

ADVANCED
Security Threat Groups & Prison Intelligence

Facilitator Guide

دليل المدرب



مركز تدريب وتطوير القدرات النسائي في
المملكة العربية السعودية

Kingdom of Saudi Arabia
Female Training Center

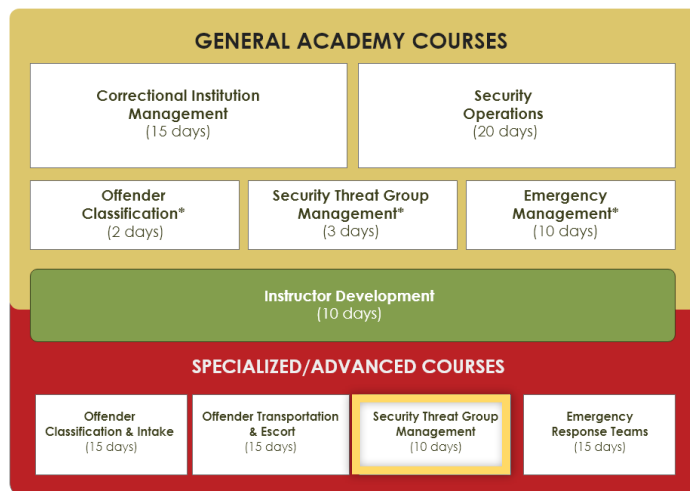
SECURITY THREAT GROUPS & PRISON INTELLIGENCE

In the interest of maintaining a safe and secure environment for staff, offenders, and the public, the Security Threat Groups (STG) and Prison Intelligence course explains best practices for managing security threat groups in prisons. Included in these best practices are:

1. Collecting, analyzing, and disseminating intelligence
2. Recognizing behaviors and indicators of security threat groups to prevent an incident
3. Identifying, collecting, and preserving evidence and following chain of custody standards to solve crimes connected to security threat groups
4. Managing security threat groups to validate, classify, and house security threat groups in the most humane and secure manner

COURSE DETAILS

This 10-day course is part of the advanced curriculum.



Security Threat Groups & Prison Intelligence	
Level	Advanced
Prerequisite	General Academy
Duration	10 Days
Location	Riyadh, KSA
Class size	25 participants
Modules	<ol style="list-style-type: none"> 1. Overview of STG 2. Collecting, Analyzing, and Disseminating Intelligence 3. Evidence and Chain of Custody 4. STG Management 5. Teach-backs

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
1 Overview of Security Threat Groups (STG) Provides an overview of STG, including categories, sociological characteristics, and typical activities both inside and outside prison.	<ul style="list-style-type: none"> ▪ Discuss defining characteristics of STG, gangs, terror groups, and other non-affiliated groups ▪ Describe sociological characteristics of gangs and gang members ▪ Identify potential motives for joining a STG ▪ Identify common types of criminal activity from STGs 	1
2 Collecting, Analyzing, and Disseminating Intelligence Provides an overview of intelligence gathering, analysis, and distribution.	<ul style="list-style-type: none"> ▪ Summarize intelligence-based corrections practices ▪ Explain the difference between information and intelligence ▪ Identify intelligence based on the five human senses ▪ Explain the intelligence cycle ▪ Determine whether a given scenario is reportable intelligence ▪ Analyze intelligence to form actionable conclusions ▪ Complete an intelligence cycle 	3
3 Evidence and Chain of Custody Provides an overview of evidence collection and preserving the chain of custody.	<ul style="list-style-type: none"> ▪ Identify common prison-based crimes ▪ Describe types/sources of evidence ▪ Demonstrate proper crime scene procedures for first responders ▪ Demonstrate search procedures ▪ Determine evidence collection procedures for different types of evidence ▪ Identify tools used in evidence collection 	1
4 STG Management Explores challenges and best practices for managing security threat groups in a prison.	<ul style="list-style-type: none"> ▪ Explain ways in which to identify members of security threat groups ▪ Construct an STG validation matrix ▪ Apply link analysis to process intelligence relating to security threat groups ▪ Determine staff and equipment placement to support intelligence gathering ▪ Describe sound strategies for managing STGs ▪ Describe correctional programming strategies for minimizing STG-related misconduct (behaviors) 	4
5 Teach-Backs Examine what makes training effective while practicing instructional skills.	<ul style="list-style-type: none"> ▪ Apply instructional skills by preparing and delivering a lesson while giving and receiving constructive feedback for continuous improvement 	1

COURSE CALENDAR

Week 1

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
Introduction Overview of STGs	Collecting, Analyzing, and Disseminating Intelligence	Collecting, Analyzing, and Disseminating Intelligence	Collecting, Analyzing, and Disseminating Intelligence	Evidence & Chain of Custody
MORNING BREAK (30 min)				
<i>Continued</i>	<i>Continued</i>	<i>Continued</i>	<i>Continued</i>	<i>Continued</i>
TEA BREAK (15 min)				
<i>Continued</i>	<i>Continued</i>	<i>Continued</i>	<i>Continued</i>	<i>Continued</i>

Week 2

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
STG Management	STG Management	STG Management	STG Management	Teach-Back
MORNING BREAK (30 min)				
<i>Continued</i>	<i>Continued</i>	<i>Continued</i>	<i>Continued</i>	<i>Continued</i>
TEA BREAK (15 min)				
<i>Continued</i>	<i>Continued</i>	<i>Continued</i>	<i>Continued</i>	Wrap up/Closing

POLICY REFERENCES & RESOURCES

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

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

INTERNATIONAL STANDARDS	
Relevant Resource	Organization/Short Name
United Nations Office of Drugs and Crime (UNODC)	https://www.unodc.org
<ul style="list-style-type: none"> ▪ <i>Handbook on Dynamic Security and Prison Intelligence</i> 	UNODC
<ul style="list-style-type: none"> ▪ <i>Handbook on Management of Violent Extremist Prisoners and the Prevention of Radicalization to Violence in Prisons</i> 	UNODC
<ul style="list-style-type: none"> ▪ <i>Preventing the Spread of Violent Extremism in the Prison Context</i> 	UNODC
<ul style="list-style-type: none"> ▪ <i>Handbook on Management of High-Risk Prisoners</i> 	UNODC
<i>The United Nations Standard Minimum Rules for the Treatment of Prisoners</i>	The Mandela Rules
<i>The United Nations Rules for the Treatment of Women Prisoners and Non-custodial Measures for Women Offenders</i>	The Bangkok Rules
<i>Preventing Radicalisation in Prisons</i>	Penal Reform International
<i>Prisons and Terrorism – The International Centre for the Study of Radicalisation and Political Violence (ICSR) in partnership with the National Consortium for the Study of Terrorism and Responses to Terrorism (START)</i>	ICSR/START

U.S. RESOURCES	
Relevant Resource	Organization
<i>Subject matter expert and research material</i>	U.S. Department of Justice (USDOJ), Federal Bureau of Prisons
<ul style="list-style-type: none"> ▪ <i>A Guide for Preparing for and Responding to Prison Emergencies</i> ▪ <i>Classification of High Risk and Special Management Prisoners</i> ▪ <i>Arizona Department of Corrections material</i> ▪ <i>Texas Department of Criminal Justice</i> 	USDOJ, National Institute of Corrections
<i>Gang Affiliation and Restrictive Housing in U.S. Prisons</i>	USDOJ, Office of Justice Programs
<i>Security Threat Group Prevention, Identification, and Management Strategy</i>	State of California Department of Corrections and Rehabilitation
<i>General research</i>	American Correctional Association Standards for Accreditation
<i>Prison Gangs: Gang Suppression and Institutional Control</i>	Corrections 1
<i>Countering Threats to Correctional Institutional Security</i>	The Rand Corporation

KEY TERMS & CONCEPTS

TERM	DEFINITION
Security Threat Groups (STG)	<ul style="list-style-type: none"> ▪ Organized associations of three or more individuals who collectively identify themselves based on a group identity and whose purpose in part is mutual protection and/or criminal activity
Gangs	<ul style="list-style-type: none"> ▪ Associations of three or more individuals whose members collectively identify themselves by adopting a group identity to create an atmosphere of fear or intimidation and whose purpose in part is to engage in criminal activity and to use violence of intimidate to further its criminal objectives; members engage in criminal activity with the intent to enhance or preserve the group's power, reputation, or economic resources
Non-affiliated Group	<ul style="list-style-type: none"> ▪ 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; these groups are mostly from the same city, state, or province and need the safety of a group without the commitment of being in a gang
International Terrorists	<ul style="list-style-type: none"> ▪ Individuals and/or groups who are inspired by or associated with designated foreign terrorist organizations or nations (state-sponsored) to commit violent, criminal acts
Domestic Terrorists	<ul style="list-style-type: none"> ▪ Persons who, within their homeland perpetuate acts that are dangerous to human life and intended to intimidate or coerce a civilian population; influence domestic government policy through intimidation or coercion; and affect the conduct of the government by mass destruction, assassination, or kidnapping

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



SPECIALIZED COURSE: Security Threat Groups & Prison Intelligence
Pre- and Post-Knowledge Survey – ANSWER KEY

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
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 - 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 _____:
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 - Not sharing the intelligence with anyone in case it is incorrect
 - Sharing intelligence with outside law enforcement officials**
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 - Spread the STGs among a number of prisons
 - Keep the STGs in lockdown

Overview of Security Threat Groups



Overview of Security Threat Groups

Purpose: The purpose of this module is to provide an overview of security threat groups, including categories, sociological characteristics, and typical activities both inside and outside prison.

Activities:

- Security Threat Groups in the KSA (20 min.)
- Motives for Joining Security Threat Groups (15 min.)
- Acts of Misconduct in the KSA (15 min.)
- Procedures in the KSA (25 min.)

Estimated Time: 1 day (4.5 hours)

Facilitator Notes

1. INTRODUCE yourself and any co-facilitators.
2. LEAD a quick energizer.
3. PROVIDE a brief overview of what will be covered.
4. ADVANCE to next slide to review module objectives.

Handouts/Worksheets

- N/A

Classroom Material:

- Projector and computer, PowerPoint slides, videos of STGs in MP4 format, flipchart paper, markers

Learning Objectives



- Describe sociological characteristics of security threat groups



- Discuss defining characteristics of security threat groups



- Identify potential motives for joining a security threat group



- Describe the four steps of effective security threat group management

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Learning Objectives

These learning objectives are the essential steps to reaching the goal of the course—understanding the challenges and best practices for managing security threat groups in a prison.

Facilitator Notes

1. EXPLAIN the objectives to the participants to set expectations for the module.
2. ASK whether participants have any questions or need clarification on the objectives.



Organization and Characteristics التنظيم والخصائص

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NOTES



Overview

- Security threat groups (STGs) are organized associations:
 - ✓ Of three or more individuals
 - ✓ Who collectively identify themselves based on a group identity
 - ✓ Whose purpose in part is mutual protection and/or criminal activity



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Overview

STGs are essentially organizations of criminals in the correctional facilities. Some offenders join a security threat group for protection. Others join to gain control and exert influence over other offenders and to commit crimes. These crimes include planning, organizing, threatening, financing, soliciting, committing, or attempting to commit unlawful acts or acts that detract from safe orderly operations.

These groups possess common characteristics that distinguish themselves from other offenders or groups of offenders. As an entity, they pose a threat to staff or other offenders and to the safety of the facility.

Facilitator Notes

1. PROVIDE an overview of a security threat group.
2. EXPLAIN the reasons offenders join a security threat group.
3. DESCRIBE the types of crimes STGs are usually involved in within the prison. Add any detail on other types of crimes you may be aware of.



Security Threat Groups

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



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Security Threat Groups

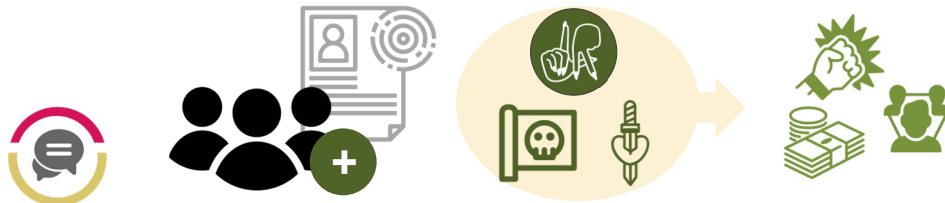
Think about the different types of security threat groups.

Facilitator Notes

1. INTRODUCE the types of security threat groups.
2. ADVANCE to the next slide to discuss each type of security threat group in detail.

Definition: Gangs

- An association of three or more individuals whose:
 - ✓ Members **collectively** identify themselves by adopting a **group identity** to create an atmosphere of fear or intimidation
 - ✓ Purpose, in part, is to engage in **criminal activity** and to use **violence or intimidation** to further its criminal objectives
 - ✓ Members engage in criminal activity with the intent to enhance or preserve the group's **power, reputation, or economic resources**



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Definition: Gangs

When they hear the word *gangs*, many people think of groups of criminals in society. However, gangs are a very real, dangerous aspect of the corrections environment in many parts of the world.

Over 25 percent of newly arriving offenders into the U.S. prisons are affiliated with a gang. Gang members cause a disproportionate share of problems in the prison setting and are a significant administrative issue for prison managers.

Contemporary, sophisticated prison gangs use the prison system—and their control over life within it—as a key resource for organized criminal, and increasingly political, activity.

NOTE: In the United States, we tend to use the terms 'STG' and 'gang' interchangeably due to how prevalent and influential they are, but for the purpose of this training, we will differentiate the two - as not all international venues have, or utilize the term 'gangs', and the term 'security threat group' more clearly defines what these groups are, and what they do.

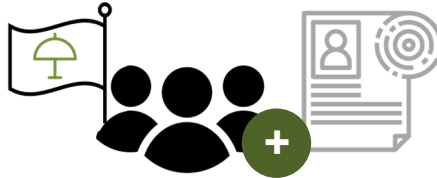
Facilitator Notes

1. **ENGAGE** participants in a discussion on the definition of a gang.
2. **EXPLAIN** that although participants may not currently have gang members in their prisons, they should be aware of the potential and recognize the indicators of gangs. Add that gangs are a huge problem in many countries, including the U.S., Brazil, Mexico, South Africa, Pakistan, Yemen, Mali, Mozambique, and Guinea. Also, gangs and other organized criminals are involved in transnational crime; these groups and some international terrorist organizations have developed successful working relationships, leveraging their expertise/skills. Terrorist groups and transnational criminal networks share many of the same characteristics, methods, and tactics.



Definition: Non-Affiliated Groups

- 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
- These groups are mostly from the same city, state, or province and need the safety of a group without the commitment of being in a gang



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Non-Affiliated Groups

The non-affiliated groups are sometimes called cliques, a small group of people with established patterns of social interaction, similar social attitudes, social values, group loyalties, and mutual interest.

If gangs are like criminal organizations, cliques are like a band of criminals but without clear leadership, direction, or structure.

Facilitator Notes

1. DISCUSS non-affiliated groups.
2. USE the analogy in the left column to explain the difference between gangs and non-affiliated groups.



Definition: International Terrorist

- Individuals and/or groups who are inspired by or associated with designated foreign terrorist organizations or nations (state-sponsored) to commit violent, criminal acts



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International Terrorists

Terrorists typically perceive themselves as soldiers in a just cause. Many view violence as a proper vehicle for achieving their ends. These perspectives and values carried into prison can undermine order and discipline. Terrorist readiness to use violence in an escape attempt or to achieve goals within prison threatens prison order.

Terrorists are not ordinary offenders. They often use their time in prison to mobilize outside support, radicalize other offenders, and create operational command structures.

Facilitator Notes

- PROVIDE an overview of international terrorists.
- DISCUSS international terrorists in prison systems.
- ADD that many see themselves as soldiers in a just cause.
- SHARE a story from your own experience of an international terrorist in a U.S. prison.



Definition: Domestic Terrorist

- Persons who, within their homeland:
 - ✓ Perpetuate acts that are dangerous to human life
 - ✓ Intended to:
 - Intimidate or coerce a civilian population
 - Influence domestic government policy through intimidation or coercion
 - Affect the conduct of the government by mass destruction, assassination, or kidnapping
 - ✓ Have no actual connection to international terrorists



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Domestic Terrorist

Similar to international terrorism, domestic terrorism is intended to intimidate or coerce the civilian population, influence domestic government policy through intimidation or coercion, or affect the conduct of government by mass destruction, assassination, or kidnapping.

In the U.S., current domestic terrorism threats include animal rights extremists, eco-terrorists, anarchists, antigovernment extremists, such as sovereign citizens, and unauthorized militias, Black separatists, White supremacists, anti-abortion extremists, and other unaffiliated disaffected persons, including lone wolves. Domestic terrorism cases often involve firearms, arson, or explosive offenses, crimes relating to fraud, threats, and hoaxes.

Facilitator Notes

1. PROVIDE an overview of domestic terrorism.
2. NAME some types of domestic terrorism in the U.S.
3. DESCRIBE a **lone wolf** as a terrorist or other criminal who acts alone rather than as part of a larger organization.
4. EXPLAIN that in many countries, the extent of terrorism is low but that threat can change from year to year.



Comparisons

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



Comparisons

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

Facilitator Notes

1. Briefly REVIEW the definitions for comparison.
2. DISCUSS similarities and differences.



Security Threat Groups in the KSA

EXERCISE

- Explain how security threat groups are defined in the KSA
- Identify groups by name and category
- Compare and contrast basic philosophical differences among the groups



Work in Groups

➔

Share Response



20 min.

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Security Threat Groups in the KSA	
Duration	20 minutes
Purpose	The purpose of this activity is for you to discuss security threat groups in the KSA and their philosophical differences. This knowledge helps the facilitator and you adapt the information to your needs.
Materials	<ul style="list-style-type: none"> • Flipchart • Markers
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. Explain how security threat groups are defined in the KSA—e.g., international terrorists, domestic terrorists, gangs, etc. 3. Identify the threat groups by name and category. 4. Describe the philosophical differences between the various security threat groups. 5. Be prepared to share with the class.

Facilitator Notes

1. ASK participants to work in their small groups.
2. EXPLAIN the exercise to participants.
3. REGROUP on the following slide.



Security Threat Groups in the KSA

REGROUP

- Security threat groups defined
- Names and categories
- Basic philosophical differences



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Security Threat Groups in the KSA

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

Facilitator Notes

1. REGROUP from the previous exercise.
2. ASK one spokesperson from each group to provide the group's response.
3. ENCOURAGE participant interaction as groups present their responses.
4. ENCOURAGE participants to ask questions of the presenters.
5. LEAD the discussion on the comparisons between security threat groups in the KSA and the U.S.



STGs in Prison

United States

The percentage of offenders who are STG members has steadily increased

- ✓ Most are imported into the correctional system when convicted of felony crimes
- ✓ Others join STGs for the first time while incarcerated

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- What is the percentage of STGs in prisons?
 - ✓ Gangs?
 - ✓ International terrorists?
 - ✓ Domestic terrorists?
 - ✓ Non-affiliated groups?

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STGs in Prison

Over the past two decades, problems related to STGs in U.S. prisons have markedly increased.

Prisons provide fertile grounds for radicalization and recruitment efforts for terrorists and gangs alike. In the U.S., this problem exists in the formation of gangs like the Mexican mafia and white supremacist groups. It also exists in the spread of political extremists dedicated to committing acts of terrorism.

Prison gangs are criminal organizations that originated within the penal system and continue to operate within correctional facilities. They are also self-perpetuating criminal entities that continue operations outside the penal system

Extremists whose paths toward terrorism began in prisons in the U.S., UK, Morocco, France, Spain, and many other countries include numerous high-profile terrorists. In many cases, accomplices to terrorist attacks were former offenders who had served with these extremists. In one case, a member of a terrorist organization recruited others while imprisoned to participate in credit card fraud.

Facilitator Notes

1. EXPLAIN that the percentage of offenders who are STG members is steadily increasing.
2. DISCUSS the problem with gang and terrorism recruitment in prisons.
3. ENGAGE participants in the discussion questions:
 - What is the percentage of STGs in KSA prisons?
 - What is the percentage of international terrorists in KSA prisons? Domestic terrorist? Gangs? Non-affiliated groups?



Sociology of Security Threat Groups

- Security threat groups band together to survive the prison environment
 - ✓ Power and influence come with number of members
 - ✓ Groups are often a substitute for family



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Sociology of Security Threat Groups

STG offenders may voluntarily self-segregate from the rest of the prison population. For example, STG offenders may seek to move into cells or rooms with fellow members as a means of promoting solidarity. These groups then engage in deliberate efforts to take over organizational discipline in the prison.

With numbers come power and influence. Security threat groups band together to survive the prison environment. They provide security for their members, so the size of the security threat group directly translates to its power and influence.

STGs proactively recruit new members from the general prison population. New offenders typically arrive in prison feeling uncertain and afraid. Some STGs capitalize on the uncertainty by offering food, friendship, and spiritual support.

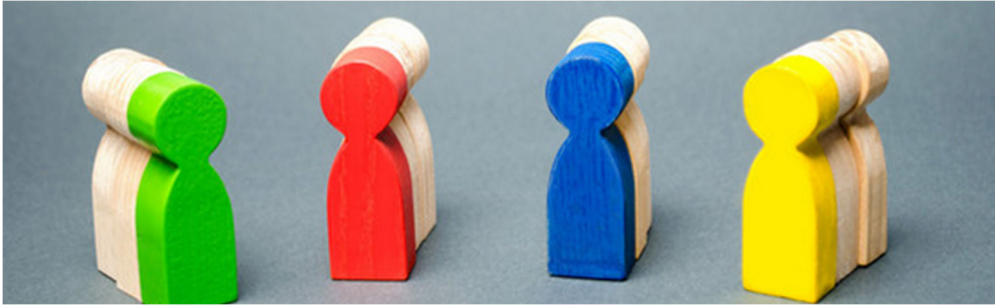
Inside or outside prison, the security threat group provides direction for individuals who are unable to function in accordance with societal norms. In this role, the group serves as a substitute for family.

Facilitator Notes

1. **ENGAGE** participants in an in-depth discussion on sociological characteristics of security threat groups. Being able to describe these characteristics will satisfy a learning objective.
2. **EXPLAIN** that size of the security threat group directly translates to its power and influence.
3. **ADD** that many STGs in the U.S. were formed for self-protection—e.g., The Nuestra Familia (a gang that is said to be responsible for at least 600 murders within a 30-year period) was established primarily to protect rural Latinos from another prison gang during their time in prison. The Trinitario gang was founded in New York prisons originally to offer help and safety to Hispanic offenders incarcerated in New York.
4. **EXPLAIN** how STG members proactively recruit new members.

Commonalities

- STGs are mainly motivated by ideological violence, issue-based violence, or ethno-nationalist or separatist violence
- Race and ethnicity are the social sorters for gangs



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Commonalities

The main motivations for STG violence can be grouped under three headings:

- **Ideological violence**
 - Political ideologies such as nationalist, neo-Nazi groups, white supremacy or hate groups that advocate the use of violence
 - Extreme interpretations of religious ideologies and beliefs that advocate the use of violence
 - Violent left-wing, anarchist, and right-wing ideologies
- **Issue-based violence**
 - Violent animal liberation and animal rights movements
 - Environmental or eco-related violent extremism
 - Anti-government or anti-globalization movements that advocate the use of violence
- **Ethno-nationalist or separatist violence**
 - Violent political or independence struggles based on race, culture, geography or ethnicity
 - Ideology, such as race supremacy

Facilitator Notes

1. **ENGAGE** participants in an in-depth discussion on the main motivations to resort to STG violence. Participants should be able to explain the main motivations as one of the learning objectives for this module.
2. **EXPLAIN** that STGs in prison are sorted by race, ethnicity, and location. Below are some examples:
 - The Aryan Brotherhood is a white supremacist gang.
 - The Ñeta Association is a Puerto Rican gang.
 - The Black Guerilla Family is an African American prison and street gang.



Characteristics of STGs

- The members may employ rules for joining and operating within the security threat group
- The members may meet on a recurring basis
- The security threat group may:
 - ✓ Provide physical protection to its members from others
 - ✓ Seek to exercise control over a geographic location or region or defend its perceived interests against rivals
 - ✓ Have an identifiable structure



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Characteristics of Prison Gangs

Security threat groups build up their organizational networks inside prison through carefully developed practices. Some even provide training manuals on how to behave and organize within prison.

They use ethnic languages and script as codes to communicate secretly and to smuggle violent extremist materials.

A characteristic displayed by a number of STGs is their use of paramilitary-style hierarchical command structures, which are imported from external organizational structures into the prison. The use of such paramilitary structures and roles is in keeping with the STGs' view that they should be seen as prisoners of war. Usually one person is the designated leader. The rank and file form a hierarchy. They sometimes have a creed or motto, unique symbols of membership, and a constitution prescribing group behavior. Absolute loyalty is required.

Violent behavior is customary and can be used to move a member upward in the prison hierarchy.

Facilitator Notes

1. ENGAGE participants in an in-depth discussion on defining characteristics of security threat groups. Participants are expected to know the defining characteristics as a learning objective.
2. EXPLAIN that because STGs in prison are often organized along racial or ethnic lines, racial tensions among all offenders as well as offenders and guards may increase.
3. ADD that STGs may use:
 - Common name
 - Slogan
 - Identifying sign
 - Symbol
 - Tattoo, or other physical marking (gangs)
 - Style of color of clothing
 - Hairstyle
 - Hand sign
 - Graffiti



Videos of Gangs in Prison



Gangsters in Lockup

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Videos of Gangs in Prison

The video can be found online in English at:

<https://youtu.be/f9Q8sEW5IBk>

Facilitator Notes

1. SHOW one or both of the videos.
2. This video 1 is 3:55 minutes and provides a brief overview of gangs but concentrates on an interview with a member of the Aryan Brotherhood.

REMINDER: In the United States, we tend to use the terms 'STG' and 'gang' interchangeably due to how prevalent and influential they are, but for the purpose of this training, we will differentiate the two - as not all international venues have, or utilize the term 'gangs', and the term 'security threat group' more clearly defines what these groups are, and what they do.

ONLINE: <https://youtu.be/f9Q8sEW5IBk>

FILE NAME: Gangsters_in_Lockup.mp4

Videos of Gangs in Prison



Behind Bars- Rookie Year- Top 7 Prison Gang Moments

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Videos of Gangs in Prison

The video can be found online in English at:

<https://youtu.be/fA5Z2e86Hns>

(Source: A&E)

Facilitator Notes

1. SHOW one or both of the videos.
2. This video is 10 minutes long but provides details on different gangs, the dynamics between gangs, officers responding to fights, searches, gang signs, and more. It portrays life in a prison with gang members. In many cases, swear words are bleeped out, but captions include parts of the words. Time permitting, show the entire video.

ONLINE:

<https://youtu.be/fA5Z2e86Hns>

(Source: A&E)

FILE NAME: Behind_Bars.mp4

Discussion

Do you agree with this statement? Do you think this is true worldwide? Why or why not?

- **The breeding ground for security threat groups begins with an excluded group who feels victimized by poverty, the establishment, or some other real or imagined injustice**
- It is fed by an anti-establishment culture of crime, hate, ideology, or racial/ethnic separatism



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Discussion

Several studies suggest that STGs are the result of a widening economic and social divide. Excluded from mainstream society, STG members establish an alternative societal structure.

Facilitator Notes

1. **ENGAGE** participants in the discussion.
2. **EXPLAIN** that several studies show that **some** STGs are formed because of real or perceived discrimination. Manifestations of minority discrimination—political, socioeconomic, or cultural—are important and substantive predictors of violent extremist activity.



Motives for Joining Security Threat Groups

EXERCISE

- Identify offenders' motives or possible motives for joining the various security threat groups in the KSA
- Compare and contrast the motives to those just discussed in the U.S.



Work in Groups

➔

Share Response

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Motives for Joining Security Threat Groups	
Duration	15 minutes
Purpose	The purpose of this activity is for you to discuss offender's motives for joining security threat groups in the KSA. This knowledge helps the facilitator and you adapt the information to your needs.
Materials	<ul style="list-style-type: none"> Flipchart Markers
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. Brainstorm motives that people may have for joining various security threat groups in the KSA. 3. Compare and contrast the motives to those just discussed. 4. Be prepared to share with the class.

Facilitator Notes

1. ASK participants to work in their groups.
2. EXPLAIN the exercise to participants.
3. REGROUP on the next slide.



Motives in the KSA

REGROUP

- Motives (or probable motives) for joining the various threat groups
- Compare and contrast to motives in the U.S.



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Motives in the KSA

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

Facilitator Notes

1. REGROUP from the previous exercise.
2. CALL upon a spokesperson from each group to provide the group's response.
3. ENCOURAGE participant interaction as they discuss their responses and as you compare and contrast the responses.
4. LEAD a discussion in comparing and contrasting the participants' responses to the motives in the U.S.



Prison Violence

- Security threat groups bring a different characteristic to prison violence
- A violent incident involving an STG member expands the pool of future victims and offenders because of the collective group identity



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Prison Violence

Security threat groups are responsible for a disproportionate amount of prison misconduct and violence; their presence and actions challenge ongoing efforts to maintain control, order, and safety in prisons.

Motivated by a desire to be at the top of the prison's offender power structure, STGs exploit the inherent weaknesses resulting from overcrowded, understaffed prisons. An offender's place in the prison hierarchy is determined by individual characteristics.

One of the major characteristics that determine whether an offender will occupy a place in the prison hierarchy where she is less likely to be victimized is involvement in an STG. Those who become prominent members will be in the uppermost echelons of the prison hierarchy. One major difference between STG and other offenders is that the security threat groups are more likely to have a constituency in the form of vocal supporters on the outside, which adds to their "status."

Facilitator Notes

1. EXPLAIN why STGs "bring a different flavor to prison violence."
2. DESCRIBE how STGs exploit the inherent weaknesses resulting from overcrowded, understaffed prisons.
3. DISCUSS prison hierarchy.
4. ASK participants whether they have a type of hierarchy among offenders in their prisons.



STG Criminality (Inside and Outside Prison)

- Criminality is committed in furtherance of reputation and influence
- This influence can breach prison walls
- STG members communicate with many outside persons who help coordinate and communicate their organization's business activity



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STG Criminality (Inside and Outside Prison)

Outside persons—spouses, lawyers, friends, etc.—send money in and receive illicit funds from offenders, visit multiple offenders to coordinate illicit activity, mail letters and re-route letters to and from offenders, and at times do the gang's bidding (assaults, murders, smuggling drugs, etc.) outside prison walls.

Facilitator Notes


1. DISCUSS the bullets in the slide.
2. ADD that outside persons include spouses, lawyers, family, and friends.
3. SHARE any stories you may have about offenders working with outside supporters to commit a crime.
4. ASK participants to share any stories they may have.



Acts of Misconduct in the KSA

EXERCISE


- On a flipchart, list common acts of misconduct associated with KSA STG offenders
- Explain whether outside enablers are common
- Describe methods of communication
- Compare to U.S. STG misconduct



Work in Groups

➔

Share Response




15 – 20 min.

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Acts of Misconduct in the KSA	
Duration	15-20 minutes
Purpose	The purpose of this activity is for you to discuss acts of misconduct in the KSA. This knowledge helps the facilitator and you adapt the information to your needs.
Materials	<ul style="list-style-type: none"> • Flipchart • Markers
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. Using a flipchart, identify common acts of misconduct associated with STG offenders in the KSA. 3. Explain whether outside facilitators (family, friends, etc.) help the offender commit the crime. 4. Compare the list you created to the misconduct discussed earlier in the slides. 5. Be prepared to share with the class.

Facilitator Notes

1. ASK participants to work in their small groups.
2. EXPLAIN exercise to participants.
3. REGROUP on the following slide.



Security Threat Groups in the KSA

REGROUP

- Common acts of misconduct
- Outside enablers, if any
- Methods of communication
- Compare list to U.S. STG misconduct



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Security Threat Groups in the KSA

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

Facilitator Notes

1. REGROUP from the previous activity.
2. CALL upon a spokesperson from each group to give the group's response.
3. ENCOURAGE participant interaction as they discuss their responses.



Managing Security Threat Groups

إدارة مجموعات التهديد الأمني

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NOTES



Managing Security Threat Groups

- Effective security threat group management within prisons requires a comprehensive strategy that includes
 - ✓ Prevention
 - ✓ Identification
 - ✓ Interdiction
 - ✓ Rehabilitation
- Management starts with policy



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Managing Security Threat Groups

Every agency or department needs policies dealing with security threat groups in its prisons. That policy should explain how the agency defines a security threat group. Is there a minimum number of people belonging to the group to make it an STG? Does there have to be a criminal element to make the group an STG?

Key issues of managing gangs include management choices such as:

- Tracking gang membership or focusing on individual behavior
- Dispersing STG members throughout prisons or centralizing them in one location
- Adopting the most effective control measures

Facilitator Notes

1. **ENGAGE** participants in an in depth discussion on managing security threat groups. Participants are expected to name these four steps as a learning objective for this module.
2. **INTRODUCE** the key issues for managing security threat groups.



Managing Security Threat Groups

- 1 Identify STG offenders
- 2 Establish controls to monitor financial transactions
- 3 Monitor telephone interactions
- 4 Review incoming and outgoing mail
- 5 Examine visitor records for suspicious activity
- 6 Recognize radicalization efforts
- 7 Identify avenues for radicalization

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Managing Security Threat Groups

The first step to controlling STG activity is to successfully identify potential members. Upon intake, offenders are subject to a process of classification for housing purposes by classification specialists who are trained in identifying potential STG members.

Prison investigators must first identify STG offenders, and then put controls in place to monitor financial transactions, telephone interactions, and incoming and outgoing mail. They must review visiting records for suspicious activity. In addition, prison officials must limit radicalization and recruitment efforts and know what avenues for radicalization and recruitment are and whether they are taking place.

Facilitator Notes

1. **DISCUSS** the steps to managing security threat groups.
2. **EXPLAIN** that the first step is identifying potential members. The next step is to put controls in place to monitor financial transactions, telephone interactions, and incoming and outgoing mail.
3. **ENGAGE** participants in a discussion on monitoring offenders. Ask for volunteers to express their opinions on monitoring.
4. **EXPLAIN** that these and other controls will be discussed throughout the course.



Managing Security Threat Groups

- All STG offenders come under one umbrella for management purposes
- For prison security, procedures are consistent for:
 - ✓ Gangs
 - ✓ Non-affiliated groups
 - ✓ International terrorists
 - ✓ Domestic terrorists



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Managing Security Threat Groups

Does KSA separate international terrorist and domestic terrorist offenders? Discuss in group setting.

Additional oversight may be implemented but tracking and management are similar.

Facilitator Notes


1. **EXPLAIN** that all security threat group offenders come under one umbrella for management purposes—that is, procedures are the same for all.
2. **ASK** participants whether they house international terrorists separately from domestic terrorist offenders.
3. **ENGAGE** participants in a discussion on pros and cons of housing security threat groups together or separately.



Procedures in the KSA

EXERCISE

- Describe the types of procedures you would put in place to deal with security threat groups
- Be prepared to share and compare with the class




Work in Groups

➔

Share Response

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Procedures in the KSA	
Duration	25 minutes
Purpose	The purpose of this activity is for you to describe the types of procedures you would put in place to deal with security threat groups.
Materials	<ul style="list-style-type: none"> • Flipchart • Markers
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. Describe the types of procedures you would put in place to deal with security threat groups. 3. Be as thorough as possible. 4. Be prepared to share with the class.

Facilitator Notes

1. HAVE participants work in their small groups.
2. EXPLAIN the exercise to the participants.
3. REGROUP on the following slide.



Security Threat Groups in the KSA

REGROUP

- Types of procedures
- Share and compare with the class



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Security Threat Groups in the KSA

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

Facilitator Notes

1. REGROUP from the previous exercise.
2. CALL upon a spokesperson from each group to present its response.
3. ENCOURAGE participant interaction as they discuss their responses.
4. ASK questions relating to the participants' presentations—try to reach a consensus on types of procedures—perhaps build a hybrid set of procedures from the responses.



Summary

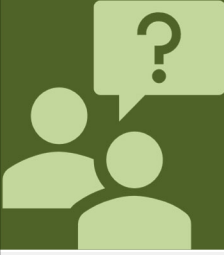
Topics

- ✓ Organization and Characteristics
- ✓ STGs in Prison
- ✓ Prison Violence
- ✓ Managing Security Threat Groups


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 this module.
2. Work with your group to respond.

Facilitator Notes

1. **CLOSE OUT** the module using the topics that were covered
2. **ASK** participants if they have any questions that need clarification or follow up
3. **ASK** for volunteers to answer the two questions on the slide
4. **ENCOURAGE** participants to engage in a conversation to test knowledge gained in this module.

Collecting, Analyzing, and Disseminating Intelligence



Collecting, Analyzing, and Disseminating Intelligence

Purpose: The purpose of this module is to explain intelligence-based corrections and provide guidance on intelligence gathering, analysis, and dissemination in a prison setting.

Activities:

- Prison Systems in the KSA (15 min.)
- Intelligence Scenarios (30 min.)
- Intelligence Gathering in KSA Prisons (20 min.)
- Analyzing Information (45 min.)
- Intelligence Practices in the KSA (20 min.)
- Final Activity: Prison Intelligence System (2 hours)

Estimated Time: 3 days (13.5 hours)

Facilitator Notes

1. INTRODUCE yourself and any co-facilitators.
2. LEAD a quick energizer.
3. PROVIDE a brief overview of what will be covered.
4. EXPLAIN that participants will see a number of activities that ask them to share their practices on topics discussed. Obtaining this information follows best practices. To provide the best training, trainers need to make it pertain to participant needs—these activities help determine those needs. It addresses two key principles for training adults: (1) Adults are autonomous and self-directed. Trainers must get participants' perspectives on the topics to cover them responsibly. (2) Adults have accumulated a foundation of knowledge. [Trainers] need to connect learning to that knowledge and experience by encouraging participants to share.
5. ADVANCE to next slide to review module objectives.

Handouts/Worksheets

- Scenarios
- Sensitive Information Log
- Base Scenario and Injects

Learning Objectives



- Summarize intelligence-based corrections practices



- Explain the difference between information and intelligence



- Explain the intelligence cycle



- Identify intelligence based on the five human senses

- Determine whether a given scenario is reportable intelligence

- Analyze intelligence to form actionable conclusions

- Create a prison intelligence system

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Learning Objectives

These learning objectives are the essential steps to reaching the goal of the course—understanding the challenges and best practices for managing security threat groups in a prison.

Facilitator Notes

1. EXPLAIN the objectives to the participants to set expectations for the module.
2. ASK whether participants have any questions or need clarification on the objectives.



Introduction

- The safest prisons in the world have the best intelligence gathering mechanisms
- These prisons employ intelligence-based practices to ensure that strategic and operational plans are based on identified needs, challenges, threats, and resources



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Introduction

Most recent events in Federal prisons in the U.S. that resulted in foiling offenders' plans for escape, drug trafficking, gang activity, or assaults were a direct result of effective intelligence operations.

Prison intelligence systems have existed for many years, even if not formalized. Some intelligence approaches are intuitive—for example, prison staff may keep a mental note of the habits of certain offenders or cultivate special relationships with some offenders who provide inside information.

Facilitator Notes

1. EXPLAIN that prison authorities have a duty to prevent prisoners from escaping and from committing further crimes inside or outside the prison while in custody.
2. ADD that intelligence is a powerful tool for enabling prison officials to prevent escapes, predict potential triggers and events that might lead to disorder, and disrupt criminal activity within the prison.
3. EXPLAIN the intelligence systems—albeit informal ones—have been in prisons for many years.
4. EXPLAIN that intelligence can help prison officials make decisions regarding:
 - Offender classification
 - Parole/release
 - Incident response
 - Visitor access
 - Crime prevention
 - Preventing corruption
 - Identifying STG members
 - Identifying vulnerabilities within the prison facility
 - Direction and appropriate level of intelligence gathering efforts
5. ASK participants whether they can think of anything else to add to this list.



Intelligence-Based Corrections

- Best practices dictate that a prison intelligence system be in place for all prisons
- All prison staff should be responsible for gathering security information and passing it to the intelligence unit

Discussion: What traits should an intelligence officer have?



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Intelligence-Based Corrections

The objective of a prison intelligence system is to identify threats before they become incidents. For example, if intelligence identifies the possibility of an offender planning an escape, prison authorities can move the offender to a more secure location.

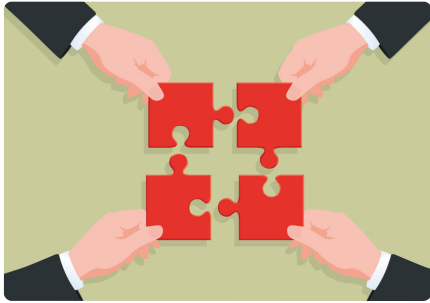
The intelligence unit may consist of one intelligence officer or a whole team. It should be part of the prison security team. The unit should be responsible for analyzing and disseminating intelligence.

Facilitator Notes

1. ENGAGE participants in the discussion on intelligence-based corrections. Being able to explain these best practices is a learning objective.
2. EXPLAIN that one major benefit of an intelligence unit in prisons that house STG members is staff safety. Intelligence has uncovered plots to injure or kill staff members. Another benefit of collecting and analyzing intelligence is to prevent violence and solve crimes against other offenders.
3. ADD that intelligence officers have decoded cryptic messages, read numerous prison letters, and listened to hours of monitored or recorded offender telephone conversations as a means of uncovering information critical to solving crimes committed inside the correctional facilities.
4. ENGAGE participants in the discussion question: What traits should an intelligence officer have? Expected answers include: integrity, excellent communication skills, analytical ability, initiative, ability to develop rapport with offenders, and commitment to agency goals. Also, he or she should have the ability to develop information sources.



Requirements for an Intelligence Unit



- ✓ People
- ✓ Organization
- ✓ Supply
- ✓ Training
- ✓ Equipment
- ✓ Doctrine



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Requirements for an Intelligence Unit

People: Staff must be recruited, selected, and placed where they are the most effective.

Organization: The intelligence unit must be developed and flexible to allow for change in priorities and projects.

Supply: The unit must be appropriately resourced with the best technology, infrastructure, and facilities.

Training: A dedicated training program must exist within the unit to train selected staff both within the unit and the prison in general.

Equipment: Equipment such as scanners, digital cameras, communications equipment, and mobile phone readers must be available.

Doctrine: Standard operating procedures and a defined command structure within and outside the unit must be in place.

Facilitator Notes

1. Before discussing the notes in the left column, ENGAGE participants in a discussion on what should be required for each component listed in the slide.
2. Then PROVIDE the information listed to the left.



Categories of Intelligence

Three main categories of intelligence for corrections:

1. **Strategic**—helps prison administrators identify and respond to new and changing threats
2. **Operational**—helps line managers deploy resources to ensure maximum efficiency
3. **Tactical**—helps staff respond effectively to an identified localized risk

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Categories of Intelligence

Strategic intelligence includes the identification of security threat groups, membership strength, rules of membership, recruiting efforts, recognition features such as tattoos, skills levels, preferred tactics, outside support, feuds with other groups, etc.

Operational intelligence includes informed knowledge of current or pending criminal activity, such as drug introduction/distribution, escapes, planned violence, etc. Operational intelligence is a critical element in preventing, deterring, and interdicting violence and unrest.

Tactical intelligence helps corrections officers conduct day-to-day activities more safely and respond to any localized or individualized threat.

Facilitator Notes

1. **EXPLAIN** the three categories of intelligence for corrections.
2. **ASK** participants to give an example of strategic intelligence. After a few minutes, offer the following: emergence of a new gang within the prison.
3. **ASK** participants to give an example of operational intelligence. After a few minutes, offer the following: rising tensions between offender groups.
4. **ASK** participants to give an example of tactical intelligence. After a few minutes, offer the following: imminent riot or assault on staff/offender.



Policies and Procedures

- Intelligence operations must comply with policy and procedural guidelines
- Policy should be developed to address all elements of the intelligence process



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Policies and Procedures

Policies and procedures must be in place to govern the conduct of intelligence activities. Policies and procedures should address all elements of the intelligence process, including dissemination. Regardless of how critical the intelligence is, it loses its value if it is not disseminated to the right people in a timely manner.

Policies and procedures should cover at least the following:

- Collection, assessment, and analysis of information and intelligence
- Recording and logging of information and intelligence
- Returning to previously recorded and logged information to analyze and use it
- Security of intelligence standards
- Reports and briefings

Facilitator Notes

1. **EXPLAIN** the need for a good intelligence collection plan and a properly staffed operation with competent, productive, and ethical professionals.
2. **EMPHASIZE** the importance of proper dissemination of the intelligence—both to strategic decisionmakers and to officers in the field.



Defining Intelligence

Information

Raw data on a person, place, thing, or event



Intelligence

The product of a series of processes in which information is collected, organized, analyzed, and interpreted to give it meaning and context

The information is gained from one or more of the five human senses

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Defining Intelligence

Information is raw data: person, place, thing, or event.

Intelligence is the product of a series of processes in which information is collected, organized, analyzed, and interpreted to give it meaning and context. This meaning and context allow prison operators to make good decisions regarding local security priorities, risks, and objectives. It allows prison authorities to make good decisions based on identified risks.

Facilitator Notes

1. **EXPLAIN** that intelligence and information are NOT the same thing.
2. **DESCRIBE** the difference and provide examples of each. Being able to explain the difference is a learning objective for participants.
3. **EMPHASIZE** that staff must be trained on the types of information that lead to good intelligence.
 - Small, seemingly irrelevant observations can turn out to be major intelligence finds.
 - For example, something as simple as observing an offender sitting with a different group than usual at the evening meal could signify a major security risk to the prison or the community it protects.
4. **EXPLAIN** that intelligence can be passive (gathered during every-day activities) or proactive (gathered deliberately on a specific offender or situation).



Prison Systems in the KSA

EXERCISE

- Is your prison intelligence-based? Explain.
- Do you have an established intelligence system? Explain.
- Do you have an informal intelligence system? Explain.

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Prison Systems in the KSA	
Duration	15 minutes
Purpose	The purpose of this activity is for you to discuss prison systems in the KSA. This knowledge helps the facilitator and you adapt the information to your needs.
Materials	<ul style="list-style-type: none"> • Flipchart • Markers
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. Respond to each of the three questions. 3. Be prepared to share your responses and to compare and discuss responses from other groups.

Facilitator Notes

1. HAVE participants work in their small groups.
2. EXPLAIN the activity to the participants.
3. REGROUP on the following slide.



Prison Systems in the KSA

REGROUP

- Is your agency intelligence-based?
- Do you have an established intelligence system?
- Do you have an informal intelligence system?



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Prison Systems in the KSA

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

Facilitator Notes

1. REGROUP from the previous activity.
2. CALL upon a spokesperson from each group to discuss the group's response to one question at a time.
3. ENCOURAGE discussions between the groups after each response.



Why Intelligence-Based Prisons?

- Many security threat group members enter prison with advanced technological skills in:
 - ✓ Illicit communications
 - ✓ Computers
 - ✓ Security electronics
 - ✓ Explosives fabrication
 - ✓ Paramilitary tactics
 - ✓ Automatic weaponry
 - ✓ Outside tactical and logistical support

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Why Intelligence-Based Prisons?

In the U.S. federal prisons, effective intelligence operations are responsible for thwarting offender plans for escape, drug trafficking, gang activity, and assaults.

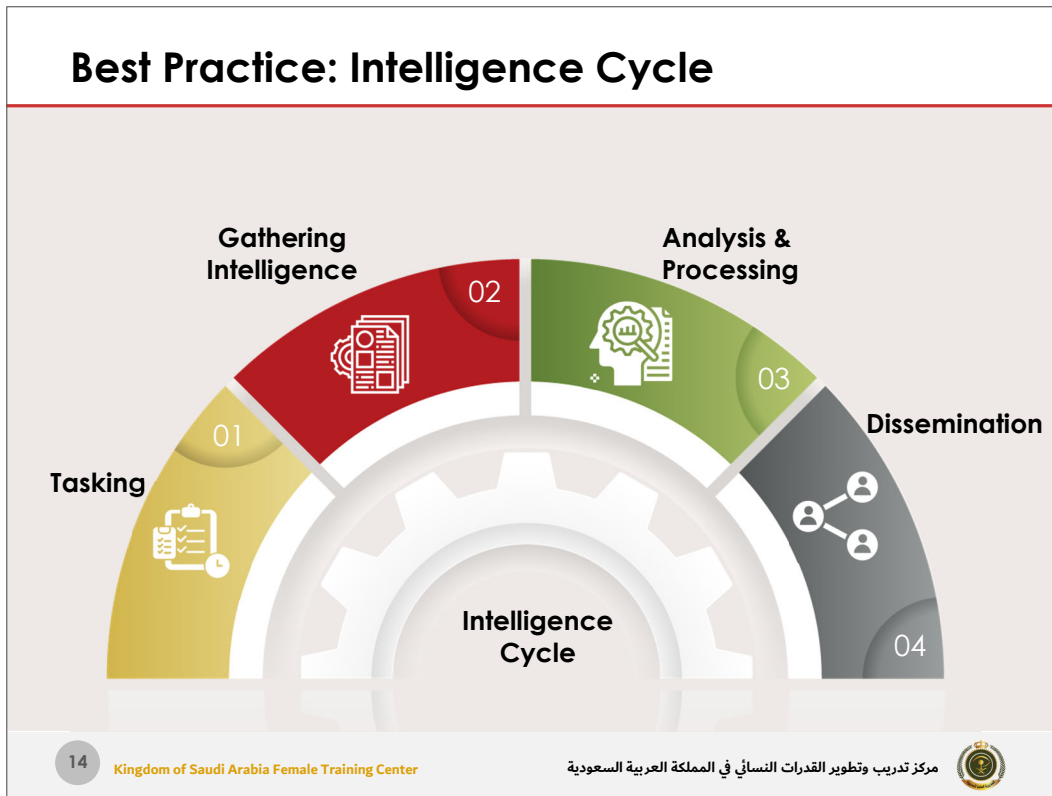
International trends show that criminal networks continue to exist within prisons. Criminals make contacts while in prison and, in some cases, extend, their criminality beyond the prison system. Some offenders will also plan escapes and initiate activities intended to undermine the good order of the prison. Others will seek to corrupt or manipulate staff and attempt to have things smuggled into the prison.

To ensure that the prison authorities can identify these activities, all prisons should have in place a structured prison intelligence system to enable security and related information to be gathered and evaluated.

Facilitator Notes

1. **ENGAGE** participants in the discussion question listed in the slide.
2. **INCLUDE** any information you may have about advanced skills offenders are bringing into prisons.
3. **EXPLAIN** that these threats are even greater with security threat group populations.



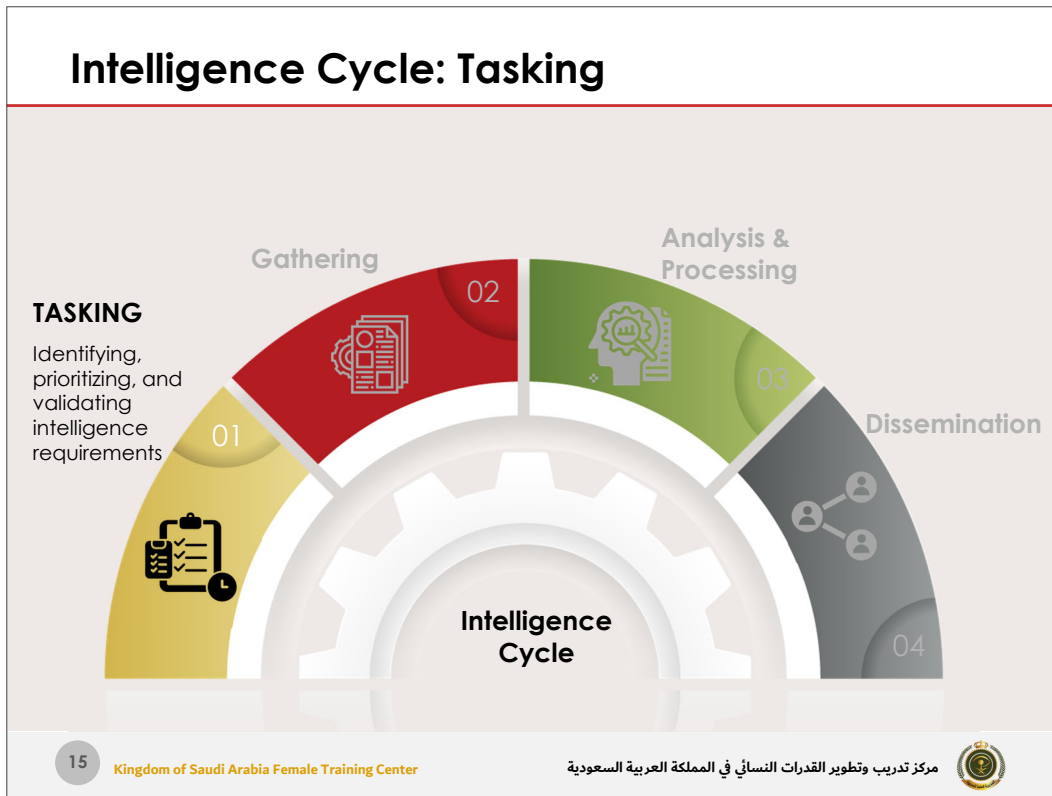


Best Practice: Intelligence Cycle

The intelligence process consists of a series of functions which, in their totality, validate and provide broader meaning to raw information. The functions in sequence are tasking; gathering, analysis and processing, and dissemination. This sequence of functions is also referred to as the *intelligence cycle*, by which raw information is converted into useful intelligence that can be used for decision-making.

Facilitator Notes

1. **INTRODUCE** the intelligence cycle, as shown in the slide.
2. **ADVANCE** to the following slides to discuss each stage.
3. Being able to explain the intelligence cycle is a learning objective.



Intelligence Cycle: Tasking

The first step in the cycle, tasking, consists of identifying, prioritizing, and validating intelligence requirements.

Specific collection capabilities are tasked, based on the type of information required. A collection plan is developed during this phase as well as assignment of tasks to various prison operators and intelligence staff. Normally, everyone who comes into contact with offenders is tasked with reporting information and any concerns relating to security.

Facilitator Notes

1. DESCRIBE the first stage of the intelligence cycle.
2. DISCUSS the need for an intelligence plan.
3. EXPLAIN that the intelligence plan provides a framework to determine and evaluate intelligence needs.



Knowledge Check

In your group, answer the following:

- What is the definition of intelligence



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Knowledge Check

Write down the definition of intelligence in your own words

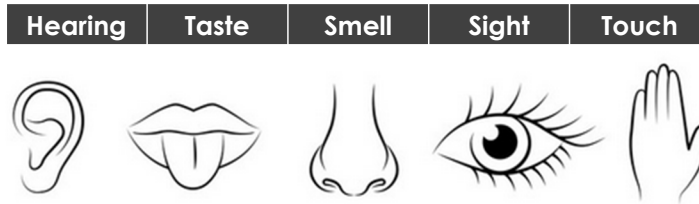
Facilitator Notes

1. ASK a number of participants to provide the definition of intelligence as learned earlier in the module.
2. If no one has the correct answer, PROVIDE the following: The product of a series of processes in which information is collected, organized, analyzed, and interpreted to give it meaning and context.
3. ADD the following information: **This information is gained from one or more of the five human senses.**
4. ADVANCE to the next slide for a large-group activity on intelligence and the five senses.



Discussion: Identifying Intelligence

- Identify five examples of intelligence for each of the five human senses:



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Discussion: Identifying Intelligence

The five senses - sight, taste, touch, hearing and smell – collect information about our environment that are interpreted by the brain. We make sense of this information based on previous experience (and subsequent learning) and by the combination of the information from each of the senses.

Facilitator Notes

- On a flipchart or white board, **CREATE** a category for each of the senses—as shown in the slide.
- LEAD** a discussion on identifying intelligence using the five human senses. Being able to identify intelligence based on the five senses is a learning objective.
- ASK** participants to provide five examples for each sense. Write the correct response in the appropriate category. Coax participants until you complete the table. Some examples include: the **smell** of marijuana, the **sight** of a bloody nose, the **sound** of an offender yelling or screaming, etc.



Intelligence Scenarios


EXERCISE

- Read the prison-based scenarios
- Determine whether each scenario is or is not a reportable intelligence item by checking the appropriate box
- Select the top five scenarios in terms of importance for intelligence staff to know


Work in your groups

➔

Make a determination



SCENARIOS



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Intelligence Scenarios	
Duration	30 minutes
Purpose	The purpose of this activity is for you to determine whether a situation is or is not practical intelligence.
Materials	<ul style="list-style-type: none"> Flipchart Markers Scenarios
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. Read the scenarios. 3. Determine whether the situation in the scenario is or is not practical intelligence. 4. Next to each scenario, mark the appropriate box: <input type="checkbox"/> Is or <input type="checkbox"/> Is not. 5. Prioritize the scenarios by selecting the top five in terms of importance for security staff to know. 6. Be prepared to share your responses.

Facilitator Notes

1. ASK participants to work in their small groups.
2. EXPLAIN the exercise to participants.
3. REGROUP on the following slide.



Intelligence Scenarios

REGROUP

1. Is the situation in the scenario a reportable intelligence item?

*Example: Offender A coughed three times during lunch:
Is or Is not a reportable intelligence item?*

2. What are the top five priorities?



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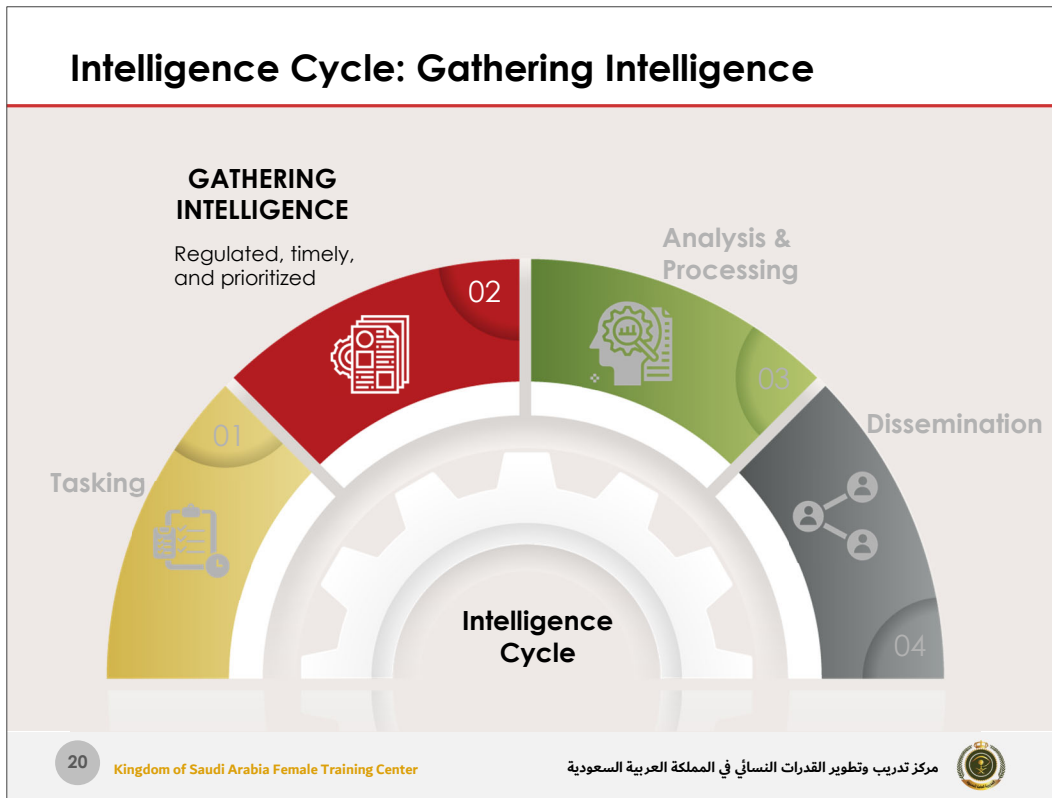
Intelligence Scenarios

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.

Facilitator Notes

1. REGROUP from the previous activity.
2. CALL upon at least two groups for each scenario to determine whether they have the same response.
3. If having two groups respond is too time-consuming, CALL upon one group for each scenario and ask other groups whether they have the same response.
4. In cases where the responses differ among the groups, LEAD a discussion so that the groups eventually reach a consensus.
5. EXPLAIN why a scenario may or may not be worthy of an intelligence report.
6. MAKE sure participants have no questions on this activity before moving forward.





Intelligence Cycle: Gathering Intelligence

This phase encompasses a wide range of overt and covert collection plans. Much of the information can be obtained from the security threat groups themselves—such as observing associations. A corrections officer can observe with whom the offender eats, talks, participate in recreation, etc.

To be effective, intelligence gathering must be:

- **Regulated:** It must proceed according to clear, established policies that are updated as needed to reflect national legislation. These policies must be included in manuals that provide guidelines for the collection, use, and management of prison intelligence.
- **Timely:** It must be ongoing, with each post writing down information collected during each shift. Observations collected during the shift must be submitted to the intelligence staff by the end of that shift. Priority items must be reported as they occur. Staff must be trained to identify what constitutes a priority item.
- **Prioritized:** Staff must recognize the importance of intelligence collection, and prisons must put in place policies that ensure intelligence-based prison practices are followed.

Facilitator Notes

1. EXPLAIN that the collection (or gathering) of intelligence is vital to prison security.
2. STRESS that the accuracy of the reportable item is paramount also.
3. EXPLAIN that intelligence can be collected overtly or covertly, adding that getting information covertly represents only a small portion of the total collection effort. Name some types of information that can be collected overtly.
4. EMPHASIZE the importance of staff being trained on identifying and reporting intelligence.
5. ADD that staff feed information to the intelligence unit, who use it to detect and prevent risks to the facility, staff, other offenders, and the wider community.
6. EXPLAIN that priority items must be reported as they occur. All observations—regardless of how small—must be submitted for review and analysis by intelligence professionals.
7. EMPHASIZE that the intelligence staff always have more information than any one employee. With this knowledge, they can connect seemingly meaningless reports into a major finding.



Sources of Intelligence

- Front line staff should establish and maintain good professional relationships with offenders to:
 - ✓ Recognize patterns in offenders' behavior
 - ✓ Determine when something is out of the ordinary
- Line staff skill and engagement will determine the success or failure of the prison intelligence system



Discussion: What other sources of intelligence exist in a prison?

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Sources of Intelligence

In addition to line staff observations, intelligence can be gathered from:

- Incoming/outgoing mail
- Incoming/outgoing email
- Telephone communications
- Financial transaction records
- Visitor records
- Offender activities (work assignment requests, infirmary logs, etc.)
- Offender personal records (arrest/court documents, military service histories, etc.)
- Internal surveillance equipment (CCTV, audio monitoring, etc.)
- Other offenders

Facilitator Notes

1. **EXPLAIN** the importance of line staff establishing and maintaining good relationships with the offenders.
2. **EMPHASIZE** that the staff's skills and engagement determine the success or failure of the prison intelligence system.
3. **ENGAGE** participants in a discussion on why line staff are such a valuable asset to the success of the intelligence program. They can gain insight on offender dynamics; observe visitors and associations inside visiting rooms; watch video monitors closely to detect smuggling or transfer of codes or papers; listen to conversations and recordings of suspected individuals
4. **EXPLAIN** that intelligence can also be gathered from monitoring offender communication avenues. Using artificial intelligence, key word searches can be conducted on incoming and outgoing mail, email, telephone communication, financial transaction tracing, and visiting records. Trend analysis is then conducted, and security decisions can be made based on the intelligence. This process is essentially data mining from a collection of gathered intelligence.
5. **Note:** Gathering intelligence must be a never-ending process to ensure a safer prison for staff and offenders.



Reporting Intelligence

- In many U.S. prisons, intelligence reporting is accomplished via the Sensitive Information Log
- Each shift staff enters information into the form and reviews the form entries during the shift
- The evening watch transmits the form to the shift supervisor for delivery to the intelligence staff at the end of each day



SENSITIVE
INFORMATION LOG

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Reporting Intelligence

If information is properly recorded, it can be invaluable. Good practice is to have a standardized form on which prison staff can submit gathered information.

The best way to ensure accuracy of the information and not have future readers draw false conclusions is to detail the circumstances of what, where, when, and how the information has been obtained.


Facilitator Notes

1. **DISTRIBUTE** and **REVIEW** the Sensitive Information Log Form with participants.
2. **EXPLAIN** that the process discussed in the slide ensures shift to shift use of the intelligence observations as each shift reviews the form.

Intelligence Gathering in KSA Prisons

EXERCISE

- Explain intelligence gathering practices in KSA prisons.
- Identify areas in which you may want to incorporate best practices just discussed. Explain.
- Identify areas in which the U.S. may want to incorporate KSA practices. Explain.




Work in your group

➔

Be prepared to share

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Intelligence Gathering in KSA Prisons	
Duration	20 minutes
Purpose	The purpose of this activity is discuss and compare best practices in intelligence gathering.
Materials	<ul style="list-style-type: none"> • Flipchart • Markers
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. Brainstorm with your group members and explain the intelligence gathering practices—either formal or informal—in KSA prisons. 3. Identify areas in which you may want to incorporate other best practices covered in this module. 4. Identify areas in which the other prison systems may want to incorporate KSA practices. 5. EXPLAIN your responses—why you may want to incorporate other best practices, and why other prison systems may want to incorporate KSA best practices. 6. Be prepared to share your responses.

Facilitator Notes

1. HAVE participants break into their work groups.
2. EXPLAIN the activity to the participants:
3. REGROUP on next slide.



Intelligence Gathering in KSA Prisons

REGROUP

- Intelligence gathering practices in KSA prisons
- Areas in which you may want to incorporate best practices just discussed
- Areas in which the U.S. may want to incorporate KSA practices



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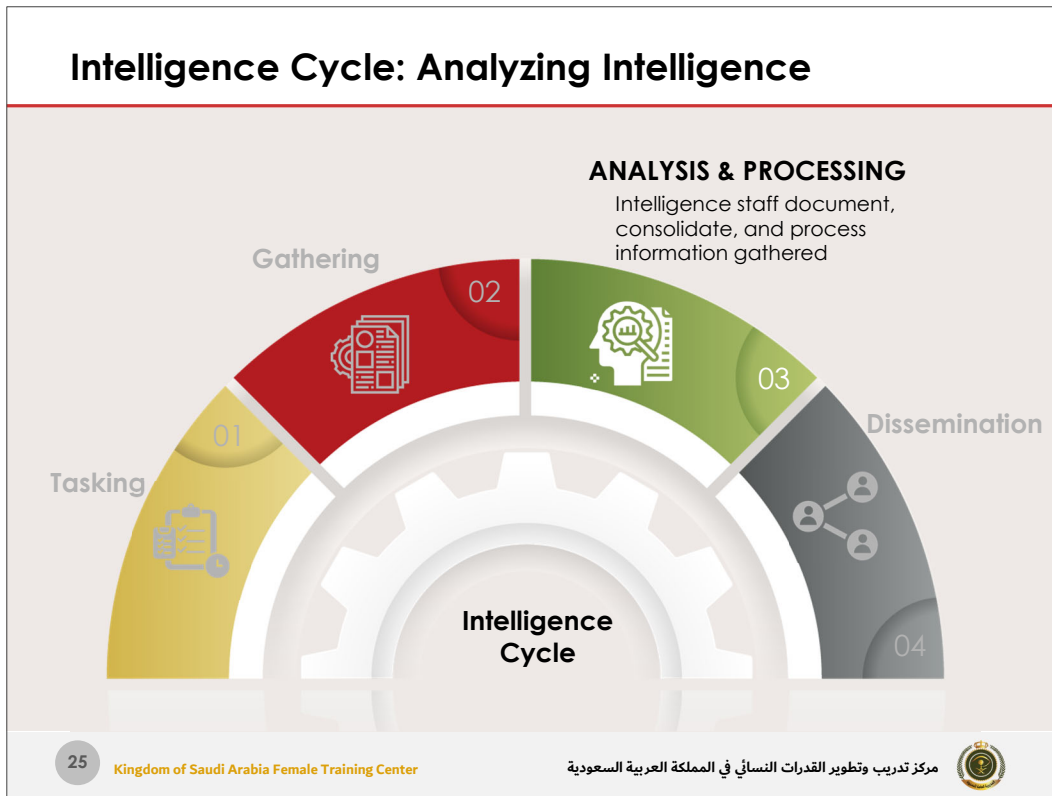
Intelligence Gathering in KSA Prisons

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.

Facilitator Notes

1. REGROUP from previous activity.
2. CALL upon a spokeswoman from each group to present her group's responses.
3. ENCOURAGE a discussion between groups as they present their responses.





Intelligence Cycle: Analyzing Intelligence

During the analysis stage, intelligence staff document, consolidate, and process information gathered.

Bits and pieces of seemingly unrelated information are compared and sequenced to show a pattern, linkage, or meaning.

Analysis considers information in context, draws conclusion as to what it means, highlights gaps in existing knowledge, suggests what is likely to happen next and makes recommendations as to possible future action.

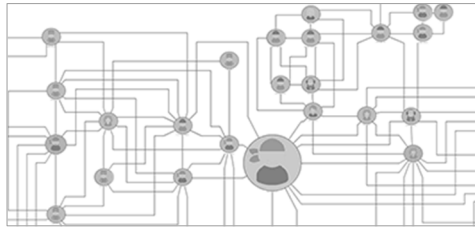
Facilitator Notes

1. ENSURE that participants understand the analysis stage of the intelligence cycle. Later, they will be asked to analyze intelligence to form actionable conclusions, which is a learning objective.
2. EXPLAIN that after intelligence is gathered, the material must be documented and processed. Normally intelligence staff consolidate the material and brief executive staff of the relevant updates.
3. EMPHASIZE that the analysis is a perpetual process.
4. Also EMPHASIZE the importance of having well trained intelligence staff, who are tenured, to identify trends.

Analyzing Intelligence

Tools for analyzing:

- Link analysis (either manually or computer-based) to identify possible misconduct and/or criminal activity involving offenders and outside persons
- Targeting based on intelligence material
- Maintaining white boards with a blueprint of the prison



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Analyzing Intelligence

Targeting is increased scrutiny on individual offenders based on intelligence received—it should not be based on personal feelings or bias.

Link analysis is a process of finding connections between different entities, such as connecting offenders to other offenders or offenders to criminal acts or misconduct. Link analysis puts information into a graphic format and context that will clarify relationships.

Post and maintain white boards with a blueprint of the prison. Every time an incident occurs, a push pin (color coded for type of incident) is placed where the incident took place. This allows tracking by area. This also allows staffing adjustments and offender relocations (link to internal classification procedures). You can also track incidents by unit, by work detail, by area, by race, by STG, by religious preference, and by time of day or night.

Facilitator Notes

1. **EXPLAIN** targeting and stress that it should be based on intelligence and not personal feelings or bias.
2. **DRAW** an example link chart on the whiteboard or flipchart as you explain the concept of link analysis.
3. **EMPHASIZE** the importance of maintaining a white board with a blueprint of the prison. Discuss the multiple benefits of keeping the white board and updating them every time an incident occurs.



Analyzing Intelligence



- The result of the analysis is the intelligence product
- Prison officials rely on the intelligence to make decisions that reflect identified risks

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Analyzing Intelligence

The results of the analysis may be presented in a number of formats ranging from in-depth reports on complex strategic issues (such as drug trafficking) to a short oral briefing about an issue (escape attempt, prisoner using a mobile phone).

The information is like a jigsaw puzzle to the analyst. When the pieces of information are joined together, a picture begins to emerge. Regardless of how insignificant one piece alone may appear, it becomes part of the picture.

Facilitator Notes

1. **EXPLAIN** that the information is analyzed, evaluated, interpreted, and integrated into a finished product. The product may be developed from a single source or multiple sources.
2. **EXPLAIN** that the analyst eliminates information that is redundant, erroneous, or inapplicable to the requirement. The final product must provide leadership with an understanding of the subject area.
3. **ADD** that the analyst must verify the intelligence.
4. To be effective, **REMIND** participants that the report must be timely, objective, and accurate.



Case Study: Violent Escape Attempt

- Intelligence indicated a violent escape attempt was in planning stages
- Analysis of available information resulted in dramatic hypothesis that members of at least two other groups would support the violent attempt
- Officials were able to confirm the information, prevent the escape, and prosecute the domestic leader and several associates

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Case Study: Violent Escape Attempt

Intelligence, corroborated through various forms of surveillance, indicated that a violent escape attempt was in the planning stages. The STG also planned a coordinated assault on the perimeter and related targets in the community.

Based on what the staff knew of the groups and the situation, they believed that more offenders would be involved. Analysis of available information resulted in the hypothesis that members of another group would support the escape attempt and possibly even participate.

Through direct surveillance, communications intercepts, and other collection efforts, officials discovered that three members of the suspected associate groups were involved.

In this case, intelligence resulted in the prevention of the escape and successful prosecution of those involved and undoubtedly prevented loss of life, major destruction of government property, and victimization of community members.

Facilitator Notes

1. REVIEW the case study with participants.
2. POINT out how the intelligence was corroborated through other forms of prevention.
3. COMPARE the result—the escape and subsequent attacks were prevented, and a number of highly dangerous offenders and associates were successfully prosecuted—with the possible result had the escape and attacks been successful. If the prison did not practice intelligence gathering, the escape could have transpired as planned, and a number of people would have likely been killed or injured within the prison compound and in the surrounding community.



Analyzing Information

EXERCISE

- Analyze the material provided to your group
- Determine what information is useful
- Determine potential risks
- Be prepared to share with class

**BASE SCENARIO
AND INJECTS**

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Analyzing Information	
Duration	45 minutes
Purpose	The purpose of this activity is to analyze realistic scenarios to determine what information is useful as intelligence and any potential risks the information may disclose.
Materials	<ul style="list-style-type: none"> • Flipchart • Markers • Scenarios and Injects
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. Analyze the information provided to you. 3. Determine what information is useful and what is not. 4. Then determine potential risks (your hypothesis of the intelligence). 5. Be prepared to share your responses.

Facilitator Notes

1. HAVE participants work in their small groups.
2. DISTRIBUTE the base scenario to all groups.
3. DISTRIBUTE some of the injects to the groups. Note: make sure that none of the groups have all the injects and that not all groups get all the same injects. The goal is for each group to receive only partial information to highlight the need for communication and intelligence sharing between groups.
4. EXPLAIN the activity to the participants
5. REGROUP on the next slide.



Analyzing Information

- What information was useful?
- What potential risks have you exposed as a result of the intelligence?
- What are your next steps?



Analyzing Information

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.

Facilitator Notes

1. REGROUP from the previous activity.
2. CALL upon a spokeswoman from each group to present her group's responses.
3. Then LEAD a discussion on the pieces of information—emphasize the need to share information and point out the dangers of not sharing.
4. Discuss the flow of intelligence and what actions should have been taken as the situation worsened. This will link to the ERT course and scenarios but still allow participants to analyze intelligence and link it to a real emergency.
5. After every group has presented, ASK the final question: What are your next steps?
6. ENGAGE participants in what the next steps should be.

Discussion: Sharing Intelligence

- How is vital intelligence communicated to staff in your prison?
- Was there a time when you needed intelligence you didn't have?
- Have you ever learned through an intelligence briefing about a potential situation you later encountered during your shift?



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Discussion: Sharing Intelligence

Prison officials may elect to share the information in various ways, such as:

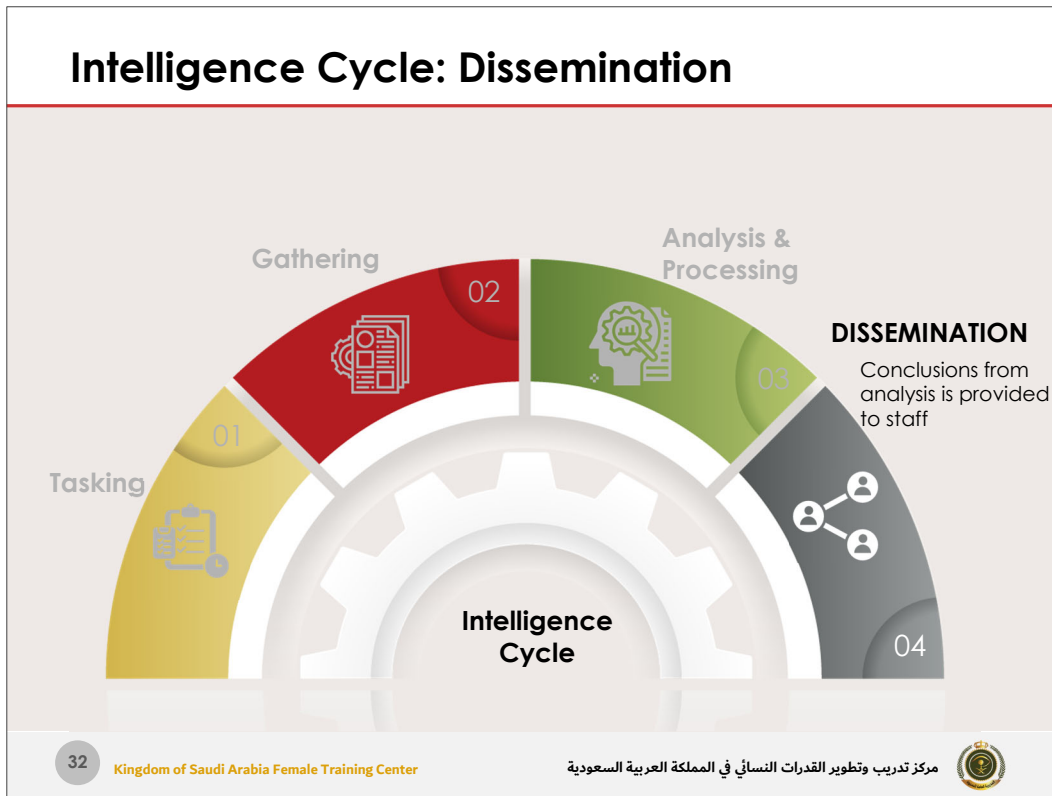
- Structured formalized reports
- Structured and formal oral presentations with supporting documentation
- Weekly overviews in the form of bulletins
- Ad-hoc briefing to intelligence and investigative teams

Prison officials will determine with whom the information will be shared.

Facilitator Notes

1. ENGAGE participants in the discussion questions.
2. POST all answers on a flipchart or whiteboard.
3. ASK participants to name sources from which they receive regular intelligence.





Intelligence Cycle: Dissemination

The final step of the intelligence cycle is to provide conclusions from the analysis to staff. Dissemination can be oral, provided in written briefings, posted on secure internal sites, provided in shift change meetings, and many other forums.

Prison administration base strategic decision-making on intelligence reports. Front-line staff need intelligence to help keep their shifts safe and orderly.

On the other hand, the value of intelligence can be lost if it is distributed so widely as to compromise security.

Facilitator Notes

1. **EXPLAIN** that the entire intelligence cycle must be completed to be effective—intelligence is gathered effectively, competently analyzed, and then provided back to staff for use on shift.
2. **ADD** that the other phases or steps will have little impact if the final product is not timely distributed to those with a need to know.
3. For intelligence to be useful, it must be shared both up and down the leadership chain.



External Sharing of Intelligence

- Prison intelligence units should be integrated into local cooperative task force type entities to allow for sharing of intelligence
 - ✓ In the U.S., state and federal prison intelligence units are active partners in joint task forces and national gang initiatives

Discussion:

- Why do you think being active partners in joint task forces and national gang initiatives is important?
- What intelligence resources will a prison bring into a joint task force?



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External Sharing of Intelligence

The timely sharing of intelligence with external partners allows for enhanced security and improvements in overall operational efficiency. Sharing is based on need to know.

Prisons should have policies and procedures in place for sharing information with external partners. Generally, intelligence should be shared as widely as possible if procedures are followed.

Facilitator Notes


1. **ENGAGE** participants in the discussion question. Possible answers for the second question include: phone call data, phone call contents, mail monitoring, visitors monitoring, confidential information from offenders, and financial transactions to and from offenders.
2. **ASK** participants how their agency handles the intelligence dissemination approval process and compare/contrast to U.S.-based policies.



Intelligence Practices in the KSA

EXERCISE

- Create a list of the following:
 - ✓ Common internal intelligence
 - ✓ Common external intelligence
 - ✓ Other common information that is useful in your prison
- Identify whether the intelligence can be shared internally, externally, compartmentalized, or not shareable




Use a flipchart

➔

Be prepared to share

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Intelligence Practices in KSA Prisons	
Duration	45 minutes
Purpose	The purpose of this activity is to create a list of common internal and external intelligence your prison uses.
Materials	<ul style="list-style-type: none"> • Flipchart • Markers
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. Create lists of common internal intelligence your prison uses, common external intelligence your prison uses, and other information that is useful to your prison. 3. For each list, note whether the intelligence can be shared internally or externally or whether it is compartmentalized or not shareable. 4. Be prepared to share your responses.

Facilitator Notes

1. HAVE participants work in their small groups.
2. EXPLAIN the exercise to the participants.
3. REGROUP on the following slide.



Intelligence Practices in the KSA

- Common internal intelligence?
- Common external intelligence?
- Other common information that is useful in your prison?
- Shareable? With whom? Not shareable?



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Intelligence Practices in the KSA

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

Facilitator Notes

1. REGROUP from the previous activity.
2. CALL upon a spokesperson from one group to provide the answer to the first question.
3. ASK other groups whether they can add anything to the answer.
4. CALL upon a different spokesperson from a different group to provide the answer to the second question.
5. ASK other groups whether they can add anything to the answer.
6. For each answer, ASK the spokesperson whether the information is shareable? If so, to whom?



Case Study on Not Sharing Intelligence

- In 1991, a young woman was kidnapped and held captive for the next 18 years by a convicted sex offender on parole.
- Multiple opportunities to share intelligence that could have brought the case to closure were missed over the next 18 years.
- The case was solved in two days after an officer reached out and shared information considered suspicious.



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Case Study on Not Sharing Intelligence

After the young woman was kidnapped, the parolee had numerous contacts with state parole agents, federal parole agents, law enforcement officers, fire department officials, and prison officials.

However, parole agents failed to contact local public safety agencies to share information regarding contact they had with the parolee.

He was even arrested during this time on a parole violation and spent approximately four weeks in prison. Neighbors called local law enforcement because he had several tents in his backyard with people—including children—living in them.

The parolee's name was queried in a law enforcement database on several occasions.

Finally, an employee at a university contacted police because she was concerned by the parolee's behavior. An officer from the police department later contacted his parole officer and advised that the parolee had been at their campus, which was beyond the 25-mile travel restriction placed upon him. The parolee was located the following day and arrested. The case of a child missing for 18 years was solved in two days after an officer reached out and shared information considered suspicious.

Facilitator Notes

SHARE the case study with participants to show the difference that sharing intelligence can make.



Final Activity: Prison Intelligence System

EXERCISE

Using your responses to previous activities as a guide, create a prison intelligence system that includes:

- A prison intelligence unit
- A system for gathering, analyzing, and disseminating intelligence



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Prison Intelligence System	
Duration	2 hours
Purpose	The purpose of this activity is to apply the knowledge you gained in this module toward creating an intelligence system for your prison.
Materials	<ul style="list-style-type: none"> • Flipchart • Markers
Steps	<ol style="list-style-type: none"> 1. Use the activities that you worked on previously in this module as a guide. 2. Create an intelligence system for your prison that includes an intelligence unit—include number of people in the unit, their rank, and title. 3. Create a system for gathering, analyzing, and disseminating intelligence, including policies and procedures. 4. Be prepared to share with the class.

Facilitator Notes

1. HAVE participants work in their small groups.
2. EXPLAIN the activity to participants
3. REGROUP on the next slide.



Prison Intelligence System

REGROUP

- Prison intelligence system that includes:
 - A prison intelligence unit
 - A system for gathering, analyzing, and disseminating intelligence



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Prison Intelligence System

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.

Facilitator Notes

1. REGROUP from the previous activity.
2. HAVE a spokesperson from each group present her group's work.
3. After each group has presented, LEAD a discussion on similarities and differences on the groups' plans for a prison intelligence system. Ask groups to explain why their system should be different.
4. ENCOURAGE a robust discussion.



Summary

Topics

- ✓ Intelligence-based Corrections Practices
- ✓ Information and Intelligence
- ✓ Intelligence Cycle

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 this module.
2. Work with your group to respond.

Facilitator Notes

1. CLOSE OUT the module using the topics that were covered
2. ASK participants if they have any questions that need clarification or follow up
3. ASK for volunteers to answer the two questions on the slide
4. ENCOURAGE participants to engage in a conversation to test knowledge gained in this module.



Evidence and Chain of Custody



Evidence and Chain of Custody

Purpose: The purpose of this module is to provide guidelines and explain best practices for evidence collection, evidence preservation, and chain of custody.

Activities:

- Prison-Based Crimes (15 min.)
- Responsibilities of First Responders (30 min.)
- Search Procedures (30 min.)
- Evidence Collection Considerations (25 min.)

Estimated Time: 1 day (4.5 hours)

Facilitator Notes

1. INTRODUCE yourself and any co-facilitators.
2. LEAD a quick energizer.
3. PROVIDE a brief overview of what will be covered.
4. ADVANCE to next slide to review module objectives.

Handouts/Worksheets

- N/A

NOTE:

- For the second activity, Responsibilities of First Responders, up to 4 facilitators should stage up to 4 crime scenes during a participant break—one for each group. When the participants return from the break, the facilitators should direct them to the crime scene and role-play a crime—staging evidence and, if possible, victims. Use your imagination for items that can represent victims and other evidence.
- For the third activity, participants will be practicing various types of searches. Plant some small pieces of evidence for the searches.

Learning Objectives



- Describe the five steps that must be taken with evidence



- Identify common prison-based crimes



- Demonstrate proper crime scene procedures for first responders



- Demonstrate search procedures

- Determine evidence collection procedures for different types of evidence

- Identify tools used in evidence collection

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Learning Objectives

These learning objectives are the essential steps to reaching the goal of the course—understanding the challenges and best practices for managing security threat groups in a prison.

Facilitator Notes

1. EXPLAIN the objectives to the participants to set expectations for the module.
2. ASK whether participants have any questions or need clarification on the objectives.



Evidence
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NOTES



Evidence

- Evidence refers to any material left at the scene of a potential crime
- This material must be:
 - ✓ Identified
 - ✓ Collected
 - ✓ Preserved
 - ✓ Stored
 - ✓ Made available for use in a civil or criminal trial

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Evidence

Evidence collection is a vital component of the investigation into crimes committed inside a prison. By following proper procedures for dealing with evidence, prison staff can help ensure the successful prosecution of criminal activity that occurs within the prison's walls.

Evidence refers to any material left at the scene of a potential crime. This material must be identified, collected, preserved, stored, and made available for use in a civil or criminal trial. The level to which each of these processes is accomplished will directly affect the quality of the prosecution's case. Therefore, all evidence-related activities must be conducted in accordance with established prosecutorial guidelines.

Facilitator Notes


1. Being able to describe the five steps that must be taken with evidence is the first learning objective.
2. DESCRIBE evidence as any material left at the scene of a potential crime.
3. EXPLAIN that the level to which evidence is identified, collected, preserved, stored, and made available for use in a civil or criminal trial directly affects the quality of the prosecution's case. Therefore, all evidence-related activities must be conducted in accordance with established prosecutorial guidelines.



Prison-Based Crimes

EXERCISE

- Identify common prison-based crimes
- Describe the types of crime scene(s) typical to each crime
- Review the types of evidence that may be collected as part of an investigation




Work in your group

➔

Be prepared to share

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Prison-Based Crimes	
Duration	20 minutes
Purpose	The purpose of this activity is for you to think about crimes that might occur in a prison and imagine the type of crime scene typical for the crime, including evidence that may be left behind.
Materials	<ul style="list-style-type: none"> • Flipchart • Markers
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. Identify common crimes that occur in a prison. 3. Explain the type of crime scene typical for each crime. 4. Describe the type of evidence that may be collected as part of an investigation—e.g., an offender assaults a staff member in a prison office. What might the crime scene look like? What evidence might an investigator collect? Responses should include CCTV video, pictures of the crime scene, weapons, oral statements (victim and offender), etc. 5. Be prepared to share with the class.

- Facilitator Notes**
1. ASK participants to work in their small groups.
 2. EXPLAIN the activity to participants.
 3. REGROUP on the following slide.



Prison-Based Crimes

REGROUP

- Common prison-based crimes
- Types of crime scene(s) typical to each crime
- Types of evidence that may be collected as part of an investigation



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Prison-Based Crimes

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.

Facilitator Notes

1. REGROUP from the previous activity.
2. CALL upon a spokeswoman from each group to present the group's findings.
3. WRITE each crime on a whiteboard or flipchart to refer to later in the module.
4. ENCOURAGE groups to ask questions on each other's responses and to engage in a conversation on the findings. Try to reach a consensus.



Responding to a Crime Scene

- First responders to a potential crime scene must:
 - ✓ Notify control center or supervisor
 - ✓ Look for potential hazards
 - ✓ Tend to victim until medical response arrives
 - ✓ Control offenders in the area
 - ✓ Notify evidence collection team
 - ✓ Set up secure perimeter around the scene

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Crime Scene Procedures

- First responders to a potential crime scene must make every effort to preserve the integrity of the scene. First responders must:
 - Notify control center or supervisor for medical/security response
 - Look for potential hazards
 - Tend to victim until medical response arrives (CPR, stop arterial bleeding, etc.)
 - Control offenders in the area by locking down or recalling to cells
 - Notify evidence collection team
 - Set up secure perimeter around the scene using responding staff to prevent unauthorized entry/exit
- For certain crimes, first responders may need to notify outside agencies.

Facilitator Notes

1. REVIEW the steps that first responders must take when arriving at the scene. Being able to demonstrate proper crime scene procedures for first responders is a learning objective.
2. EMPHASIZE that first responders must watch for hazards—broken glass, electrical lines, wet floors, caustics in the area, fumes, fire, etc.—when responding and entering the scene.
3. ASK participants whether KSA have additional procedures in place or whether they can think of additional steps that first responders should take when arriving on scene.



Control Offenders in the Area

- Quickly contain and control the incident area
 - ✓ Isolate and contain the area to prevent the incident from escalating
 - ✓ Activate lockdown to secure all offenders in place and prevent movement
 - ✓ Ensure vulnerable offenders, such as juveniles and offenders with mental or physical disabilities, are especially protected

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Control Offenders in the Area

Prison staff members who initially respond to an incident should resolve it when possible. When resolving it is not possible, prison staff members should isolate and contain the area to prevent the incident from escalating.

Facilitator Notes

ENGAGE participants in the following discussion question:

- What steps should be taken to isolate and contain the area?
- Expected answer should include:
 - ✓ Activating lockdown to secure all offenders in place and prevent movement
 - ✓ Closing all containment grills and internal control fencing gates
 - ✓ Ensuring vulnerable offenders, such as juveniles and offenders with mental or physical disabilities are especially protected or moved to alternative locations



Set Up a Secure Perimeter

- Conduct an initial assessment of the extent of the crime scene(s) and then establish and control its boundaries
- Set up physical barriers (ropes, cones, crime scene barrier tape, personnel, other equipment) or use existing boundaries (doors, walls, gates)

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Set Up a Secure Perimeter

Defining and controlling boundaries help protect and secure the crime scene. The number of crime scenes and boundaries are determined by location and type of crime. Boundaries are established beyond the initial scope of the crime scene with the understanding that they can be reduced in size if necessary.

First responders should do the following:

- Identify potential points and paths of exit and entry of suspects and witnesses as well as places where the victim/evidence may have been moved
- Set up physical barriers (ropes, cones, crime scene barrier tape, available vehicles, personnel, other equipment) or use existing boundaries (doors, walls, gates)

Facilitator Notes

EXPLAIN that setting up a perimeter is vital to a successful conclusion of a crime. The sooner the perimeter is established and protected, the better the chance is for success.



Evidence Collection Team

- Once the evidence collection team arrives on scene, first responders should shift to securing the scene
 - ✓ Control the flow of personnel entering and leaving the scene to maintain integrity of the scene
 - ✓ Set up and maintain a logbook to track all people entering the scene
 - ✓ Note any events occurring in or around the scene

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Evidence Collection Team

When the evidence collection team arrives, first responders should concentrate on securing the scene by:

- Controlling the flow of personnel entering and leaving the scene to maintain integrity of the scene
- Putting measures in place to preserve/protect evidence that may be lost or compromised
- Documenting all people entering and leaving the scene after boundaries have been established

Facilitator Notes

1. **EXPLAIN** the steps that first responders should take after the evidence collection team arrives.
2. **ADD** that life-saving measures are paramount: Never sacrifice assistance to injured persons in favor of maintaining the crime scene. If saving a life requires compromising the integrity of the scene, the life always takes precedence.



Establish a Record

- The initial responding office should document as soon as possible all activities and observations made at the scene of the crime, including:
 - ✓ Persons and items within the crime scene
 - ✓ Condition of the scene upon arrival (e.g., lights on/off; doors and windows open/closed)
 - ✓ Personal information from witnesses, victims, suspects
 - ✓ Her own actions and the actions of others

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Establish a Record

The initial responding officer at the crime scene must produce clear, concise, documented information involving her observations and actions.

This documentation is vital for providing information to substantiate investigative considerations.

Facilitator Notes

1. EXPLAIN the types of information that the first responder should document.
2. ASK participants to explain why this documentation is so important.



Crime Scene in a Prison: Scenario (1 of 2)

- Patrolling the halls in the early morning hours, Security Officer Nura notices a light on in an office
- She slowly opens the door and notices a body on the floor
- She immediately calls for backup and secures and isolates the scene, preventing anyone from entering the room

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Crime Scene in a Prison: Scenario (1 of 2)

Scenarios are a critical part of learning—they provide realistic context and work best when applied to tasks requiring decision-making and critical thinking in complex situations. For this scenario, you will be asked to determine whether the correct decisions were made and to explain any mistakes that were made.

Facilitator Notes

1. REVIEW the scenario in the slide.
2. ADVANCE to the following slide to continue discussing the scenario.



Crime Scene in a Prison: Scenario (2 of 2)

- As the supporting officers arrive, Security Office Nura places a barrier around the scene and posts guards at the door
- The second officer who responds attempts to enter but is not allowed beyond the barriers until forensic experts have completely recorded the scene and collected the evidence



What procedures were followed correctly?

What procedures were not followed?

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Crime Scene in a Prison: Scenario (2 of 2)

Facilitator Notes

1. CONTINUE describing the scenario.
2. ENGAGE participants in the two discussion questions.
3. Expected answers: What procedures were followed correctly? The security officer immediately called for backup and secured and isolated the scene; no one was allowed to enter the room until the crime scene processors arrived.
4. Now, ASK the second question: What procedures were not followed? Continue asking probing questions if participants do not have an answer. Ask what the most important step is.
5. The correct answer is that no one checked the body for a pulse. The most important step is to provide life-saving help for the victim. The first step should have been to determine whether the victim was alive.
6. The second procedure that the security officer conducted incorrectly was to put up barriers too early. As an initial responder, she cannot prevent entrance because medical and staff responders may be in route to help. After the victim is removed, crime scene procedures will take place.



Responsibilities of First Responders

EXERCISE

- You are the first responder to a crime
- Following the guidelines just discussed, role-play the steps you should take
- Work with the facilitator



Work in your group

➔

Be prepared to share

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Responsibilities of First Responders	
Duration	30 minutes
Purpose	The purpose of this activity is for you to determine first steps that should be taken in the event of a crime.
Materials	<ul style="list-style-type: none"> • None
Steps	<ol style="list-style-type: none"> 1. Following facilitator guidance. 2. Be prepared to discuss with the class.

Facilitator Notes

1. HAVE participants take a 10-15 minute break.
2. While participants are at break, SELECT a crime or crimes from the list of prison-based crimes that participants created in the first activity.
3. SET up four crime scenes using the prison-based crimes you selected in Step 2. You may choose the same crime to replicate for all four scenes or select a different crime for each scene.
4. PLACE items of evidence around the scene; use mannequins to make the scene more realistic. If possible, paint a “blood stain” on a shirt, place contraband weapons for confiscation, plant offender letters, address books, simulated drug packets.

5. MAKE the scenes as realistic as possible.
6. ACTIVITY: When participants return from break, ANNOUNCE that a crime has taken place. Each group is **first responders** to a crime.
7. Group members can converse among themselves and select a first responder from the group. The rest of the group members can advise the first responder on steps she should take.
8. One member of the group should be assigned to document all steps taken and be prepared to share the documentation with the rest of the class during regroup.
9. STAND aside and observe the group and ask other facilitators to do the same with their groups.
10. When you think the group has completed each step, COME forward as the evidence collection team.
11. CONDUCT an initial walkthrough with the first responders.
12. Participants will have 30 minutes to complete the activity.
13. REGROUP on the following slide.



Responsibilities of First Responder

REGROUP

- ✓ Notified control center or supervisor for medical/assistance
- ✓ Looked for potential hazards
- ✓ Tended to victim until medical response arrives
- ✓ Controlled offenders in the area by locking down or recalling to cells
- ✓ Notified evidence collection team
- ✓ Set up secure perimeter around the scene using responding staff to prevent unauthorized entry or exit



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Responsibilities of First Responder

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.

Facilitator Notes

1. REGROUP from previous activity.
2. HAVE the record keeper from each group present the group's actions.
3. After each group has presented, ENGAGE participants in a discussion on steps taken.



Processing the Crime Scene

Prison staff are responsible for processing the crime scene and coordinating the turnover of evidence with their investigative partner(s)



Photo Source: FBI

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Processing the Crime Scene

The actual examination of the evidence collected is the responsibility of the criminal investigator, who works in coordination with the prosecutor to build a case that can be brought to court. Once evidence has been submitted to the criminal investigator, the prison's investigative involvement in the case generally ends. The investigator is responsible for processing the evidence to satisfy the elements of the alleged crime.

Facilitator Notes

EXPLAIN that processing the scene is done by the prison evidence collection team, unless the investigative partner requests the scene be secured and untouched until their arrival.



Specialized Training

- Staff who process crime scenes must receive special training on:
 - ✓ Prosecutorial requirements
 - ✓ Processes
- Training ensures evidence-related procedures are followed consistently

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Specialized Training

Most prisons have a designated evidence collection unit. Members of this unit (as well as prison intelligence unit staff) have been trained on the proper identification, documentation, and handling of evidence. A core component of this training is the mastery of crime scene procedures for preserving evidence.

Staff who process crime scenes—either as part of an internal evidence collection unit or in conjunction with an external investigative partner—must receive special training on prosecutorial requirements and processes. This training ensures that evidence-related procedures are carried out consistently.

Facilitator Notes

1. **DISCUSS** the need for specialized training in processing a crime scene and in prosecutorial requirements and processes.
2. **EXPLAIN** that most prisons have a designated evidence collection unit.
3. **ASK** participants whether KSA has such a unit. Ask whether any of the participants have processed a crime scene. If so, engage them in describing their experiences or ask them whether they would like to add anything to your presentation.



Evidence Collection

- Evidence collection begins with a preliminary walkthrough of the crime scene, which allows for:
 - ✓ On-scene personnel to approximate what evidence is in place and how to collect it without damaging or compromising it
 - ✓ Assessing hazards encountered on initial review
 - ✓ Picture taking and videotaping of the scene

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Evidence Collection

A preliminary walkthrough of the crime scene with the detective or officer in charge should take place after the exchange of information. The investigator establishes a path to enter and exit the scene, preserving the scene from possible contamination. During this walkthrough, the crime scene investigator will do the following:

- Evaluate the crime scene to help formulate a plan for processing the scene and the collection and preservation of evidence
- Make appropriate notes of the scene, evidence located within the scene, and condition of the evidence
- Determine whether any additional equipment or personnel are needed to process the scene, i.e., blood-spatter analysis or alternate light sources
- Confer with the detective or officer to determine what potential evidence needs to be recorded and recovered and what processing will occur at the scene
- Assess hazards encountered by the first responder on the initial review
- Take photographs and videos of the scene to ensure that the conditions at the beginning of the processing stage are documented

Facilitator Notes

1. **DISCUSS** the importance of a preliminary walkthrough.
2. **DESCRIBE** the steps the crime scene investigator will take during the walkthrough.
3. **EXPLAIN** the importance of a plan for processing the scene and collecting and preserving the evidence.



Identification, Recovery, and Recording

- Process requires a systematic, careful approach that must consider:
 - ✓ Scene location (interior, exterior, within a vehicle, etc.)
 - ✓ Condition of the evidence (fragile or stable)
 - ✓ Weather conditions that might affect the scene or the evidence it contains
 - ✓ Scene management issues that may affect the collection or preservation of evidence
 - ✓ Specialized processing requirements that may dictate additional processing techniques or personnel

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Identification, Recovery, and Recording

Relevant evidence that is present at the crime scene but that goes unrecognized cannot contribute to the solution of a case. It may be irretrievably lost.

Recovery of only the most obvious and visible evidence may result in leaving the most relevant evidence behind.

Indiscriminate evidence recovery might potentially overburden the laboratory with irrelevant items.

Facilitator Notes

1. **EXPLAIN** considerations for identification, recovery, and recording the collection of evidence at a crime scene.
2. **EMPHASIZE** the importance of a systematic approach.



Documenting the Scene

- Sketches, photographs, and videos of the scene and surrounding areas allow searchers to document the conditions present at the time of collection
 - ✓ Allows staff to document the location of any piece of evidence recovered at the scene using measurements taken from fixed points of reference



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Documenting the Scene

The three types of photographs include overviews, mid-views, and close-ups.

- Overview shots include views of the room showing entrances and exits.
- Mid-range photos show key pieces of evidence, location in a room, and distance from other pieces of evidence.
- Close-ups of individual pieces of evidence show identifying characteristics, including serial numbers. A second set of close-up pictures includes a ruler or other item for scaling.

The photos are then included in a photo log along with documentation of the details of every photo—photograph number, description of the object or scene, location of the object or scene, and time and date the photograph was taken. All photos and videos are evidence (assigned a number, chain of custody, etc.)

Sketches are drawn to depict the scene and aspects of the scene. The goal of the sketches is to show locations of evidence and how each piece of evidence relates to the rest of the scene.

Scene documentation may also include a video walkthrough. The video can offer a better layout of the crime scene.

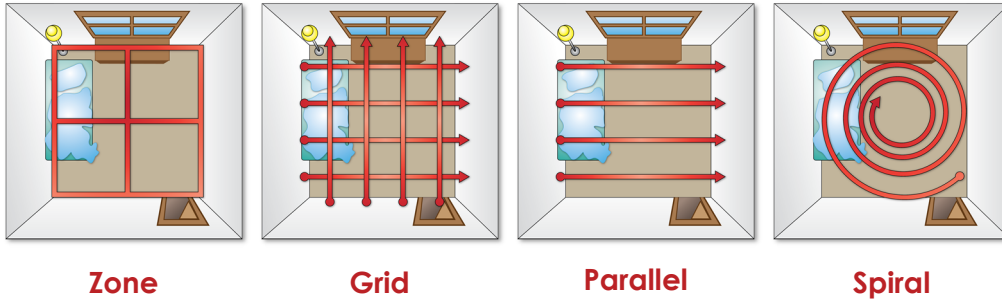
Facilitator Notes

1. DESCRIBE ways in which the scene is documented, including types of photographs, sketches, and videos.
2. EXPLAIN the purpose of each.



Search Pattern

Staff begin by establishing a search pattern for the scene



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Search Pattern

A proper search pattern technique must be established to process a crime scene. The type of search depends on the size of the scene and resources available.

- Spiral searches are normally used to find a particular object at a crime scene—e.g., a shell casing. In this type of search, a main point is selected and the search continues outward in a circular manner.
- A grid search is conducted by two or more people overlapping separate lines to form a grid.
- A zone search divides the crime scene into four quadrants.
- In a parallel search, two or more people form a line and walk parallel to each other at the same speed from one end of the crime scene to the other.

Facilitator Notes

1. DESCRIBE each type of search pattern.
2. EXPLAIN when each type should be used.
3. ADVANCE to the following slide in which you and other facilitators will demonstrate.



Demonstration: Search Procedure

- Facilitators: Demonstrate each type of search procedure
 - ✓ Zone
 - ✓ Grid
 - ✓ Parallel
 - ✓ Spiral

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Demonstration: Search Procedure

As you watch the demonstration, ask any questions on what you see or hear at any point in the process. You will be asked to repeat the process following the demonstration.

Facilitator Notes


1. DEMONSTRATE each type of search.
2. If no other facilitators are available, ASK for volunteers to demonstrate with you.



Search Procedure

EXERCISE

- Practice the following search procedures
 - ✓ Zone
 - ✓ Grid
 - ✓ Parallel
 - ✓ Spiral




Work in small groups

➔

Follow facilitator guidance

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Search Procedures	
Duration	30 minutes
Purpose	The purpose of this activity is for you to perform the searches as demonstrated by the facilitator.
Materials	• None
Steps	<ol style="list-style-type: none"> 1. Following the guidance of the facilitator. 2. One group is to perform the zone search, while the other three groups perform one of the remaining searches. 3. Groups will trade places until all groups have practiced all searches. 4. Each group is to follow the instructions given at each station. 5. Be prepared to discuss the activity.

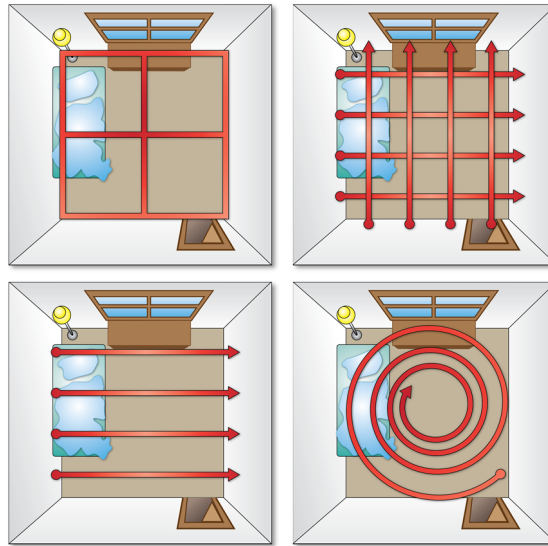
Facilitator Notes

1. Depending upon availability of space and other facilitators, CONDUCT the exercise as a round robin—one station will be set up and run by a facilitator for each type of search.
2. Participant groups will go from one station to the other, alternating so that one group at a time is at the station.
3. EXPLAIN the activity to participants.



Search Procedure

REGROUP



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Search Procedures Regroup

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

Facilitator Notes

1. REGROUP from previous activity.
2. DEBRIEF participants. If feasible, have all facilitators together to provide the debrief.

Evidence Preservation

- Collect each specimen separately
- Use and change gloves often
- Avoid coughing or sneezing during the collection
- Use appropriate tools



What tools should be used to collect evidence?

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Evidence Preservation

Staff must use gloves in the collection process, and gloves must be changed after each piece of evidence is collected.

Additionally, staff may be required to wear masks, booties/shoe covers, or other protective gear. These measures help ensure staff safety (especially in the presence of biohazards) and prevent cross-contamination between scene and surrounding areas or between pieces of evidence.

Facilitator Notes

1. ENGAGE participants in the discussion question.
2. As participants provide examples of appropriate tools used to collect evidence, write the responses on a white board or flipchart.
3. After participants have exhausted their list, ADD any of the following that was omitted:
 - Latex/nitrile gloves (N-DEX, non-latex)
 - Forceps
 - Tweezers
 - Scalpels
 - Swabs
 - Paper bags
 - Plastic bags
 - Cardboard boxes
 - Envelopes
 - Wrapping paper
 - Hand tools
 - Thermometers
 - Plastic buckets (with lids)
4. EXPLAIN that preserving the integrity of evidence is key to the success of any eventual prosecution. One way to ensure that evidence is not damaged, contaminated, or otherwise altered is to use appropriate equipment in evidence collection. As a rule, any collection equipment that touches evidence must be sterile.



Preserving Trace Evidence

Trace evidence

- Debris such as dirt, soil, sand, gravel, grass, leaves, twigs, adhesives, tape, fibers, glass, bullet fragment

Preserve

- Place in a paper bag or envelope
- Close, seal, or tape the bag or envelope
- Label the bag or envelope with identifying information

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Preserving Trace Evidence

Fibers, hair, soil, wood, gunshot residue, and pollen are examples of trace evidence that may be transferred between people, objects, or the environment during a crime. Investigators can potentially link a suspect and a victim to a mutual location through trace evidence. So, the proper handling of all physical evidence is one of the most important factors of an investigation.

Facilitator Notes

1. ASK participants what else should be done when trace evidence is identified and collected.
2. Expected answers include: document and photograph the evidence and include the examiner's signature, date, and time on the bag or envelope.



Preserving Biological Evidence

Biological evidence

- Blood
- Skin
- Hair
- Saliva
- Urine

Preserve

- Biological evidence should be air-dried before packaging to minimize degradation
- Packaging in paper is preferred; however, some laboratories allow packaging in plastic if the sample is thoroughly dried

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Preserving Biological Evidence

Biological evidence refers to samples of biological material—such as tissue, bones, teeth, blood, or other bodily fluids—or to evidence items containing biological material. Biological evidence is frequently essential in linking someone to or excluding someone from crime scene evidence.

All criminal justice stakeholders, including lawyers and forensic analysts, should be confident that the biological evidence they are considering has been properly collected, preserved, processed, and stored to avoid contamination. The following procedures should be used when storing biological evidence:

- Each piece of clothing must be dried thoroughly if wet or damp.
- Each piece must be identified by labeling with identifying information, date, time, and initials of the collector.
- Each piece should be placed in a separate bag.
- Each bag is then placed in a larger bag, which is labeled with identifying information, including collector's initials

Facilitator Notes

1. REVIEW procedures for preserving and packaging biological evidence.
2. WALK participants through each step of preserving clothing worn by an individual at the time of a crime.
3. EXPLAIN that the clothing may contain physical or biological evidence that must be preserved.
4. EXPLAIN proper collection and preservation procedures.



Chain of Custody

- Tracking the evidence during processing is vital
- A chain of custody form allows investigators to document and maintain the integrity of the evidence
- If staff cannot establish and maintain a documented chain of custody on a piece of evidence, that evidence will be inadmissible in a court of law

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Chain of Custody

The chain of custody is a tracking document beginning with detailed scene notes that document where the evidence was received or collected. The chain of custody is initially established when an investigator takes custody of evidence at a crime scene or when evidence is received from an officer or detective at, or from, the crime scene.

This documentation allows prosecutors to prove that the evidence they present in court is the same evidence that was collected at the scene of the crime. To accomplish this, the life cycle of each piece of evidence—from collection, through changes in custody and location, to examination, to presentation in legal proceedings—is recorded. In short, the chain of custody is a paper trail that documents the integrity of each piece of evidence.

Facilitator Notes

EXPLAIN that the chain of custody is established through a process that includes the following:

- Take notes, including documenting the recovery location, the time and date recovered or received, description of the item, condition of the item and any unusual markings or alterations to the item
- Collect, preserve, mark and package the evidence
- Seal the evidence
- Create the inventory list
- Prepare the chain-of-custody documentation



Chain of Custody Form

- The following information is included on the chain of custody form:
 - ✓ List of evidence: item number and brief description
 - ✓ Date and time of transfer
 - ✓ Signature of the individual releasing the evidence
 - ✓ Signature of the individual transporting the evidence
 - ✓ Signature of the individual receiving the evidence

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Chain of Custody Form

Documentation of chain of custody serves to maintain a record of the chain of custody and to document that the sample/evidence was handled only by approved personnel and not accessible to anyone else.

The person responsible for collecting the evidence must complete the labels of the sample container and the chain of custody forms to enable tracking of the sample. Each sample container label must be assigned a unique identification code, along with other relevant information, such as location, date and time of collection, and name and signature of the person collecting the sample. A separate chain of custody form must accompany different evidence bags.

Facilitator Notes


DESCRIBE the information that should be included on a chain of custody form.



Evidence Collection Considerations

EXERCISE

- Determine possible evidence for crimes as presented by the facilitator
- Determine collection tools & preservation procedures for each type of evidence
- Create a chain of custody form for the evidence




Work in your group

➔

Be prepared to share

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Evidence Collection Considerations	
Duration	25 minutes
Purpose	The purpose of this activity is for you to determine possible evidence for a number of crimes.
Materials	<ul style="list-style-type: none"> • Markers • Flipcharts
Steps	<ol style="list-style-type: none"> 1. For each scenario, determine possible evidence. 2. Determine what tools to use to collect the evidence and proper procedures for preserving the evidence. 3. Complete a chain of custody for the evidence. 4. Be prepared to discuss the activity.

Facilitator Notes

1. HAVE participants work in their small groups.
2. EXPLAIN the final activity to the participants.
3. PROVIDE participants with the following scenarios. (Depending upon time remaining, you may assign one scenario to each group.)
 - Scenario 1: Offender-on-offender assault in an outdoor area (e.g., recreation yard)
 - Scenario 2: Offender-on-staff assault in an office
 - Scenario 3: Offender suicide in cell
 - Scenario 4: Unexplained death in infirmary
 - Scenario 5: Unexplained food poisoning
4. REMAIN available to answer any questions groups may have.
5. REGROUP on the following slide.



Evidence Collection Considerations

REGROUP

- Collection procedures
- Type of container
- Chain of custody



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Evidence Collection Considerations

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

Facilitator Notes

1. REGROUP from the previous activity.
2. HAVE a spokesperson from each group present its response.
3. ENGAGE participants in a discussion on their thoughts about the activity.



Summary

Topics

- ✓ Evidence
- ✓ Prison-Based Crimes
- ✓ First Responders to a Crime Scene
- ✓ Processing the Crime Scene
- ✓ Evidence Preservation



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 this module.
2. Work with your group to respond.

Facilitator Notes

1. CLOSE OUT the module using the topics that were covered
2. ASK participants if they have any questions that need clarification or follow up
3. ASK for volunteers to answer the two questions on the slide
4. ENCOURAGE participants to engage in a conversation to test knowledge gained in this module.



Security Threat Group Management



Security Threat Group Management

Purpose: The purpose of this module is to understand challenges and best practices for managing security threat groups in a prison.

Activities:

- What Are You Concerned About? (20 min.)
- Conducting Surveillance: Part 1 (30 min.)
- Conducting Surveillance: Part 2 (30 min.)
- STG Validation Criteria in the KSA (45 min.)
- STG Classification Criteria in the KSA (15 min.)
- Link Analysis—External Communication (25 min.)
- What Is Your Strategy? (30 min.)
- Final Activity: Fatima (30 min.)

Estimated Time: 4 days (18 hours)

Facilitator Notes

1. INTRODUCE yourself and any co-facilitators.
2. LEAD a quick energizer.
3. PROVIDE a brief overview of what will be covered.
4. ADVANCE to next slide to review module objectives.

Worksheets

- Prison Blueprint
- Link Analysis
- National Strategy
- Final Activity: Fatima

Learning Objectives



- Describe benefits of sound security threat group (STG) management practices



- Construct an STG validation matrix



- Apply link analysis to process intelligence relating to security threat groups



- Determine staff and equipment placement to support intelligence gathering

- Describe sound strategies for managing STGs

- Describe correctional programming strategies for minimizing STG-related misconduct (behaviors)

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Learning Objectives

These learning objectives are the essential steps to reaching the goal of the course—understanding the challenges and best practices for managing security threat groups in a prison.

Facilitator Notes

- EXPLAIN the objectives to the participants to set expectations for the module.
- ASK whether participants have any questions or need clarification on the objectives.



Managing Security Threat Groups

- Sound STG management practices allow prison staff to:
 - ✓ Identify and validate STG members and groups
 - ✓ Accurately assess the risks STGs pose to institutional safety and control
 - ✓ Disrupt STG-related misconduct within the institution
 - ✓ Manage groups by effective use of placement and transfer



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Managing Security Threat Groups

A security threat group is three or more individuals who share common interests or engage in activities meant to further criminal intent. These groups can be organized around any of the following identities:

- Terrorism
- Criminal activity
- Territory/region/ethnic identification
- Non-affiliated (e.g., band together for mutual protection from other STGs)

STGs may incorporate more than one organizing principle. For example, the U.S. Aryan Nation was formed around principles of white identity, ethnonationalism, and narcotics trafficking.

Regardless of motivations or organizing principles, STGs generally engage in criminal activity to gain power, wealth, or prestige. Common activities include, but are not limited to:

- Assaults on other offenders or staff
- Radicalizing other offenders
- Contraband trafficking (narcotics, tobacco, cellphones)
- Extortion
- Robbery
- Gambling
- Operating stores (e.g., selling contraband)

Facilitator Notes

1. **INTRODUCE** the benefits of good STG management practices. Being able to describe these benefits is the first learning objective.
2. **ASK** for volunteers to provide the answers to the following statements. Remind participants that this information was covered in the Overview Module.
 - Define security threat groups.
 - Describe the types of security threat groups.
 - Name some common crimes committed by security threat groups.



Security Threat Group Identification

- Offenders will make every effort to hide their affiliation with STGs
 - ✓ Being identified as a member means heightened attention and potential restrictions
 - ✓ Heightened attention and restrictions hinder the offender's ability to accomplish her group's criminal goals
- Prison staff must rely on training to recognize common identifiers of STG membership



What types of training should be required for staff who manage security threat groups?

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Security Threat Group Identification

Knowing your offenders is a necessary first step in recognizing STG indicators, but additional training is required to develop the abilities to recognize the significance of what you see.

For example, if you see that an offender has tattoos, but you're not sure what those tattoos mean, you're less likely to recognize the potential intelligence value they present. This means that potential STG-related intelligence will not be gathered, analyzed, and disseminated to the rest of the facility staff.

Training is an invaluable tool in this ongoing effort. All corrections staff should be trained on common STG issues, new STG groups, emerging trends in STG activities, and after-action review results. This information should be presented daily in the intelligence unit's briefings and at shift briefings.

Staff should be required to attend annual training on STG trends. Certain specialized training topics—for example, terrorism or gang seminars—should be presented periodically as new information is added. As a specialist group, the intelligence unit should receive training from outside organizations and at the national level of the prison service.

Facilitator Notes

1. EXPLAIN that some of the information in this module was touched upon in the first module; however, we go into more detail here and focus on the management side of STGs.
2. ENGAGE participants in a discussion on why STG members try to hide their membership.
3. EMPHASIZE the importance for staff to recognize which offenders are STG members.
4. EXPLAIN that training is an invaluable tool in the ongoing effort of recognizing indicators of STGs.
5. ENGAGE participants in discussions on types of training that should be required for all staff who have STGs in their prisons. Below are suggestions for training. Add any others you may have:
 - Common STG issues
 - New STG groups
 - Emerging trends in STG activities
 - After-action review results
 - Radicalization
 - Terrorism
 - Gangs
 - Weapons
 - Intelligence gathering



Security Threat Group Categories

Two main categories of security threat groups

- **STG-I**
 - ✓ Most recognized security threat groups
 - ✓ Groups that pose the highest risk to safety and security based on a history of violence
- **STG-II**
 - ✓ Security threat group affiliates
 - ✓ Subgroups organized under the more dominant STG-I groups

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Security Threat Group Categories

Many agencies identify two tiers of security threat groups (STG-I and STG-II). This is a critical distinction because it has implications in classification, restrictive housing, and other policies and procedures.

Offenders with **non-zero levels of involvement** in security threat groups are considered affiliates or associates. An affiliate is an offender whose actions indicate she looks out for the interests of the group but has not joined.

Facilitator Notes

1. EXPLAIN the two categories of security threat groups.
2. EXPLAIN that a group's classification depends on the number of incidents, type/severity of incidents, number of members, and other information.
3. EXPLAIN non-zero levels of involvement.
4. DRAW a bulls-eye target on a whiteboard and explain that the members would be at the center of the target, suspects at the inner ring, and affiliates or associates at the outer ring.
5. ADD that these distinctions can be used in the validation process to determine affiliation, wherein the number of points an offender accumulates dictates whether she is considered a member, suspect, affiliate, or nonmember.




Who Are You Concerned About?

EXERCISE

Work in your group to answer the following questions:

- What security threat groups are you most concerned about in your prison?
- What types of activities or behaviors are they involved in or are you concerned they will become involved in?
- How have these STGs threatened safety or control in your prisons?




Work in your group

→

Be prepared to share

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Who Are You Concerned About?	
Duration	20 minutes
Purpose	The purpose of this exercise is to analyze STGs in your prisons or those who are in the region and may appear in your prisons in the near future. This exercise is the foundation of other exercises throughout the course.
Materials	<ul style="list-style-type: none"> • Pens • Pads
Steps	<ol style="list-style-type: none"> 1. Think about security threat groups in your prison or that you are concerned about entering your prison. Who are they? Domestic terrorists? Foreign terrorists? Gang members? Other? 2. What types of activities are they involved in or are you concerned they will become involved in? 3. How have these STGs threatened the safety or control in your prisons? Or how do you think they will threaten safety if they were in your prisons? 4. Regroup on the following slide.

Facilitator Notes

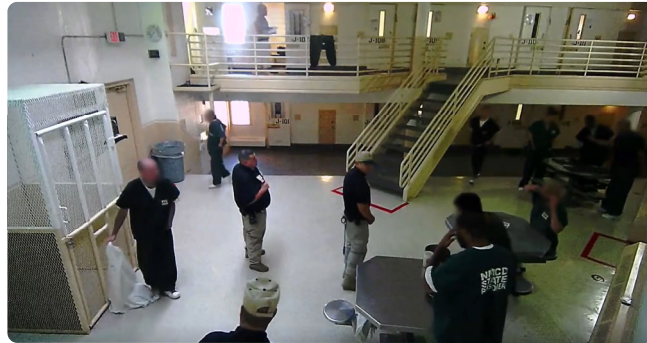
1. REMIND participants that they completed a similar activity in the first module, but this activity is the foundation of several other activities. An addition to this exercise is that participants can list security threat groups they are concerned about (but who may not yet be located in KSA prisons).
2. ENCOURAGE participants to think of groups or individuals in the region who may be considered security threat groups.



Who Are You Concerned About?

REGROUP

- Security threat groups in your prison?
- Types of activities?
- Threatened safety or control?



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Who Are You Concerned About?

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.

Facilitator Notes

1. REGROUP from the previous activity.
2. ASK a group to volunteer to present its response.
3. INVITE (encourage) other groups to ask questions.
4. CONTINUE until all groups have presented.
5. TELL participants they will be using this activity again later in the module.

Identifying STG Membership

- Staff who know their area of responsibility, know their offenders, and have good correctional experience can identify numerous STG associations
- Identifying membership can be accomplished in the following ways:
 - ✓ External intelligence
 - ✓ Internal intelligence activities
 - ✓ Common identifiers
 - ✓ Self-admission



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Identifying STG Membership

Identifying members may be accomplished through:

- Court case transcripts
- Information shared by outside agencies (e.g., INTERPOL)
- Internal prison informants
- Monitoring of group gatherings/meetings
- Surveillance (e.g., CCTV)
- Communications monitoring
- Financial transaction audits

Facilitator Notes

1. **EXPLAIN** that identifying STG membership and associations is easier with sound management practices. Ask participants whether they can tell you what MBWA stands for. Explain that it is Management by Walking Around.
2. **ENGAGE** participants in a discussion on the benefits of MBWA.
3. **INTRODUCE** the ways in which staff can identify STG members.
4. **DISCUSS** the importance of conducting surveillance, including using CCTVs.
5. **ADVANCE** to the following slides to discuss CCTVs and surveillance in more detail.



Common Identifiers and Behaviors

- Staff must rely on training to recognize behaviors that signify STG allegiance:
 - ✓ With whom offenders sit at meals
 - ✓ Work detail requests
 - ✓ Housing unit/cell change requests
 - ✓ With whom offenders spend time in common areas
- Staff must rely on training to recognize common identifiers of STG membership:
 - ✓ Expressions of common philosophy
 - ✓ Clothing (color, style, or mode of wear)
 - ✓ Use of signs or code
 - ✓ Tattoos (if gang)

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Common Identifiers and Behaviors

Rather than quietly serve their sentence, many STGs regard prison time as an opportunity to continue the struggle and involve themselves in passive resistance. They refuse to cooperate with prison authorities and concentrate on trying to mobilize supporters.

Some STGs project an arrogant and defiant attitude in an attempt to intimidate others.

STG members may communicate in different ways—they make use of nonverbal methods of exchanging thoughts. They sometimes have their own language, which contains phrases, hand signs, tattoos, markings, and graffiti.

Prison staff must familiarize themselves with common identifiers and behaviors of security threat groups.

Facilitator Notes


1. REMIND participants of the importance of training to be able to recognize behaviors and identifiers.
2. ENGAGE participants in a discussion on other behaviors and identifiers.



Conducting Surveillance (Part 1)

EXERCISE



- Refer to the blueprint of a prison
- Illustrate locations on the blueprint where highest threat offenders or STG members should be housed
- Determine areas where volatile situations are likely to occur
- Illustrate optimal locations for CCTVs or monitoring by binoculars



Work in your group

➔

Be prepared to share


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Conducting Surveillance (Part 1)	
Duration	30 minutes
Purpose	The purpose of this exercise is to brainstorm placement of housing for the highest threat offenders, determine areas where volatile situations are likely to occur, and illustrate optimal locations for CCTVs or staff monitoring by binoculars—all of which attribute to better use of resources and more efficient and effective management.
Materials	<ul style="list-style-type: none"> • Pens • Pads • Worksheet: Prison Blueprint
Steps	<ol style="list-style-type: none"> 1. Referring to the blueprint, illustrate locations within the prison where the highest threat offenders or STG members should be housed, work, recreate, and practice religion. 2. Determine areas in which volatile situations are most likely to occur—inside housing units, gym, hallways, etc. 3. Illustrate optimal locations for CCTVs. If CCTVs are not available, staff placement and monitoring by binoculars can be substituted. 4. Regroup on the following slide.

Facilitator Notes

1. **DISTRIBUTE** the Worksheet: Prison Blueprint.
2. **EXPLAIN** that if CCTVs are not available in all prisons, staff placement and monitoring by binoculars can be substituted.



Conducting Surveillance (Part 1)

REGROUP

- Highest threat offenders or STG members?
- Volatile situations?
- CCTVs?



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Conducting Surveillance (Part 1)

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.


Facilitator Notes

1. REGROUP from the previous activity.
2. ASK for a group to volunteer to present its response. Make sure groups point out whether CCTVs or staff with binoculars will be used.
3. INVITE (encourage) other groups to ask questions.
4. CONTINUE until all groups have presented.
5. COMPARE the groups' responses and discuss pros and cons of each location.
6. PROVIDE feedback to the groups as to whether you agree with their selection of location for CCTVs—explain why or why not.
7. ADVANCE to the next slide to explain Part 2 of the exercise.

Conducting Surveillance (Part 2)

EXERCISE

- Determine where you will place regular staff in the areas you just described
- Assume you have 10 special surveillance staff assigned to you
- Determine where you would position these staff (by shift and location)




Work in your group

→

Explain your decisions

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Conducting Surveillance (Part 2)	
Duration	30 minutes
Purpose	The purpose of this exercise is to continue determining best use of resources in order to more effectively and efficiently manage STGs. In this case, the resources are regular staff and 10 special surveillance staff.
Materials	<ul style="list-style-type: none"> Pens Pads Worksheet: Prison Blueprint
Steps	<ol style="list-style-type: none"> 1. Refer to the prison blueprint just completed. 2. Determine where you will place staff in the areas you just described. 3. Now, assume you have 10 special surveillance staff assigned to you. 4. Determine where you would position the extra staff (broken down by shift and location) to optimize the volume of intelligence gathered. 5. Explain why you selected the location and number of regular staff and special staff. 6. Regroup on the following slide.

Facilitator Notes

1. REFER participants to the prison blueprint they just completed.
2. EXPLAIN that for this exercise, they first decide the best placement of regular staff and then best placement for an additional 10 special surveillance staff.
3. ADD that they must also break down the location by shifts.



Conducting Surveillance (Part 2)

- Number of staff per shift?
- Location of staff per shift?



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Conducting Surveillance (Part 2)

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.

Facilitator Notes

1. REGROUP from the previous activity.
2. ASK for a group to volunteer to present its response.
3. INVITE (encourage) other groups to ask questions.
4. CONTINUE until all groups have presented.
5. PROVIDE feedback to the groups as to whether you agree with their division and location of staff.
6. ASK participants whether their recommendations coincide with current practice at their prisons.
7. EXPLAIN that these two activities show how internal intelligence can be used to identify STG groups and members and to gain other valuable information.
8. TELL participants that the blueprints are of an infamous prison in the U.S.—named Alcatraz, which is located on an island in San Francisco Bay, offshore from San Francisco, California. Explain that the U.S. Army used the island for more than 80 years to house military prisoners. In 1933, the Federal Bureau of Prisons turned it into a maximum-security, minimum-privilege penitentiary to house the most irredeemable offenders. If an offender did not behave at another institution, he could be sent to Alcatraz, where the highly structured, monotonous daily routine was designed to teach an offender to follow rules and regulations.



STG Validation

- The STG validation process is normally accomplished using a checklist of criteria, each with a point value
- All STG validations must use the same standardized criteria

Why must all STG validations use the same standardized criteria?



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STG Validation

No one identifier proves that an offender is a member of a security threat group. Rather, identifiers are red flags signaling that staff should carefully examine an offender's records and conduct.

Each offender is graded according to the checklist, and the point totals are used to determine which membership category the offender should be assigned:

- Associate (tracked, but not yet validated as members)
- Member (validated)
- Leader (validated)
- Dropout (validated and debriefed out)
- Suspect (subject to validation)

An STG member is someone who has been accepted into membership of the STG. An STG associate is involved periodically or regularly with members or associates of an STG.

Different types of information weigh more or less heavily toward validation.

Facilitator Notes

1. **CONSTRUCT** an STG validation matrix.
2. **EXPLAIN** the process of validating membership using point totals from a standardized checklist, including:
 - Self-admission
 - Media coverage
 - Court documents
 - Pictures with other members
 - Displaying symbols (gangs)
 - Written material (coded messages, hit lists, rules and regulations of the STG, org charts)
 - Request placement with other STG members
 - Staff intelligence or reports
 - Outside agency materials (materials shared by outside LE, military, intelligence agencies)
 - Communication
 - Tattoos (gangs)
 - Other (fill in from your own experience)
3. **ENGAGE** participants in the discussion question in the slide: Why must all STG validations use the same standardized criteria? Expected answer is: Using a standardized criteria ensures that validations are consistent and not retaliatory or motivated by prejudice. Consistent criteria can be presented and defended in court.



Positive Validation Restrictions

- Offenders must generally meet a minimum of three criteria to be validated
- Restrictions imposed with a positive validation include:
 - ✓ Potential for longer initial sentence
 - ✓ Strict controls during sentence
 - ✓ More stringent parole requirements
 - ✓ Specific housing assignments (e.g., restricted unit instead of general population)

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Positive Validation Restrictions

Based on this validation, the offender can have a longer initial sentence or may be subject to strict controls during their incarceration. In addition, the validation may be used to determine housing assignments (general population versus special security unit), eligibility for certain work details, and other restrictions.

The validation will be used in parole considerations, including potential release locations. This is why all STG offenders will attempt to hide their affiliation and why STG validations are often appealed by the offender. All STG members within the prison must be validated, but prisons should prioritize those groups that most affect security and control.

Facilitator Notes

1. DESCRIBE the restrictions imposed on offenders who receive positive validation.
2. EXPLAIN that in the U.S., offenders are notified of a positive validation to allow them to appeal.




STG Validation Criteria in the KSA

EXERCISE

Refer to your responses to *Who Are You Concerned About* exercise

- Develop KSA-specific criteria for validation
- Assign a point system for each criterion
- Identify groups that are validated STGs based on your criteria




Work in your group

➔

Be prepared to share

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STG Validation Criteria in the KSA	
Duration	45 minutes
Purpose	The purpose of this exercise is to make the validation activity relevant to you and your jobs and country.
Materials	<ul style="list-style-type: none"> Pens Pads
Steps	<ol style="list-style-type: none"> 1. Refer to your responses to the previous exercise: <i>Who Are You Concerned About</i>. 2. Using the suspected STGs listed in that exercise, develop KSA-specific criteria for validation. 3. Assign a point system for each criterion. 4. Identify groups that are validated STGs or that should be tracked based on the criteria. 5. Regroup on the following slide.

Facilitator Notes

1. EXPLAIN that participants go back to their responses from the exercise in 'Who Are You Concerned About' to complete this exercise.
2. Participants have 45 minutes to complete the assignment. ALLOW more time if requested.



STG Validation Criteria in the KSA

REGROUP

- KSA-specific criteria for validation?
- Point system?
- Groups that are validated STGs or that should be tracked/monitored?



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STG Validation Criteria in the KSA

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

Facilitator Notes

1. REGROUP from the previous activity.
2. CALL upon a spokeswoman from each group to present the group's findings.
3. ENCOURAGE groups to ask questions about each other's responses and to engage in a conversation on the findings.



Security Threat Group Classification

- The classification system allows prison staff to manage each STG efficiently, prioritizing the groups that pose the greatest threat to security and control
- Classification ratings draw on information from:
 - ✓ External sources
 - ✓ Internal intelligence findings
 - ✓ Pre-determined unit classification reviews

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Security Threat Group Classification

STGs are classified externally, internally, and at pre-determined times to best manage the groups. This is done by designators (external), security staff (internally), and unit teams at pre-determined times.

During the classification review, prison staff should draw on multiple sources of information, including police/court records, intelligence from other prisons, internal intelligence findings, and disciplinary reports. Think of STG classification as a higher-level version of the offender validation process. As with validation, prison staff must apply good corrections practices to ensure that groups are classified correctly and accurately.

Facilitator Notes

1. **EXPLAIN** the purpose of the classification system.
2. **REMINDE** participants that this information was covered earlier in the Classification Course, so you will just briefly review it here.
3. **MAKE** sure, though, that participants have no questions on classification.



Security Threat Group Classification

- STGs are classified according to several factors, including
 - ✓ Size of group
 - ✓ Number of incidents linked to group
 - ✓ Severity of incidents

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Security Threat Group Classification

A smaller STG may have a history of violent misconduct, requiring additional controls to minimize risk. Conversely, a larger STG may have a more stable presence in the prison, leading to lower incidence of violence.

Classification is an ongoing activity, as membership in an STG will fluctuate as offenders enter the facility and are paroled. Likewise, STG-II offenders may level up into an STG-I group upon entry to the prison on the strength of external ties (e.g., membership in a street gang affiliated with the STG-I group). Either way, substantial changes within a STG should trigger a classification review. Even without such changes, classification reviews should be a regularly-scheduled event conducted at a pre-determined interval.

Facilitator Notes

STRESS that the size of the group membership is only part of the equation; smaller groups may engage in more violent acts than larger groups.



STG Classification Criteria in the KSA

EXERCISE

- Refer to the exercises *Who Are You Concerned About* and *STG Validation Criteria in the KSA*
- Classify and rank the groups according to their level of threat



Work in your group

➔

Be prepared to share



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STG Classification Criteria in the KSA	
Duration	15 minutes
Purpose	The purpose of this exercise is to make the classification criteria for STGs relevant to you and your jobs and country.
Materials	<ul style="list-style-type: none"> • Pens • Pads
Steps	<ol style="list-style-type: none"> 1. Refer to your response to the exercise: <i>Who Are You Concerned About</i> and the <i>STG Validation Criteria</i> exercise. 2. Using the suspected STGs listed and the validation, rank (classify) the groups according to threat. 3. Regroup on the following slide.

Facilitator Notes

ASK participants to refer to their response to the exercise in 'Who Are You Concerned About' and the STG Validation Criteria exercise.



STG Classification Criteria in the KSA

REGROUP

- STG-I
- STG-II



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STG Classification Criteria in the KSA

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

Facilitator Notes

1. REGROUP from the previous activity.
2. CALL upon a spokeswoman from each group to present the group's findings.
3. ENCOURAGE groups to ask questions about each other's responses and to engage in a conversation on the findings.

STG Communication—External

- Established security threat groups can communicate:
 - ✓ Between prisons in the system
 - ✓ With local outside persons
 - ✓ Between state prison systems
- They communicate by using:
 - ✓ Coded phrases in mail
 - ✓ Notes passed during visits
 - ✓ Telephone calls
 - ✓ Certain verbal cues
 - ✓ Exchange of symbols or signs when they encounter other members inside or outside the prison (e.g., in court)



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STG Communication—External

Some of these activities extend beyond the prison. For example, the more established security threat groups can communicate between different prisons, with local outside persons, and even between state prison systems. They accomplish this using coded phrases in mail, notes passed during visits, certain verbal cues, or the exchange of symbols/signs when they encounter other members inside or outside the prison (e.g., in court). This sophistication allows the larger STGs to form clear hierarchies, to promote codes of conduct, and to issue orders through intermediaries.

A favorite tactic of prison gangs is to use street gangs to conduct prison gang activities on the outside. Prison gangs use juveniles because juveniles often receive probation for felony convictions or lighter sentences than adults.

Because terrorism is based on an ideology, terrorists have followers outside prison who adhere to the same violent ideology.

Facilitator Notes

1. **EXPLAIN** that information flows between offenders and the outside world via a variety of channels, including:
 - Incoming/outgoing mail
 - Incoming/outgoing telephone calls
 - Financial transactions
 - In-person visits
 - Coded notes
 - Group gatherings within the prison
 - Compromised staff
2. **EMPHASIZE** that STGs use these channels to support criminal or terrorist activities both inside and outside the prison. Any time an STG leader or mid-level management offender is confined, targeting and communication management must be initiated immediately.
3. **SHOW** in English an example of a coded note: **Nffu nf bu uif tubjst bu oppo** (Allow a few minutes for participants to see if they can “break” this coded prison message. Solution: Meet me at the stairs at noon. Letter substitution: each letter is shifted one letter to the right of the alphabet.)



Intelligence Gathering—Communications

- Communications between offenders and the outside world can be the single most important source of intelligence available to prisons



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Intelligence Gathering—Communications

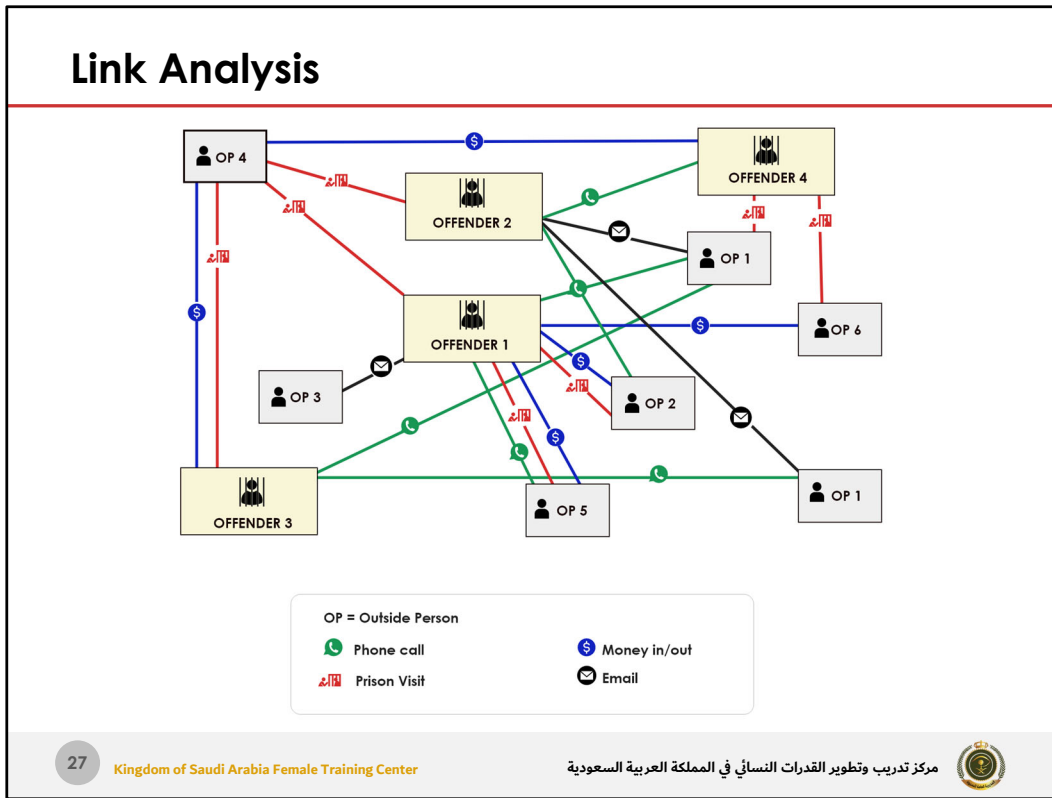
The prison's success in targeting the right offenders for monitoring has a direct impact on the safety and security of the facility. Intelligence related to criminal or terrorist activities outside the prison should be shared with external law enforcement, following approved dissemination procedures.

Often, prison intelligence unit staff will be tasked to join joint operations overseeing major crime/terror leaders during their incarceration.

Facilitator Notes

1. EXPLAIN that the processes discussed thus far—identification, validation, and classification—allow prison intelligence staff to identify threats and deploy resources as needed for an effective response.
2. ADD that this is a more efficient approach than simply monitoring every offender at every location at every time, or worse, transforming the entire facility into an administrative segregation unit with offenders in 23-hour lockdown.
3. EXPLAIN that good STG management practices allow staff to target individual offenders for further intelligence gathering. This is the most efficient approach possible.





Link Analysis

Monitoring the communications of individual offenders with outside persons can allow prison intelligence staff to uncover convergences, called nexus points, between different offenders or between offenders and activities identified by intelligence unit staff. This process is called link analysis.

Link analysis allows intelligence staff to identify patterns and relationships that can be used to support criminal prosecutions or direct the management of STG offenders. Link analysis can show what isn't always obvious by highlighting missing data.

Facilitator Notes


1. REMIND participants that you discussed link analysis in the previous module.
2. DISCUSS the importance of link analysis in monitoring communications.



Link Analysis—External Communication

EXERCISE

- Using the chart, create 5-10 investigative leads to either investigate or refer to outside investigators
- Explain how you would advance the investigation and describe what could limit the investigation based on your investigative assets



LINK ANALYSIS


Work in your group

➔

Be prepared to share

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STG Classification Criteria in the KSA	
Duration	25 minutes
Purpose	The purpose of this exercise is to learn how link analysis helps visualize complex links between offenders or offenders and outsiders.
Materials	<ul style="list-style-type: none"> Pens & Pads Link Analysis Worksheet
Steps	<ol style="list-style-type: none"> 1. Analyze the link analysis. 2. Create 5-10 investigative leads to either investigate or refer to outside investigators. 3. Explain how you would advance the investigation and what would limit your investigation based on current investigative assets (no staff, lack of training, lack of investigative resources such as computers, phone monitoring equipment, lack of outside cooperation, etc.). 4. Define what outside resources you could request information from (courts, prosecutors, federal agents, military personnel, other government agencies) and why you would use that resource. 5. Regroup on the following slide.

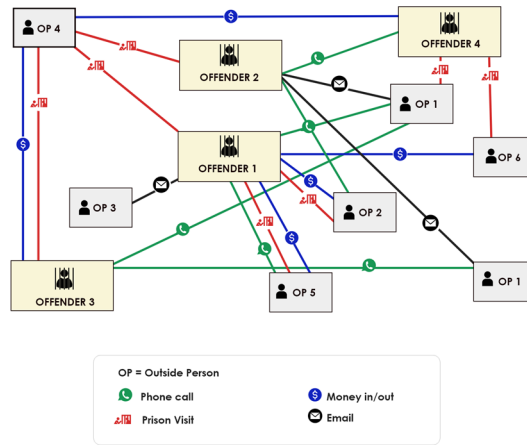
Facilitator Notes

1. **DISTRIBUTE** the Worksheet: Link Analysis.
2. **OBSERVE** participants and provide any additional guidance on conducting a link analysis.
3. Participants have 25 minutes in which to work but **PROVIDE** more time if requested.



Link Analysis: External Communication

- Offender?
- Outside persons?
- Phone calls?
- Prison visits?
- Email?
- Money transfer?



Link Analysis: External Communication

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.

Facilitator Notes

1. REGROUP from the previous activity.
2. CALL upon a spokeswoman from each group to present the group's findings.
3. ENCOURAGE groups to ask questions about each other's responses and to engage in a conversation on the findings. Try to reach a consensus.
4. Some expected responses include:
 - Do threat assessments on offenders 1, 2, 3, and 4 to find commonality (internal)
 - Do criminal background checks on outside persons 1-7 (external)
 - Access telephone records and check the phone numbers for outside persons 1-7 (internal)
 - Gather visiting records and information on visitors (internal)
 - Put offenders on mail monitoring (internal)
 - Recover and review emails between outside persons and offenders (if possible)
 - Investigate financial transactions to determine amounts and frequencies of transactions (internal)
 - Request outside persons' bank records and phone records (external)
 - Request court records for all offenders to tie them together (external)
 - Wiretaps (external)
 - Mail intercepts (external)



STG Communication—Internal

- Staff should combine internal surveillance with sound corrections practice to monitor communication within the prison:
 - ✓ Which offenders sit together at meals
 - ✓ Conversations in the prison's common area(s)
 - ✓ Offender interactions within housing units
 - ✓ Offender behavior on work details
 - ✓ Conversations during in-person visits



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STG Communication—Internal

In addition to monitoring communications that cross the prison walls, dynamic security measures will help staff keep track of communication and associations within the prison.

Often, the most significant communications are non-verbal. Examples could include:

- Requests for changes in housing assignments
- Requests for changes in work detail assignments
- Food hoarding
- Increased/decreased hostility between specific groups
- Changes in offender traffic patterns

Facilitator Notes

1. **EXPLAIN** the importance of monitoring internal communication and associations.
2. **EMPHASIZE** that the most significant communication can be non-verbal and provide examples as shown in the left column.
3. **EXPLAIN** that as a standalone phenomenon, each of these observations may not signify much. When added to a link analysis matrix, though, any of these observations could establish a vital connection to an emerging threat to security or safety.



STGs and Prison Safety

- Security threat groups are a persistently disruptive force in prisons
 - ✓ Disrupt correctional programming
 - ✓ Threaten safety of offenders and staff
 - ✓ Erode institutional quality of life
- Require the same core management approach as other offenders
 - ✓ Kept securely
 - ✓ Provided with basics such as food and clothing
 - ✓ Managed humanely and given opportunities to reform and rehabilitate

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Impact of STGs on Prison Safety

A one-year study of over 82,000 federal offenders in the United States revealed that those who were embedded in security threat groups were more likely to exhibit violent behavior and misconduct than those who were peripherally involved in the groups. And those who were peripherally involved exhibited more violent behavior and misconduct than those who were unaffiliated.

Prison officials in prisons that have security threat groups among offenders report they spend more time managing the groups than anything else.

Managing STG offenders is a team effort that involves the entire prison staff working to gather intelligence, enhance security, and limit criminal activity. Failing in this task risks compromising the safety and security of the institution and could lead to criminal activities that affect the outside community.

Facilitator Notes

1. EXPLAIN the impact of STGs on prison safety.
2. EXPLAIN that prison officials in prisons that house STG members among the offenders report they spend more time managing those members than anything else. They have to:
 - Document them
 - Control conflicts between STGs and other offenders
 - Know the indicators and what they mean
 - Be aware of who they put with the STG member—in cells, in a dining hall, or at work
 - Monitor calls and movements
 - Initiate a transfer system to house STGs in the most tactically sound location
3. EMPHASIZE that managing STG offenders involves the entire prison staff working to gather intelligence, enhance security, and limit criminal activity.
4. ADD that good practice in prison management has shown that when the human rights and dignity of offenders are respected and they are treated fairly, they are much less likely to cause disruption and disorder and are more likely to accept the authority of the prison staff.



Monitoring & Minimizing Communication

- Sound practices for managing gang leaders and terrorists include:
 - ✓ Communication monitoring and minimizing access to communication
 - ✓ Live monitoring and enhanced supervision
 - ✓ Sharing intelligence with outside law enforcement officials
 - ✓ Making prison intelligence staff part of criminal or intelligence task force

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Monitoring and Minimizing Communication

STG leaders facilitate crime and unrest from behind bars. These offenders often coordinate multi-million-dollar enterprises from prison with the assistance of other STG offenders and, sometimes, compromised staff.

Intelligence gathered on these group leaders should be shared with outside law enforcement officials, if approved and under controlled conditions. Often, prison intelligence staff will become part of a collective of criminal task forces or intelligence task forces tasked with overseeing the leader while behind bars. The collective effort of all involved leads to seamless intelligence sharing and successful prosecutions of these incarcerated STG offenders (and their outside contacts).

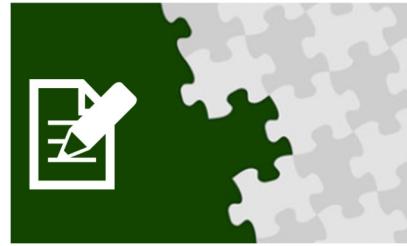
Facilitator Notes

1. By the end of the discussions on this slide, participants should be able to satisfy the learning objective: Describe sound strategies for managing STGs.
2. EXPLAIN that any time a crime group leader or mid-management official is confined, targeting and communication management must be initiated immediately.
3. DISCUSS the importance of sharing intelligence with outside law enforcement.



Group Management Techniques

- The first step in managing STG offender groups is to develop a national strategy
- Determine a method to manage the groups based on:
 - ✓ Number of prisons in the system
 - ✓ Number of STG offenders in your prison
 - ✓ Separation needs of the groups



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Group Management Techniques

The first step in managing STG offender groups is to develop a national strategy. Based on the number of prisons in your system, the number of STG offenders you house, and the separation needs of the many groups, prison officials must determine a method to manage the groups.

The use of restricted housing is one philosophy used in the world today. In some areas, all STG offenders are locked down in special housing units 23 hours a day, 7 days a week. They are maintained in lockdown after validation until they release (unless they drop out of the group or die).

This approach has been severely criticized by people around the world. Special consideration must be given to human rights and medical needs for all offenders confined in this manner. There must be controls in place to ensure humane treatment during lockdown and a process to release offenders to the general population when their behavior dictates. Placement should be based on a fair, consistent discipline system or as a part of an agency authorized correctional program.

Facilitator Notes

1. **EXPLAIN** the need to develop a national strategy for managing STGs in a prison.
2. **EXPLAIN** that some countries lock down all STG offenders in special housing units. Offenders in these units spend 23 hours per day, seven days per week on lockdown, a restriction that starts immediately after validation and runs through to release, drop-out, or death.
3. Special consideration must be given to the human rights and medical needs of offenders confined in this manner. Formal controls must be in place to ensure that locked down offenders are treated humanely. Finally, there must a process by which an offender can be released to general population when their behavior dictates (e.g., upon validated drop-out from the STG).
4. **ENGAGE** participants in a discussion on the 23 hours per day, seven days per week lockdown.



National Strategies

Some countries adopt a **one-group one-prison** rule that isolates a single STG within a single facility



Other countries take the opposite approach by **mixing all STGs** in equal proportion within a single facility



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National Strategy

The one-group one-prison approach can be effective if only a few groups can be spread among a large number of prisons; however, any non-STG offenders assigned to that prison can expect to be forced to join the group or be killed. Avoiding this dilemma may result in resource inefficiencies; for example, if a given prison can house 500 offenders and the STG has 300 members, the prison will have 200 open beds.

When mixing all STGs in equal proportion within a facility, care is taken to ensure that no group has higher numbers than any other group. Initially, this approach may result in increased incidents of violent misconduct as groups try to establish supremacy. After this initial spike, however, groups tend to establish a type of peaceful co-existence.

Regardless of the approach chosen, prisons must establish an intelligence-driven system for managing STG transfers. Within such a system, each transfer is reviewed by trained intelligence staff to ensure that the transfer meets the requirements of the national STG strategy. Mistakes in this process can be deadly: In the U.S., if you send a member of the Crips to a Bloods-centric prison, she will be killed.


Facilitator Notes

1. DISCUSS the two strategies.
2. ADVANCE to the following slide for an activity in which participants will determine which strategy is better in the KSA.

What Is Your Strategy?

EXERCISE


- Read the Worksheet: National Strategy
- Select one of the following strategies:
 - ✓ One-group one-prison rule
 - ✓ Mixing all STGs in equal proportion within a facility
- Answer the questions regarding that strategy



Work in your group

➔


Be prepared to defend your position



NATIONAL STRATEGY

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What Is Your Strategy?	
Duration	30 minutes
Purpose	The purpose of this exercise is to brainstorm the strategy that works best for your country and explain why.
Materials	<ul style="list-style-type: none"> Pens Pads National Strategy Worksheet
Steps	<ol style="list-style-type: none"> 1. Refer to the Worksheet: National Strategy. 2. Select one of the two strategies to defend. 3. Respond to the three questions in the handout. 4. Be prepared to defend your answer. 5. Regroup on the following slide.

Facilitator Notes

1. **DISTRIBUTE** the National Strategy Worksheet.
2. **EMPHASIZE** that there is no wrong or right answer for these strategies—there's pros and cons for both. The key is to be able to defend their selection.



What Is Your Strategy?

REGROUP

- One-group one-prison or mixing all STGs in equal proportion within a single facility
- What are some potential benefits?
- How might each approach affect the offender's re-entry into society?
- Which approach would work best in KSA? Why?



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Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Regroup

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

Facilitator Notes

1. REGROUP from the previous activity.
2. CALL upon a spokeswoman from each group to present the group's findings.
3. ENCOURAGE groups to ask questions about each other's responses and to engage in a conversation on the findings. Try to reach a consensus.



STG Programming

- The aim of STG members' social reintegration should be central to the policies and practices of all well-managed prison services

What programming do you think will affect STG management and how would it positively impact STG offenders as they prepare to reintegrate into society?



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STG Programming

Social reintegration can be achieved only if each STG member is provided the opportunity to develop herself personally in job skills and education, among other things, while being offered a chance to address psychosocial issues that may have contributed to her criminal activity.

Providing constructive activities and programs to offenders is of great importance. Channeling offenders' energy into positive activities is important for prison safety and security. Experience shows that where offenders are provided constructive activities and programs, tension and violence in prison decrease.

Activities include:

- Anti-STG programs
- Religious programs
- Educational programs
- Vocational skills programming
- Parenting programs
- Alcoholics Anonymous
- Narcotics Anonymous
- Civic organizations
- Psychological counseling
- Sports
- Recreational programs
- Cultural programs

Facilitator Notes

EXPLAIN that a careful balance needs to be maintained between contributing to constructive prison regimes on the one hand, while taking all necessary precautions to protect safety and security, via proper searching procedures and supervision, on the other.



Final Activity: Fatima

EXERCISE

- Refer to Worksheet: Final Activity: Fatima
- Create a risk assessment, including STG membership validation, classification, suggested housing—including security level of facility, any job exclusions—and re-integration programming



FINAL ACTIVITY: FATIMA

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مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Final Activity: Fatima	
Duration	30 minutes
Purpose	The purpose of this exercise is to apply the knowledge you have learned in this module to create a risk assessment on a fictitious offender.
Materials	<ul style="list-style-type: none"> • Pens • Pads • Final Activity: Fatima
Steps	<ol style="list-style-type: none"> 1. Refer to the Worksheet: Final Activity: Fatima. 2. Create a risk assessment on Fatima, including STG membership validation, classification, suggested housing—including security level of facility and any job exclusions based on your assessment—and re-integration programming. 3. Be prepared to share your answer. 4. Regroup on the following slide.

Facilitator Notes

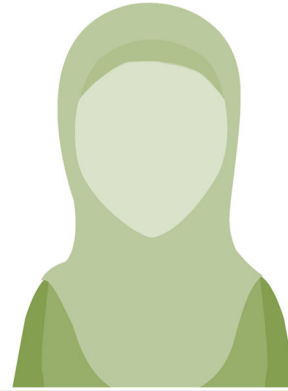
1. **DISTRIBUTE** Final Activity: Fatima.
2. **EXPLAIN** that this exercise incorporates everything participants have covered in this module.
3. Participants have 30 minutes in which to work, but **ALLOW** more time if it is available.



Final Activity: Fatima

REGROUP

- STG membership validation
- Classification
- Suggested housing
- Re-integration programming



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مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Final Activity: Fatima

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

Facilitator Notes

1. REGROUP from the previous activity.
2. CALL upon a spokeswoman from each group to present the group's findings.
3. ENCOURAGE groups to ask questions on each other's responses and to engage in a conversation on the findings. Try to reach a consensus.

Summary

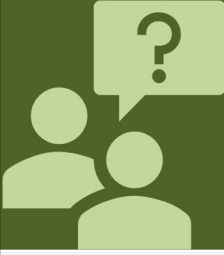
Topics

- ✓ STG Identification & Validation
- ✓ STG Classification
- ✓ STG Communication Management
- ✓ STG Management


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 this module.
2. Work with your group to respond.

Facilitator Notes

1. **CLOSE OUT** the module using the topics that were covered
2. **ASK** participants if they have any questions that need clarification or follow up
3. **ASK** for volunteers to answer the two questions on the slide
4. **ENCOURAGE** participants to engage in a conversation to test knowledge gained in this module.

Course Worksheets



Scenarios

Read each scenario and determine whether it is or is not reportable information that may be intelligence. Place a checkmark in the appropriate box.

Intelligence Item?		Scenario
<input type="checkbox"/> Is	<input type="checkbox"/> Is not	1. An officer is walking in the recreation yard and encounters the sounds of an offender coughing strenuously. The offender appears to be having difficulty breathing but tells her she is OK. She indicated she drank some water that went down the "wrong way." (potential COVID case)
<input type="checkbox"/> Is	<input type="checkbox"/> Is not	2. While conducting rounds in the inside recreation area, an officer hears an offender scream. Approximately a hundred offenders are in the area, but the staff see no disturbance. A quick search does not reveal anything suspicious. (possible assault, medical issue, or act of intimidation by offenders)
<input type="checkbox"/> Is	<input type="checkbox"/> Is not	3. A correctional officer who is supervising offenders at the morning meal sees a smaller turnout than normal. She also notices offenders are eating breakfast very quickly and departing immediately. Some are covering their faces upon departing the food service area. (potential food strike, offenders who are eating do not want to be assaulted for not supporting the strike).
<input type="checkbox"/> Is	<input type="checkbox"/> Is not	4. A correctional officer monitoring the evening meal notices a new offender who arrived yesterday sitting by herself at the meal. No other offenders would sit at her table. Many offenders at other tables are looking over at her and conversing among themselves.
<input type="checkbox"/> Is	<input type="checkbox"/> Is not	5. A correctional supervisor noticed that 10 incident reports have been written on offenders for insubordination in the last 2 days. Prior to this period, only 1 has been written. The offenders are not in a gang or an affiliated group; the insubordinations were against staff on the day shift. (possible indicator of a riot, poor social climate inside the prison, change in procedures)
<input type="checkbox"/> Is	<input type="checkbox"/> Is not	6. A recreation specialist is making rounds and supervising an offender softball game. She sees the leaders of 2 conflicting groups huddled together in the bleachers with no other offenders around them. They are intently discussing something. They see the staff member and depart the area separately. (peace treaty, disciplinary issue, drug facilitation, conflict between the groups)
<input type="checkbox"/> Is	<input type="checkbox"/> Is not	7. A business office employee comes to the staff dining area for lunch. She eats at the staff facility 4 times a week. Today she tastes something peculiar in her soup. She is not sure whether there is a problem with the soup, so she asks a colleague whether the soup tastes good to her. The colleague indicated she likes the soup, so the employee goes back to work.



<input type="checkbox"/> Is	<input type="checkbox"/> Is not	8. A correctional supervisor on the day shift is making rounds in the education department. She is checking doors to ensure they are locked and feels heat coming from a locked electrical closet. She attempts to open the door, but it is locked. (fire behind the door; door is locked—may not be offender involved. This will make a good scenario to argue. An electrical fire is probable, but it may be a fire set by an offender who had access, perhaps from a work detail; needs further investigation.)
<input type="checkbox"/> Is	<input type="checkbox"/> Is not	9. A housing unit officer is making rounds throughout the housing area. She smells what she believes is cigarette smoke emanating from the unit storage room. Cigarettes are contraband in this prison, and she smells the same odor every day at approximately 2:30 pm. She checks the room, which is locked, and smells a residual odor. (can be contraband, door key may be compromised by an offender, if that door is compromised-what other doors are keyed the same, allowing offender access? May be staff smoking in violation of policy and the fire control procedures)
<input type="checkbox"/> Is	<input type="checkbox"/> Is not	10. An offender has been told by the unit staff they may not be able to get her request for leave approved in time for a scheduled visit. The offender becomes irate, goes to the unit manager, and pleads her case but is given the same response. The offender then confronts the associate warden with the same issue but a bit more forcefully. (drug introduction has been planned for the visit and the offender has promised drugs to other offenders. An assault may take place if the drugs are not provided)
<input type="checkbox"/> Is	<input type="checkbox"/> Is not	11. Staff have noticed an offender whose appearance has been deteriorating recently. In addition, the offender has become more of a loner than usual and has started giving away her possessions. (suicide)
<input type="checkbox"/> Is	<input type="checkbox"/> Is not	12. Staff noticed while supervising the movement of offenders from the units to work that some offenders have started rolling up their right pant leg. It appears to be from all units but in relatively small numbers. (gang affiliation, identifying group membership)
<input type="checkbox"/> Is	<input type="checkbox"/> Is not	13. Staff in food services have found an abnormal number of offenders carrying homemade weapons when being searched before entering the area. Generally, no weapons are found, but now staff have found an average of 5 weapons per workday. (tension on the compound and they need the weapons to defend themselves. Gang war or race war)
<input type="checkbox"/> Is	<input type="checkbox"/> Is not	14. Staff in food services have found many offenders departing work with smuggled food items hidden on their person. The quantities are larger, and the frequency has increased over the past three days. The types of items are more non-perishable in nature. (impending long- term lockdown, may be a disturbance coming or a serious assault where the offenders know they will be locked down for a period of time)
<input type="checkbox"/> Is	<input type="checkbox"/> Is not	15. Over the past 5 days, the number of offenders requesting medical attention has tripled. The symptoms are not entirely consistent, and the offenders all are requesting to be seen by one specific doctor. They refuse to be treated by any other medical personnel. (giving out meds that are not needed, offender sells medication, sexual misconduct in the medical unit, doctor easily coerced)
<input type="checkbox"/> Is	<input type="checkbox"/> Is not	16. A review of offender financial transactions for the month shows a 40% increase in money being deposited into accounts by outside persons. (increase in drug



		proceeds being sent in, STG support by outside STG families/friends, getting ready for a lockdown so they have commissary spending money)
<input type="checkbox"/> Is	<input type="checkbox"/> Is not	17. Leaders of two STG factions inside the prison reported to the medical department with chest pains in the same week. Both occurred after hours and on weekends when medical trips are authorized only for emergencies. (trying to get an emergency medical trip authorized to set up an escape attempt at the hospital)
<input type="checkbox"/> Is	<input type="checkbox"/> Is not	18. The monthly report on offender urinalysis tests has been received from the lab. There was a 50% increase in positive drug tests for the month. Ninety percent of the positives are for heroin. (drug introductions, possible staff mules, perimeter security may be weak due to drones, etc.)
<input type="checkbox"/> Is	<input type="checkbox"/> Is not	19. A staff member has been noticed coming into the prison during non-workdays, spending time in an area where she does not primarily work, and has significantly upgraded appearance/clothing/hair style, etc. In addition, she is interacting with one specific offender during these times. (improper relationship, compromised staff, security breach)
<input type="checkbox"/> Is	<input type="checkbox"/> Is not	20. Offenders have made teams for an outdoor football league inside the prison. You have noticed recruiting taking place for each team, but it is not based on sports abilities. Regional groups have enlisted their geographical peers for each team, rather than the best players. ("ganging up" for protection in the recreation yard and the ability to ensure group members are staying in good physical condition in case of a riot or disturbance)
<input type="checkbox"/> Is	<input type="checkbox"/> Is not	21. The Business Office has advised that Commissary sales are up 70% this last week. In addition, incident reports are up 40%, and staff assaults are up during the same period. (riot, strike, escape with long lockdown-if successful)
<input type="checkbox"/> Is	<input type="checkbox"/> Is not	22. Staff use of sick leave and personal leave are up 25% the past 2 weeks. Morale has been at a low level for a couple of months. In addition, fewer incident reports are being written, and offenders have become bolder. (Staff being intimidated, scared of prison population)
<input type="checkbox"/> Is	<input type="checkbox"/> Is not	23. A correctional supervisor reports the number of offenders requesting protection has risen greatly over the weekend. Thirteen offenders requested protective custody, up from a normal weekend number of one. (Potential unrest on the compound, failed gang recruiting, offenders not able to prove their crimes to a dominant group, extortion for money or sex)



Scenarios

Read each scenario and determine whether it is or is not reportable information that may be intelligence. Place a checkmark in the appropriate box.

Intelligence Item?		Scenario
<input type="checkbox"/> Is	<input type="checkbox"/> Is not	1. An officer is walking in the recreation yard and encounters the sounds of an offender coughing strenuously. The offender appears to be having difficulty breathing but tells her she is OK. She indicated she drank some water that went down the "wrong way."
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<input type="checkbox"/> Is	<input type="checkbox"/> Is not	6. A recreation specialist is making rounds and supervising an offender softball game. She sees the leaders of 2 conflicting groups huddled together in the bleachers with no other offenders around them. They are intently discussing something. They see the staff member and depart the area separately.
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<input type="checkbox"/> Is	<input type="checkbox"/> Is not	8. A correctional supervisor on the day shift is making rounds in the education department. She is checking doors to ensure they are locked and feels heat coming from a locked electrical closet. She attempts to open the door, but it is locked.



<input type="checkbox"/> Is	<input type="checkbox"/> Is not	9. A housing unit officer is making rounds throughout the housing area. She smells what she believes is cigarette smoke emanating from the unit storage room. Cigarettes are contraband in this prison, and she smells the same odor every day at approximately 2:30 pm. She checks the room, which is locked, and smells a residual odor.
<input type="checkbox"/> Is	<input type="checkbox"/> Is not	10. An offender has been told by the unit staff they may not be able to get her request for leave approved in time for a scheduled visit. The offender becomes irate, goes to the unit manager, and pleads her case but is given the same response. The offender then confronts the associate warden with the same issue but a bit more forcefully.
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<input type="checkbox"/> Is	<input type="checkbox"/> Is not	12. Staff noticed while supervising the movement of offenders from the units to work that some offenders have started rolling up their right pant leg. It appears to be from all units but in relatively small numbers.
<input type="checkbox"/> Is	<input type="checkbox"/> Is not	13. Staff in food services have found an abnormal number of offenders carrying homemade weapons when being searched before entering the area. Generally, no weapons are found, but now staff have found an average of 5 weapons per workday.
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<input type="checkbox"/> Is	<input type="checkbox"/> Is not	15. Over the past 5 days, the number of offenders requesting medical attention has tripled. The symptoms are not entirely consistent, and the offenders all are requesting to be seen by one specific doctor. They refuse to be treated by any other medical personnel.
<input type="checkbox"/> Is	<input type="checkbox"/> Is not	16. A review of offender financial transactions for the month shows a 40% increase in money being deposited into accounts by outside persons.
<input type="checkbox"/> Is	<input type="checkbox"/> Is not	17. Leaders of two STG factions inside the prison reported to the medical department with chest pains in the same week. Both occurred after hours and on weekends when medical trips are authorized only for emergencies.
<input type="checkbox"/> Is	<input type="checkbox"/> Is not	18. The monthly report on offender urinalysis test has been received from the lab. There was a 50% increase in positive drug tests for the month. Ninety percent of the positives are for heroin.
<input type="checkbox"/> Is	<input type="checkbox"/> Is not	19. A staff member has been noticed coming into the prison during non-workdays, spending time in an area where she does not primarily work, and has significantly upgraded appearance/clothing/hair style, etc. In addition, she is interacting with one specific offender during these times.
<input type="checkbox"/> Is	<input type="checkbox"/> Is not	20. Offenders have made teams for an outdoor football league inside the prison. You have noticed recruiting taking place for each team, but it is not based on sports



		abilities. Regional groups have enlisted their geographical peers for each team, rather than the best players.
<input type="checkbox"/> Is	<input type="checkbox"/> Is not	21. The Business Office has advised that Commissary sales are up 70% this last week. In addition, incident reports are up 40%, and staff assaults are up during the same period.
<input type="checkbox"/> Is	<input type="checkbox"/> Is not	22. Staff use of sick leave and personal leave are up 25% the past 2 weeks. Morale has been at a low level for a couple of months. In addition, fewer incident reports are being written, and offenders have become bolder.
<input type="checkbox"/> Is	<input type="checkbox"/> Is not	23. A correctional supervisor reports the number of offenders requesting protection has risen greatly over the weekend. Thirteen offenders requested protective custody, up from a normal weekend number of one.



Date submitted:	Time submitted:
Signature:	
SECTION 2. Received in Intelligence Office by:	
Name (print):	
Date:	Time:

Evaluation (completed by Intelligence Office)					
Source		Information		Handling	
Completely reliable	A	Report confirmed	1	Dissemination permitted within domestic law enforcement agencies	1
Usually reliable	B	Report probably true	2	Dissemination permitted to other domestic agencies	2
Fairly reliable	C	Report possibly true	3	Dissemination permitted to international law enforcement agencies	3
Not usually reliable	D	Report doubtful	4	Dissemination within originating agency only	4
Unreliable	E	Report improbable	5	Permits dissemination, but receiving agency to observe the conditions specified	5
Reliability unknown	F	Truth cannot be judged	6		



Basic Scenario: Collecting Intelligence

Read and analyze the following scenario:

1. Determine what information is useful.
2. Determine potential risks.
3. Be prepared to share with the class.

Prison Information

The prison is a high-security facility used to house gang leaders, international terrorists, domestic terrorists, and offenders incapable of maintaining positive behavior at the medium security level. The facility houses 845 offenders and always has a high volatility level. Violent incidents (offender vs. offender and offender vs. staff) are high and frequent.

The prison is in a rural environment, far away from other prisons. The only other nearby governmental agency is a military installation 15 miles to the south. Most staff live in a city 10 miles away and need 25 minutes to respond to any emergency. The local climate is harsh, with cold, snowy winters and hot, wet summers.

The prison has 500 staff members, to include 2-15-person disturbance control teams (DCTs), 1-15-person Special Operations Response Team/Correctional Emergency Response Team (SORT/CERT), and 1-15-person Hostage Negotiations Team (HNT).



Inject 1

The general climate at the facility has been tense for the past 3 weeks. Intelligence reports indicate offenders are not interacting with staff as often, and incident reports are up 10%. Sick leave use is up by staff but not significantly. Numerous offenders have lodged complaints about the quality and quantity of the meals. Telephone monitoring has indicated a high quantity of calls being made, but mail has decreased. Urinalysis positive tests have been on the increase, indicating heroin is getting into the prison.

1. What conclusions can you draw from this intelligence?

2. What action would you take based on the intelligence?



Inject 3

Confidential human sources have begun to tell staff there is unrest among some groups who are discussing their general treatment and what they can do to get better food, medical care, and treatment by staff. Staff discipline is up about 15% now (up from 10% earlier), but staff leave is about the same. The warden has begun to receive increased offender correspondence about the conditions at the prison. In addition, outside correspondence is up from the offender families to the warden.

1. What are your conclusions based on the intelligence?

2. What actions would you take?



Inject 4

Visiting day has just occurred with 35% more visitors than is normal for the day. Many offenders are interacting secretly with their families. Some wives and children are seen crying but attempting to hide their tears. Visiting room officers noted more negative interaction with family members and offenders during the visiting period. Back on the compound, the last 3 meals have been attended by all offenders, who ate all their meal and then attempted to get seconds from staff or were eating leftovers from other offenders. Recreation yard use was significantly higher, even though the weather was cold and windy.

Discuss the update and cumulatively determine a strategy for what you think is about to occur, if anything.



Inject 5

Staff in the food service facility overheard a conversation between two group leaders discussing the fact that they would have more bargaining ability to improve prison conditions if they took a hostage. The two group leaders never interacted at any other time.

Searches conducted by staff have revealed 30% more homemade weapons, more contraband food items (from food service), more extra linens, and surplus commissary items.

Some offenders have set up stores in their cells to extend credit for items to newer offenders.

1. With these updates, what would you do?

2. What is occurring?



Inject 6

On the evening watch, after the evening meal, a radio call is heard asking for immediate assistance in a housing unit. The call indicates a correctional supervisor has been assaulted by multiple offenders. She is seriously hurt, but the unit officer has fled the unit based on the disturbance.

Offenders start to assault each other and any responding staff. Perimeter staff indicate a drone is flying over the prison, and all outgoing phones are now in use. Offenders are running in packs and taking all the supplies and food they can carry. A riot is occurring based on the offender grievances.

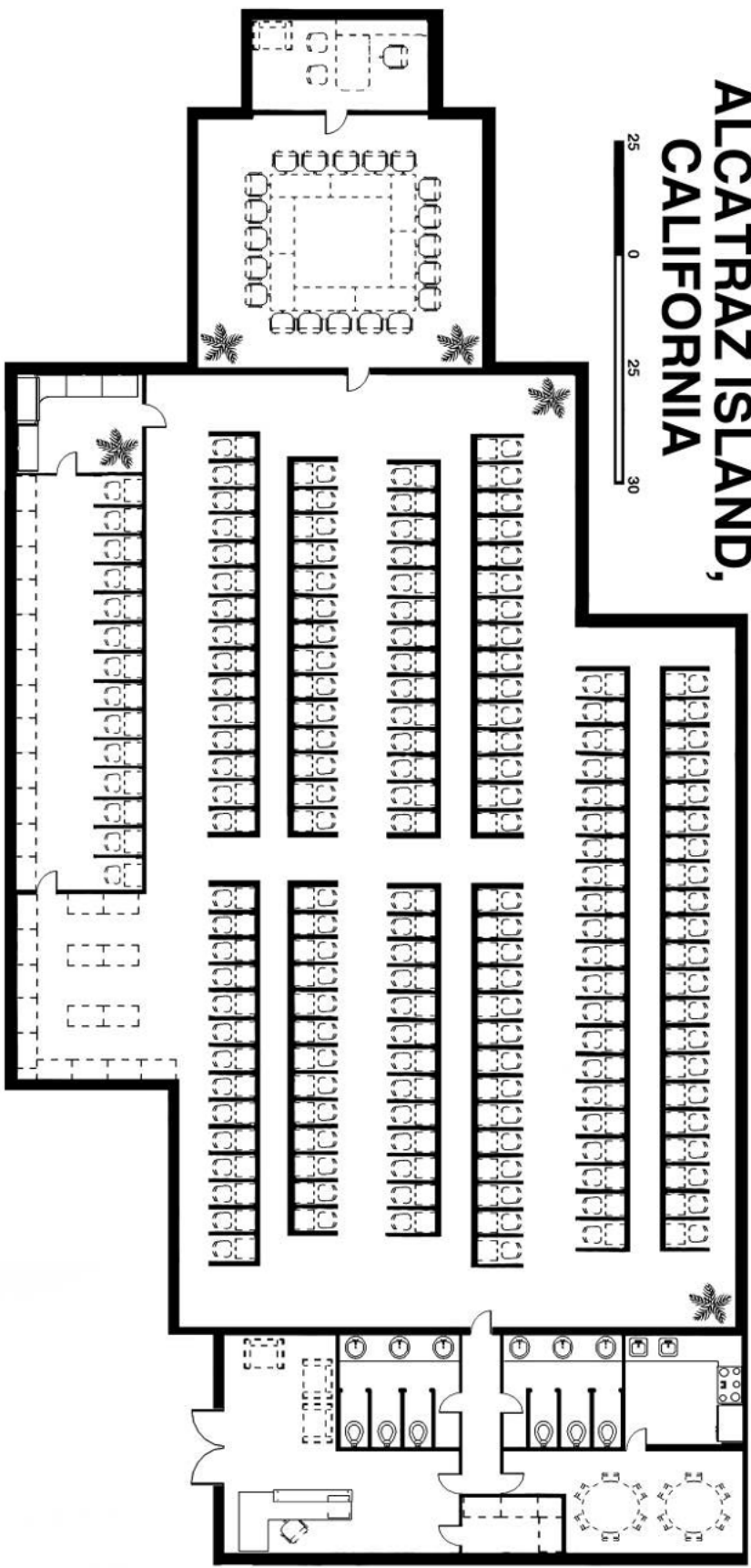
1. Did you take appropriate action based on the injects?

2. Were your conclusions supported by intelligence, and did you conclude that a disturbance was possible?



Prison Blueprints

ALCATRAZ ISLAND, CALIFORNIA

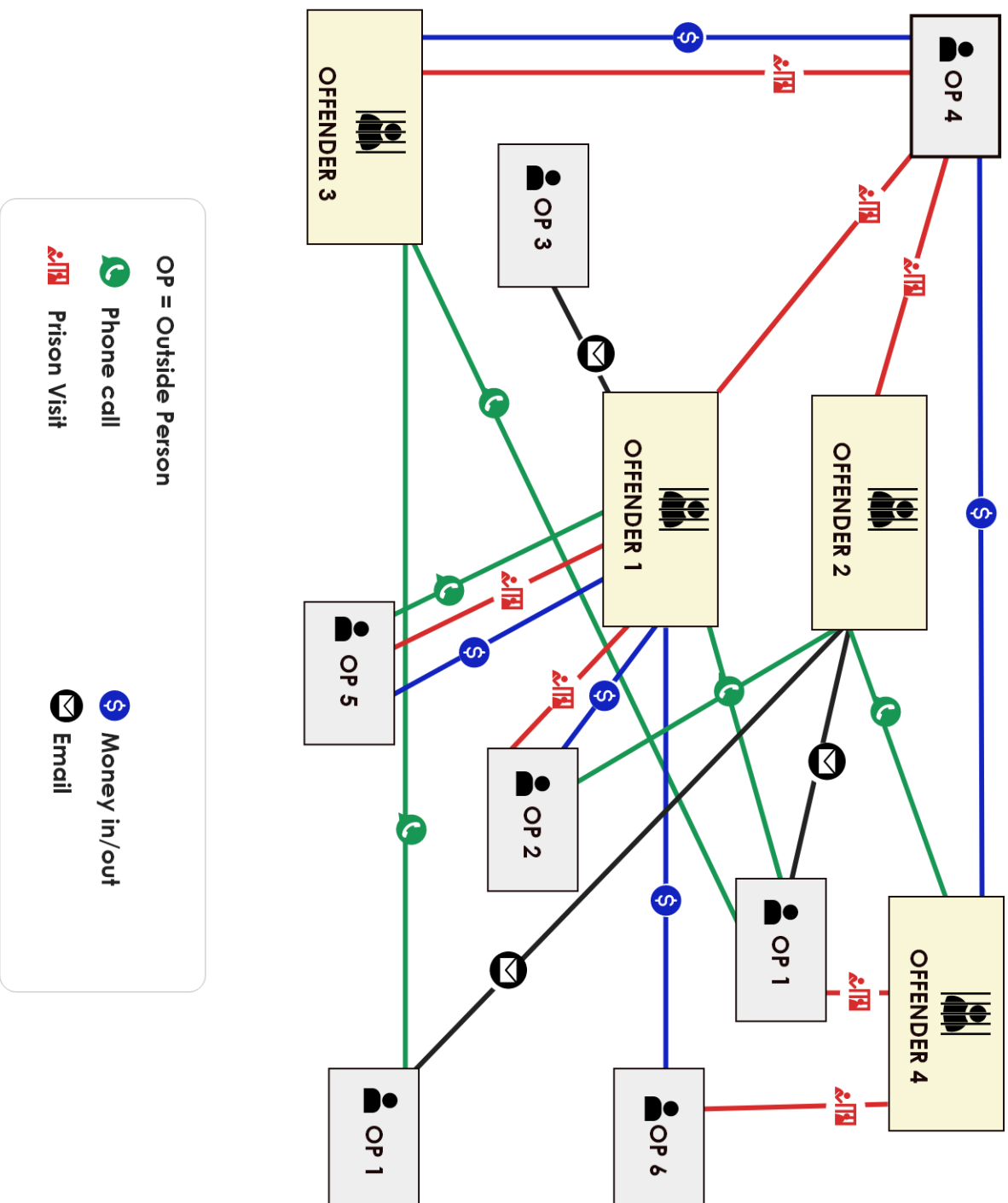


ADMINISTRATION BLDG. & MAIN CELL HOUSE

FIRST FLOOR PLAN



Link Analysis





Final Activity: Fatima

Directions:

1. Read the dossier of Fatima below.
2. Create a risk assessment, including:
 - a. STG membership validation
 - b. Classification
 - c. Suggested housing (including security level of facility)
 - d. Job exclusions (if any)
 - e. Re-integration programming

Fatima:

Fatima is a 19-year-old female entering the prison to serve a 10-year sentence for burglary. This is Fatima's first arrest, but she has been questioned in the past in connection with investigations into other crimes, including burglary, receiving stolen property, and narcotics-related activities.

Fatima reports that she was born in Southwest Asia and entered KSA at age 11 with her mother, who entered the Kingdom of Saudi Arabia to work in the household of a wealthy family. No record of any sponsoring family has been found; at the time of her arrest, Fatima did not possess a work permit or residency papers. When Fatima was 15, police found her in the company of a man she called her uncle. This man had been associated with a gang that investigators have tied to narcotics and human trafficking, and at least one murder; his current status with the gang is unclear.

Fatima never attended formal schooling and can read/write only with great difficulty. Notes from the investigators running her case suggest she has a relatively low IQ; a specific determination was not possible prior to trial. In her trial, Fatima told the court that she was solely responsible for the care of her mother, now elderly and in poor health. Fatima's mother lives in group accommodations located in an area known to be frequented by gang members and recent parolees. Arresting officers reported that Fatima assaulted them in an attempt to escape arrest.

Fatima has one tattoo, located just above her right ankle. She is in good physical health, but a brief mental health examination suggests a tendency towards bipolar/manic depression. She has a number of scars on the outside of her left forearm; these may be defensive in nature. In addition, she appears to have light bruising/scabbing on the inside of her right elbow. Pre-trial detention urinalysis turned up trace amounts of opioid in her blood.

A. STG membership validation:

B. Classification:



C. Suggested housing (including security level of the facility):

D. Job exclusions (if any):

E. Re-integration programming:

Course Evaluation
تقييم الدورة

END-OF-WEEK EVALUATION

ANONYMOUS FEEDBACK

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



Course: _____ Date: _____

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

Thank You!

COURSE EVALUATION

ANONYMOUS FEEDBACK

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



Course: *Offender Transportation & Escort*

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.

Thank You and Congratulations!