

# ADVANCED Emergency Management

## Participant Guide

## دليل المتدرب



مركز تدريب وتطوير القدرات النسائي في  
المملكة العربية السعودية

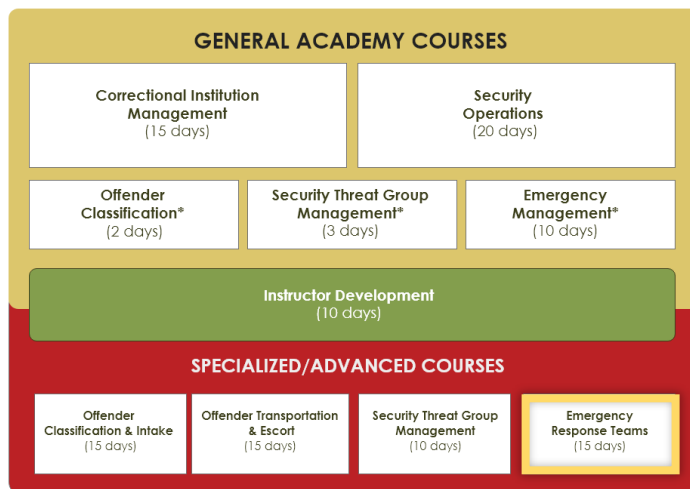
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## EMERGENCY MANAGEMENT

The highly interactive 15-day Emergency Management course comprises best practices for preventing, preparing for, mitigating, responding to, and recovering from a critical incident. It discusses requirements for an effective emergency management system, roles and responsibilities of an incident command center, types of emergency response teams and their roles and responsibilities, and best practices for mitigating emergencies. It concludes with two scenarios in which participants are expected to work as teams to determine how to manage increasingly complex emergency incidents.

## COURSE DETAILS

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



Emergency Management	
<b>Level</b>	Advanced
<b>Prerequisite</b>	General Academy
<b>Duration</b>	15 Days
<b>Location</b>	Riyadh, KSA
<b>Class size</b>	25 participants
<b>Modules</b>	<ol style="list-style-type: none"> <li>1. Principles of Emergency Management Review</li> <li>2. Incident Command Overview</li> <li>3. Emergency Response Teams</li> <li>4. Mitigating Emergency Incidents</li> <li>5. Scenario: Managing an Incident</li> <li>6. Scenario: Managing a Pandemic</li> <li>7. Teach-Backs</li> </ol>

## INSTRUCTIONAL APPROACH

- LEARN:** During this specialized course, you will learn the globally accepted concepts and components of Security Threat Groups and Prison Intelligence.
- APPLY:** You will have the opportunity to apply this knowledge to the Saudi Arabian local context to start developing an STG management strategy 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
<b>1 Principles of Emergency Management Review</b> Provide the foundation for developing an emergency management system, including writing and testing contingency plans and conducting after-action reviews of the contingency plans.	<ul style="list-style-type: none"> <li>▪ Define emergency</li> <li>▪ Define emergency management</li> <li>▪ Explain the five phases of the emergency management cycle</li> <li>▪ Conduct a vulnerability/risk assessment</li> <li>▪ List contingency plans required for a prison</li> <li>▪ Develop contingency plans for a prison</li> <li>▪ Conduct a table-top drill</li> <li>▪ Complete an after-action review</li> </ul>	2.5
<b>2 Incident Command Overview</b> Provides an overview of best practices in incident command, procedures, functions, and structure.	<ul style="list-style-type: none"> <li>▪ Describe the overarching goal of an incident command center</li> <li>▪ Describe the five major functions of incident command and operation centers</li> <li>▪ Explain the triggers for initiating an incident command center</li> <li>▪ Discuss organization and staff of an incident command center</li> <li>▪ Create a SMEAC action plan for a simulated incident</li> </ul>	1
<b>3 Emergency Response Teams</b> Provides an opportunity to compare the purpose, training, equipment, and qualifications for four types of emergency response teams.	<ul style="list-style-type: none"> <li>▪ Identify common prison-based crimes</li> <li>▪ Describe types/sources of evidence</li> <li>▪ Demonstrate proper crime scene procedures for first responders</li> <li>▪ Demonstrate search procedures</li> <li>▪ Determine evidence collection procedures for different types of evidence</li> <li>▪ Identify tools used in evidence collection</li> </ul>	.5
<b>4 Mitigating Emergency Incidents</b> Provides best practices in mitigating emergencies, including information on contingency plans, after-action reports, how to control for hazardous materials, and reporting incidents to the public.	<ul style="list-style-type: none"> <li>▪ Describe the mitigation phase of emergency management</li> <li>▪ Determine the resources necessary to complete functional contingency plans</li> <li>▪ Describe the purpose of after-action reports</li> <li>▪ Complete an after-action report based upon a case study</li> <li>▪ Describe controls for hazardous materials</li> <li>▪ Discuss the importance of following procedures when releasing information to the media</li> </ul>	2.5
<b>5 Scenario 1: Managing an Incident</b> Provides opportunity to reflect on the knowledge gained throughout the course and use it to determine how to best manage a simulated emergency incident.	<ul style="list-style-type: none"> <li>▪ Manage a simulated emergency incident using a realistic scenario and following the guidelines provided</li> <li>▪ Initiate actions according to ongoing information received via injects and following the guidelines provided</li> </ul>	2

# COURSE OVERVIEW



<p><b>6 Scenario 2: Managing a Pandemic</b> Provides participants an opportunity to incorporate lessons learned and feedback received from the previous module as they work in groups to simulate managing a real-world emergency.</p>	<ul style="list-style-type: none"> <li>▪ Incorporate lessons learned from the previous activity to simulate managing a real-world, present day emergency</li> <li>▪ Initiate actions according to ongoing information received via injects</li> </ul>	2
<p><b>7 Teach-Backs</b> Examine what makes training effective while practicing instructional skills.</p>	<ul style="list-style-type: none"> <li>▪ Apply instructional skills by preparing and delivering a lesson while giving and receiving constructive feedback for continuous improvement</li> </ul>	4.5

## COURSE CALENDAR

### Week 1

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
Principles of Emergency Management Review	Principles of Emergency Management Review	Principles of Emergency Management Review	Incident Command Overview	Emergency Response Teams
<b>MORNING BREAK (30 min)</b>				
Continued	Continued	Continued	Continued	Mitigating Emergency Incidents
<b>TEA BREAK (15 min)</b>				
Continued	Continued	Incident Command Overview	Emergency Response Teams	Continued

# COURSE OVERVIEW



## Week 2

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
Mitigating Emergency Incidents	Mitigating Emergency Incidents	Scenario 1: Managing an Incident	Scenario 1: Managing an Incident	Scenario 2: Managing a Pandemic
<b>MORNING BREAK (30 min)</b>				
<i>Continued</i>	<i>Continued</i>	<i>Continued</i>	<i>Continued</i>	<i>Continued</i>
<b>TEA BREAK (15 min)</b>				
<i>Continued</i>	<i>Continued</i>	<i>Continued</i>	<i>Continued</i>	

## Week 3

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
DAY 11	DAY 12	DAY 13	DAY 14	DAY 15
Scenario 2: Managing a Pandemic	Teach-Backs	Teach-Backs	Teach-Backs	Teach-Backs
<b>MORNING BREAK (30 min)</b>				
<i>Continued</i>	<i>Continued</i>	<i>Continued</i>	<i>Continued</i>	<i>Continued</i>
<b>TEA BREAK (15 min)</b>				
Wrap up/Closing	<i>Continued</i>	<i>Continued</i>	<i>Continued</i>	Wrap up/Closing

# COURSE OVERVIEW



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

INTERNATIONAL STANDARDS	
Relevant Resource	Organization/Short Name
United Nations Office of Drugs and Crime (UNODC)	<a href="https://www.unodc.org">https://www.unodc.org</a>
Prison Incident Management Handbook, United Nations Peacekeeping, Office of Rule of Law and Security Institutions	<a href="https://peacekeeping.un.org/en/office-of-rule-of-law-and-security-institutions">https://peacekeeping.un.org/en/office-of-rule-of-law-and-security-institutions</a>
<i>The United Nations Standard Minimum Rules for the Treatment of Prisoners</i>	<a href="#">The Mandela Rules</a>
<i>The United Nations Rules for the Treatment of Women Prisoners and Non-custodial Measures for Women Offenders</i>	<a href="#">The Bangkok Rules</a>

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>Lessons from Hurricane Katrina: Prison Emergency Preparedness as a Constitutional Imperative</i>	University of Michigan Journal of Law Reform
<i>Interim Guidance on Management of Coronavirus Disease 2019 in Correctional and Detention Facilities</i>	Centers for Disease Control and Prevention
<i>Emergency Response Plan</i>	National Commission on Correctional Health Care
<i>General research</i>	American Correctional Association Standards for Accreditation
<i>A Guide for Responding to Prison Emergencies</i>	U.S. Department of Justice, National Institute of Corrections

## KEY TERMS & CONCEPTS

TERM	DEFINITION
<b>Mitigation</b>	<ul style="list-style-type: none"> <li>A phase of the emergency management cycle that includes any activities that prevent an emergency, reduce the likelihood of occurrence, or reduce the damaging effects of unavoidable hazards.</li> </ul>
<b>Emergency</b>	<ul style="list-style-type: none"> <li>An unplanned, imminent event that threatens the health, security, safety, or welfare of the public, staff, offenders, property, or infrastructure</li> </ul>
<b>Emergency Management</b>	<ul style="list-style-type: none"> <li>A unified framework for assessing and responding to an emergency that focuses on the preservation of life and the safety of staff, offenders, and visitors</li> </ul>
<b>Risk Assessment</b>	<ul style="list-style-type: none"> <li>An assessment that identifies potential emergencies and analyzes what could happen if an emergency occurs</li> </ul>
<b>Vulnerability Assessment</b>	<ul style="list-style-type: none"> <li>An assessment that identifies weaknesses in a security program that can be exploited by a threat</li> </ul>
<b>Contingency Plans</b>	<ul style="list-style-type: none"> <li>Plans leverage the risk/vulnerability analyses to allow prisons to anticipate emergencies and how they will affect the facility</li> </ul>
<b>SMEAC</b>	<ul style="list-style-type: none"> <li>A type of operations order</li> </ul>
<b>Incident Command Center</b>	<ul style="list-style-type: none"> <li>The coordination hub for a major incident response</li> </ul>
<b>Tactical Operations Center</b>	<ul style="list-style-type: none"> <li>A command post for police, corrections, or military operations</li> </ul>
<b>Negotiations Operations Center</b>	<ul style="list-style-type: none"> <li>A consolidated center located a safe distance from the crisis site for negotiation decisions and tactics to be discussed and critiqued</li> </ul>
<b>Armed Tactical Teams</b>	<ul style="list-style-type: none"> <li>Emergency teams that are used for escapes and high-risk transports</li> </ul>
<b>Unarmed Tactical Teams</b>	<ul style="list-style-type: none"> <li>Also known as disturbance control teams and corrections emergency response teams</li> </ul>
<b>Crisis Support Team</b>	<ul style="list-style-type: none"> <li>A unit of prison staff who respond to critical incidents to provide psychological and faith-based assistance to staff and offender families</li> </ul>
<b>Quick Response Force</b>	<ul style="list-style-type: none"> <li>A team that acts as a quick force to back up initial responders until trained emergency response teams can respond</li> </ul>

Knowledge Survey

المسح المعرفي



## **SPECIALIZED COURSE: Security Threat Groups & Prison Intelligence** **Knowledge Survey**

1. Security threat groups are organized associations with three or more individuals who collectively identify themselves based on a group identity and whose purpose is criminal activity and/or \_\_\_\_\_:
  - a. Radicalizing
  - b. Recruiting
  - c. Mutual protection
  - d. Terrorizing non-members
2. A grouping of offenders that bands together based on regional affiliations for protection and for countering other groups or gangs that attempt to intimidate or harm them are known as \_\_\_\_\_:
  - a. Domestic terrorists
  - b. Non-affiliated groups
  - c. Regional gangs
  - d. Transnational terrorists
3. Nearly all prison gangs comprise a single \_\_\_\_\_:
  - a. Prison system
  - b. Housing type
  - c. Ethnicity
  - d. Age group
4. The safest prisons in the world have the \_\_\_\_\_ :
  - a. Best intelligence-gathering mechanisms
  - b. Most staff members
  - c. Latest technologies
  - d. Best trained sharpshooters
5. \_\_\_\_\_ is a powerful tool for enabling prison officials to prevent escapes, predict potential events that might lead to disorder, and disrupt criminal activity within the prison.
  - a. After-action reports
  - b. Intelligence
  - c. Threat assessments
  - d. Trip authorizations
6. The following personnel should be responsible for gathering security information and passing it to the intelligence unit:
  - a. All supervisors
  - b. Only high-level managers
  - c. Only intelligence experts
  - d. All prison staff

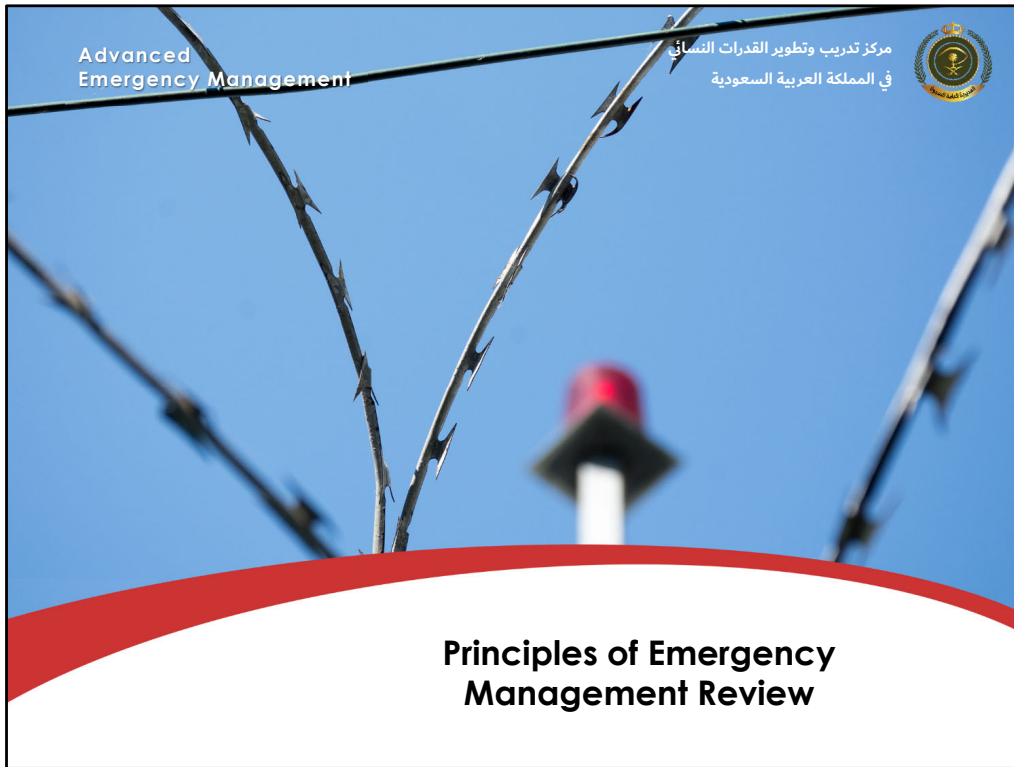


7. The product of a series of processes in which information is collected, organized, analyzed, and interpreted to give it meaning and context is \_\_\_\_\_:
  - a. Intelligence
  - b. Raw data
  - c. Information
  - d. Policy
  
8. Raw data on a person, place, thing, or event is known as \_\_\_\_\_:
  - a. Intelligence
  - b. Raw data
  - c. Information
  - d. Policy
  
9. The four stages of the intelligence cycle are tasking, gathering, analyzing, and \_\_\_\_\_:
  - a. Identifying
  - b. Collecting
  - c. Filing
  - d. Disseminating
  
10. Intelligence-based prisons employ intelligence-based practices to ensure that strategic and operational plans are based on \_\_\_\_\_:
  - a. High-level procedures
  - b. Plans that were not fulfilled the previous year
  - c. Warden's or deputy warden's orders
  - d. Identified needs, challenges, threats, and resources
  
11. Any material left at the scene of a potential crime is referred to as \_\_\_\_\_:
  - a. Trash
  - b. Evidence
  - c. Suspicious
  - d. Proof
  
12. First responders to a crime scene must \_\_\_\_\_:
  - a. Try to find the evidence as quickly as possible
  - b. Make every effort to preserve the integrity of the scene
  - c. Avoid walking on the crime scene
  - d. Not enter the crime scene until someone else helps
  
13. First responders to a crime scene must \_\_\_\_\_:
  - a. Tend to victim until medical response arrives
  - b. Not approach the victim until the medical team arrives
  - c. Remove the victim as soon as possible
  - d. Run to get help to treat the victim
  
14. The initial responding office should document as soon as possible all activities and observations made at the scene of the crime:
  - a. Including her ideas about what happened
  - b. Except for who enters the area
  - c. Including his or her own actions
  - d. Except for her own actions



15. Identifying membership can be accomplished through intelligence, self-admission, and \_\_\_\_\_:
- Common identifiers
  - Prison rumor
  - Intuition
  - Personal attitude
16. The system that allows prison staff to manage each STG efficiently, prioritizing the groups that pose the greatest threat to security and control is known as the \_\_\_\_\_ system.
- Verification
  - Identification
  - Administration
  - Classification
17. STGs are classified according to size of the group, number of incidents linked to the group, and \_\_\_\_\_:
- Category of the group
  - Attitude of the group
  - Severity of incidents
  - Comradery within the group
18. The single most important source of intelligence available to prisons is \_\_\_\_\_:
- Communications between offenders and the outside world
  - Inside surveillance team
  - Communications between offenders
  - Communications between offenders and staff
19. Sound practices for managing STGS include communication monitoring and minimizing access to communication, live monitoring and enhanced supervision, making prison intelligence staff part of criminal or intelligence task force, and \_\_\_\_\_:
- Posting the intelligence online so that everyone is aware
  - Not sharing the intelligence with anyone in case it is incorrect
  - Sharing intelligence with outside law enforcement officials
  - Sharing intelligence only with management to keep it safe
20. The first step in managing STG groups is to \_\_\_\_\_:
- Move the STGs into one prison
  - Develop a national strategy
  - Spread the STGs among a number of prisons
  - Keep the STGs in lockdown

# Principles of Emergency Management Review



### Principles of Emergency Management Review

**Purpose:** To provide the foundation for developing an emergency management system, including writing and testing contingency plans and conducting after-action reviews of the contingency plans.

#### **Activities:**

- Your Thoughts on Best Practices (15 min.)
- What Are Your Risks (30 min.)
- What Are Your Needs (30 min.)
- Develop a Contingency Plan (45 min.)
- Complete a SMEAC (45 min.)
- Conduct an After-Action Review (30 min.)
- Individual Activity (10 min.)
- Ensuring a Safer Environment (20 min.)

**Estimated Time:** 2.5 days (12 hours)

**Classroom Material:** Flipchart paper, PPT slides, handouts

### NOTES

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## Learning Objectives



- Define emergency



- Define emergency management



- Explain the five phases of the emergency management cycle



- Conduct a vulnerability/risk assessment

- List contingency plans required for a prison

- Develop contingency plans for a prison

- Conduct a table-top drill

- Complete an after-action review

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### Learning Objectives

These learning objectives are the essential steps to reaching the goal of the course—to gain a thorough understanding of the best practices associated with emergency management as applied to the field of corrections.

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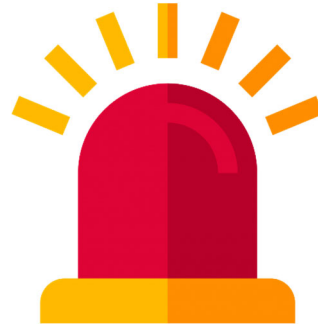
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### Emergency Defined

- An unplanned, imminent event that threatens the health, security, safety, or welfare of the public, staff, offenders, property, or infrastructure



Provide examples of the types of emergencies that could impact or have recently impacted prisons in the KSA



#### Emergency Defined

Natural hazards are naturally occurring physical phenomena caused either by rapid or slow onset events that can be:

- Geophysical (earthquakes, landslides, tsunamis, and volcanic activity)
- Hydrological (avalanches and floods)
- Climatological (extreme temperatures, drought, and wildfires)
- Meteorological (cyclones and storms/wave surges)
- Biological (disease epidemics and insect/animal plagues)

Technological or man-made emergencies include complex hazards/conflicts, famine, displaced populations, and industrial and transport accidents.

#### NOTES

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**Emergency Management**  
**إدارة حوادث الطوارئ في السجون**

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## Emergency Management Defined

- A unified framework for assessing and responding to an emergency that focuses on the preservation of life and the safety of staff, offenders, and visitors
- The focus is on the preservation of life and the safety of the public, staff, offenders, and visitors



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### Emergency Management Defined

Emergency management protects corrections facilities by coordinating and integrating all activities necessary to build, sustain, and improve the capability to mitigate against, prepare for, respond to, and recover from threatened or actual natural or man-made emergencies.

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## Your Thoughts on Best Practices

### EXERCISE

- Determine how often the following activities should be conducted. Include who should conduct them and who should attend them.
  - Risk/vulnerability assessments
  - Emergency drills or tabletop exercises
  - Briefings on emerging threats



### Your Thoughts on Best Practices

Duration	15 minutes
Purpose	The purpose of this activity is learn your thoughts on various best practices associated with emergency management.
Materials	<ul style="list-style-type: none"> <li>• Flipchart</li> <li>• Markers</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work in small groups.</li> <li>2. Determine what you consider to be best practices for conducting:                             <ul style="list-style-type: none"> <li>• Risk/vulnerability assessments</li> <li>• Emergency drills</li> <li>• Briefings on emerging threats</li> </ul> </li> <li>3. Include who should conduct the activities and who should attend the activities.</li> <li>4. Your response can be based on what you currently do at KSA or on what you believe to be best practices.</li> <li>5. Be prepared to share with the class.</li> </ol>

### NOTES

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## Your Thoughts on Best Practices

### REGROUP

- How often should the following be conducted? Who should conduct them? Who should attend or be aware of the results?
  - ✓ Risk/vulnerability assessments
  - ✓ Emergency drills or tabletop exercises
  - ✓ Briefings on emerging threats



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### Your Thoughts on Best Practices

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.

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## Discussion

- What steps must prison staff take in an emergency?
  - ✓ Assess nature and scope of the incident and risks
  - ✓ Quickly contain and control the incident area(s)
  - ✓ Continue regular operation of unaffected areas of the prison
  - ✓ Devise a clear command structure to direct response
  - ✓ Identify the options for intervention
  - ✓ Determine the appropriate intervention (proportionality)
  - ✓ Intervene effectively to resolve the incident
  - ✓ Follow a plan to resume normal prison routines
  - ✓ Review the incident and implement corrective action plan



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### Discussion

In general, emergency responses progress through seven separate phases:

- Respond before the situation escalates
- Isolate and contain
- Report and record
- Identify response resources
- Manage the incident
- Resume normal routine
- Review actions

### NOTES

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### Emergency Management Cycle

What steps would you take under:

- Prevention?
- Preparedness?
- Response?
- Mitigation?
- Recovery?

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**Emergency Management Cycle**

This five-step emergency management system encompasses the steps discussed in the previous slide and more.

A good emergency management system is the best defense against emergencies; time spent developing the system is time saved when responding to the emergency.

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## Risk/Vulnerability Assessment تقييم المخاطر / نقاط الضعف

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### NOTES

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## Risk/Vulnerability Assessment

- A risk assessment identifies potential emergencies and analyzes what could happen if an emergency occurs
- A vulnerability assessment identifies weaknesses in a security program that can be exploited by a threat
- Three types of vulnerabilities:
  - ✓ Physical
  - ✓ Organizational
  - ✓ Institutional



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### Risk/Vulnerability Assessment

Prison officials must understand the range and scope of potential emergencies before beginning planning activities. This process starts by defining the nature of the potential threat.

Begin by identifying the most likely threats, the potential area affected by each threat, and the probability of occurrence.

Look for vulnerabilities—weaknesses—that make an asset more susceptible to damage from an emergency. Vulnerabilities contribute to the severity of damage when an incident occurs. For example, a building without a fire sprinkler system could burn to the ground while a building with a properly designed, installed and maintained fire sprinkler system would suffer limited fire damage.

The three types of vulnerabilities prisons should assess include:

- **Physical:** Presence and condition of facility infrastructure (e.g., security measures, available communication networks)
- **Organizational :** Skill of response teams, decision-making requirements, date of last training event
- **Institutional:** Availability of outside assistance, resources

### NOTES

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## What Are Your Risks?

### EXERCISE

- Refer to the Worksheet: Risk and Vulnerability Matrix
- Determine five probable emergencies and list in the appropriate column
- For each probable emergency, determine the consequences should the emergency occur

Work in your group

Be prepared to share



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### What Are Your Risks

Duration	15 minutes
Purpose	The purpose of this activity is to think about the five most probable emergencies that can happen in a prison environment and then determine the consequences should the emergency occur.
Materials	<ul style="list-style-type: none"> <li>• Flipchart</li> <li>• Markers</li> <li>• Risk and Vulnerability Matrix Worksheet</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work in small groups.</li> <li>2. Refer to the Risk and Vulnerability Matrix Worksheet.</li> <li>3. List 5 probable emergencies and place them in the appropriate columns in Part I of the Risk and Vulnerability Matrix.</li> <li>4. For each emergency, determine the likely consequences should the emergency occur.</li> <li>5. Be prepared to share with the class.</li> </ol>

### NOTES

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## What Are Your Risks?

### Risk and Vulnerability Matrix

**REGROUP**

Emergency	High Probability	Medium Probability	Low Probability



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### What Are Your 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

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## Determine Your Needs

- ✓ People
- ✓ Facilities
- ✓ Communications and warning technologies
- ✓ Fire protection and safety systems
- ✓ Equipment
- ✓ Materials and supplies
- ✓ Special expertise
- ✓ Outside resources
- ✓ Information about the threats or hazards



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### Determine Your Needs

The availability and capability of resources must be determined immediately; each need must be specified and prioritized.

Resources may come from within the prison—trained staff, protection and safety systems, communications equipment, etc.

If an incident cannot be resolved internally, depending on the nature of the incident and the risks involved, prison management may seek assistance from external organizations (police, fire services, etc.) to either supplement or replace prison staff in managing the emergency.

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## What Are Your Needs?


**EXERCISE**

- Refer to the previous activity: What Are Your Risks?
- Select your biggest risk, considering probability and consequences
- In Part II of the handout, determine your needs should this emergency occur


Work in your group

➔


Be prepared to share



**RISK AND VULNERABILITY MATRIX**



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What Are Your Needs	
Duration	20 minutes
Purpose	The purpose of this activity is determine your needs should a selected emergency occur.
Materials	<ul style="list-style-type: none"> <li>• Flipchart</li> <li>• Markers</li> <li>• Risk and Vulnerability Matrix Worksheet</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work in small groups.</li> <li>2. From the list of five potential emergencies, select your biggest risk, given the probability of the emergency happening and the consequences should it happen.</li> <li>3. For that potential emergency, list all your resource needs.</li> <li>4. Be prepared to share with the class.</li> </ol>

## NOTES

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## What Are Your Needs?

### Needs and Resources Matrix

### REGROUP

Emergency	List resources needed immediately	Where will you obtain these resources?	What resources will you need if the incident extends several hours/days?	Who should be involved in responding to the emergency?	Who should be notified?



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### What Are Your Needs?

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

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# Contingency Plans

## خطط الطوارئ البديلة

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### NOTES

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## Contingency Plans

- Contingency plans leverage the risk/vulnerability analyses to allow prisons to anticipate emergencies and how they will affect the facility
- Contingency plans identify:
  - ✓ Threats
  - ✓ Vulnerabilities
  - ✓ Processes
  - ✓ Available resources



**Discussion:**  
Name potential correctional emergencies for which contingency plans should be developed

### Contingency Plans

Contingency plans allow the prison officials to highlight needs in advance of an actual emergency, pre-dedicate or pre-position resources to address the needs, and establish procedures for deploying the resources.

A robust contingency plan mitigates emergencies by breaking each one down into a set of planned responses.

Contingency plans include the following:

- Roles and responsibilities for prison staff and outside agencies
- Chain of command for incident response
- Detailed processes and the triggers for activating each
- Communications protocols

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## Testing and Evaluation of Contingency Plans

- These plans are tested, evaluated, and improved through training events, simulations, and joint exercises with outside agencies



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### Testing and Evaluation of Contingency Plans

These plans are tested, evaluated, and improved through training events, simulations, and joint exercises with outside agencies (e.g., emergency medical services).

The planning process must be coordinated with all stakeholders, including outside agency partners. These outside partners must agree to their responsibilities under the plan(s) through binding written agreements signed by the head of each participating agency. All stakeholders should be given a full tour of the facility before their assistance is needed.

Plans must be updated annually and/or after a critical incident.

### NOTES

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## Discussion

- What procedures should be included in the contingency plan for:
  - ✓ Isolating and containing?
  - ✓ Obtaining response resources?
  - ✓ Managing the emergency?
  - ✓ Resuming normal routine?



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### Discussion

All steps listed in the slide are universally applied in all types of emergencies, but what procedures should be included in the contingency plan that would ensure the proper steps are taken?

### NOTES

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## Developing Contingency Plans

### EXERCISE

- Refer to the Worksheet: Contingency Plan Guidelines
- Groups will develop a contingency plan for one of the following: weather emergency, homicide, fire, and escape
- Include all information requested in the guidelines

Work in your group



Be prepared to share



CONTINGENCY  
PLAN GUIDELINES

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### Developing Contingency Plans

Duration	45 minutes
Purpose	The purpose of this activity is to have you practice writing contingency plans.
Materials	<ul style="list-style-type: none"> <li>Flipchart</li> <li>Markers</li> <li>Worksheet: Contingency Plan Guidelines</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work in small groups.</li> <li>2. The facilitator will assign one of the four categories listed in the slide to each group.</li> <li>3. You are to develop a contingency plan on the assigned topic, following the Worksheet: Contingency Plan Guidelines.</li> <li>4. Be prepared to share with the class.</li> </ol>

### NOTES

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### Developing Contingency Plans

**REGROUP**

Contingency plan for a 	Contingency plan for an 
Contingency plan for a 	Contingency plan for a 

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**Developing Contingency Plans**

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**

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## Testing the Plan قومي باختبار الخطة

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### NOTES

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## Emergency Drills and Exercises



- Contingency plans should be tested through drills at least annually
- Each drill should be as realistic as possible without compromising security
- Use each drill as an opportunity to improve the contingency plan



### Emergency Drills and Exercises

An example of an emergency drill is a flood exercise for a corrections facility in a flood-prone area. A flood drill should help prepare the facility to answer such questions as:

- At what point do we no longer shelter in place?
- What is our back-up plan if we need to evacuate?
- How will we transport the offenders?
- What measures do we have in place to provide medical care to staff and offenders during an evacuation?
- If sheltering in place, do we have enough food to sustain ourselves for some time?

Although a facility may not know what it needs during an emergency, drills help corrections officials recognize what should be in place.

Mutual aid agreements and memorandums of understanding are critical to have in place prior to any emergency.

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## Simulate a Real Emergency

- Initiate the drill by introducing the prepared mock situation that mimics a potential emergency
- Key components of an emergency drill are:
  - ✓ An established contingency plan
  - ✓ Details of the simulation
  - ✓ A timeline for how the events will unfold
  - ✓ Clear objectives to use to evaluate the drill

الحفر في حالات الطوارئ



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### Simulate a Real Emergency

Well-designed simulations teach discipline-specific concepts; they improve decision-making and critical thinking skills. They allow learners to solve real-world problems safely and efficiently.

### NOTES

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## S-M-E-A-C

- The SMEAC operations order framework can help organize drill planning activities:

<b>S</b>	Situation	موقف
<b>M</b>	Mission	مهمة
<b>E</b>	Execution	تنفيذ
<b>A</b>	Administration & Logistics	الإدارة واللوجستيات
<b>C</b>	Command & Communications	القيادة والتواصل



SMEAC FORM

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### S-M-E-A-C

- **Situation:** Description of what has happened up to now
- **Mission:** The objective. A concise statement of the tasking and the purpose for doing it—the mission statement answers the who, what, when, why, and where
- **Execution:** A description of how and when the response plan will be initiated, how the offenders will be managed once they have been restrained and secured
- **Administration and Logistics:** The means; the equipment to be used and by whom
- **Communication plan:** Details on how key events will be communicated; locations of specific personnel from start to finish; chain of command and the communication mechanisms and protocols to be observed

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## Complete a SMEAC

### EXERCISE

- Refer to the Worksheet: SMEAC Form
- Working with your contingency plan, complete the SMEAC Form as you would if preparing for a drill



SMEAC FORM

Work in your group



Be prepared to share

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### Complete a SMEAC

Duration	45 minutes
Purpose	The purpose of this activity is complete a SMEAC that explains how to conduct a drill, using the information provided in the contingency plan.
Materials	<ul style="list-style-type: none"> <li>Flipchart</li> <li>Markers</li> <li>Worksheet: SMEAC Form</li> <li>Contingency Plan developed in the previous exercise</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work in small groups.</li> <li>2. Refer to your previous contingency plan.</li> <li>3. Using the contingency plan, complete the SMEAC Form as if you are preparing to conduct a drill to test the SMEAC.</li> <li>4. Be prepared to share with the class.</li> </ol>

### NOTES

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## Complete a SMEAC

### REGROUP

- Situation?
- Mission?
- Execution?
- Administration and logistics?
- Command and communication?



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### Complete a SMEAC

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

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## After-Action Review

Ask the six critical questions

- 1 What were we trying to accomplish? What was the main objective?
- 2 Where did we hit (or miss) our objective?
- 3 Did we follow or violate policy or law?
- 4 What was the root cause of our result?
- 5 As a team, what should we stop, start, or continue doing?
- 6 What are our key lessons learned?

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### After-Action Review

Evaluate the drill to assess the effectiveness of the contingency plan and address any shortcomings. Attain feedback from the designated evaluators on the performance of the participants and the fulfillment of the drill objectives. Document all lessons learned through the exercise. Ensure that all notes are distributed to key stakeholders as soon as possible.

After-action reviews should be transparent and honest. The highest-ranking person in the room should kick off the meeting with what he or she did personally that could be improved upon. This method sets the tone for accountability and openness.

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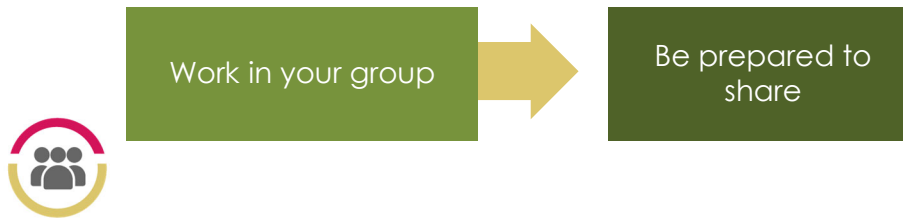
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## Conducting an After-Action Review

### EXERCISE

- ✓ Determine whether the SMEAC accurately portrays everything in the contingency plan—if not, revise
- ✓ Determine whether the SMEAC revealed weaknesses in the contingency plan—if so, revise the plan
- ✓ Explain why you think the SMEAC would or would not lead to a successful drill



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### Conducting an After-Action Review

Duration	30 minutes
Purpose	The purpose of this activity is complete an after-action review to test the effectiveness of the SMEAC.
Materials	<ul style="list-style-type: none"> <li>• Flipchart</li> <li>• Markers</li> <li>• Contingency Plan Guidelines</li> <li>• SMEAC Form completed in the previous exercise</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work in small groups.</li> <li>2. Determine whether the SMEAC accurately portrays everything in the contingency plan. If it does not, revise the SMEAC to accurately reflect the contingency plan.</li> <li>3. Determine whether the SMEAC reveals weaknesses in the contingency plan. If it does, revise the contingency plan.</li> <li>4. Explain why you think the SMEAC would or would not lead to a successful drill. Describe any problem areas you may foresee.</li> <li>5. Be prepared to share with the class.</li> </ol>

### NOTES

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## After-Action Review

### REGROUP

- Does the SMEAC accurately portray everything in the contingency plan?
- Does the SMEAC reveal weaknesses in the contingency plan?
- Do you think the SMEAC would or would not lead to a successful drill? Explain.



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### After-Action Review

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

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**Training**  
**التدريب**

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### Training Staff

- All staff must be trained to meet the standards established by the contingency plans
- Each staff member must understand her responsibility to review the contingency plans and respond as directed
- Outside stakeholders must be included in training events



**Training Staff**

A training cycle should consist of annual, quarterly, and monthly drills that address issues ranging from the complex (multiple offender escape) to the most elemental (checking fire door keys).

Even the most comprehensive emergency plan does not guarantee that staff will be prepared to carry it out when faced with an emergency.

Mobilizing a correctional facility in the event of an emergency must be practically instinctive for the staff—much like a battle concept. Staff must know what to do automatically in an emergency. Then is not the time for staff to have to refer to a lengthy, complex document to understand how and when they should respond.

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### Individual Activity

- Compile a list of five questions you would ask line staff during daily rounds to test their emergency response knowledge
- You have 10 minutes to complete the list
- Be prepared to share your list with the class



### Individual Activity

An emergency can occur at any time: a natural disaster, an offender attack on another offender or staff member, an active shooter, an escape attempt, etc. Staff must be trained in order to be able to respond quickly and effectively to these emergencies.

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## Ensuring a Safer Environment

### EXERCISE

- To help ensure a safer environment:
  - ✓ List 10 items or processes on which staff's skill or knowledge can be tested—e.g., fire extinguishers or activating a body alarm and explaining what information is to be relayed upon activation
  - ✓ Determine frequency of testing for each skill or process—shift, daily, weekly, monthly, quarterly, annually



### Ensuring a Safer Environment

Duration	20 minutes
Purpose	The purpose of this activity is to develop a list of 10 items or processes on which staff's skill or knowledge can be tested—e.g., fire extinguisher.
Materials	<ul style="list-style-type: none"> <li>• Flipchart</li> <li>• Markers</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work in small groups.</li> <li>2. Develop a list of 10 items or processes on which staff's skill or knowledge can be tested—e.g., fire extinguishers or activating a body alarm and explaining what information is to be relayed upon activation.</li> <li>3. Determine the frequency of testing—each shift, daily, weekly, monthly, quarterly, annually—for each item.</li> <li>4. Be prepared to share with the class.</li> </ol>

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## Ensuring a Safer Environment

### REGROUP

- 10 items or processes for which staffs' skill or knowledge can be tested?
- Frequency of testing?



### Ensuring a Safer Environment

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

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## Summary

### Topics

- ✓ Emergency management
- ✓ Risk/vulnerability assessment
- ✓ Contingency plans
- ✓ Testing the plan
- ✓ Training

### Knowledge Check

1. What is the most important point you learned today?
2. What point remains least clear to you?



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### Summary and Knowledge Check

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

### NOTES

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# Incident Command Overview



**Incident Command Overview**

**Purpose:** The purpose of this module is to provide an overview of best practices in incident command, procedures, functions, and structure.

**Activities:**

- Overarching Goal (10 min.)
- Preparations for an Incident Response (15 min.)
- Resolving Incidents (20 min.)
- Creating a SMEAC Action Plan (40 min.)

**Estimated Time:** 1 day (4.5 hours)

**Classroom Material:** Flipchart paper, PPT slides, handouts

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### Learning Objectives



- Describe the overarching goal of an incident command center



- Describe the five major functions of incident command and operation centers



- Explain the triggers for initiating an incident command center



- Discuss organization and staff of an incident command center

- Create a SMEAC action plan for a simulated incident



#### Learning Objectives

These learning objectives are the essential steps to reaching the goal of the course—to gain a thorough understanding of the best practices associated with emergency management as applied to the field of corrections.

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# Incident Command Center مركز إدارة الحوادث

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## NOTES

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## Incident Command Center

- Serves as the coordination hub for a major incident response
- Is initiated when an incident has the probability of a significant impact on the prison or outside community or will be protracted in nature



**Discussion:** What are some benefits of an incident command center?



### Incident Command Center

An incident command center is the location where the primary command functions are implemented.

The on-scene commander will use the command center to deploy, direct, and evaluate response assets and resources, which fall under three general activities: inputs, processes, and outputs.

The decision making is based on input from all entities connected to the center—tactical operations center, negotiations center, crisis support center, mechanical services section, medical section, food service section, staff staging area(s), media center, intelligence section, and others based on the circumstances and duration of the incident.

All plans are approved by the on-scene commander with input from applicable staff. All operational activities are coordinated by the center, to include visiting, counts, offender feeding schedules, staffing issues, relief scheduling for all posts, information sharing, and media releases.

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### Prison Staff or Incident Command Center?

- Chemical spill
- Offender assault on staff
- Partial collapse of internal wall
- Armed insurrection
- Riot outside prison
- Food poisoning involving three or more persons
- Riot inside prison
- Waterline break
- Outbreak of disease
- Floods
- Fire in kitchen



#### Prison Staff or Incident Command Center

Review: An incident command center is initiated when an incident has the probability of a significant impact on the prison or outside community or will be protracted in nature

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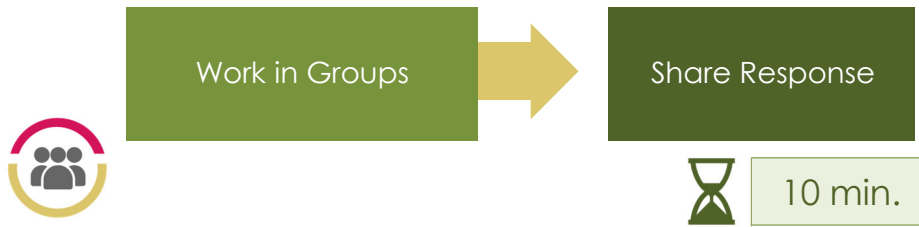
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## Overarching Goal

### EXERCISE

- Brainstorm with your team and write a one- or two-sentence description of the overall goal of an incident command center
- The descriptions will be posted on the wall for the remainder of the course—so do your best!



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### Overarching Goal

Duration	10 minutes
Purpose	The purpose of this activity is have you brainstorm with your team mates and agree on a one- or two-sentence description of the overall goal of an incident command center.
Materials	<ul style="list-style-type: none"> <li>• Flipchart</li> <li>• Markers</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work in small groups.</li> <li>2. Brainstorm and agree on a one- or two-sentence description of the overall goal of an incident command center.</li> <li>3. Have a representative of your group post your response on a nearby wall.</li> <li>4. Be prepared to share with the class.</li> </ol>

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### Overarching Goal

#### REGROUP

- The overall goal of an incident command center is to .....



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#### Overarching Goal

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

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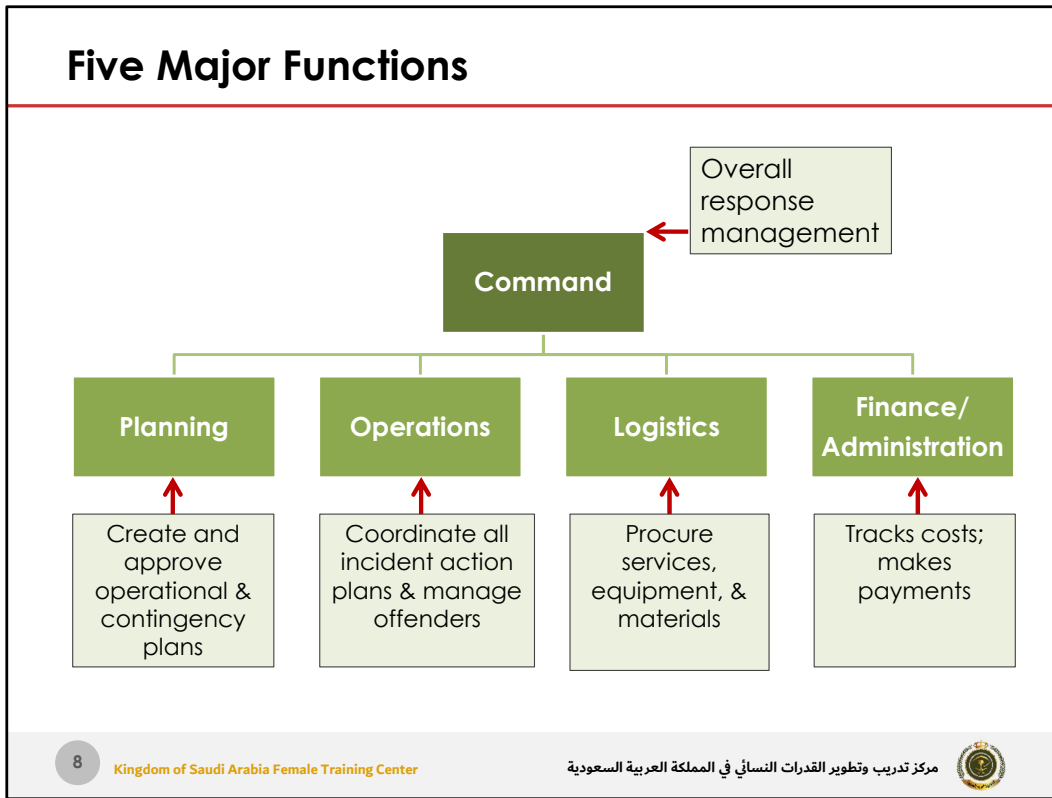


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**Five Major Functions**

The five major functions of an incident command center are:

1. Command—overall response management
2. Planning—operational and contingency plan creation and approval
3. Operations—coordinating all incident action plans (SMEAC, contingency plans, tactical plans, policies and mitigation procedures) in addition to offender management
4. Logistics—procuring services, equipment, and materials to support the response from beginning to end
5. Finance/Administration—incident cost tracking; making payments as needed to support the response

**NOTES**

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### Equipment/Supplies/Material

- The incident command center must be stocked with all needed supplies, including:
  - ✓ Radio monitoring equipment
  - ✓ Communications devices (redundant)
  - ✓ Televisions
  - ✓ Phone systems linked to other decision-makers
  - ✓ Computer systems
  - ✓ CCTV monitoring equipment



Discussion: What other supplies or equipment does an incident command center need?



#### Equipment/Supplies/Material

- Telephones
- Radios
- Televisions
- Phone lists
- Computers
- Intelligence/monitoring gear (e.g., CCTV)
- Room/building
- Procedures/contingency plan documents/prison blueprints
- Photos
- Office supplies
- Pass system
- Backup power source

#### NOTES

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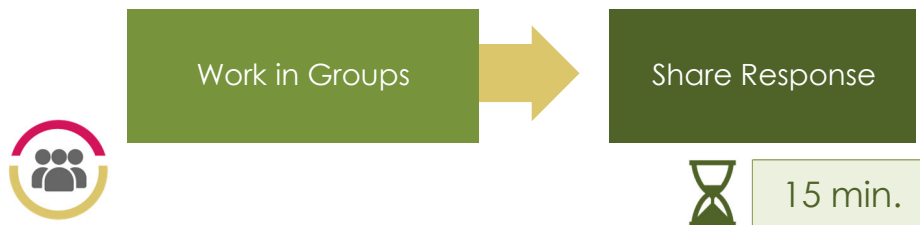
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## Preparations for an Incident Response

### EXERCISE

- Given the functions and responsibilities outlined for an incident command center, list all preparations that should be in place to ensure a successful incident response



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### Preparations for an Incident Response

Duration	20 minutes
Purpose	The purpose of this activity is have you think of all preparations that should be in place to ensure a successful incident response.
Materials	<ul style="list-style-type: none"> <li>Flipchart</li> <li>Markers</li> </ul>
Steps	<ol style="list-style-type: none"> <li>Think about the functions and responsibilities outlined and discussed for an incident command center.</li> <li>With that in mind, list all preparations that should be in place to ensure a successful incident response—for example MOUs.</li> <li>Be prepared to share with the class.</li> </ol>

### NOTES

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## Preparations

### REGROUP

- Printed policies/procedures
- After-action reviews
- What else?



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### Preparation

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

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Incident Command Center  
Organization

تشكيل مركز إدارة الحوادث

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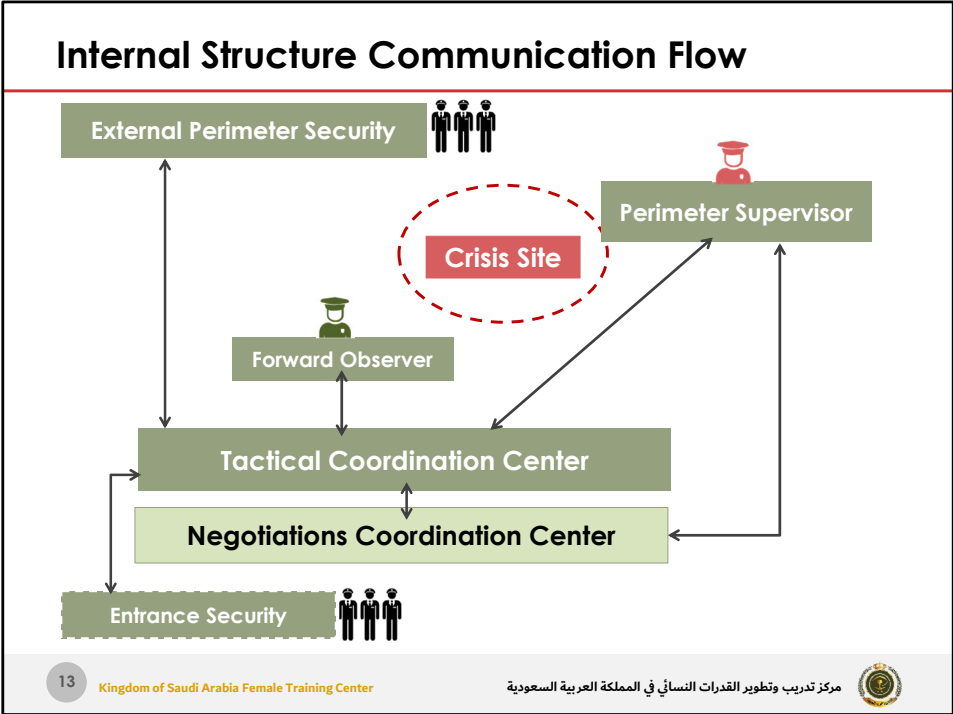
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**Internal Structure Communication Flow**

Depending on the type and scope of the emergency, the incident command center may have a number of dependent units.

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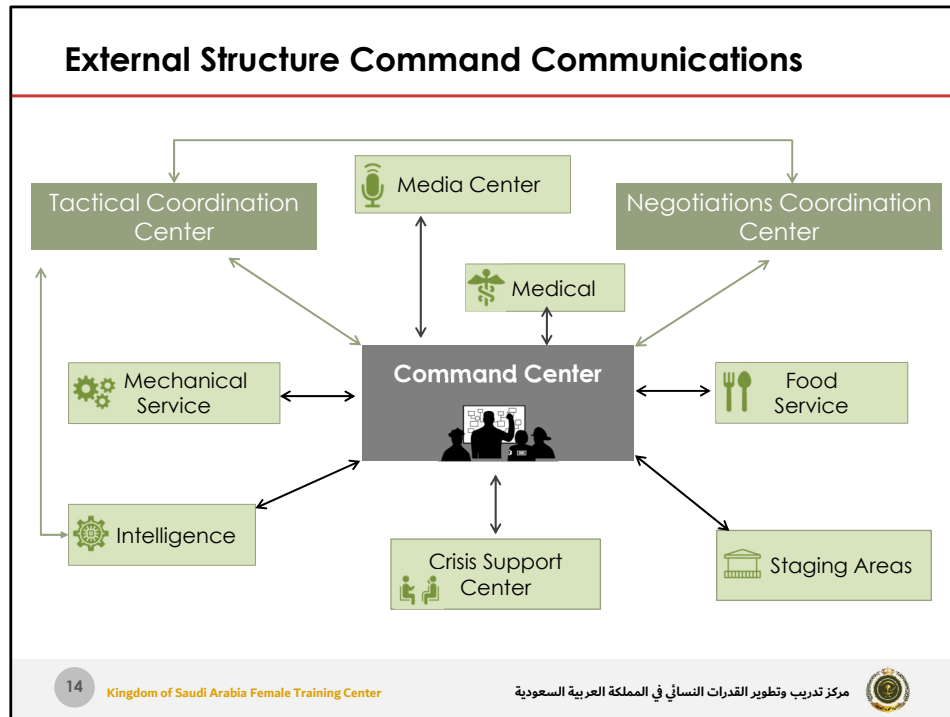
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**External Structure Command Communications Flow**

The components will vary depending on the size, type, and security risk of the incident.

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## Tactical Operations Center

- Command post for police, corrections, or military operations
- ✓ Usually houses a small group of specially trained officers or military personnel who guide members of an active tactical element during an incident response



- What equipment should be included in a tactical operations center?
- What training should be required for the tactical team?

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### Tactical Operations Center

Generally, three consistent activities take place in any command type center (inputs, processes, and outputs). Decision making and plan creation are based on input from all tactical personnel, perimeter staff/supervisors, interior perimeter observers, marksman observers, command center, staff supervising the front/rear entrances, negotiation center, and the intelligence unit staff.

Smaller tactical operations centers can be set up in the backs of vans or trucks as well as in tents or other temporary structures. These temporary tactical operations centers need only computers and communications equipment.

By contrast, larger or permanent tactical operations centers are highly technical and include several advanced computer systems for monitoring operational progress and maintaining communications with operators in the field.

### NOTES

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## Negotiations Operations Center

- Activated when the incident is protracted and/or requires the intervention of the hostage negotiation team
- ✓ Houses hostage negotiators and other essential crisis staff



What equipment should be included in a negotiations operations center?

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### Negotiations Operations Center

A negotiations operations center provides a consolidated center located a safe distance from the crisis site for negotiation decisions and tactics to be discussed and critiqued. The center is responsible for contacting the hostage taker(s), setting up a communication avenue with the hostage takers, and initiating the negotiating process. Final decisions on negotiated items are generally approved by the command center. Negotiated item delivery and the security of the front-line negotiators are the responsibility of the tactical operations center. The center allows for treatment specialists, mental health professionals, unit team members, and team leaders to determine how to advance the process until a resolution can be attained.

The negotiations center works closely with the tactical and command centers to coordinate all activities and obtain approvals for recommendations.

### NOTES

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### Crisis Support Center

- Activated to coordinate the prison's response to requests from staff and offender families for updates during a protracted incident response
- ✓ Houses trained mental health and religious services staff, a recorder, two runners, an incident command center liaison, and an executive staff-level facilitator



What equipment should be included in a crisis support center?



#### Crisis Support Center

During a protracted incident response, families of staff and offenders want updates on the status of family members. The crisis support center is activated to provide support and releasable information to staff families, offender families, and responding staff. Decision making and plan creation are based on input from the command center, mental health professionals, contingency plans, post orders, and current crisis best practices. This center frees the command center staff and executives from handling calls and family responders during a critical incident. Generally, a building or large tent are outfitted with comfort items, places to rest, refreshments and waiting areas. The command center provides updates for the families as they become available to support them during this critical time.

Crisis support centers have a direct line to the liaison for the incident command center as well as outside lines for families to use if needed.

#### NOTES

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## Media Center

- Gives the public a centralized source for information related to the crisis
  - ✓ Staffed by a trained media coordinator who serves as the point of contact for news media seeking information about the incident



### Media Center

The media center provides support and releasable information to the media as it relates to a prison related critical incident. The media center is rarely used but can be a significant asset when the situation is large-scale, drawing the media to the event.

The media center is run by a team leader, normally the public information officer, and is staffed with public information officers from other prisons or from centralized prison offices (headquarters, regional headquarters). Briefings are provided at announced times (generally) and are created and authorized by the command center and conducted at a location in the administrative complex or external structure, separate from any other center or prison activity. The idea is to provide information to the media (as appropriate) and keep the media from trying to get into other areas to observe and report.

### NOTES

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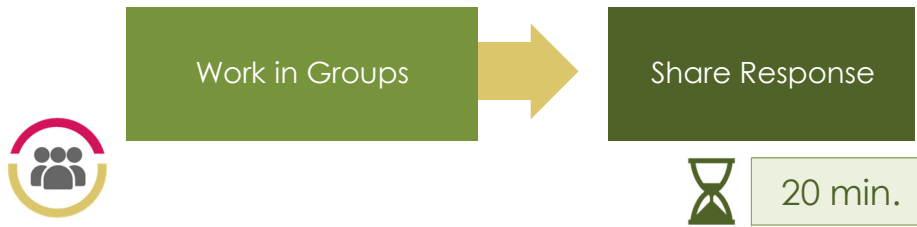
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## Resolving Incidents

### EXERCISE

- Refer to the list of contingency plans from Module 1
- For each incident, determine whether the following should be activated, and explain the reasoning for your determination:
  - ✓ Incident command center
  - ✓ Tactical operations center
  - ✓ Negotiations operations center
  - ✓ Crisis support center



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### Resolving Incidents

Duration	20 minutes
Purpose	The purpose of this activity is have you think of all preparations that should be in place to ensure a successful incident response.
Materials	<ul style="list-style-type: none"> <li>• Flipchart</li> <li>• Markers</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Refer to the list of contingency plans developed in Module 1 and used earlier in this module.</li> <li>2. For each contingency listed, determine whether the following are needed. (Multiple centers may be selected for one incident and none may be selected for other incidents.)                             <ul style="list-style-type: none"> <li>• Incident command center</li> <li>• Tactical operations center</li> <li>• Negotiations operations center</li> <li>• Crisis support center</li> <li>• Media center</li> </ul> </li> <li>3. Be prepared to share with the class.</li> </ol>

### NOTES

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### Resolving Incidents

#### REGROUP

- Incident command center?
- Tactical operations center?
- Negotiations operations center?
- Crisis support center?
- Media center?



#### Resolving Incidents

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

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## Staffing/Training

- Eligible command staff member must be trained on how and when to activate the incident command center
- Training should include procedures for:
  - ✓ Coordinating arrivals into the center
  - ✓ Operating technology inside the center
  - ✓ Instituting command center security procedures/policies



### Staffing/Training

Eligible command staff member must be trained on how and when to activate the command center.

A pass system must be in place; door staff should be trained to recognize legitimate passes.

Staffing generally consist of prison executive-level staff, department head-level support staff, liaisons from subordinate centers (tactical operations, negotiations, and crisis support centers), recorders, and door security personnel.

Staff work 12-hour shifts during the initial stages of the response (generally two to three days), as assigned by the incident command center. If the crisis extends past that, 8-hour shifts are implemented, with staff being brought in from other prisons to provide relief.

### NOTES

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### Location

- The incident command center should be placed near the incident scene in an outside area protected from offender and outside access
  - ✓ Must have access to support functions



#### Location

The incident command center is normally placed in the prison's administrative building; often, in a conference room near the warden's office. Wherever it is placed, the center must have access to support functions.

Access to and from the incident command center must be strictly controlled.

If the incident requires a tactical response, the tactical operations center should be established within sight of the incident location but at a secure distance.

If the incident involves hostage negotiation, the negotiations operations center should be positioned at a secure forward location away from the crisis site and protected from offender access or other unauthorized entry.

The crisis support center location should be based on the type and severity of the incident at hand. Contingency plans should include multiple potential sites to allow the on-scene commander to select the location most appropriate for the specific incident.

The media center must be located outside the prison to prevent media from attempting to enter secure areas or contacting on-duty personnel.

#### NOTES

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SMEAC  
أمر العمليات  
(الموقف- المهمة-التنفيذ-الإدارة-القيادة)

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### Review—SMEAC

- SMEAC orders are used when a situation is protracted and will require the coordination of many different elements to resolve



Review from Module 1:  
Describe a SMEAC order.



### Review—SMEAC

The SMEAC order is a planning and execution tool that allows agencies to spell out the situation, the mission, and the steps required for a successful resolution.

The SMEAC order directs staff on what to do, and when.

### NOTES

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## Five Parameters of SMEAC

- |  |                     |
|--|---------------------|
| 1. <b>S</b> Situation                  | موقف                |
| 2. <b>M</b> Mission                    | مهمة                |
| 3. <b>E</b> Execution                  | تنفيذ               |
| 4. <b>A</b> Administration & Logistics | الإدارة واللوجستيات |
| 5. <b>C</b> Command & Communications   | القيادة والتواصل    |

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### Five Parameters of SMEAC

The SMEAC order breaks each response into five separate parameters.

### NOTES

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**Situation****موقف**

- The description of what has happened
  - ✓ What events led up to the current state of affairs?
  - ✓ In what order?
  - ✓ Where did these events take place?
  - ✓ Why is the current state of affairs a problem?
  - ✓ Who is involved?
  - ✓ How did it happen?



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**Situation**

The situation paragraph provides a snapshot of events and establishes a context for the instructions to follow.

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<b>Mission</b>	<b>مهمة</b>
<ul style="list-style-type: none"> <li>A clear, concise statement detailing what you want to achieve</li> </ul>	
	
	<p>Provide an example of a mission statement.</p>
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**Mission**

Now that we know what has happened, what are we going to do about it? For example, "Our mission is to free hostages."

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**Execution**
**تنفيذ**

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- Provides the “how” of the plan
  - ✓ What are you going to do?
  - ✓ When?
  - ✓ Why?
  - ✓ Where?
  - ✓ Who is involved?





Provide an example of an execution statement

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**Execution**

This paragraph is usually the longest, as it provides sufficient information (step by step) to allow a team to perform its mission.

It should address:

- How and when will response be initiated
- What the role is of each staff member
- What equipment is required
- What level of force is authorized
- How offenders will be managed following the intervention

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## Administration &amp; Logistics

## الإدارة واللوجستيات

- Describes the resources needed to achieve the mission, and how these resources are to be coordinated.



Provide an example of what goes in the administration and logistics paragraph.

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**Administration and Logistics**

This section should also detail after-action reporting guidelines.

## NOTES

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## Command &amp; Communications

## القيادة والتواصل

- Details the chain of command and communications protocols



Provide an example of what goes in the command and communications paragraph.

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**Command and Communications**

This paragraph identifies the chain of command and their location during the operation. It also includes any instructions on types of communications—emergency signals, radio procedures, call signs, etc.

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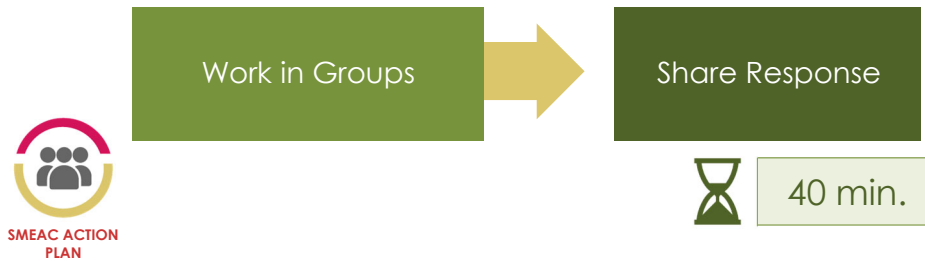


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## Completing a SMEAC

### EXERCISE

- Refer to the worksheet
- Complete a SMEAC action plan as though you are responding to an area-wide power outage that affects the entire prison



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### Completing a SMEAC

Duration	40 minutes
Purpose	The purpose of this activity is develop a SMEAC on an area-wide power outage that affects the entire prison.
Materials	<ul style="list-style-type: none"> <li>Flipchart</li> <li>Markers</li> <li>Worksheet: SMEAC Action Plan</li> </ul>
Steps	<ol style="list-style-type: none"> <li>Use the Worksheet: SMEAC Action Plan to develop a SMEAC on an area-wide power outage that affects the entire prison.</li> <li>Complete the plan as thoroughly as possible.</li> <li>Be prepared to share with the class.</li> </ol>

### NOTES

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## Completing a SMEAC

### REGROUP

- Situation?
- Mission?
- Execution?
- Administration and Logistics?
- Command and Communications?



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### Completing a SMEAC

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

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## Discussion

Looking back at the SMEAC action plan you just completed, what resources must be accessed to carry out these plans?



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### Discussion

### NOTES

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## Summary

### Topics

- ✓ Incident command center
- ✓ Incident command center organization
- ✓ SMEAC

### 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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### Summary and Knowledge Check

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

### NOTES

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# Emergency Response Teams



**Emergency Response Teams**

**Purpose:** The purpose of this module is to compare the purpose, training, equipment, and qualifications for four types of emergency response teams.

**Activities:**

- Providing Equipment (15 min.)
- Comparing Traits and Qualifications (20 min.)
- Who Would You Select? (30 min.)

**Estimated Time:** 2.15 hours

**Classroom Material:** Flipchart paper, PPT slides, handouts

**NOTES**

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## Learning Objectives



- Explain the types of emergency response teams in a prison



- Describe the purpose of each of the four teams



- Describe the qualifications of each of the four teams



- Describe the equipment requirements for the tactical response team

- Determine which team to use for given scenarios

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### Learning Objectives

These learning objectives are the essential steps to reaching the goal of the course—to gain a thorough understanding of the best practices associated with emergency management as applied to the field of corrections.

### NOTES

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### Introduction

- Types of emergency teams in a prison
  - ✓ Armed tactical response teams (special operations response team/special weapons and tactics/emergency response team)
  - ✓ Unarmed tactical response teams (disturbance control team)
  - ✓ Hostage negotiations teams
  - ✓ Crisis support teams
  - ✓ Quick response teams



### Introduction

Prisons normally staff these teams based on security level and threat assessment. Higher security prisons have an armed response available in addition to an unarmed riot control team.

Most prisons have a riot control team used in normal security-related instances (cell moves, small disturbances, civil disturbances, etc.).

Prisons with an armed contingent normally have a hostage negotiations team on call. The crisis support team is designed to provide emotional support to staff, their families, and offender families. Quick response teams are used for an immediate response to a critical incident to contain and add additional response capabilities to line staff.

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## Qualifications of Emergency Team Members

- Applicants for team membership should meet the following:
  - ✓ At least 1 year's experience in the correctional field
  - ✓ Familiarity with the department's mission and philosophy
  - ✓ Holds no other position with emergency-related responsibilities
  - ✓ Emotional maturity, ability to function under stress, and willingness to defer decision making to higher officials
  - ✓ Total commitment to department and team philosophy
  - ✓ Good job history; no disciplinary infractions
  - ✓ Physically capable of managing equipment and functions



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### Qualifications of Emergency Team Members

Qualifications for emergency team members are very important. Prison officials must maintain a strict policy on membership requirements to attract the most qualified. The team leader, security administrator, and warden must review and approve applications for membership. Membership must be voluntary.

Applicants should meet the following:

- Have at least 1 year of experience in the correctional field to allow time to become accustomed to the correctional environment
- Be familiar with the mission and philosophy to allow officials to observe and evaluate the employee's demeanor, professionalism, and approach to dealing with offenders in difficult situations
- Hold no other positions with emergency-related responsibilities, such as commander, intelligence officer, etc.
- Demonstrate emotional maturity, ability to function under stress, and willingness to defer decision making to higher officials
- Maintain total commitment to department and team philosophy
- Have good job history and no disciplinary infractions (especially excessive use of force)
- Are well versed in policy, to include use of force

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# Tactical Response Teams

## استجابة فرق إدارة حوادث الطوارئ التكتيكي

5

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### NOTES

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### Tactical Response Teams

- Armed tactical units, also known as special operations response team and special weapons and tactics team
- Unarmed tactical units, also known as disturbance control team and corrections emergency response teams



#### Tactical Response Teams

A tactical team is the most common of the emergency response teams.

The armed tactical teams are used for escapes and high-risk transports; they are trained in all weapons systems.

The unarmed tactical team, also known as disturbance control teams and corrections emergency response teams, is trained in the use of sub-lethal and lethal force, mass arrests, cell extractions, and riot formations.

#### NOTES

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## Training for Armed Tactical Teams

Trained in:

- ✓ Weapons utilization
- ✓ Tactical munitions

Cross-trained in:

- ✓ Rappelling
- ✓ Building entries
- ✓ Building clearing
- ✓ Forced cell extractions
- ✓ Tactical planning
- ✓ Self-defense
- ✓ Baton techniques
- ✓ Blueprint reading



### Training for Armed Tactical Teams

Tactical team members need a high level of competence in a broad range of skills. In addition to physical fitness and weapons training, team members must know how to use various authorized instruments of force and chemical agents.

Training should include scenario-based mass arrest techniques and various formations and disturbance control procedures.

Firearms training should go beyond qualifying on the firing range to include shoot/don't shoot decision making, weapons transition, and overall use-of-force policy.

Armed tactical teams also need training in first aid and HAZMAT identification.

### NOTES

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## Training Armed Tactical Teams



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### Training for Armed Tactical Teams

The video is 2:30 minutes.

Available online at:  
<https://youtu.be/a4gKoZzClk0>

### NOTES

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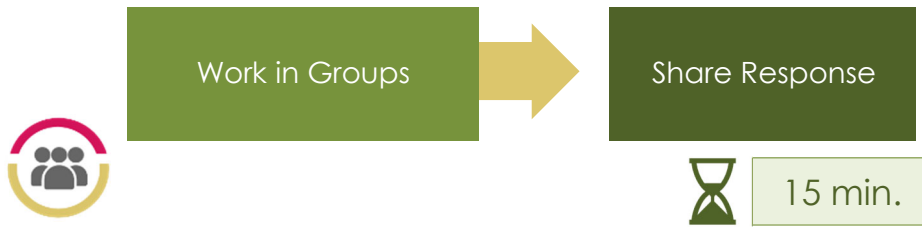


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## Providing Equipment for Tactical Teams

### EXERCISE

- You have been assigned the responsibility of setting up an armed tactical response team
- Determine all equipment needs for this team



Providing Equipment for Tactical Teams	
Duration	15 minutes
Purpose	The purpose of this activity is determine the types of equipment the tactical response team needs based upon its responsibilities and training requirements.
Materials	<ul style="list-style-type: none"> <li>• Flipchart</li> <li>• Markers</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work in small groups.</li> <li>2. Brainstorm with your group and determine the types of equipment the tactical response team needs based upon the team's responsibilities and training requirements.</li> <li>3. Be prepared to share with the class.</li> </ol>

### NOTES

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## Providing Equipment for Tactical Teams

### REGROUP

- Display and explain your list of equipment needs
- Compare with the lists that other groups developed



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### Providing Equipment for Tactical Teams

- Uniforms, including helmets and tactical footwear
- Different levels of body armor and load-bearing vest
- Ballistic shields
- Assault rifles (9mm and/or .223)
- Tactical shotguns (12-gauge pump and/or semi-automatic)
- Sniper rifles (.308 and/or 30.06)
- Handguns (9mm, .40 or .45cal)
- Less lethal munitions (distraction devices, OC gas, CS gas, smoke, rubber projectiles, foam projectiles, etc.)
- Riot batons
- Tactical knives
- Knee pads/padded gloves/elbow pads/shin guards
- Rappelling gear
- Tactical shields
- Holsters/belts
- Binoculars
- Night vision equipment
- Communication equipment (ear mikes, radios)

### NOTES

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### Team Size and Structure (One Sample)

- Team commander
- Team leader
- Assistant team leader
- 15 members, to include:
  - ✓ 1 rappelling instructor
  - ✓ 2 firearms instructors
  - ✓ 1 emergency management
  - ✓ 1 tactical trainer/planner
  - ✓ 1 breaching specialist
  - ✓ 1 liaison
  - ✓ 1 observer/spotter



#### Team Size and Structure

There is little consensus among tactical experts as to appropriate size and structure for tactical teams. The number of teams and number of trained staff varies with the size of the agency and the size and locations of its institutions.

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### Unarmed Tactical Response Teams

- Disturbance/riot control teams are normally deployed to handle:
  - ✓ Civil disturbances (persons demonstrating on prison grounds)
  - ✓ Riots
  - ✓ Crowd control
  - ✓ Cell moves
  - ✓ Securing inner perimeter lines



What equipment should the unarmed tactical response teams have?



#### Unarmed Tactical Response Teams

These teams train in traditional disturbance control techniques (such as using squad formations to move groups of offenders).

#### NOTES

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### Team Size and Structure (Sample)

- Team leader
- Assistant team leader
- 15 members, to include:
  - ✓ EMT or medical professional
  - ✓ Tactical planner
  - ✓ Breaching specialist
  - ✓ Munitions specialists
  - ✓ Liaison



#### Team Size and Structure

Compare to armed tactical team: 15 members, to include:

- Team commander
- Team leader
- Assistant team leader
- 1 rappelling instructor
- 2 firearms instructors
- 1 emergency management
- 1 tactical trainer/planner
- 1 breaching specialist
- 1 liaison
- 1 observer/spotter

#### NOTES

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## Hostage Negotiation Teams

### فرق التفاوض بشأن الرهائن

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#### NOTES

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## Hostage Negotiation Teams

- Hostage negotiation teams may be called upon in situations involving:
  - ✓ Hostage incidents
  - ✓ Suicidal subjects
  - ✓ Barricaded subjects
  - ✓ Active assailants
  - ✓ Civil unrest
  - ✓ Debriefing situations



### Hostage Negotiation Teams

Hostage negotiation teams are generally mandated when prisons have armed tactical capabilities. Because tactical teams must respond to all hostage situations, hostage negotiation teams are a valuable tool to ensure a successful resolution. Joint training with armed tactical teams is required in most agencies in the U.S. The goal of hostage negotiation teams is the peaceful resolution to a crisis without the use of force or loss of life.

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## Training Hostage Negotiation Teams

- Although hostage negotiators do not need as much or as frequent training as tactical team members, they should have well-planned refresher training at least quarterly



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### Training Hostage Negotiation Teams

Training is important for the hostage negotiation team. Because hostage situations are not a common occurrence, negotiators must acquire experience through training. Some training can be provided by allowing negotiators to participate in experiences that do not involve hostages, such as cell extractions and group confrontations. This allows the negotiators to develop skills in establishing rapport, communicating with the person in command, and avoiding making decisions themselves, while providing benefit to the prison with an increasing expertise in resolving volatile situations without violence. Negotiators also need specific skills training, including rigorous critiques of actual incidents.

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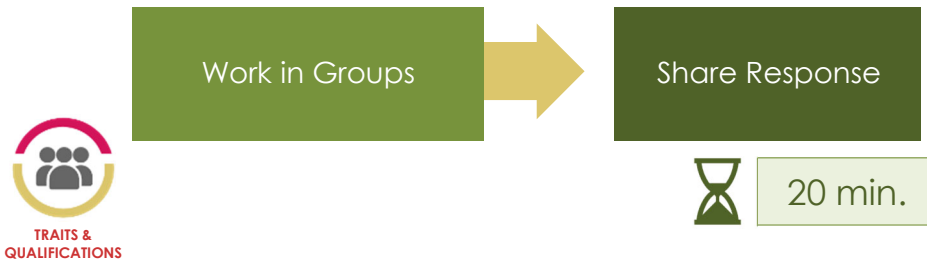
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## Comparing Traits and Qualifications

### EXERCISE

- Refer to the Handout: Traits and Qualifications
- Determine desired traits and qualifications that:
  - The tactical response team and hostage negotiations team share
  - Apply only to the tactical response team
  - Apply only to the hostage negotiations team



Comparing Traits and Qualifications	
Duration	20 minutes
Purpose	The purpose of this activity is determine traits and qualifications for the tactical team and the hostage negotiations team.
Materials	<ul style="list-style-type: none"> <li>• Flipchart</li> <li>• Markers</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work in small groups.</li> <li>2. Use the Worksheet: Traits and Qualifications.</li> <li>3. Fill in the diagram on the worksheet. In the middle (overlapping) section, include qualifications and desired traits that both the tactical response team and hostage negotiations team should share.</li> <li>4. On the left side of the diagram, include desired traits and qualifications for only the tactical response team.</li> <li>5. On the right side of the diagram, include desired traits and qualifications for only the hostage negotiations team.</li> <li>6. Be prepared to share with the class.</li> </ol>

### NOTES

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### Comparing Traits

**REGROUP**

A Venn diagram with two overlapping circles. The left circle is red and labeled 'Traits and Qualifications of Hostage Negotiations Team'. The right circle is yellow and labeled 'Traits and Qualifications of Tactical Teams'. The overlapping area in the center is labeled 'Shared traits & qualifications'. In the center of the overlapping area, there is a silhouette of three police officers in tactical gear. A small speech bubble icon is located in the bottom left corner of the diagram area.

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**Overarching Goal**

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**

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**Other Teams**  
**الفرق الأخرى**

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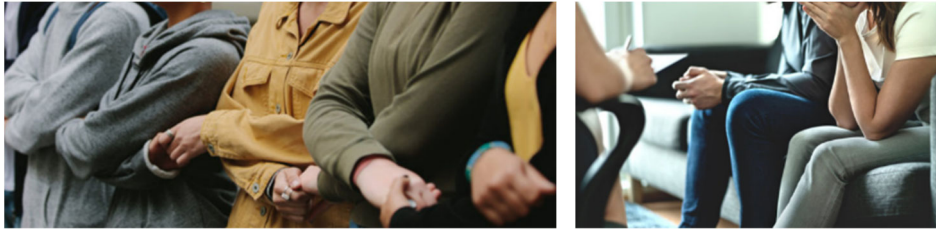
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### Crisis Support Team

- A unit of prison staff who respond to critical incidents to provide psychological and faith-based assistance to staff and offender families
- A center is established during protracted incidents to keep families updated and to help during and immediately following a crisis



#### Crisis Support Team

Crisis support teams are less common than tactical and hostage negotiation teams, and they vary more in structure, mission, and procedures. In some departments, the crisis support function is carried out primarily by consultants or local mental health professionals rather than by a team staff.

Teams are normally equipped with:

- Tents or use of a large external structure
- Chairs/tables/phones/food/drinks/etc.
- Radio communication
- Telephone communication

Team staffing:

- Team leader
- Assistant team leader
- Runners
- Administrative staff
- Liaison to command center
- 2-3 members, to include a mental health professional and a religious services professional

#### NOTES

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## Large Group Activity

- Name qualifications and traits you would require for staff to become members of a crisis support team
- Name any training you think members should have
- Name any type of equipment you think should be available for the team



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### Large Group Activity

Members of the crisis support team should be excellent communicators, personable, and good at teaching others the skills they have learned. Key to being an excellent communicator is being a good listener. Listening involves focusing, observing, understanding, and responding non-judgmentally with empathy, genuineness, and respect.

Staff, staff families, or offender family members who meet with the crisis support team are likely to be in a highly emotional state. The team member has to remain calm through the chaos. He or she must not react to strong emotions; the team needs to be completely supportive without getting involved.

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### Quick Response Teams

- Provide prisons with a first response capability that can quickly quell a disturbance
- The team acts as a quick force to back up initial responders until trained emergency response teams can respond



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### Quick Response Teams

A well-prepared prison will assemble, train, and equip a quick response team. These teams of staff from different departments are used as a quick reactionary force during the initial stages of an emergency. Upon notification of the emergency, team members report to a pre-designated area where emergency gear is stored, along with less lethal munitions.

They don the gear and proceed to a pre-designated location to wait until summoned by a correctional supervisor. They act as a quick force to back up initial responders until trained tactical teams can respond.

### NOTES

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## Large Group Activity

- Explain what traits and qualifications you would look for when selecting staff to become a member of a quick response team



### Large Group Activity

Who would you choose and why?

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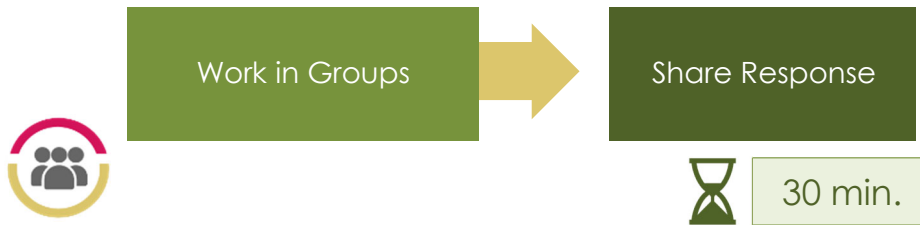
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## Who Would You Select?

### EXERCISE

- Refer to the list of contingency plans you created in Module 1
- For each incident in the list, determine which emergency team or teams you would select to respond
- Explain expected outcome as a result of the team or teams that would respond



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### Who Would You Select?

Duration	30 minutes
Purpose	The purpose of this activity is for you to determine the type of emergency team or teams you need for various emergencies.
Materials	<ul style="list-style-type: none"> <li>Flipchart</li> <li>Markers</li> <li>Contingency Plans</li> </ul>
Steps	<ol style="list-style-type: none"> <li>Work in small groups.</li> <li>Refer to the list of contingency plans from Module 1.</li> <li>For each plan listed, determine which team or teams you would select to respond to and resolve the situation.</li> <li>For each plan, explain your expected outcome given the team or teams you have selected to respond.</li> <li>Be prepared to share with the class.</li> </ol>

### NOTES

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## Summary


**Topics**

- ✓ Tactical response teams
- ✓ Hostage negotiation teams
- ✓ Other teams


**Knowledge Check**

In your group on a sheet of paper, answer the following:

1. What is the most important point you learned today?
2. What point remains least clear to you?



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**Knowledge Check**

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

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# Mitigating Emergency Incidents



### Mitigating Emergency Incidents

**Purpose:** The purpose of this module is to discuss best practices for mitigating emergencies.

#### **Activities:**

- Reviewing Emergency Plans (15 min.)
- Lists of Resources (25 min.)
- Mitigating the Hazard of Fire (25 min.)

**Estimated Time:** 2.15 hours

**Classroom Material:** Flipchart paper, PPT slides, handouts, multi-color highlighters

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### Learning Objectives



- Describe the mitigation phase of emergency management



- Determine the resources necessary to complete functional contingency plans



- Describe the purpose of after-action reports



- Complete an after-action report based upon a case study

- Describe controls for hazardous materials

- Discuss the importance of following procedures when releasing information to the media

**Learning Objectives**

These learning objectives are the essential steps to reaching the goal of the course—to gain a thorough understanding of the best practices associated with emergency management as applied to the field of corrections.

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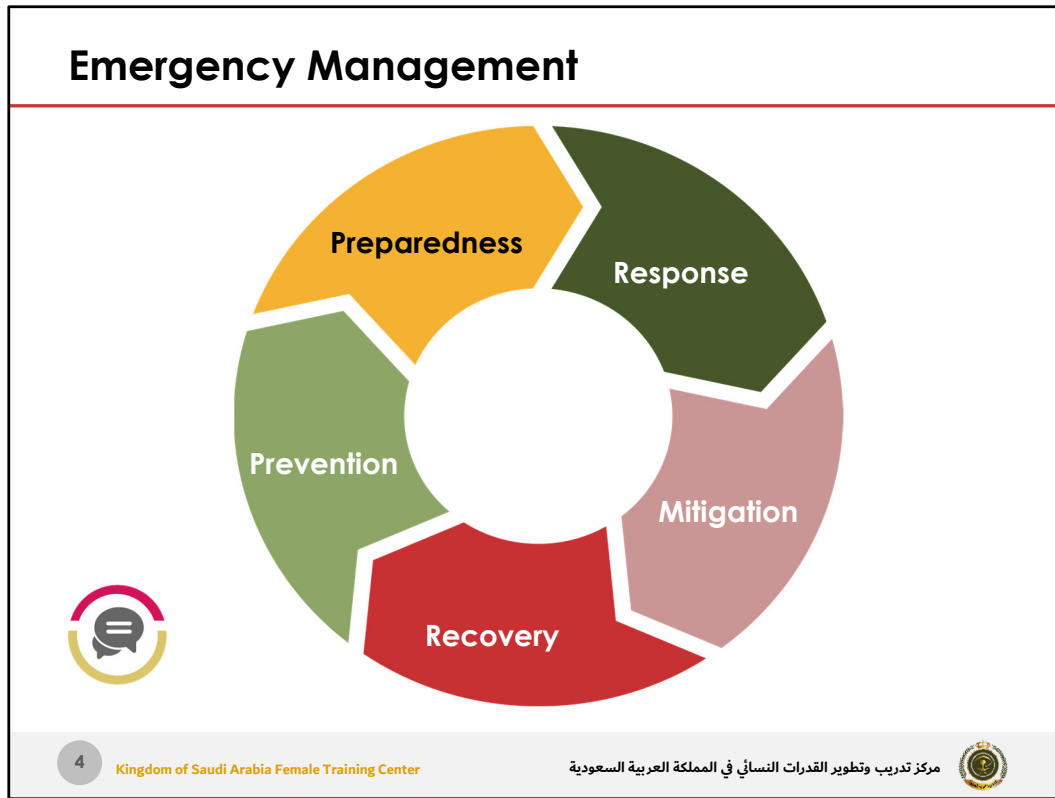
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**The Emergency Management Cycle**

Emergency management is a cycle consisting of five separate but repeating phases:

- 1. Prevention**—Actions taken ahead of an emergency to incorporate lessons learned from previous emergencies, exercises, and risk/vulnerability assessments into emergency preparedness planning
- 2. Preparedness**—Development of emergency plans, staff training exercises, risk/vulnerability assessment, and recommendations for remedial actions
- 3. Response**—Application of preparedness tools in the event of an emergency
- 4. Recovery**—Actions taken to return to normal (or better) after the emergency
- 5. Mitigation**—Actions taken to lessen the severity or reduce the chance of an emergency

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## Mitigation: Definition

- Activities that:
  - ✓ Prevent an emergency
  - ✓ Reduce the chance of an emergency happening
  - ✓ Reduce the damaging effects of unavoidable emergencies
- Mitigation activities take place before, during, and after an emergency



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### Mitigation: Definition

This phase includes any activities that prevent an emergency, reduce the likelihood of occurrence, or reduce the damaging effects of unavoidable hazards.

For example, to mitigate fire in your home, follow safety standards in selecting building materials, wiring, and appliances. However, an accident involving fire could happen. To protect yourself from the costly burden of rebuilding after a fire, buy fire insurance. These actions reduce the danger and damaging effects of fire.

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## Emergency Management Administration

- Prisons operate within a set of requirements and best practices that govern their authority and actions
  - ✓ Legal frameworks
  - ✓ Prison system policies
  - ✓ Facility-specific policies
  - ✓ Post orders
- Use them as you plan for emergencies



### Emergency Management Administration

Prisons have written policies and procedures developed specifically for the facility and consistent with the prison's mission and goals. These guidelines should address all aspects of prison operations. They should conform with current laws, professional practices, and standards. These policies include but are not limited to:

- Use-of-force guidelines. A critical element of emergency planning is a use-of-force policy. These policies should be based on sound correctional practices and evolving law. Which staff members are authorized to order the use of force? What responses are appropriate in various situations? What weapons and less-than-lethal munitions are appropriate for use in specific situations?
- A contingency plan should be a comprehensive guide that describes the special responsibilities to be met, the resources to be used, and the contribution of each individual or group involved. It should embody the correctional agency's principles and strategies for resolution.

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## Lists of Resources

### EXERCISE

- List all resources you must access to create functional, effective contingency plans and post orders
- Create a second list of subject matter experts needed to create an emergency management system



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### List of Resources

Duration	25 minutes
Purpose	The purpose of this activity is determine resources and subject matter experts they must access to create functional, effective contingency plans.
Materials	<ul style="list-style-type: none"> <li>• Flipchart</li> <li>• Markers</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work in small groups.</li> <li>2. List all resources you must access to create functional, effective contingency plans.</li> <li>3. Create a second list—this one of subject matter experts you need to create an effective emergency management system.</li> <li>4. Be prepared to share with the class.</li> </ol>

### NOTES

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## List of Resources

### REGROUP

- Resources?
- Subject matter experts?



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### Regroup: List of Resources

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

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### Incidents Involving Fires and Hazardous Materials

- Even in the case of disasters such as fire or hazardous materials, the difference between a massive tragedy and an emergency managed without deaths or serious injuries may depend on the level of preparedness



#### Incidents Involving Fire and Hazardous Material

Prison officials must plan, implement, and monitor an effective program to reduce the chances of fires and for responding quickly to actual emergencies.

A written fire safety plan is crucial to effective fire safety management for correctional facilities. Common fire hazards in correctional facilities include:

- Inadequate evacuation routes
- Inadequate or outdated wiring
- Synthetic petroleum-based construction and furnishing materials
- Flammable cleaning and cooking materials
- Lack of smoke and heat detection equipment

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## Mitigating the Hazard of Fire

**REGROUP**

▪ Lessons learned

- ✓ A relatively small fire can kill many people
- ✓ A small and localized fire can fill a large building with smoke in 2 or 3 minutes
- ✓ The smoke can immediately reduce visibility to zero
- ✓ A backup set of emergency keys must always be quickly accessible
- ✓ There is no substitute for realistic, full evacuation fire drills
- ✓ Plans must include provisions for access by fire department
- ✓ Lifelines and utilities can fail, including those that may be relied upon to prevent or help suppress fires



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### Mitigating the Hazards of Fire

Lessons learned:

- A relatively small fire can kill many people.
- A small and localized fire can fill a large building with life-threatening smoke in 2 or 3 minutes.
- The smoke a fire produces can quickly reduce visibility to zero, so exit routes can not be found.
- Emergency keys must always be accessible.
- There is no substitute for realistic, complete fire drills.
- Staff must prove they can evacuate all offenders from a building filling with smoke.
- Lethal fires can occur in a building constructed of concrete and steel.
- Controlling the type of combustible loading in a building is more important than source of ignition.
- Fire plans must include provisions for access from the outside by fire department personnel.
- Staffing at all hours must be adequate to effect an immediate and complete building evacuation.
- Prisons cannot rely on mechanical, electrical, or electronic systems of fire detection or fire suppression completely.

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## Health and Safety Standards

- Health and safety are governed by published standards
- Can be national, facility, or unit-specific
- Multiple standards may apply to a single facility or unit; know them all



### Health and Safety Standards

Health and safety regulations can address general issues (e.g., nation-wide sanitation codes) or prison/job specific considerations (e.g., shelter in place locations). Multiple standards may apply to any given facility or unit. For example, the prison's dining hall may be required to meet or exceed standards relating to food, fire, and general safety as well as the individual facility's security policy and any pertinent post orders.

Health and safety standards apply to the following:

- Gas mask selection, rating, and fit
- Fire extinguisher type, location, and service life (or testing schedule)
- Shelter in place location(s) and specifications
- Kitchen/food safety practices
- Cleaning practices
- Infirmary capacity, equipment, staffing, and cleaning practices
- Specialized staffing requirements/training (e.g., first aid certification, designated fire safety officer, etc.)

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### Public Information



Incident Command Staff



Incident Command Media Liaison



Media Coordinator



#### Public Information

In an emergency, requests for information from outside the secure perimeter can threaten to overwhelm the prison's incident command team. For this reason, best practice is to establish a media center to provide a centralized source for releasable information related to the crisis.

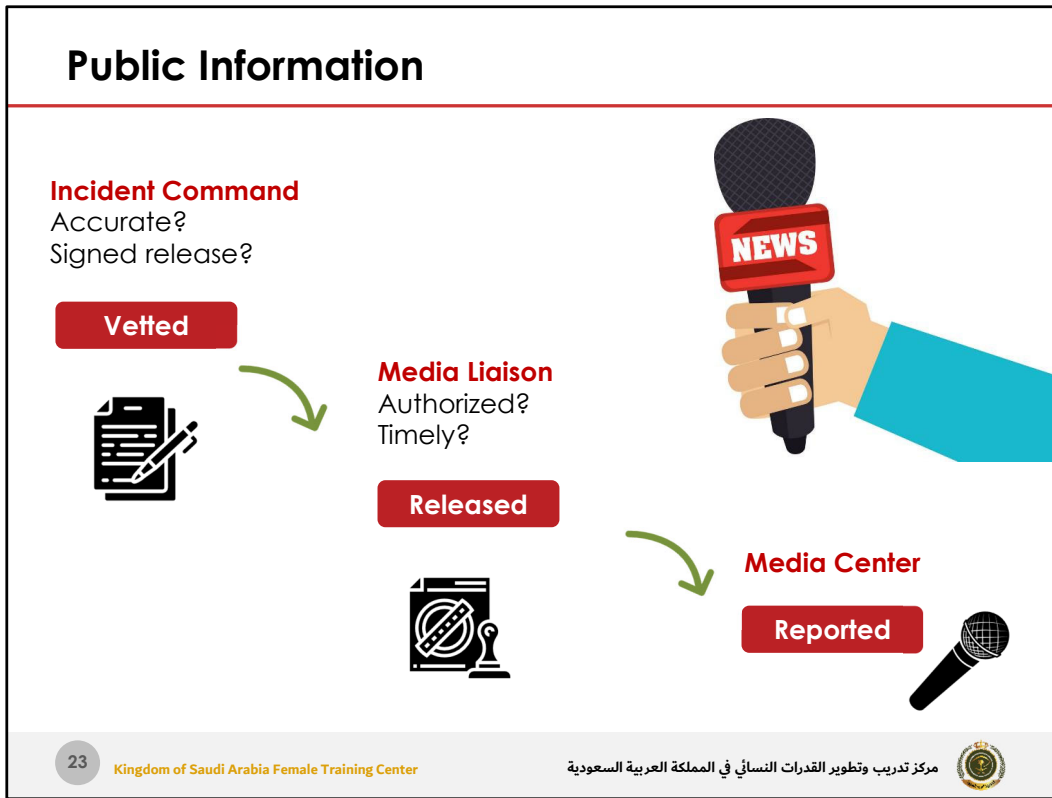
The media center must be located outside the prison to prevent news media from attempting to enter secure areas or contacting on-duty personnel. The center is staffed by a trained media coordinator who serves as the media's sole point of contact. This media coordinator is in contact with the incident command center's media liaison but not the negotiations or tactical operations centers.

Information flows from incident command staff to the incident command media liaison. The liaison then sends this information (in the form of statements) to the media coordinator in the media center for release. The release of each piece of information must be authorized by the incident commander. This allows the incident commander—and through him or her, the warden—to exert control over what information is released, and when.

#### NOTES

Blank lines for taking notes.





**Public Information**

The incident command center team may choose to withhold comment rather than releasing potentially sensitive information, or it may schedule releases for later in the day to ensure that any reporting on the information will be delayed.

Ethical considerations must be balanced against transparency and the prison's duty to inform the public. Accuracy must be vetted before release and the warden must sign the release before issuance.

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## Summary

### Topics

- ✓ Emergency Management
- ✓ Fire and Hazardous Materials
- ✓ Procedures for Releasing Public Information

### Knowledge Check

In your group on a sheet of paper, answer the following:

1. What is the most important point you learned today?
2. What point remains least clear to you?



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### Summary and Knowledge Check

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

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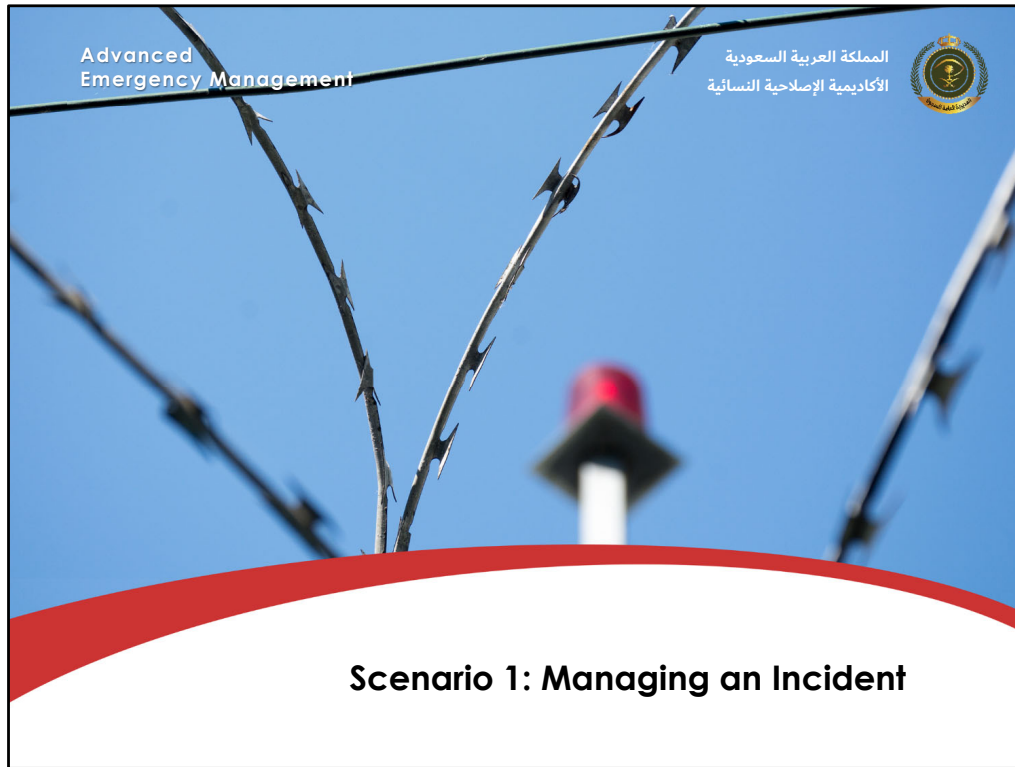


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# Scenario 1: Managing an Incident



### Scenario 1: Managing an Incident

**Purpose:** The purpose of this module is to have participants reflect on the knowledge gained throughout the course and use it to determine how to best manage a simulated emergency incident.

**Activities:**

- Managing an Incident (8.5 hours)

**Estimated Time:** 9 hours (2 days)

**Classroom Material:** Flipchart paper, PPT slides, worksheets

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## Learning Objectives



- Manage a simulated emergency incident using a realistic scenario and following the guidelines provided
- Initiate actions according to ongoing information received via injects and following the guidelines provided

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### Learning Objectives

This learning objective is at the application level, which refers to the ability to use learned material in new and concrete situations. At this point in the lesson, expectations are that you will be able to integrate knowledge gained to apply it to a simulated real-world activity, with minimal guidance.

### NOTES

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## Managing an Emergency Incident

**EXERCISE**

- Refer to Worksheet: Scenario—Managing an Incident
- Read the scenario
- Follow instructions in the worksheet to determine next steps




SCENARIO

Work in Groups

➔


Share Response



8.5 hours

3
Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Managing an Emergency Incident	
Duration	8.5 hours (including debriefings)
Purpose	The purpose of this exercise is to use a realistic scenario to simulate managing an emergency incident. This exercise incorporates all the knowledge gained up to this point and solidifies the learning process.
Materials	<ul style="list-style-type: none"> <li>Pens</li> <li>Pads</li> <li>Worksheet</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Refer to Worksheet: Scenario—Managing an Incident</li> <li>2. Read the scenario.</li> <li>3. Follow instructions in the worksheet to determine next steps.</li> <li>4. The exercise and debriefings are 8.5 hours.</li> <li>5. Facilitators will be available to answer any questions or offer guidance as needed.</li> </ol>

**NOTES**

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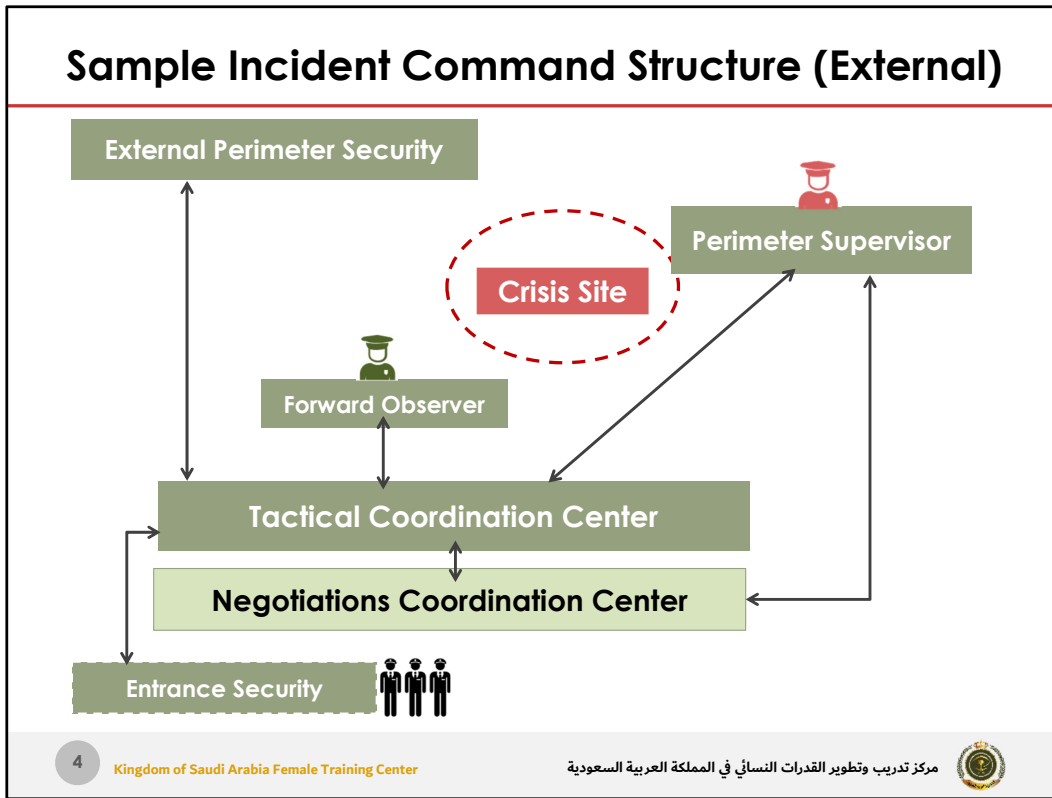
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#### Sample Incident Command Structure

This flowchart depicts relationships between the entities that can respond to an emergency. Note locations and flow of communications.

#### NOTES

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## Managing an Emergency Incident

### REGROUP

- Incident command center?
- Tactical coordination center?
- Negotiations coordination center?
- Crisis support center?
- Media center?



CHECKLIST



6

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### Managing an Emergency Incident

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

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## Summary

### Topics

- ✓ Managing an Incident

### Knowledge Check:

In your group on a sheet of paper, answer the following:

1. What is the most important point you learned today?
2. What point remains least clear to you?



7

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### Summary

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

### NOTES

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# Scenario 2: Managing a Pandemic



### Scenario 2: Managing a Pandemic

**Purpose:** The purpose of this module is to have participants incorporate lessons learned and feedback received from the previous module as they work in groups to simulate managing a real-world emergency.

**Activities:**

- Managing a Pandemic (8.5 hours)

**Estimated Time:** 9 hours (2 days)

**Classroom Material:** Flipchart paper, PPT slides, worksheets

### NOTES

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## Learning Objectives



- Incorporate lessons learned from the previous activity to simulate managing a real-world, present day emergency
- Initiate actions according to ongoing information received via injects

2

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### Learning Objectives

These learning objectives build upon the previous activity in which you will incorporate the feedback received and lessons learned to manage a simulated exercise. Having the opportunity to incorporate feedback enhances retention of learning.

### NOTES

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## Managing a Pandemic

**EXERCISE**

- Refer to Worksheet: Scenario—Managing a Pandemic
- Read the scenario
- Follow instructions in the worksheet to determine next steps
- Refer to the Worksheet: Checklist for general guidance




SCENARIO AND CHECKLIST

Work in Groups

➔

Share Response




8.5 hours

3

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مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Managing a Pandemic	
Duration	8.5 hours (including debriefings)
Purpose	The purpose of this exercise is to incorporate lessons learned and feedback from the previous exercise to simulate managing a pandemic.
Materials	<ul style="list-style-type: none"> <li>• Pens</li> <li>• Pads</li> <li>• Worksheet: Scenario #2</li> <li>• Worksheet: Checklist</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Refer to Worksheet: Scenario #2—Managing a Pandemic.</li> <li>2. Read the scenario.</li> <li>3. Follow instructions in the worksheet to determine next steps.</li> <li>4. Refer to the Worksheet: Checklist for general guidance.</li> <li>5. The exercise and debriefings are 8.5 hours.</li> <li>6. Facilitators will be available to answer any questions or offer guidance as needed.</li> </ol>

**NOTES**

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## Managing a Pandemic

### REGROUP

- Incident command center?
- Tactical coordination center?
- Negotiations coordination center?
- Crisis support center?
- Media center?



4

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### Managing a Pandemic

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

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## Summary

### Topics

- ✓ Managing a Pandemic

### Knowledge Check:

In your group on a sheet of paper, answer the following:

1. What is the most important point you learned today?
2. What point remains least clear to you?



5

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مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



### Summary

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

### NOTES

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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: *Emergency Management*

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: <i>(circle rating)</i>	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: <i>(circle rating)</i>	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.

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*Thank You and Congratulations!*