Worksheet to take notes. 6. Observers will provide feedback on observed techniques 7. Be prepared to share with the class.

NOTES



Active Listening Incident Cards

Incident 1	Incident 2	Incident 3	Incident 4	Incident 5
Interview during the Intake Process	Interview during the Internal Classification Process	Interview to determine whether offender is part of STG	Interview to determine whether offender needs mental health program	Interview to determine whether offender should be in a work program
Offender has a child	Offender is a suicide risk	Offender is part of drug trafficking ring	Offender is suffering from bi-polar disorder	Offender may be a cybersecurity expert

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Active Listening Cards

The facilitator will provide you with incident cards.

NOTES



Active Listening Regroup

REGROUP

- How did the interviews work out?
- Were the interviews challenging?
- Were the active listening techniques effective?



Active Listening Regroup

Take notes on how the activity worked out for you and your colleagues.

NOTES



Roadblocks to Listening

- Ordering, directing
- Warning, threatening
- Giving advice
- Persuading with logic
- Moralizing, preaching
- Judging, criticizing
- Agreeing, approving, praising
- Shaming, ridiculing, name-calling
- Interpreting, analyzing
- Reasoning, sympathizing
- Withdrawing, distracting, humoring, changing the subject

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Roadblocks to Listening

Did you think this list is accurate?

NOTES



Building & Maintaining Rapport

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NOTES



Building and Maintaining Rapport

- Bridge cross-cultural differences
- Use intelligence already gathered
- Find commonalities



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Building and Maintain Rapport

Rapport builds a bridge between two people. Because people often feel more comfortable with other people who have similar characteristics, try to use self-disclosure, e.g. telling them something about yourself. This helps demonstrate empathy, increasing the subject's comfort level with the interviewer.

To help understand the offender, the interviewer should complete background research to help him or her prepare, ask, and answer questions about the case.

The interviewer should:

- Become familiar with the elements of the applicable statute or law
- Review the case file and develop an initial list of questions or topic areas to cover
- Review the witness's or suspect's background

NOTES



Building and Maintaining Rapport

- Demonstrate kindness and respect
- Tell stories
- *NOTE: Keep stories and common interest general. Do not fabricate stories because you may risk losing trust and gain less quality information



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Building and Maintaining Rapport

Be careful to keep the self-disclosure and stories general and do not reveal too much information. e.g. share favorite food or childhood story.

Also be careful not to fabricate stories. This may damage the relationship and build up resistance.

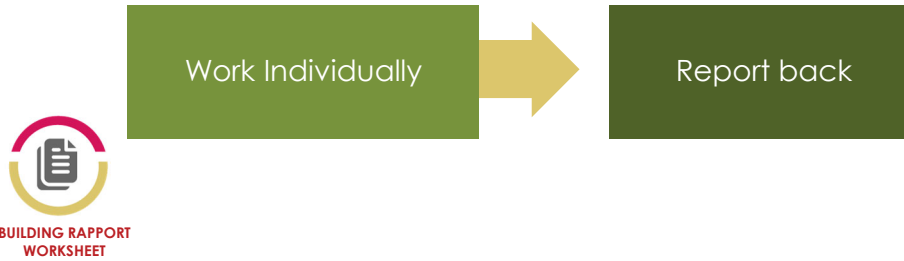
NOTES



Building Rapport Demonstration

EXERCISE

- Work individually
- Watch the demonstration
- Use the Building and Maintaining Rapport Worksheet and check techniques you observed



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Building Rapport Demonstration

Duration	15 minutes
Purpose	The purpose of this activity is to have participants observe the techniques of establishing rapport with the interviewee.
Materials	<ul style="list-style-type: none"> • Flipchart • Markers
Steps	<ol style="list-style-type: none"> 1. Work individually. 2. Observe the demonstration. 3. Identify the techniques the facilitators used in this demonstration. 4. Use the worksheet to check the techniques used. 5. Be prepared to share your response.

NOTES



Building Rapport Regroup

REGROUP

- Were you able to detect all the rapport-building techniques?
- Did you think the techniques were effective?
- What happens if an offender breaks your trust and lies during an interview?



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Building Rapport Demonstration: Regroup

Write notes on all the rapport-building techniques your fellow participants identified.


Would you have done anything differently?

NOTES



**Indicators of Deception
during an Interview**

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NOTES



Detecting Deception

- Subjects may omit facts, pretend ignorance, or feign forgetfulness
- Detecting this deception requires practice and concentration
- Detecting deception is not an exact science



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Detecting Deception

Evaluating behavior for indicators of deception requires practice and concentration to recognize possible nonverbal signals and listen for and be alert to verbal responses indicating possible deception.

No single gesture or statement always indicates deception.

Nonverbal leakage, where a person says one thing but his or her body language indicates another, could indicate an innocent interviewee's fear of not being believed or some other emotion.


All investigations must rely on case facts. Accomplished liars can appear to be truthful, and truthful people may exhibit what seems to be deceptive behavior.

NOTES



Types of Deception

- Omission
- Evasion
- Exaggeration
- Minimization
- Denial
- Fabrication



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Types of Deception

Omission—Answering a question but omitting details that may be embarrassing or incriminating. The lie of omission is the most common and the easiest lie to tell. It is usually the truth with important details intentionally left out. If questioned about omitted details, the interviewee can say she forgot to mention it, which provides a verbal escape hatch for her.

Evasion—Avoiding answering a question or accusation by talking off subject. The statement is usually true, but the response is deceptive because the interviewee deliberately avoids answering the question through avoidance.

Exaggeration—Reporting some accurate information but exaggerating certain details.

Minimization—A lie that minimizes involvement or amounts.

Denial—Refuting an accusation by denying involvement.

Fabrication—Making intentional false statements by providing false information about persons, places, or events. This is the most difficult lie to tell because it requires quick thinking and excellent memory. This type of lie increases the interviewee's fear of detection, which can cause a change in the physiological behaviors in the interviewee.

NOTES



Evaluating Indicators of Deception

- Establish a behavioral norm
- Evaluate the subject in context
- Look for behavioral clusters



Evaluating Indicators of Deception

Establish a behavioral norm. Evaluate the subject against herself and establish a baseline for the interviewee's behavior when she is telling the truth. For example, ask questions you know are true. The only way to know what an interviewee's behavior looks like when telling a lie is to know what her baseline behavior looks and sounds like when telling the truth.

Evaluate the interviewee in context to the situation. For example, if it is extremely hot, this should be taken into consideration to explain why she is perspiring. Her perspiring and breathlessness should not be attributed to a sign of deception given the circumstances.

Look for behavioral clusters. Observed behavioral indicators during an interview are more likely to be accurate when **clusters of two or more different behaviors occur at or near the same time.** For example, if the guilty interviewee was asked whether she was involved in stealing from another offender, in responding she might demonstrate a cluster of behaviors that are indicative of deception (e.g., significant shift in body position by turning to the side, crossing legs and arms, averting eye contact, picking lint from her sleeve, while verbally responding with feigned laughter and then denying involvement in a weak, unconvincing tone of voice).

NOTES



Indicators of Deception: Considerations

- Cultural, ethnic, and geographical differences
- Timing and consistency of behavior
- Mental capacity



Evaluating Indicators of Deception

Consider cultural, ethnic, and geographical differences. People may exhibit certain physical behaviors during communication based on their cultural and geographical upbringing. The interviewer should be aware of these behaviors when assessing the interviewee's behavior for truth and deception.

Consider the timing and consistency of behavior. Every truthful and deceptive interviewee will exhibit some behavioral clues to some extent. The interviewer must evaluate these behaviors based on their timing and consistency. The closer in time these behavioral indicators occur in context of the question, the greater weight the interviewer will give to the accuracy of the behavioral indicator. If the behavior occurs at the same time or a few seconds after the question is asked, the likelihood is greater that the interviewee was having an emotional response to the question. However, if the behavior occurs more than 10-15 seconds after the question, the interviewer should give little to no weight to the behavioral response.

Consider the mental capacity of the interviewee. For example, when interviewing a person with a low mental capacity, the interviewer should expect her to have long pauses to think before responding to a question. This should not be considered an indicator of deception unless it is contrary to what was determined to be her baseline behavior.

NOTES



Quick Question

If the interviewer detects a certain behavioral symptom every time the offender is deceptive, should the interviewer bring that to the attention of the offender?

(e.g., "I know you're not telling me the truth because every time you answer that question, you can't look me in the eye.")



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Quick Question

Do you know the answer to this question?

NOTES

Nonverbal Indicators of Deception



- Shifting or moving around
- Faster breathing or pulse
- Perspiration on lip, under arms, or on palms
- Dry mouth
- Stomach noises or belching
- Complaints of dizziness, headache, or stomach pain



Nonverbal Indicator of Deception

Note that nonverbal indicators of deception may result from the fight or flight syndrome.

The fight or flight syndrome is the body's natural defense mechanism to a perceived threat or danger (stressful situations). When the mind perceives a threat to its well-being, it prepares the body to either fight or flee the threat.

Hormones such as adrenaline and cortisol are released into the circulatory system. This causes the heart rate to increase, rate of breathing and perspiration to increase, saliva to decrease, digestion to slow down, and the flow of blood to major muscle groups to increase along with other changes to the autonomic nervous system. The purpose is to give the body a burst of energy and strength to fight or run away.

NOTES



Truthful versus Deceptive Behaviors

- Individual behaviors may be shown by a truthful or deceptive person
- Nervous
- Angry
- Quiet



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Truthful versus Deceptive Behaviors

Nervous—Both a truthful (innocent) and a deceptive (guilty) interviewee may be nervous at the outset of any interview. Innocent nervousness will usually decrease once the interviewee realizes what the interview is about and if she was not involved in the issue at hand. Guilty nervousness will usually increase as the interview proceeds because of their fear of being caught for the crime or caught in a lie.

Angry—Both innocent and guilty interviewees may become angry at the outset of a noncoercive questioning if confronted with an allegation of involvement in a criminal act. Typically, the innocent interviewee's anger will increase throughout the interrogation if falsely accused for a crime she did not commit. However, a guilty interviewee's anger usually decreases during the noncoercive interrogation as she becomes more certain her guilt has been determined.

Quiet—Both innocent and guilty interviewees may be quiet at the outset of an interview. Both may listen. The innocent interviewee listens to find out what the interview is about. The guilty interviewee may listen to determine whether evidence has been uncovered to show her involvement in a criminal act.

NOTES



Large Group Discussion: Stalling Tactics

- Stalling slows down the interview, during which time the interviewee is likely trying to remember what she previously said or is trying to formulate a deceptive answer
- What are some examples of stalling tactics you have experienced during interviews?



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Large Group Discussion: Stalling Tactics

- Answering a question with a question (which is a significant indicator of deception).
- Repeating the questions verbatim or rephrasing the questions.
- Asking the interviewer to repeat the question.
- Thinking for an abnormally long time before answering (long pause).
- Stammering or stuttering: Um, er, ah.
- Clearing the throat or coughing continually, especially when asked significant questions.
- Lighting a cigarette or taking a drink of water.
- Changing the subject.
- Asking to take a break.

NOTES



How to Handle Anger during the Interview

- Avoid confrontation with the subject
- If possible, allow the subject to vent verbally
- Use motivational interviewing practices to enhance rapport



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How to Handle Anger during the Interview

A typical anger response is a short, angry tirade. When this happens, an appropriate response by the interviewer is important. Avoid confrontation with the interviewee. If possible, allow the interviewee to vent verbally.

After an interviewee has finished an angry tirade, she is more amenable to providing information.

NOTES



Video: Detecting Deception



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Detecting Deception Video

Watch the video to see real life examples of detecting truthfulness and deception.

Video is available online:
<https://youtu.be/tpJcBozuF6A>

NOTES



Large Group Discussion: Reflection

- Have you noticed these indicators of deception when you are interviewing in your KSA facility?
- During the classification process, when would deception occur?



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Large Group Discussion: Reflection

Ask yourself whether the deception you saw in the video is because the offender:

- May be fearful of telling the truth because she does not understand the law
- May have trafficking or terrorist-related connections she wants to conceal
- May be emotionally unstable

NOTES



Effective Questioning

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NOTES



Effective Questioning

- Open-ended ("Describe what happened next...")
- Unexpected ("Draw me a picture...")
- Spatial ("Where were you sitting...")
- Clarifying (Who? What? Where? When? Why? How?)



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Effective Questioning

Take notes on the examples of effective questioning.

NOTES

Effective Questions: Behavior-Provoking

- **Bait:** Specific, non-accusatory questions
 - ✓ Designed to encourage the subject to change her story
 - ✓ Use only one or two in an interview
 - ✓ Establish a premise for the question
 - ✓ Pose the question to imply the presence of contradictory evidence
 - ✓ Evidence can include video camera recording, eyewitnesses, fingerprints, cell phone texts, GPS data (if outside the facility)
- **Funnel strategy:** Open-ended questions followed by probing and clarifying questions



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Effective Questioning

Take notes on the examples of effective questioning.

NOTES

Questioning Strategies

- Silence
- Strategic use of intelligence
 - ✓ Request a narrative on the incident
 - ✓ Ask the subject to repeat the narrative
 - ✓ Question the subject to validate information
 - ✓ Introduce evidence and ask subject to explain
- Memory enhancing questions
 - ✓ What did you hear? Smell? Feel?
 - ✓ Recall events in backward order
- Recording session to catch cues the interviewer might have missed

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Questioning Strategies

Review and take notes on these questioning strategies. Have you seen these used in the videos we have shown you?

Can you think of other strategies interviewers use?

NOTES



Questioning Activity

EXERCISE

- One-half of the participants will leave the room (interviewers)
- One-half will remain and watch a video (no audio) of a prison fight/incident (witness)
- Interviewers will return and question the witnesses to elicit information



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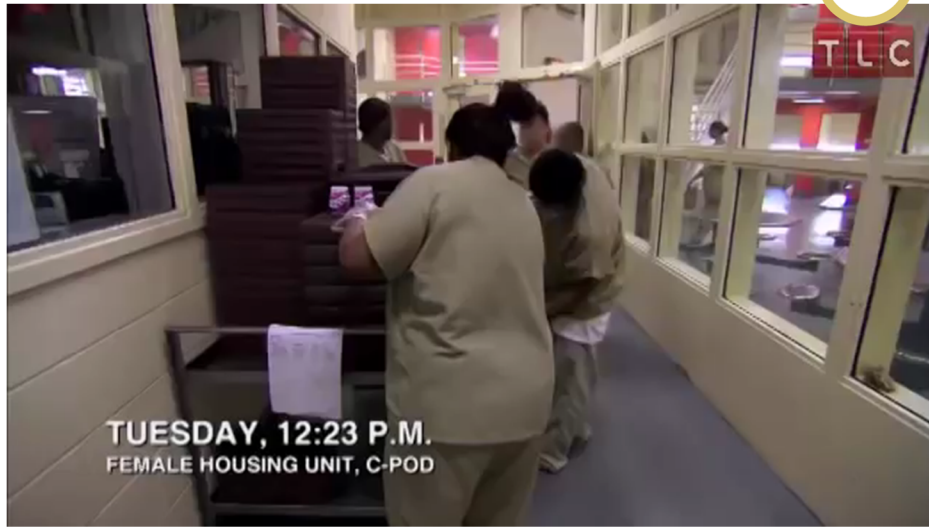
Questioning Activity

Duration	15 minutes
Purpose	The purpose of this activity is to have participants practice eliciting information during an interview.
Materials	<ul style="list-style-type: none"> • Flipchart • Markers
Steps	<ol style="list-style-type: none"> 1. Half the class will leave the room. 2. The other half will stay to watch a video. 3. The participants who stay to watch the video are the witnesses 4. The participants who left the room will return as interviewers. 5. The participants will follow the facilitator's instructions to conduct the interview.

NOTES



Disturbance Video



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Female Prison Disturbance Video

Watch the video and try to remember everything that happens.

Available online:
<https://youtu.be/sSxEpMnkJI>

NOTES



Interviewing Non-Arabic Speakers

- Notes for translators
- Should not be familiar with the subject
- Should be fluent in the subject's native language
- Translate in the first person
- Match the interviewer's tone and meaning
- Help keep the subject's focus on the interviewer
 - ✓ Keep head down, looking toward the ground, during the translation so the subject will keep her complete attention on the primary interviewer and not the translator

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Notes for Translators

This is relevant if you are interviewing a foreign national who does not speak Arabic and requires a translator.

NOTES



Practice Interviewing

EXERCISE

- Review the 5 basic steps to interviewing worksheet
- Using what you have learned during this course, work with a partner to create an interviewing plan and roleplay
- Be prepared to explain your plan, and then act out how you build rapport, address a relevant issue, and close the interview



Practice Interviewing	
Duration	15 minutes
Purpose	The purpose of this activity is to have participants incorporate the interviewing techniques they learned in this module into a realistic scenario using interviewing guidelines.
Materials	<ul style="list-style-type: none"> • Basic Interviewing Process Worksheet • Notepad & Pen
Steps	<ol style="list-style-type: none"> 1. Work with a partner. 2. Refer to the Worksheet: Basic Interviewing Process. 3. Using everything you learned about active listening, motivational interviewing, building rapport, detecting deception, and effective questioning, build a plan and interview role play. 4. Your interview plan and role play should address one step in the classification process – intake, internal classification, STG, disciplinary procedures. 5. It should address a relevant issue you have identified. Explain how you will close the interview effectively, including documentation. 6. Be prepared to share with the class.

NOTES



Group Roleplay Presentations

REGROUP

- Present your interview plan and roleplay to the group
- Provide feedback to your fellow participants



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Group Roleplay Presentations

Take notes on your favorite presentations and write down any new idea you may have learned.

NOTES

Summary

Topics

- ✓ Active listening
- ✓ Building and maintaining rapport
- ✓ Indicators of deception
- ✓ Effective questioning

Knowledge Check

In your group, answer the following:

- What is the most important point you learned today?
- What point remains least clear to you?



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Quiz

1. Review notes from previous session.
2. Work with your group to respond.

NOTES

Disciplinary Procedures and Restrictive Housing



Disciplinary Procedures and Restrictive Housing

Purpose: The purpose of this module is to understand the general principles and steps that apply to disciplinary systems.

Activities:

- Standards and Guidelines in the KSA (20 min.)
- Disciplinary Process in KSA (30 min.)
- Protective Housing in KSA (20 min.)
- Facilitator Roleplay (60 min.)
- Restrictive Housing (30 min.)
- Determining Sanctions: Scenario-Based Incidents (40 min.)

Estimated Time: 1.5 days (6.5 hours)

NOTES

Learning Objectives



- Describe the purpose of a disciplinary system
- Describe the general principles that must apply to every disciplinary system



- Explain why newly committed offenders should receive a copy of the facility's rules and regulations upon arrival at an institution



- Explain the steps in a disciplinary process
- Describe the guidelines for restrictive housing units



- Determine appropriate sanctions for various crimes, given a scenario

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Learning Objectives

These learning objectives are the essential steps to reaching the goal of the course—understanding the importance of a systematic offender classification process and each part of the process from the time the person is arrested until she or he is reclassified or released.

NOTES



Purpose of a Disciplinary System

Serves to ensure the safety of staff, offenders, and the public and to maintain the good order and security of the institution



THINK ABOUT

How does a disciplinary system ensure the safety of staff, offenders, and the public?

How does it maintain the good order and security of the institution?

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Purpose of a Disciplinary System

Protects the safety of staff, offenders, and others. Offenders incarcerated in a jail or prison that lacks proper discipline are at substantial risk from offender-on-offender violence and other threats as a result of reduced order and control.

Safeguards facility security. Poor discipline increases the incidents of offenders trafficking contraband and a greater potential for escape and other security-related problems.

Maintains order. Neither safety nor security can be maintained in a facility that operates in an environment of disorder, confusion, or disruption. Maintaining order helps improve confidence and creates a calm environment that reduces tension and anxiety among offenders and staff.

Ensures compliance. In prisons, officers are substantially outnumbered by offenders. Thus, it is extremely important that offenders exercise personal discipline, temperance in their interactions with others, and compliance with regulations, orders, and instructions from staff.

NOTES



Standards and Guidelines in the KSA

EXERCISE

- Work in your groups
- Describe the standards and guidelines in place for your disciplinary system
- Compare your group's answers with the other groups



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Standards and Guidelines in the KSA

Duration	20 minutes
Purpose	The purpose of this activity is for participants to be able to explain standards and guidelines for disciplinary procedures.
Materials	<ul style="list-style-type: none"> • Flipchart • Markers
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. Describe standards and guidelines for your disciplinary system. 3. If these guidelines are not yet in place, brainstorm within your group on what should be involved in the guidelines. 4. Be prepared to share with the rest of the class.

NOTES



Standards and Guidelines in U.S.

REGROUP

- Incident reports can be written by all staff
- Staff take disciplinary action to regulate an offender's behavior within facility rules and guidelines and to promote a safe and orderly environment
- Staff control offender behavior in an impartial and consistent way
- Disciplinary action may not be erratic or retaliatory
- Disciplinary action must comply with Mandela Rules



SAMPLE INCIDENT
REPORT

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Standards and Guidelines in the U.S.

These general principles apply to every disciplinary action.

NOTES



How Do Offenders Know?

- How do offenders know what is considered prohibited acts or behavior?
- How do they know the sanctions for prohibited acts or behavior?
- Why is advising offenders of the prohibited acts and subsequent sanctions important?



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How Do Offenders Know?

Upon arrival at a facility, offenders should receive a summary of the offender discipline system, which should include offender rights and responsibilities and prohibited acts and applicable sanctions.

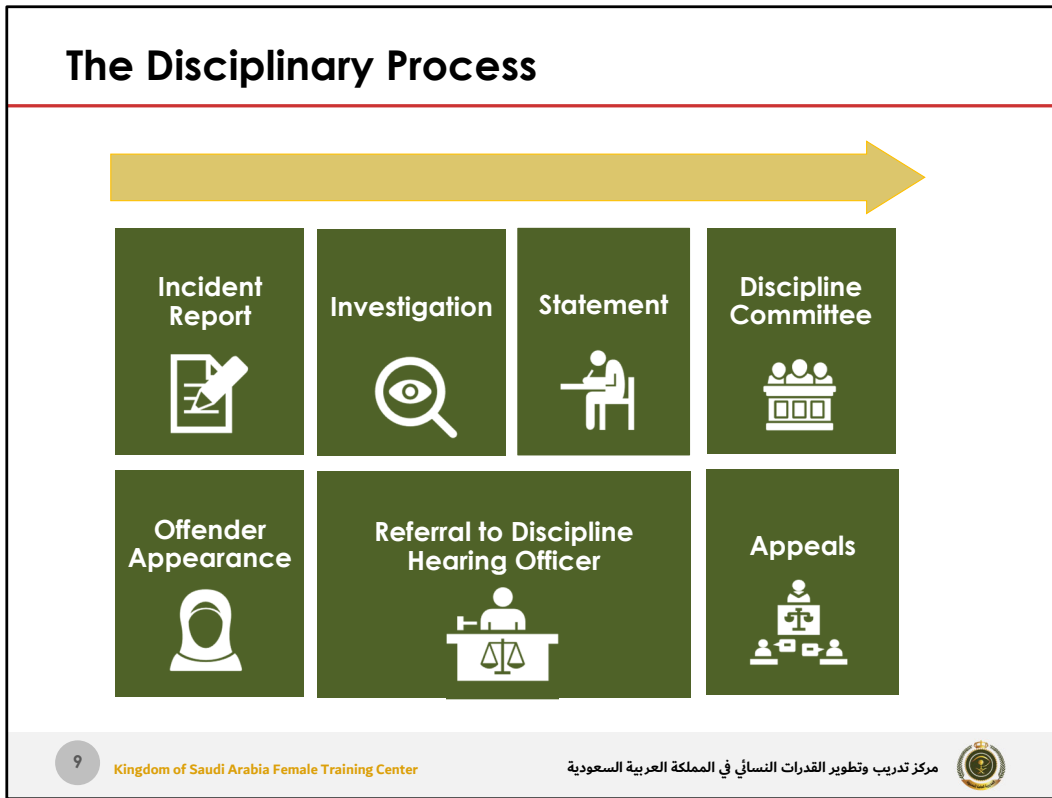
The list of prohibited acts is divided into four categories based on severity: **Greatest; High; Moderate; and Low.**

The list of available sanctions for committing prohibited acts is provided to offenders. Additional sanctions for repeated prohibited acts are also explained in the document.

Receipt of these documents must be noted on the intake screening form and maintained in the offender's central file.

NOTES





The Disciplinary Process

Offender discipline is a process that utilizes punitive actions as a means of enforcing administrative rules and regulations governing offender behavior.

To be effective, the discipline system should be developed with a clear mission to provide an equitable system for enforcing offender compliance with facility rules and regulations.

The elements of a fair and effective system need to be identified to formalize effective policies and procedures for offender discipline.

NOTES



Disciplinary Process: Incident Report

- When a staff member witnesses or reasonably believes that an offender committed a prohibited act, he or she will issue an incident report describing the incident and the prohibited act(s)
- The offender will receive a copy of the incident report within 24 hours and given due process (statement of rights)



Incident Report



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Disciplinary Process: Incident Report

The discipline process starts when staff witness or believe that an offender committed a prohibited act. The officer writes an incident report describing the incident and prohibited act(s) the offender is charged with.

The offender normally receives the incident report within 24 hours of staff becoming aware of her involvement in the incident. She is given a statement of her rights.

The reporting officer should list persons (staff, offenders, others) at the scene as well as physical evidence (weapons, property, etc.). The report reflects any actions taken, including use of force. The reporting officer signs the report, enters his/her title, date, and time, and forwards it to the supervisor.

NOTES



Disciplinary Process: Investigation

- The incident will be investigated
- The investigator will inform the offender of the charges against her



Investigation



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Disciplinary Process: Investigation

The investigating officer must not be the staff member reporting the incident or otherwise be involved in the incident.

The investigating officer can informally resolve the incident report except for prohibited acts in the greatest or high severity-level categories.

The investigating officer is normally appointed within 24 hours of the incident report. The investigation should be completed within 24 hours after initiation.

NOTES



Disciplinary Process: Statement

- The offender may explain the incident and request that witnesses be interviewed or that other evidence be obtained and reviewed
- Investigator will document offender response and statements made during interview to set a baseline for the discipline committee and discipline hearing officer in case of inconsistencies



Statement



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Disciplinary Process: Statement

The investigator talks to persons with direct and relevant information and summarizes their statements. The investigator should interview witnesses to the incident (and victims, if applicable) to record their statements. The investigator records the disposition of evidence.

The investigator reads the charge(s) to the offender and asks for her statement about the incident. The offender can explain the incident and request witnesses be interviewed or that other evidence be obtained and reviewed. She does not receive a copy of the investigation.

The incident report may be informally resolved at any stage of the process except for prohibited acts in the greatest and high severity levels or as otherwise required by law.

NOTES

Disciplinary Process: Offender Appearance

- The offender is permitted to appear before the discipline committee during its review of the incident report
 - ✓ She may provide evidence and supporting witnesses
- The offender may waive the appearance and the discipline committee will review the incident report in her absence



Offender
Appearance



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Disciplinary Process: Offender Appearance

Offenders are permitted to appear before the discipline committee during its review of the incident report except during deliberations or when their presence would jeopardize institution security. The offender may:

- Appear either in person or electronically (video or telephone conferencing) at the committee's discretion
- Waive appearance

The committee must document its reasons for excluding an offender from the hearing. The offender receives a written copy of the discipline committee's decision following its review of the incident report. A record of the hearing and supporting documents is kept in the offender's central file.

NOTES

Disciplinary Process: Referral

- The discipline committee may refer the case to a discipline hearing officer with a statement of reasons for the referral, along with recommendations for sanctions if the discipline hearing officer finds the offender has committed the prohibited act



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Disciplinary Process: Referral

The discipline hearing officer conducts a hearing on the incident report only if referred by the discipline committee. The discipline hearing officer will make one of the following decisions after a hearing on the incident report:

- The offender committed the prohibited act(s) charged, and/or a similar prohibited act(s) as described in the incident report.
- The offender did not commit the prohibited act(s) charged.
- The incident report will be referred for further investigation, review, and disposition.

The term *discipline hearing officer* refers to a one-person, independent officer who conducts hearings and imposes sanctions for incidents of misconduct referred by the discipline committee.

NOTES

Disciplinary Process: Appeal

Appeals process

- Warden—first level of appeal
- Regional Director—second level of appeal
- General Counsel—final appeal

NOTE: Not the process for all agencies



Disciplinary Process: Appeal

An offender who is not satisfied with the first-level response may **submit an appeal** to the appropriate regional director. An offender who is not satisfied with the second-level (regional director) response may submit an appeal to the general counsel.

The reviewing official (warden, regional director, or general counsel) may approve, modify, reverse, or send back with directions (including ordering a rehearing) any action of the discipline committee or discipline hearing officer but may not increase a valid sanction.

*Note this is based on the U.S. federal process.

NOTES



Disciplinary Process in the KSA

EXERCISE

- Work in your group
- Describe the major components of the disciplinary process in the KSA
- Compare your group's answers with the other groups



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مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Disciplinary Process in KSA

Duration	30 minutes
Purpose	The purpose of this activity is to have participants describe procedures that are either in place or should be in place to establish a Disciplinary Process.
Materials	<ul style="list-style-type: none"> • Flipchart • Markers
Steps	<ol style="list-style-type: none"> 1. Work in your small groups. 2. Brainstorm within your group and describe the disciplinary process in the KSA. If a process is not in place, describe the type of process that should be in place to establish a Disciplinary Process. 3. Be prepared to share and discuss with the class.

NOTES



Disciplinary Process in the KSA

REGROUP

- Describe the major components of the disciplinary process in the KSA
- Compare your group's answers with the other groups

Next step: Continue working in your groups to match each Mandela Rule in the handout to the major components just identified



MANDELA RULES

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Disciplinary Process in the KSA

Refer to the Mandela Rules and compare with the process used in your institution.

NOTES

Special Considerations

- When the act turns into a criminal investigation
 - ✓ Internal discipline process is suspended, and all information is turned over to external law enforcement
- When the act is committed by mentally irresponsible or mentally incompetent offenders
 - ✓ Decisions are made whether the offender is responsible



What is the process in the KSA when the prohibited act is criminal?
What is the process when the act is committed by an offender who is mentally incompetent?

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Special Considerations

When the prohibited act is committed by a mentally irresponsible or mentally incompetent offender, professionals must assess whether the offender is responsible (can be sanctioned) or not responsible (incident documented but not sanctioned).

If, at any stage of the discipline process, an offender appears mentally ill, staff will refer her to a mental health professional to determine whether she is responsible for her conduct or is incompetent. Staff may take no disciplinary action against an offender who is determined by a mental health professional to be incompetent to participate in the disciplinary proceedings or not responsible for her behavior.

NOTES






Relevant Mandela Rules

#45

Solitary Confinement

- Solitary confinement shall be used only in exceptional cases as a last resort, for as short a time as possible and subject to independent review, and only pursuant to the authorization by a competent authority. It shall not be imposed by virtue of a prisoner's sentence.
- The imposition of solitary confinement should be prohibited in the case of prisoners with mental or physical disabilities when their conditions would be exacerbated by such measures. The prohibition of the use of solitary confinement and similar measures in cases involving women and children, as referred to in other United Nations standards and norms in crime prevention and criminal justice, continues to apply

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USE as reference and as needed

Rule 44

For the purpose of these rules, solitary confinement shall refer to the confinement of prisoners for 22 hours or more a day without meaningful human contact. Prolonged solitary confinement shall refer to solitary confinement for a time period in excess of 15 consecutive days.

Rule 46

1. Health-care personnel shall not have any role in the imposition of disciplinary sanctions or other restrictive measures. They shall, however, pay particular attention to the health of prisoners held under any form of involuntary separation, including by visiting such prisoners on a daily basis and providing prompt medical assistance and treatment at the request of such prisoners or prison staff.

2. Health-care personnel shall report to the prison director, without delay, any adverse effect of disciplinary sanctions or other restrictive measures on the physical or mental health of a prisoner subjected to such sanctions or measures and shall advise the director if they consider it necessary to terminate.

Restrictive Housing

Restricted housing refers to a place in institutions where offenders are securely separated from the general offender population



- 1. Administrative Segregation (non-punitive)**
Temporary detention for medical reasons, security reasons, investigative reasons
- 2. Protective Custody (non-punitive)**
Separated for personal safety
- 3. Disciplinary Segregation (punitive)**
Based on sanctions issued by hearing officer

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Restrictive Housing Units

Restrictive housing units help ensure the safety, security, and orderly operation of correctional facilities and protect the public by providing alternative housing assignments for offenders removed from the general population.

Offenders in administrative detention and disciplinary segregation are provided regular reviews of their housing status.

NOTES



Restrictive Housing: Administrative Segregation

- Preventive measure used to separate those with medical issues or those likely to pose a threat to institutional security from the general population
- Typically involves single-cell confinement for extended periods
- Offenders are allowed one hour out of the cell for exercise and showers



Restrictive Housing: Administrative Detention

Discretion should be used with respect to the types of visits/visitors permitted, whether visits could be contact or not, and the frequency and duration of the visits allowed.

NOTES



Restrictive Housing: Protective Custody

EXERCISE

- In groups of five, answer:
- Why do we need a protective custody provision in prison?
- Do you have a protective custody provision?
- What are some examples of offenders in your prison who would need protection?



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Restrictive Housing: Protective Custody

Duration	20 minutes
Purpose	The purpose of this activity is have participants consider the need for protective security provisions and the types of offenders who would need protection.
Materials	<ul style="list-style-type: none"> • Flipchart • Markers • Incident Reports
Steps	<ol style="list-style-type: none"> 1. Work in your small groups. 2. Answer the three questions in the slide. 3. Be prepared to share your responses and discuss with the class.

NOTES



Protective Custody

Examples of offenders who need protection:

REGROUP

- The victim of an offender assault or threatened by other offenders
- When safety is threatened because the offender provided or is perceived as having provided information to staff or law enforcement authorities
- Offender refusal to enter general population because of alleged pressures or threats from unidentified offenders or for no expressed reason
- Based on evidence, staff believe offender's safety may be seriously jeopardized by placement in the general population



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Protective Custody

Protects the offender from threats of violence, death, and extortion from other offenders.

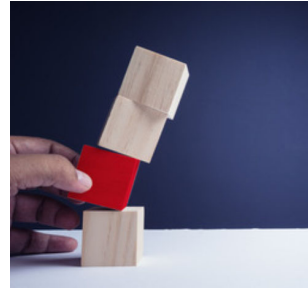
Prevents potential self-harm or suicide.

The offender remains in this status until the threats have been removed or she is released from prison.

NOTES

Threat Assessment

- An investigation into an offender's contention that her safety has been threatened
- Assessments must conclude with a verification of an existing threat or that no threat can be verified



Threat Assessment

Does your KSA facility use threat assessments? What do you do when an offender files a complaint about her safety?

It is imperative that the potential victim cooperates and provides specifics relating to the threat (who, what, where, when, why) if she is to be protected. If the offender fails to cooperate, the threat cannot be verified, and she will be ordered back to general population. If the threat is verified, the report will be routed up the chain of command to the warden, who must approve the report and findings. An internal reclassification would then be conducted and a transfer request submitted.

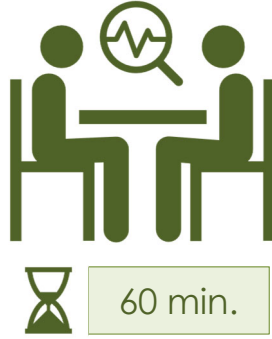
NOTES



Protective Custody: Facilitator Roleplay

Two facilitators will roleplay an interview of an offender requesting protective custody

ROLEPLAY



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Protective Custody: Facilitator Roleplay

Duration	60 minutes
Purpose	The purpose of this activity is for participants to observe how to interview an offender who has requested protective custody. The roleplay will also reinforce interviewing techniques, internal classification, and reclassification
Materials	<ul style="list-style-type: none"> • Interview scripts (provided by facilitators) • Interview Room set-up
Steps	<ol style="list-style-type: none"> 1. Observe the facilitator roleplay. 2. Take notes during the roleplay to better understand the interviewing process for an offender who requests protective custody. 3. Be prepared to ask questions of the facilitators regarding the roleplay

NOTES

Restrictive Housing: Disciplinary Segregation

- Placement to hold an offender accountable for a violation of a major disciplinary rule
- The offender is released into the general population once the period of disciplinary segregation has been served



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Restrictive Housing: Disciplinary Segregation

An offender may be placed in disciplinary detention only by order of the discipline hearing officer following a hearing in which it was found that the offender violated a rule in the greatest, high, or moderate categories, or a repeated offense in the low moderate category.

Offenders housed in disciplinary segregation for an extended period in a cell have limited interaction with other offenders or prison staff. Offenders' access to other privileges such as recreation, programming, and visitation is restricted during time in disciplinary segregation.

Prison officials have the discretion to place offenders found guilty of violations of the rules of conduct in disciplinary segregation. It is expected that confinement in disciplinary segregation will deter offenders' subsequent rule breaking.

NOTES



Restrictive Housing in the KSA

EXERCISE

- Work in your group
- All groups: Explain what restricted housing involves and how it is used in the KSA
- Groups 1 & 2: On a flipchart, list all the reasons for administrative detention
- Groups 3 & 4: On a flipchart, list all the reasons for disciplinary segregation



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مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Restrictive Housing in the KSA

Duration	30 minutes
Purpose	The purpose of this activity is for participants to discuss what restrictive housing involves and how it is used in the KSA. Through exercises like these, the KSA and U.S. can share best practices.
Materials	<ul style="list-style-type: none"> • Flipchart • Markers
Steps	<ol style="list-style-type: none"> 1. Work in your small group. 2. All groups will explain what restrictive housing involves and how it is used in the KSA. 3. Groups 1 & 2 will list the reasons for administrative detention in the KSA. 4. Groups 3 & 4 will list the reasons for putting offenders in disciplinary segregation in the KSA. 5. Be prepared to share your responses.

NOTES



Determining Sanctions Scenarios

EXERCISE

- Work in your group
- The facilitator will assign your group a scenario from the handout
- Prepare an incident report for the scenario
- Determine the appropriate sanctions



DISCIPLINARY
OFFENSES SCENARIOS

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Determining Sanctions

Duration	40 minutes
Purpose	The purpose of this activity is to have participants incorporate what they have learned in this module and apply it to a realistic scenario.
Materials	<ul style="list-style-type: none"> • Flipchart • Markers • Incident Reports
Steps	<ol style="list-style-type: none"> 1. Work in your small groups. 2. Each group will be assigned a scenario. 3. For the scenario, you will prepare incident reports and determine sanctions for the fictional—but realistic—offenders. 4. Be prepared to share responses and discuss with the large class.

NOTES



Determining Sanctions

REGROUP

- What was the prohibited act?
- What was the sanction?
- Do you agree with the sanctions imposed by the other group? Why or why not?
- Do you think your sanctions would conform to the Mandela Rules?

Rule 36: Discipline and order shall be maintained with no more restriction than is necessary to ensure safe custody, the secure operation of the prison and a well-ordered community life.



Determining Sanctions

Regroups allow you the opportunity to acknowledge strengths and identify opportunities for improvement, brainstorm ideas, listen to the ideas of others, and examine even the smallest details that could lead to improvement.

NOTES



Reclassification



Specialized Course: Reclassification

Purpose: The purpose of this module is to reinforce the goals of classification and to introduce the requirements of reclassification.

Activities:

- Your Thoughts on Reclassification (20 min.)
- Reclassifying Offenders (20 min.)

Estimated Time: 2 hours

NOTES

Learning Objectives



- Describe the goals of the classification process



- Determine actions that cause an offender to be reclassified assigned a higher/lower classification



- Explain reasons for periodic classification review



- Describe the criteria for reclassification

- Reclassify a simulated offender

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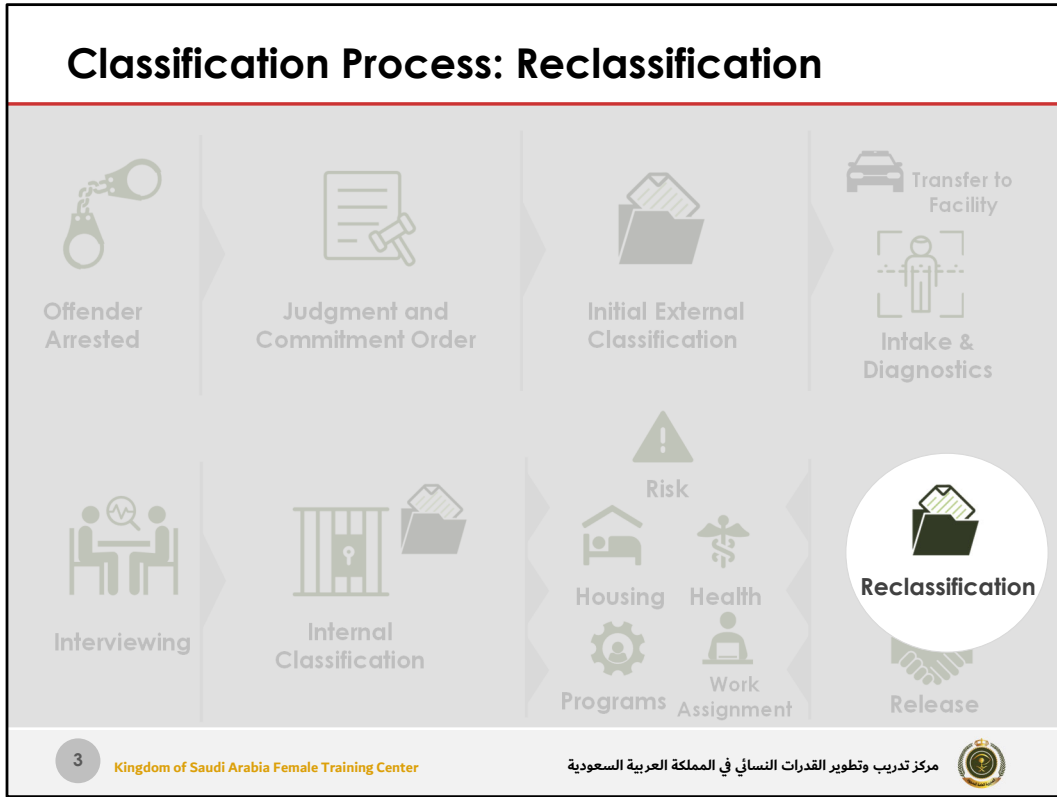


Learning Objectives

These learning objectives are the essential steps to reaching the goal of the course—understanding the importance of a systematic offender classification process and each part of the process from the time the person is arrested until she is reclassified or released.

NOTES





NOTES



Review: Classification Goals



For Facility Staff and Administration (continued):

- Ensure documentation and legal protection for decisions or actions of facility staff (proof of validity of officer decisions and actions)
- Comply with legal requirements regarding classification procedures, due process, and legitimate offender's rights
- Ensure staff safety by correct classification of dangerous offenders
- Monitor changes in the offender population using classification data



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Classification Goals for Facility Staff and Administration (continued)

Can you think of other goals?

NOTES



Activity: Your Thoughts on Reclassification

EXERCISE

Work with your small group to respond to the following:

- Groups 1 & 2: Write a profile of an offender whose classification should be changed to a higher level.
- Groups 3 & 4: Write a profile of an offender whose classification should be changed to a lower level.
- Be prepared to explain your response.



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Activity: Your Thoughts on Reclassification

Duration 20 minutes

Purpose The purpose of this activity is to encourage participants to think about incidents that could cause a classification to change—whether higher or lower.

Materials

- Flipchart
- Markers

Steps

1. Work in small groups.
2. Determine the profile of an offender who will be reclassified to a higher or a lower classification level (according to your assignment).
3. Write the profile (include the incident causing the change) on a flipchart.
4. Be prepared to share with the class.

NOTES



Your Thoughts on Reclassification

REGROUP

- Lower custody level, different programs/work
- Higher custody level, revoke privileges
- Move from disciplinary or administrative segregation
- Move from protective custody
- Prior relationship with current staff member or threatened staff safety



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Your Thoughts on Reclassification

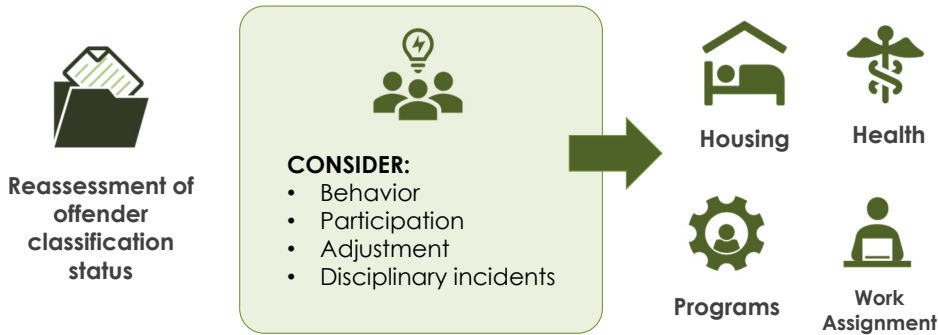
Regroups allow you the opportunity to acknowledge strengths and identify opportunities for improvement, brainstorm ideas, listen to the ideas of others, and examine even the smallest details that could lead to improvement.

NOTES



Reasons for Periodic Classification Review

- Provides structure for monitoring and tracking behavior
- Allows the offender to progress to lower (i.e., increased eligibility for programs, housing, special privileges) or higher security levels (i.e., restricted housing, programming)



Periodic Classification Review

Reclassification involves consideration of:

- Percentage of time served
- Type and frequency of disciplinary reports incurred
- Involvement with drugs or alcohol in the institution
- Mental stability
- Staff assessment of level of personal responsibility
- Family or community ties
- Program participation
- Job and living area conduct

NOTES



Reclassifying Offenders

EXERCISE

- Separate in groups of five
- Review the offender profile
- Use the reclassification worksheet and reclassify the offender



CUSTODY
RECLASSIFICATION
WORKSHEET & CASES

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مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Work in groups



Report back

Activity: Reclassifying Offenders

Duration 20 minutes

Purpose The purpose of this activity is to encourage participants to use a reclassification worksheet to become proficient with the consistent and systematic process of reclassification.

Materials

- Pen
- Worksheet
- Reclassification Cases

Steps

1. Work in small groups.
2. Review the offender's profile.
3. Use the Custody Reclassification Worksheet to score the offender.
4. Reclassify the offender based on the score.
5. Be prepared to share with the class.

NOTES



Reclassifying Offenders Regroup

REGROUP

- Discuss how each group reclassified the offenders.
- Do you agree or disagree with the reclassification?
- Do you think this is a good process for your KSA facility?



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Reclassifying Offenders Regroup

Regroups allow you the opportunity to acknowledge strengths and identify opportunities for improvement, brainstorm ideas, listen to the ideas of others, and examine even the smallest details that could lead to improvement.

NOTES

Knowledge Check

Topics

- ✓ Goals of classification
- ✓ Purpose of reclassification
- ✓ Periodic reclassification review
- ✓ Reclassification criteria

Knowledge Check

In your group, answer the following:

- What is the most important point you learned today?
- What point remains least clear to you?



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Knowledge Check

Work with your group and the facilitator to answer these questions. Make sure to take notes.

NOTES

Course Evaluation

تقييم الدورة

END-OF-WEEK EVALUATION

ANONYMOUS FEEDBACK

Please take a moment to complete an evaluation of this training program. Your input is important and will help us improve future programs. Thank you!



Course: _____ Date: _____

1	I understood the training content and concepts.	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Neither</i>	<i>Agree</i>	<i>Strongly agree</i>
2	The training was engaging and relevant to me.	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Neither</i>	<i>Agree</i>	<i>Strongly agree</i>
3	I will be able to apply what I learned at my job.	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Neither</i>	<i>Agree</i>	<i>Strongly agree</i>
4	What topic did you find particularly valuable this week?					
5	If you could change or improve one topic, what would it be?					
6	The pace of the training was (circle one)	<i>Too Slow</i>	<i>About Right</i>	<i>Too Fast</i>		
Please provide any additional comments or suggestions.						

Thank You!

COURSE EVALUATION

ANONYMOUS FEEDBACK

Please take a moment to complete an evaluation of this training program. Your input is important and will help us improve future programs. Thank you!



Course: *Offender Classification & Intake*

Date: _____

1 Rate each aspect of the training: <i>(circle rating)</i>	Strongly disagree	Disagree	Neither	Agree	Strongly agree
a. I understood the training content and concepts.	1	2	3	4	5
b. The training was engaging and relevant to me.	1	2	3	4	5
c. I will be able to apply what I learned at my job.	1	2	3	4	5
d. The training program met my expectations.	1	2	3	4	5

2 What did you find particularly valuable?

3 What did you wish to receive but did not?

6 Rate the instructional methods used: <i>(circle rating)</i>	Poor	Not bad	Average	Good	Excellent
a. Presentations (lecture, demonstration, slides)	1	2	3	4	5
b. Discussions and interactions (exercises, activities)	1	2	3	4	5
c. Teach-backs (instructional practice, coaching)	1	2	3	4	5
d. Resources (training tools, guides, job aids, media)	1	2	3	4	5

7 What would you change or improve?

8 What did you enjoy most?



COURSE EVALUATION

9 Rate your experience with the instructors: (circle rating)	Strongly disagree	Disagree	Neither	Agree	Strongly agree
a. It was easy to understand the instructors.	1	2	3	4	5
b. The instructors encouraged my participation.	1	2	3	4	5
c. The instructors answered most of my questions.	1	2	3	4	5
d. The instructors contributed to my development.	1	2	3	4	5

10 Rate the language/translation services: (circle rating)	Poor	Not bad	Average	Good	Excellent
a. Translation of written materials (slides, forms)	1	2	3	4	5
b. Interpretation of instructors (lecture, directions)	1	2	3	4	5
c. Interpretation of interactions (discussions, activities)	1	2	3	4	5
d. Availability and access to interpreters	1	2	3	4	5

Please circle the rating that best describes your overall experience.

1	2	3	4	5
Poor	Acceptable	Average	Good	Excellent

Additional Notes

Please provide any additional comments or suggestions.

Thank You and Congratulations!