

ADVANCED
Offender Transportation & Escort

Facilitator Guide

دليل المدرب



مركز تدريب وتطوير القدرات النسائي في
المملكة العربية السعودية

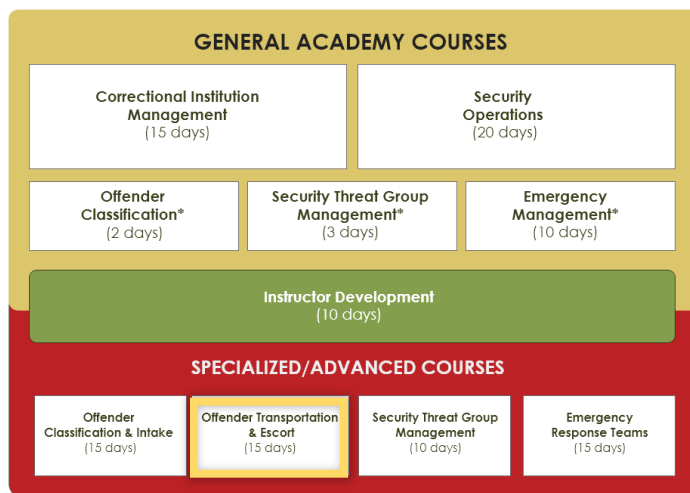
Kingdom of Saudi Arabia
Female Training Center

OFFENDER TRANSPORTATION & EXPORT

The highly interactive Offender Transportation & Export Course examines risks involved with transporting offenders outside the prison compound and provides detailed guidance on procedures and techniques for mitigating those risks. Potential risks to security and safety of the escort staff and offender vary depending upon the purpose and destination of the transport. The best tools a transport officer can have are preparedness, training, well thought-out procedures that cover every contingency, and equipment. By the end of this course, participants will be able to adapt and incorporate these tools into their prison system.

COURSE DETAILS

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



Offender Classification & Intake	
Level	Advanced
Prerequisite	General Academy
Duration	15 days
Location	Riyadh, KSA
Class size	25 participants
Modules	<ol style="list-style-type: none"> 1. Overview 2. Pre-Operational Planning 3. Operational Delivery 4. Physical Techniques 5. Post Operational Activities 6. Capstone

INSTRUCTIONAL APPROACH

- ☑ **LEARN:** During this specialized course, you will learn the globally accepted concepts and components of offender transportation and escort.
- ☑ **APPLY:** You will have the opportunity to apply this knowledge to the Kingdom of Saudi Arabian local context.
- ☑ **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
<p>1 Overview of Offender Transportation <i>Provides an overview of offender movement, including risks and best practices for mitigating the risks. Topics include types of transport, policies and procedures, risks, and mitigations.</i></p>	<ul style="list-style-type: none"> ▪ Identify three events that require an escorted trip into the community ▪ Describe the differences between emergency and non-emergency transports ▪ Compare and contrast policies and procedures for escorted trips ▪ Describe the risks of transporting offenders ▪ Describe best practices for mitigating the risks 	1
<p>2 Pre-Operational Planning <i>Examines the steps that must be taken prior to departure for prisoner transports. Topics include best practices in pre-planning procedures, records review, classification review, trip authorization, post orders and emergency procedures, coordination and communication.</i></p>	<ul style="list-style-type: none"> ▪ Explain the need for clear, concise, and accurate movement policy and operational procedures. ▪ Explain 6 steps to take when conducting a records review. ▪ Describe the steps that should be taken when conducting a classification review. ▪ Describe the trip authorization process. ▪ Explain post orders and emergency procedures that should be followed. ▪ Describe the coordination and communication process. ▪ Complete a pre-operational plan. 	2
<p>3 Operational Delivery (Searches, Vehicle Maintenance, Inspection) <i>Provides best practices for transporting offenders in a normal and a high-threat environment. Topics include emergency equipment needed, searches, pre-trip inspection, mitigating risk.</i></p>	<ul style="list-style-type: none"> ▪ Identify emergency equipment needed for an offender-escorted trip based on the security level of the offender and the destination threat profile. ▪ Demonstrate a thorough search of an offender, including offender clothing. ▪ Demonstrate a thorough search of an escort vehicle. ▪ Demonstrate a thorough search of holding cells. ▪ Identify all common items to be inspected during a pre-trip vehicle inspection. ▪ Describe best practices for mitigating risk during offender escort. ▪ Compare and contrast a normal offender escorted trip vs. a high-risk offender trip. 	2
<p>4 Physical Techniques <i>Provides scenarios that allow participant groups to brainstorm, discuss, debate, and agree to appropriate use-of-force for the situation at hand. It also provides participants the opportunity to demonstrate proficiency in selecting and applying restraints, and demonstrating a variety of defensive tactics, as assigned. Finally, it allows participants to combine skills and knowledge used to demonstrate internal and external escort techniques.</i></p>	<ul style="list-style-type: none"> ▪ Differentiate between external and internal classification systems ▪ Using scenarios, explain levels of force appropriate to the situation at hand ▪ Demonstrate proper selection and application of restraints ▪ Describe the benefits of less lethal munitions ▪ Demonstrate assigned defensive tactics ▪ Demonstrate internal and external escort techniques 	2-3

COURSE OVERVIEW



<p>5 Post Operational Activities <i>This module provides participants the opportunity to conduct after-action reviews to determine why an incident took place, whether staff acted in accordance with policy and procedures, and what corrective action is recommended. After-action reviews are critical to identifying and instilling best practices in offender escort.</i></p>	<ul style="list-style-type: none">▪ Identify disciplines that need to be involved in after-action reviews▪ Identify public law, prison policy or procedures, and current practices that need to be accessed▪ Describe accountability procedures▪ Describe steps taken for an after-action report	2
<p>6 Capstone <i>The capstone will consist of progressively more complex role-plays in which participants will take turns being the offender and the escorting officer. Participants are expected to incorporate skills and knowledge learned throughout the course. Following the scenarios, participants (half as offenders and half as escorting officers) will write and discuss after-action reports. Participants will then glean a number of best practices from lessons learned.</i></p>	<ul style="list-style-type: none">▪ Demonstrate proficiency in progressively more complex scenarios for transporting offenders▪ Conduct after-action reports on assigned scenario	1
<p>10 Teach Backs Examine what makes training effective while practicing instructional skills.</p>	<ul style="list-style-type: none">▪ Integrating learning of classification practices into facilitating▪ Practice delivering classification lesson▪ Provide peer evaluation and feedback of facilitation	4-5

COURSE AGENDA

Week 1

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
Intro/Pre-Test Overview of Offender Transportation	Pre-Operational Planning	Pre-Operational Planning	Operational Delivery	Operational Delivery
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
Escort Techniques	Escort Techniques	Escort Techniques	Post Operational Activities	Capstone
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 3

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

COURSE OVERVIEW



POLICY REFERENCES & RESOURCES

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

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

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

U.S. RESOURCES	
Relevant Resource	Organization
<i>Subject matter expert and research material</i>	U.S. Department of Justice (USDOJ), Federal Bureau of Prisons
	National Institute of Corrections http://www.nicic.org
<i>Arizona Department of Corrections Department Order Manual</i>	Arizona Department of Corrections https://corrections.az.gov/sites/default/files/0705.pdf

KEY TERMS & CONCEPTS

TERM	DEFINITION
Emergency trips	<ul style="list-style-type: none">Trips that normally involve a critical incident
Non-emergency trips	<ul style="list-style-type: none">Trips that are pre-planned around a future appointment or activity
High-risk transports	<ul style="list-style-type: none">Any transport within and/or outside the facility that would pose a serious threat to the community, staff, and/or offender
Situational awareness	<ul style="list-style-type: none">The perception of your immediate environment and the potential threats it contains
Tuned out	<ul style="list-style-type: none">The level of situational awareness in which a transport officer is not paying attention to details
Relaxed awareness	<ul style="list-style-type: none">The level of situational awareness in which a transport officer is scanning the road ahead for potential hazards and is monitoring the traffic around her
Focused awareness	<ul style="list-style-type: none">The level of situational awareness in which a transport officer is completely focused on the road and other environment factors
High alert	<ul style="list-style-type: none">The level of situational awareness in which the transport officer's body's fight-or-flight response triggers physiological changes, such as a shot of adrenaline and changes in respiration
Comatose/paralyzed	<ul style="list-style-type: none">The level of situational awareness in which the transport officer is in a panic-induced frozen state and the brain cannot process information
SMEAC	<ul style="list-style-type: none">A type of operations order—the acronym stands for Situation, Mission, Execution, Administration and Logistics, and Command and Signal
Flex cuffs	<ul style="list-style-type: none">Disposable handcuffs
Four-point restraint	<ul style="list-style-type: none">The application of restraints on both arms and legs at the same time

Knowledge Survey

المسح المعرفي



SPECIALIZED COURSE: Offender Transportation & Escort
Knowledge Survey

1. Many experts consider the weakest point in prison security to be _____:
 - a. At night after dinner
 - b. Transportation of offenders
 - c. During shift change of staff
 - d. While classifying the offenders

2. The differences between an emergency trip and a non-emergency trip are emergency trips are not pre-planned and normally involve a critical incident and the authorization form is:
 - a. Cancelled
 - b. Abbreviated
 - c. Unchanged
 - d. Heightened

3. One threat when transporting offenders to hospitals or doctor's offices is that transport officers _____:
 - a. Usually travel without a partner
 - b. Sometimes fall asleep while waiting
 - c. Are unfamiliar with medical facilities & procedures
 - d. Are told to wait outside until the doctor is finished checking the offender

4. Best practices for mitigating threats during offender transport are threat assessments, situational awareness, equipment, training, and:
 - a. Policies and procedures
 - b. Trip planning
 - c. Discipline
 - d. Less-lethal munitions

5. Situational awareness is the perception of _____:
 - a. The perception of your immediate environment and the potential threats it contains
 - b. The classification level of the offender
 - c. The type of crime the offender committed
 - d. The immediate environment and potential threats it contains
 - e. The offender's behavior while incarcerated

6. The core of modern correctional operations is _____:
 - a. Well-written policy and procedures
 - b. The most advanced equipment and weapons
 - c. Well-behaved offenders
 - d. A large number of trained staff members



7. The first step in planning an escort mission is _____:
 - a. Searching the transport vehicle
 - b. Notifying representatives at the destination
 - c. Notifying the offender of the upcoming mission
 - d. Reviewing the offender's file

8. _____ inform and govern staff behavior, set clear expectations, and confirm that the administration has performed its role.
 - a. After-action reports
 - b. Policy and procedures
 - c. Threat assessments
 - d. Trip authorizations

9. Transport officers ensure that the offender is being held in an appropriately secure facility by reviewing the _____:
 - a. Travel plan
 - b. Classification record
 - c. Warden's orders
 - d. Policies and procedures

10. Emergency equipment is divided into lethal weapons, non-lethal weapons, personal protective equipment, and _____:
 - a. Pepper spray
 - b. Communication devices
 - c. Correct documentation
 - d. Protective masks

11. Non-lethal weapons are normally based on _____:
 - a. Responding to an outside threat
 - b. How you may need to control the offender during the trip
 - c. Type of weapon the transport officer is trained to use
 - d. Skill level and length of service of the transport officer

12. The transporting officer is required to search the offender _____:
 - a. In every case before being transported
 - b. Only if the on-duty officer did not search
 - c. Only if the offender is high-risk
 - d. In the event she seems to be an escape risk

13. All vehicles should be properly inspected before _____:
 - a. Leaving the prison
 - b. Leaving the prison and the destination
 - c. Leaving the destination and arrival at the prison
 - d. Arriving at the prison



14. The responsibility for ensuring that vehicles are fully functional before transporting offenders belongs to _____:
- The administrative staff
 - Trainees who work for the department
 - Contracted personnel hired to oversee the vehicles
 - The officer transporting the offender
15. Leg restraints are used when _____:
- The offender tries to escape
 - Handcuffs are not available
 - Only one transport officer is available
 - A higher degree of restraint is needed
16. The purpose of less-lethal weapons is to _____:
- Save on ammunition for lethal weapons
 - Intimidate the offender into behaving
 - Disorient, distract, and incapacitate the offender
 - Hold the offender until she can be restrained
17. Three things that can prevent being disarmed by an offender are retention training, security holsters, and _____:
- Awareness
 - Rifles
 - Less-lethal weapons
 - Strength
18. Techniques to protect your gun from being grabbed include _____:
- Carrying it on your left side
 - Holding it in your hand
 - Evasive footwork/body movement
 - Carrying it on your right side
19. Post-operational evaluations of a critical incident include after-action reviews, procedural reviews and updates, policy updates (if required), and _____:
- Classification adjustments
 - Equipment accountability
 - Witness testimony
 - Paperwork accountability
20. After-action reviews identify why the critical incident took place, define whether staff acted in accordance with policy and procedure, and determine _____:
- Whether the offender was aggressive
 - What corrective action is recommended
 - Whether the offender should be reclassified
 - What the critical incident was



SPECIALIZED COURSE: Offender Transportation & Escort
Pre- and Post-Knowledge Survey – ANSWER KEY

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10. Emergency equipment is divided into lethal weapons, non-lethal weapons, personal protective equipment, and:
- Pepper spray
 - Communication devices**
 - Correct paperwork
 - Protective masks
11. Non-lethal weapons are normally based on _____:
- Responding to an outside threat
 - How you may need to control the offender during the trip**
 - Type of weapon the transport officer is trained to use
 - Skill level and length of service of the transport officer
12. The transporting officer is required to search the offender:
- In every case before being transported**
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 - What the critical incident was

Overview of Offender Transportation & Escort



Offender Transportation and Escort: Overview

Purpose: The purpose of this module is to provide an overview of the course, which includes risks and mitigating strategies involved in transporting offenders to a variety of external locations.

Activities:

- Where Do You Go? (15 min.)
- Emergency or Non-Emergency (5 min.)
- Potential Threats in KSA (15 min.)
- Mitigating the Risks (25 min.)
- When It All Goes Wrong (15 min.)

Estimated Time: 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.

Worksheets

- Transport Overview
- Case Study

Learning Objectives



- Identify 3 events that require an escorted trip into the community



- Describe the differences between emergency and non-emergency transports



- Describe the risks of transporting offenders



- Describe best practices for mitigating the risks

- Compare and contrast policies and procedures for escorted trips

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Learning Objectives

These learning objectives are the essential steps to reaching the goal of the course—understanding the risks involved with transporting offenders outside the prison compound and procedures and techniques used to mitigate those risks.

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.



Offender Transport

- Many experts consider the transportation of offenders the weakest point in prison security.
- Do you agree with this statement? Why or why not?



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Discussion

At its essence, transporting an offender is the movement of a person whom society has deemed to be a danger from a secure environment through an unsecured environment and delivering that person to a potentially less-secure environment. In most cases, this process happens twice: to the destination and from there back to the prison. In other words, the transport officers are removing a threat from a location from which he can do no harm and reintroducing him back into the society he harmed. Even though the potential risk is only temporary, transporting an offender can be a potentially dangerous activity for corrections staff, civilians, and the offender.

Although most offender transports are accomplished without incident, numerous offenders have killed or injured transport officers, injured themselves or been killed, and harmed or killed innocent citizens in escape attempts.

Prison staff are well trained to manage offenders in a prison environment. Escorted trips outside the secure perimeter present risks not commonly encountered inside a prison environment, so escort staff must be specifically trained, alert, and prepared.

Facilitator Notes

1. ENGAGE participants in the discussion question.
2. CALL upon a number of participants and ask them whether they agree with the statement. Ask them to explain their answer.
3. EXPLAIN why the statement is true. Share any recent stories you may have about critical incidents during a transport.
4. EXPLAIN that this course will provide guidelines to help keep the officer and the offender safe during transports.



Escorted Trips

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NOTES



Methods of Transport

<p>Airlift operations</p> 	<p>Bus operations</p> 
<p>Secure passenger vehicles</p> 	<p>Chase/patrol vehicles</p> 

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Methods of Transport

Depending on the reason for the trip and its destination, offender transport can take place via a variety of methods. Prisons typically operate specially-prepared vehicles (PTVs—prisoner transport vehicles) optimized for transporting one or two prisoners securely. Larger transportation missions may require the use of buses. The operation of these buses is governed by law, agency policy, contingency plans, and local post orders.

Remote facilities or those involved in mass offender movements may receive and transfer offenders via airlift. Air operations are typically run by an outside agency operating on a regular schedule and allow prisons to transport multiple offenders in a cost-effective manner.

Note that offender transportation is both a regular, ongoing activity and a risk mitigation strategy for a critical event response (e.g., evacuation). Prison location, surrounding geography, number and classification of offender(s), and circumstances of the transportation will all play a role in determining the correct method of transport.

Facilitator Notes

1. Briefly **DISCUSS** each method of transportation.
2. **EXPLAIN** that procedures for each will be discussed in more detail in following modules.

Where Do You Go?


EXERCISE

- Working in your groups, answer the questions in the worksheet
- Be prepared to compare your answers with those of the other groups


Work in groups

➔

Share response



TRANSPORT OVERVIEW WS




15 min.

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Where Do You Go?	
Duration	15 minutes
Purpose	The purpose of this activity is to have participants explain how, how often, and to which locations they transport offenders. This activity will inform the facilitator and help participants connect with the upcoming discussions on risks and mitigations.
Materials	<ul style="list-style-type: none"> • Flipchart • Markers
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. Complete the worksheet. [Note, the worksheet will be used throughout the course, so the more thought you put into your response, the more beneficial the upcoming information will be.] 3. Be prepared to share with the class.

Facilitator Notes

1. PROVIDE participants with the Transport Worksheet.
2. ALLOW 15 minutes for participants to work in their groups.
3. REGROUP on the following slide.



Where Do You Go?

Discuss your responses

- Where?
- How?
- How far?
- How long?
- How many?
- Who?

REGROUP

Hospital or doctor's office



Higher security prison



Ministry of Justice



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Where Do You Go?

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 spokesperson from each group to present her group's response.
3. ENCOURAGE participant interaction as they discuss their responses.
4. DISCUSS the types of events that require transport in the U.S.
5. Using the same worksheet, COMPARE and CONTRAST the participants' responses to yours or other facilitators' responses.

Discuss: Types of Transport



Emergency



Non-emergency



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Types of Transport

Transport actions can be pre-planned or reactive. The differences between pre-planned, non-emergency trip and a reactive emergency trip include:

- Emergency trips normally involve a critical incident. These trips mostly occur after hours or on weekends, so the authorization form is abbreviated, with only cursory checks being completed before the offender is moved. The shift supervisor coordinates the movement with the duty officer and prison medical staff as well as outside medical providers.
 - Examples: offender medical emergency, serious assault on staff by offender necessitating immediate removal to another prison, treatment of serious wounds resulting from fight/assault, court requires immediate presence of the offender
- Non-emergency trips are pre-planned around a future appointment or activity. The trip is reviewed by all required officials, and the authorization form is completed fully (typically, the warden provides final authorization for the movement). Most non-emergency trips are conducted during the normal workweek hours.
 - Examples: medical appointment, scheduled court date, funeral trip, regularly scheduled transfer movements (e.g., court to prison)


Facilitator Notes

1. **STRESS** that the distinction between emergency and non-emergency is the pre-planning, timeframes, and approval process.
2. **ASK** participants to discuss the differences, if any, in their country.

Emergency or Non-emergency?

EXERCISE

- The facilitator will read four short scenarios to you
- For each scenario, determine whether the transport is emergency or non-emergency
- Write your responses on a flipchart
- Be prepared to share and explain your response



Work in groups

➔

Share response



5 min.

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Emergency or Non-emergency?	
Duration	5 minutes
Purpose	The purpose of this activity is to have participants discern the difference between emergency and non-emergency transports.
Materials	<ul style="list-style-type: none"> Flipchart Markers
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. Write numbers 1 – 4 on a flipchart page. 3. The facilitator will read four scenarios. 4. For each scenario, you and your team are to determine whether the transport is deemed an emergency or a non-emergency. 5. Write the correct answer by the number for the scenario. 6. Be prepared to share with the class.

Facilitator Notes

1. EXPLAIN the activity to participants.
2. READ the scenarios:
 - 1) A stabbing occurs in housing Unit A at 6:30 pm on a Sunday. Offender 1 is stabbed with a homemade knife by Offender 2. She is taken to the prison medical unit but is determined to be in grave condition. She must be taken to the local hospital for life-saving surgery.
 - 2) Prison staff are notified of the death of Offender 1's mother. The funeral is scheduled the next day; processing the trip authorization form will take more than one day. Staff review the offender and security scores to determine whether she can attend.
 - 3) Offender 1 has an apparent heart attack while playing soccer in the recreation yard. It is 7:00 pm on a Wednesday night. She is taken to the medical unit but cannot be revived. An ambulance is called, and the offender is made ready for immediate departure.
 - 4) An offender has been complaining of malaise and illness that does not go away. Tests are conducted at the prison, and the offender may have a tumor or growth in her abdomen. Medical staff call the hospital and set up an appointment for an MRI.



Regroup Exercise

REGROUP

Emergency or non-emergency?

- Scenario 1
- Scenario 2
- Scenario 3
- Scenario 4



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مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Emergency or Non-emergency?

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. After participants have presented their responses, ENGAGE them in a discussion.
3. ENCOURAGE participants to reach a consensus on their answers.
4. PRESENT the following correct answers:
 - (1) Emergency
 - (2) Non-emergency
 - (3) Emergency
 - (4) Non-emergency

Potential Threats



Justice Ministry/Courthouse: Family members, friends, or members of terrorist group or gang may try to free offender



Higher security prisons: May be high-profile, high-risk offender; increased risk of external attack on the transport team



Hospitals: Typically medical personnel are not accustomed to treating offenders, and transport officers are unfamiliar with medical facilities & procedures

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Potential Threats

The purpose and destination of each offender movement will help determine the potential threats to security and safety of escort staff and offender.

Medical: Transport officers may have to determine how to restrain an offender who is wearing a cast, brace, or other medical device. They may have to take immediate action if an offender goes into cardiac arrest or labor during transport. Transport officers will be supervising an offender in conjunction with medical professionals and hospital security personnel who may not be properly trained to deal with offenders. Likewise, the medical facility may be designed to facilitate access, not security.

Courthouse: Anti-government defendants, terrorists, gang members, and others present a threat to the transporting officer(s), judges, lawyers, witnesses, and others in a courtroom. The risks include attacks on the courthouse to free or kill the offender.

High-risk/high-profile transport to higher security prison. High-risk and high-profile transports often require extensive preparation, large number of staff, and specialized equipment because of the risk of an external attack on the transport convoy. Intense media scrutiny can add to this threat.

Facilitator Notes

1. SHARE a story of risks associated with transporting offenders to a medical facility.
2. EXPLAIN that offenders have faked injuries and notified friends of the appointment. Compounding this risky environment are doctors and staff who want restraints removed or loosened to give proper medical treatment.
3. SHARE a story of risks associated with transporting offenders to a courthouse or use the following: (1) An offender badly beat the transporting officer and took her weapon. He then used the weapon to kill a judge, the court reporter, and a deputy before escaping. (2) An officer was transporting an offender whose hands were cuffed in front. The offender attacked the officer and choked him using the handcuffs.
4. SHARE specific concerns for transferring offenders to another prison.



Potential Threats in the Kingdom of Saudi Arabia

EXERCISE

- Participants will list on a flipchart potential threats during a transport, at the facility, and returning from the facility in the KSA, as assigned by the facilitator:
 - ✓ Hospital
 - ✓ Courthouse
 - ✓ Higher security prison



Work in groups

➔

Share response



15 min.

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Potential Threats in the KSA	
Duration	15 minutes
Purpose	The purpose of this activity is to encourage participants to think about potential threats during transports to specific locations.
Materials	<ul style="list-style-type: none"> Flipchart Markers
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. One-third of the groups will be assigned the task of listing potential threats during a transport to and from a hospital; one third of the groups will be assigned the task of listing potential threats during a transport to and from a courthouse. One-third of the class will be assigned the task of listing potential threats during a transport to and from a higher-level prison. 3. Think of vulnerabilities/threats posed by destination staff, facility, infrastructure, and environment. 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. ASSIGN 1/3 of the groups the task of listing potential threats during a transport to and from a hospital in the KSA; 1/3 of the groups the task of listing potential threats during a transport to and from a courthouse in the KSA; and the final 1/3 of the groups the task of listing potential threats to and from a transfer to a higher-level prison in the KSA.
4. ASK participants to consider the following:
 - Vulnerabilities/threats posed by destination staff
 - Vulnerabilities/threats posed by destination facility/infrastructure
 - Specific precautions (e.g., transporting during COVID-19)
 - Chain of command and coordination
 - Routing
5. REGROUP on the following slide.
6. Note: Later in the module, groups will write mitigation measures on another group's threats. So have participants write their groups numbers—i.e., 1, 2, 3, etc.—on the flipchart and collect the pages for the final exercise of this module.



Potential Threats in the KSA

REGROUP

Threats during a transport to and from:

- ✓ A hospital?
- ✓ A courthouse?
- ✓ A higher security prison?



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Potential Threats 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. HAVE each group present its response.
3. ENGAGE the groups in a discussion of the responses and encourage groups to question one another.

Discussion: Mitigating the Risks

- What is the most important component when transporting an offender to a medical facility? Why?
- What is the second most important component?
- What is the most dangerous time for the transporting officer when delivering an offender to the courtroom?
- What can be done to mitigate the risks?



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Discussion

Discussions are an excellent strategy for fostering intellectual agility and creating opportunities to practice and sharpen a number of skills, including the ability to consider different points of view. To get the most out of discussions, participate fully by expressing your opinions and listening to the opinions of others.

Facilitator Notes

1. **ENGAGE** participants in the discussion questions.
2. If not mentioned, **ADD** the following information:
 - The most important step when transporting an offender to a medical facility: **Communication** between medical staff and correctional officers. Inadequate communication can lead to public safety risks, such as an escape or missed indicators of an impending attack on the facility.
 - The second most important step is clearly specified security plans.
 - The most dangerous time when delivering an offender to the courtroom is as the offender is being placed in a holding cell before or after trial.
 - Mitigate the risks by coordinating with courthouse security to communicate whether the offender is an escape risk or dangerous and whether additional assistance is needed.



Mitigation Best Practices

- 1 Threat assessment
- 2 Situational awareness
- 3 Policies and procedures
- 4 Equipment
- 5 Training



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Mitigation Best Practices

The five steps for mitigating risks are the best tools a transport officer can have. They encompass preparedness, training, well thought-out procedures that cover every contingency, and equipment. Each aspect of the transportation should be governed by written procedures, including the determination of when to cancel, postpone, or otherwise alter a transport.

The better equipped transporting officers are with all the tools available, the greater the chances of survival and a successful transport.

Facilitator Notes

1. Briefly **REVIEW** the list of best practices for mitigating risks when transporting offenders.
2. **EXPLAIN** that these mitigations work best when working in conjunction with one another—i.e., incorporating only one of these mitigation measures leaves plenty of room for error in the other areas.



Conducting Threat Assessments

- A threat assessment is essential to the safety and wellbeing of offenders and transport officers
- A threat assessment determines the level of restraint and number of officers required to transport the offender



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Conducting Threat Assessments

Threat assessments cover:

- Topographic challenges
- Level of security at destination
- Purpose of transport
- Likelihood of escape attempt
- Potential for violence (from the offender)
- Potential for attacks on transport vehicle or transport officers

The assessment also includes a travel plan, which covers:

- Route analysis (traffic patterns, road type(s), road quality, proximity to hazards/threats, etc.)
- Identification of chokepoints
- Site security survey (area, roads, buildings, detours)
- Equipment (based on classification and risk assessment)
- Vehicles (number, type, and driver/passenger assignment)
- Search and clearance procedures for each stop (cell, holding area, vehicle search prior to boarding, destination facility search, etc.)
- Communication protocols, including phone numbers, radio frequencies, etc. in case of emergencies

Facilitator Notes

1. EXPLAIN what a threat assessment is, why it is recommended, and the various components.
2. ASK participants whether they conduct threat assessments. If they do not, ask them if they think conducting one would improve their security risks.
3. PROVIDE some scenarios that support the need for threat assessments—including breakdown of transport vehicle, knowing where nearest gas station, hospital, police office, etc. are.
4. EXPLAIN the need to assess each vehicle for vulnerabilities. Consider where the vehicle is parked and who has access to the parking area; also consider the age, condition, and maintenance history of the vehicle. Determine equipment needs.



Situational Awareness

- What is situational awareness?
 - ✓ The perception of your immediate environment and the potential threats it contains
 - ✓ Maintaining a 360 mindset, being aware of what is above, below, and around you



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Situational Awareness

Transporting offenders carries a great responsibility. That is why the officers who transport the offenders must always be vigilant of their surroundings, the offender being transported, and the potential for attack by either the offender or outside forces. This vigilance begins at the offender's prison cell and does not end until the offender is returned to the cell or turned over to other authorities.

The threat begins when transport officers approach the cell. Numerous stories exist of officers being attacked, wounded, or killed while engaging an offender to escort him or her for a "routine" transport. The better we mitigate risk, the better chance of operational success we have.

Situational awareness is a form of pattern recognition that allows you to quickly identify items, people, and behaviors that break the pattern.

Facilitator Notes

1. ENGAGE participants in the following discussion:

People operate at 1 of 5 levels of awareness:

 - Tuned out – Not paying attention to details
 - Relaxed awareness – Scanning the road ahead for potential hazards and monitoring the cars around you
 - Focused awareness – Completely focused on the road and other environment factors
 - High alert – Level at which the body's fight-or-flight response triggers physiological changes, such as a shot of adrenaline and changes in respiration
 - Comatose/paralyzed – Panic-induced frozen state in which the brain cannot process information
2. ASK participants which level they need for basic situational awareness. After a number of participants have provided answers, explain that the focused awareness is the appropriate level of attention for basic situational awareness. High alert level is exhausting and cannot be sustained. Jumping directly from tuned out to high alert without going through the intervening stages of awareness is practically impossible—that's why victims of trauma sometimes freeze.



Policies and Procedures

- Written policies and procedures must be in place for escorted trips
- They must be well written, approved by prison and government administrators, and taught to applicable prison staff



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Policies and Procedures

Policies and procedures should be in place that define operations plans, trip approvals, weapons issuance, use-of-force guidelines, restraint use, number of escorting staff members, emergency procedures, mandatory and optional equipment, escort techniques, etc.

Facilitator Notes

1. EXPLAIN the need for policies and procedures.
2. PROVIDE some examples of what can happen if procedures are not in place.



Equipment

- ✓ Weapons
- ✓ Cell phone
- ✓ First aid kit
- ✓ Flashlights
- ✓ Maps
- ✓ Radio
- ✓ Restraining devices
- ✓ Personal protective equipment



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Equipment

Generally, restraint equipment or devices used by officers in an offender transport include:

- Handcuffs
- Cuffs
- Waist chains
- Black box
- Leg restraints
- Flex-cuffs
- Leg braces (in some cases)
- Restraint chair

Weapons include firearms and batons and chemical weapons.

Personal protective equipment includes vests and stab resistant gloves.

Facilitator Notes

1. ASK participants to explain their minimum requirements relating to equipment used during a transport. What are their maximum requirements?
2. ASK whether the requirements change according to the classification of the offender being transported.
3. ASK whether officers carry back-up restraints should a breakage occur during transport.



Training

- Regardless of how sound policies and procedures are or how good or advanced the equipment is, without proper training, they will be ineffective



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Training

The safety of corrections officers and the community depends on correctional facilities providing the training and equipment necessary for the safe transport of offenders.

Having corrections officers participate in real-world training scenarios is the key to success.

Facilitator Notes

1. REMIND participants about the importance of real-world training. Scenario-based training is designed to improve an officer's critical thinking skills, knowledge, and reaction time when confronted with an emergency situation.
2. EXPLAIN that training officers on policies, procedures, and equipment usage leads to a safer environment.




Mitigating the Risks

EXERCISE

- Work in your small groups; use flipchart
- Each group will review another group's response to the previous exercise (Potential Threats in the KSA) and provide ways in which to mitigate the threat


E.g., Group 1 will offer suggestions to Group 2; Group 2 will offer suggestions to Group 3; Group 3 will offer suggestions to Group 1, etc.



Work in groups

➔


Share response



25 min.

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Mitigating the Risks	
Duration	25 minutes
Purpose	The purpose of this activity is to encourage participants to think about ways in which to mitigate risks that are inherent in offender transport.
Materials	<ul style="list-style-type: none"> • Flipchart • Markers
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. Refer to the earlier exercise: Potential Threats during a Transport in the KSA. 3. Groups will determine mitigation measures for the threats another group listed in the previous exercise. 4. The facilitator will provide assignments. 5. Note: Measures should include proper equipment, training, policies and procedures, and anything else you think will help keep the officers, offender, and community safe. 6. Be prepared to share with the class.

Facilitator Notes

1. ASK participants to break into the same groups as they did for the Potential Threats during a Transport in the KSA exercise they did earlier in the module.
2. DISTRIBUTE the flipchart sheets you collected from that previous exercise according to the following assignments:
 - Group 1 will offer mitigation measures for Group 2. (Provide Group 2's flipchart sheet to Group 1.)
 - Group 2 will offer mitigation measures for Group 3. (Provide Group 3's flipchart sheet to Group 2.)
 - Group 3 will offer mitigation measures for Group 1. (Provide Group 1's flipchart sheet to Group 3.)
3. REGROUP on the following slide.



Mitigation Measures

REGROUP

- Mitigations to threats during a transport to and from:
 - ✓ A hospital?
 - ✓ A courthouse?
 - ✓ A higher security prison?







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Mitigation Measures

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. HAVE each group present its mitigation measures.
3. ASK the respective groups whether they agree with the mitigation measures offered for their risks.
4. ENCOURAGE other groups to ask questions.



Policies and Procedures

Offender Transport & Escort

Mandela Rules for transporting offenders

- Removal of prisoners Rule 73-1
- Instruments of restraint Rule 47-1
- Institutional personnel Rule 75-1



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Discussion

Removal of prisoners Rule 73

1. When prisoners are being removed to or from an institution, they shall be exposed to public view as little as possible, and proper safeguards shall be adopted to protect them from insult, curiosity and publicity in any form.
2. The transport of prisoners in conveyances with inadequate ventilation or light, or in any way which would subject them to unnecessary physical hardship, shall be prohibited.
3. The transport of prisoners shall be carried out at the expense of the prison administration and equal conditions shall apply to all of them.

Instruments of restraint Rule 47

1. The use of chains, irons or other instruments of restraint which are inherently degrading or painful shall be prohibited.
2. Other instruments of restraint shall only be used when authorized by law and in the following circumstances:
 - (a) As a precaution against escape during a transfer, provided that they are removed when the prisoner appears before a judicial or administrative authority;

- (b) By order of the prison director, if other methods of control fail, in order to prevent a prisoner from injuring himself or herself or others or from damaging property; in such instances, the director shall immediately alert the physician or other qualified health-care professionals and report to the higher administrative authority.

Institutional personnel Rule 75

1. All prison staff shall possess an adequate standard of education and shall be given the ability and means to carry out their duties in a professional manner.
2. Before entering on duty, all prison staff shall be provided with training tailored to their general and specific duties, which shall be reflective of contemporary evidence-based best practice in penal sciences. Only those candidates who successfully pass the theoretical and practical tests at the end of such training shall be allowed to enter the prison service.
3. The prison administration shall ensure the continuous provision of in-service training courses with a view to maintaining and improving the knowledge and professional capacity of its personnel, after entering on duty and during their career.

Facilitator Note

1. DISCUSS the Mandela Rules that are listed and their importance to operational security.
2. ADD any other Mandela Rules that apply to transporting offenders.



When It All Goes Wrong


EXERCISE

- Read the case study on an escape from a prison transport bus (in the U.S.)
- Identify failures in training, procedure, policy, equipment, and situational awareness
- Explain what you would have done differently
- Add any policies, procedures, or post orders that should be in place


Work in groups

➔

Share responses




CASE STUDY



15 min.

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When It All Goes Wrong	
Duration	15 minutes
Purpose	The purpose of this activity is to have participants analyze a real case study to determine mitigation practices that should have been put in place.
Materials	<ul style="list-style-type: none"> • Flipchart • Markers
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. Read the Worksheet: Case Study. 3. Identify failures that led to the escape. 4. Determine steps that you would have taken to ensure a safe, secure transport. 5. Add any policies, procedures, or post orders that you think should be in place. 6. Be prepared to share with the class.

Facilitator Notes

1. GIVE each participant a copy of the Worksheet: Case Study.
2. EXPLAIN the activity to participants.
3. REGROUP on the following slide.



Regroup Exercise

REGROUP



What went wrong?

- Procedures
- Policies
- Equipment
- Situational awareness
- Training

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When It All Goes Wrong

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 participants to present their responses for each category (procedures, policies, equipment, situational awareness, training). Post all responses.
3. PROVIDE any gaps you may have identified.
4. ENGAGE participants in a lessons learned discussion on the escape.
5. EXPLAIN that the following changes were made following the incident:
 - A duty officer was assigned at all facilities to ensure compliance with transport procedures
 - Key-retaining padlocks on the doors to the offender compartment on transfer buses to ensure the key could not come out of the lock without the lock being secure
 - Implementation of a pre-departure checklist before offender transport
 - Continuing use of newly implemented trail vehicles for all offender transports
 - Video surveillance throughout the bus, not just in offender compartment
 - Annual refresher training for transport officers
 - Updating post orders defining duties for officers
 - Extensive annual audit focusing solely on offender transport



SUMMARY

Topics

- ✓ Escorted trips
- ✓ Emergency vs non-emergency trips
- ✓ Risks
- ✓ Mitigating the risks

Knowledge Check

In your group, answer the following:

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



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Quiz

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

Facilitator Notes

1. ASK for volunteers to answer these two questions.
2. ENCOURAGE participants to engage in a conversation to test knowledge gained in this module.

Pre-Operational Planning



Pre-Operational Planning

Purpose: The purpose of this module is to discuss procedures and best practices for the pre-operational planning process for offender transport missions.

Activities:

- Policies and Procedures – Sample (20 min.)
- Procedures and Pre-Operational Planning Best Practices (15 min.)
- Conducting a Records Review (30 min.)
- Conducting a Classification Review (30 min.)
- Post Orders and Emergency Procedures (45 min.)
- Authorizing the Trip (45 min.)

Estimated Time: 2 days (9 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/Handouts

- Offender's Record
- Participants' Flipchart Pages

Learning Objectives



- Explain the need for clear, concise, and accurate transport policy and operational procedures



- Explain the role of intelligence in pre-trip planning



- Conduct a records review



- Conduct a classification review

- Develop post orders and emergency procedures

- Complete the trip authorization process

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Learning Objectives

These learning objectives are the essential steps to reaching the goal of the course—understanding the risks involved with transporting offenders outside the prison compound and procedures and techniques used to mitigate those risks.

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.



Policies and Procedures

“Well-written policy and procedure is the core of modern correctional operations. It informs and governs staff behavior, sets clear expectations, and confirms that the administration has performed its role.”

U.S. Department of Justice, National Institute of Corrections



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Policies and Procedures

Policy making addresses two of the most vital questions around any issue: what and how. A policy lays out the legal mandate that enables a given activity and provides plain language guidance for implementing that mandate. For example, U.S. federal law may state: “The Director of the Bureau of Prisons will ensure procedures are in place to safely escort offenders into the community.”

Written policies establish goals and lay out the standards by which performance toward those goals can be measured. Performance is regulated through post orders, which provide specific guidance to staff on how to execute procedures in support of a specific policy or set of policies.

Facilitator Notes

- LEAD the participants in a discussion:
 - What do well-written policies and procedures mean to you?
 - How do they impact your job?
 - What can go wrong without policies and procedures in place?
- SHARE your own thoughts on the importance of policies and procedures.

Policies and Procedures

Good policies are:

- Specific
- Exhaustive
- Subject to limited lifespans



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Policies and Procedures

Good policies are specific, exhaustive, and subject to limited lifespans.

Specific: A well-crafted policy focuses on a single activity (e.g., offender transportation) and distills that activity down to a discrete set of actions. Policies must be written in plain, unambiguous language and establish who does what and under which circumstances.

Exhaustive: A well-crafted policy provides guidance for every aspect of the activity it governs. This means that policies must be created by experts, be regularly tested and reviewed, and highlight their own vulnerabilities or limitations (e.g., external factors that might affect the activity). Good policies leave no room for misinterpretation.

Limited Lifespan: Good policies are written with the understanding that circumstances change and that policies must regularly be reviewed to ensure they remain effective. Well-crafted policies include specific references to which older versions they replace as well as scheduled revision dates.

Facilitator Notes

1. If possible, have a policy available for this discussion. If no policy is available, the following talking points still apply.
2. NOTE the following characteristics of a good policy:
 - It specifies the date of publication, which policies it replaces, and the date by which the policy must be updated.
 - It establishes requirements for officer qualifications and training.
 - It lays out specific procedures for every aspect of offender transportation.
 - It outlines the chain of command involved in offender transportation.
 - It details pre-operational planning steps (i.e., preparation of records, coordination with internal/external stakeholders, etc.).
 - It establishes guidelines for use of restraints.
 - It addresses emergency procedures.
3. RECOMMEND to participants that they study their policies to ensure they cover the details discussed.



Procedures and Pre-Operational Best Practices

EXERCISE

- Work in your groups
 - List all KSA procedural guidelines applicable to escorted trips
 - List how you prepare for an escorted trip into the community
 - Identify any gaps between the procedural guidelines and current practice



Use a flipchart

➔

Share your response



15 min.

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Procedures and Pre-Operational Best Practices	
Duration	15 minutes
Purpose	The purpose of this activity is to analyze your procedures and compare them with best practices just discussed. You will also be able to notice any gaps between your procedural guidance and your current practice.
Materials	<ul style="list-style-type: none"> • Flipchart • Markers
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. List all KSA procedural guidelines applicable to escorted trips. 3. List how you prepare for an escorted trip into the community. 4. Identify any gaps between the procedural guidelines and current practice. 5. Be prepared to share with the class.

Facilitator Notes

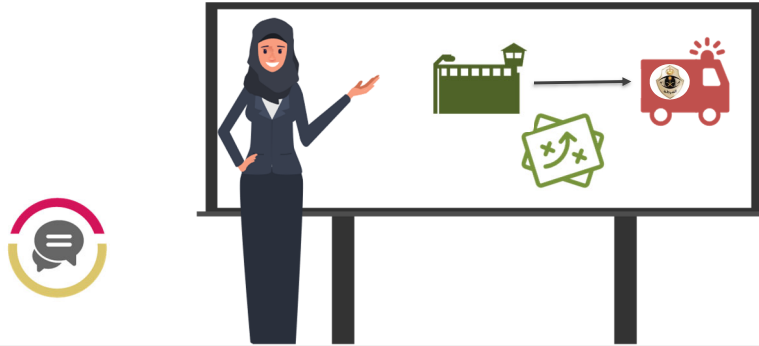
1. ASK participants to work in their small groups.
2. EXPLAIN the activity to participants.
3. REGROUP on the following slide.



Procedures and Pre-Operational Best Practices

REGROUP

- KSA procedural guidelines
- How you prepare for an escorted trip into the community
- Gaps between the procedural guidelines and current practice



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Procedures and Pre-Operational Best Practices

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

Facilitator Notes

1. REGROUP from the previous exercise.
2. HAVE each group's spokesperson present the group's response.
3. LEAD the class in a discussion that compares and contrasts best practices.
4. ASK participants to keep their lists nearby so they can continue to compare them for best practices.



Procedures and Best Practices

- Pre-trip planning should address:



Reason for trip



Coordination and communication



Records review



Post orders and emergency procedures



Classification review



Trip authorization process

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Procedures and Best Practices

A successful offender movement is the result of a complex series of decisions, discussions, preparations, and investigations that must be completed well before the trip can begin. This pre-trip (or pre-operational) process must follow a standardized plan that each agency develops in response to local needs, conditions, and resources.

For each step of the offender transportation process, the agency should have procedures already developed and in place. In pre-trip planning, the focus is on ensuring that those procedures are reviewed, briefed, and followed.

Procedures must reflect current best practices. Close adherence to these best practices will maximize the chance of safe and orderly movement of offenders.

Facilitator Notes

- ENGAGE participants in a discussion on the procedures and best practices.
- EXPLAIN that any plan that does not address all of these areas (plus others that may be specified by local conditions) exposes the transporting staff, offender, and civilians to potential harm.
- If participants named any of these areas during their previous exercise, POINT out the similarities.





Reason for the Trip

Review

- Are there other reasons to escort an offender to an outside location?

Hospital or doctor's office



Higher security prison



Ministry of Justice



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Reason for the Trip

Different destinations present different risks and threats to the transport mission. As previously discussed, certain facilities—for example, hospitals—may not be designed with security in mind or may not have designated secure areas for the treatment of offenders. Other facilities—for example, other prisons, court buildings, etc.—may present command and communication challenges that must be addressed prior to the trip.

Removing an offender from a secure environment is inherently risky. Non-emergency trip planning allows enough time to address those risks prior to the trip; emergency trips generally do not. Prison staff must make the determination whether the reason for the trip is an emergency. If the trip is not a valid emergency, staff must decide whether the reason for the trip sufficiently outweighs the inherent risk involved.

Facilitator Notes

- REMINDE participants of the discussion in the previous module on reasons for transporting offenders.
- EXPLAIN that reviewing the reason for the transport is the first step in pre-planning the trip.
- ASK participants why this step is important.
- ASK participants whether any of these requests have been denied. Have them explain.
- SHARE any stories you may have about trips being denied—fake illness, etc.





Records Review

- Conduct a review of the offender's files:
 - ✓ Pending charges
 - ✓ Recent disciplinary issues
 - ✓ Intelligence
- Contact court of record
- Consult with arresting and prosecutorial staff



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Records Review

The first step in planning an escort mission is reviewing the offender's file to gain a better understanding of her background, behavior, and circumstances. This knowledge will allow the escorting staff to prepare for potential management issues before they arise.

The records review should include:

- Recent disciplinary issues, including the cause and the resulting sanction/punishment
- Any pending charges
- Offender's behavior/attitude while incarcerated (compliance with staff, relationships with other offenders, etc.)
- Offender's current medical status and recent medical history

In addition to prison records, transport officers should gather intelligence from other agencies that have had contact with the offender. These agencies have assembled background information on the offender, including special skills/experience (e.g., military service), known associates, and other considerations that may impact the transport team's behavioral, security, and movement management planning.

The escorting team should review and confirm this information prior to departure.

Facilitator Notes

ENGAGE participants in these discussion questions:

- What information can you get from an Offender's Record and how will it help you?
- What kind of information can you get from intelligence?
- Why should you contact court of record, arresting officer, or prosecutor?
- What else would you do if the offender was high-risk?

Expected answers include:

- The record should show recent disciplinary issues (both the cause and resulting sanction), any pending charges, or other pertinent intelligence relating to conduct while in custody. This review should include current medical status and recent medical history, discipline reports, and work reports.
- Intelligence, internal and external, can identify behavioral, security, and management issues.
- Court of record: special skills (locksmith, pilot, military experience, prior law enforcement, martial arts experience, etc.).
- If high-risk movement, risk assessments should be conducted.





Conducting a Records Review

EXERCISE

- Work in your groups
- Review the Offender's Record
 - ✓ Identify potential issues in the following categories: behavioral, security, management, medical
 - ✓ Identify internal and external sources of intelligence

Use the flipchart

➔

Share your response



OFFENDER'S RECORD



30 min.

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مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Conducting a Records Review	
Duration	30 minutes
Purpose	The purpose of this activity is to analyze an Offender's Record to identify potential issues and sources of information.
Materials	<ul style="list-style-type: none"> Flipchart Markers Offender's Record
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. Review the Offender's Record to identify potential issues with behavior, security, management, and medical. 3. Note that there may be no issues in one or more of the areas mentioned. 4. Groups will then identify potential internal and external sources of intelligence. 5. Be prepared to share with the class.

Facilitator Notes

1. This is the beginning exercise using the Offender's Record. Participants will continue to refer to it as they progress through the module.
2. HAVE participants break into their groups.
3. HAND each group a copy of the Worksheet: Offender's Record. Explain that the format of the record is modified for this exercise and following exercises. **Participants will work on Section 1: Offender's Record.**
4. EXPLAIN the exercise.
5. REGROUP on the following slide.





Conducting a Records Review

- Identify potential issues in:
 - ✓ Behavior
 - ✓ Security
 - ✓ Management
 - ✓ Medical
- Identify sources of intelligence

REGROUP



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Conducting a Records Review

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

Facilitator Notes

1. REGROUP from the previous activity.
2. HAVE each group present its response.
3. ENGAGE the groups in a discussion of the responses and encourage groups to question one another.
4. ASK participants to keep the flipchart nearby for the next exercise.
5. Note: In the final exercise dealing with the Offender Record, groups will exchange with another group who will determine whether to authorize travel.

Classification Review

Gather information on current/pending:

- Legal actions
- Transfers
- Recent visitors
- Recent medical issues

Use this information to determine:

- Number/type of staff needed
- Appropriate restraint strategies
- Advice to give to staff at the receiving location
- Security/custody level adjustments

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Classification Review

The classification review allows staff to ensure that the offender is being held in an appropriately secure facility and that the staffing and equipment for any outside trip is consistent with security and custody requirements.

Prior to any departure, offenders must be placed in secure housing/solitary confinement with no telephone/other contact to the outside world or other offenders. Staff should monitor the offender's interactions and medical/emotional condition. These observations should be part of the escort staff briefing materials.

Facilitator Notes

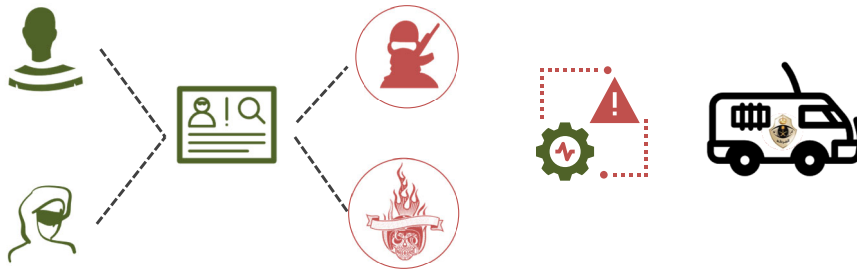
1. **EXPLAIN** that during the classification and security level reviews, staff should determine whether:
 - Lawsuits/charges are pending
 - Transfer is pending
 - The offender has had recent visitors and who they are
2. **EXPLAIN** that the offender's classification can be rescored if needed to decrease or increase security or custody level.
3. **ADD** that the transport staff should determine security requirements (1, 2, or 3 escort staff, need for a supervisor or tactical team support).
4. **ASK** whether participants separate offenders from the general population before their transport.
5. **ASK** participants whether they think the separation is important. Explain why it is.
6. **DISCUSS** threat assessments and their use for locations and threats to staff on escort. This is based on available evidence and are done in advance of trip departure by the Intelligence Unit or Tactical Unit staff.





Classification Review

- Classification review includes external threats as a result of the offender's affiliation with a terrorist or organized crime group
- When multiple offenders with different security classifications are being transported, treat all of them as the highest classification present



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Classification Review

Even if one maximum-security offender is included with a group of minimum-security offenders, every offender should receive the same maximum-level supervision. For instance, if an institution's policy is to use full restraints—such as leg irons or handcuffs—on a maximum-security offender, the entire group of offenders should be similarly restrained.

When possible, offenders should be segregated by security classification.

Facilitator Notes

1. ASK participants whether anyone can name the three broad security classifications. (Expected answer is maximum, medium, and minimum.)
2. EXPLAIN that if even one maximum-security offender is included with a group of minimum-security offenders, every offender should receive the same maximum-level supervision. For instance, if an institution's policy is to use full restraints—such as leg irons or handcuffs—on a maximum-security offender, the entire group of offenders should be similarly restrained. When possible, offenders should be segregated by security classification.
3. ASK participants to describe the differences in how they would handle escorting a single maximum security offender versus three medium or minimum security offenders.
4. REMIND participants of the case study of the prison van escape in which many of the 33 offenders were minimum-security while others were maximum-security.



Role of Intelligence in Pre-Planning



Intelligence includes a **threat assessment** that covers:

- ✓ Topographic challenges
- ✓ Level of security at destination
- ✓ Purpose of transport
- ✓ Distance of transport
- ✓ Escape attempt
- ✓ Potential for violence (from the offender)
- ✓ Potential for attacks on transport vehicle or officers
- ✓ History of assault or disruptive behavior
- ✓ Demonstrated pattern of poor judgment
- ✓ Behavioral trends (e.g., increasing/decreasing challenges to authority, attacks, etc.)

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Role of Intelligence in Pre-Planning

The Intelligence Unit, court(s), arresting agency, and other sources can provide information on the offender to help build a more complete threat assessment. In addition to those sources, trip planners must address routing considerations, including:


- Distance to destination
- Fuel stop locations, if needed
- Cellular/radio signal coverage
- Topography
- Road conditions/hazards
- Weather hazards
- Other

Any information that is actionable can be helpful in the threat assessment step.

Facilitator Notes

1. DISCUSS types of information included in intelligence gathering.
2. ASK participants whether they can add anything.





Conducting a Classification Review


EXERCISE

- Work in your groups
- Conduct a classification review
 - ✓ Gather all pertinent information
 - ✓ Determine number/type of staff needed, appropriate restraint strategies, weapons, less lethal munitions, personal protective equipment, communication devices, and advice to give to staff at the receiving location


Use the flipchart

➔

Share your response




OFFENDER'S RECORD:
CLASSIFICATION



30 min.

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Conducting a Classification Review	
Duration	30 minutes
Purpose	The purpose of this activity is to analyze an Offender's Record to determine classification and proportionate safety measures.
Materials	<ul style="list-style-type: none"> • Flipchart • Markers • Offender's Record
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. Review the Offender's Record: Classification to identify all pertinent information. 3. Identify number and type of staff needed, appropriate restraint strategy, weapons, less lethal munitions, personal protective equipment, communication devices, and advice to give to staff at receiving destination. 4. Be prepared to share with the class.

Facilitator Notes

1. This is the second exercise using the Offender's Record. Participants will continue to refer to it as they progress through the module. **For this exercise, participants will work with Section 2.**
2. HAVE participants break into their groups.
3. EXPLAIN the exercise.
4. REGROUP on the following slide.

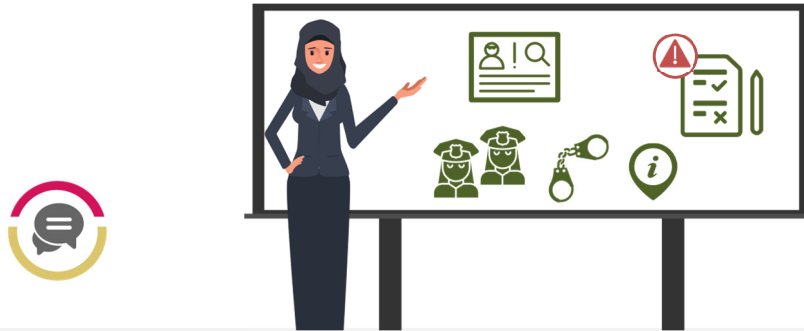




Conducting a Classification Review

REGROUP

- Pertinent information?
- Number/type of staff needed?
- Appropriate restraint strategies?
- Weapons, less lethal munitions, personal protective equipment, communication devices
- Advice for staff at the receiving location?



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Conducting a Classification Review

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

Facilitator Notes

1. REGROUP from the previous activity.
2. HAVE each group present its response.
3. ENGAGE the groups in a discussion of the responses, including similarities and differences, and encourage groups to question one another.
4. ASK participants to keep their flipchart nearby for the next exercise.





Coordination and Communication

- Establish protocol with destination
- Define types of communication devices for trip (phones, radios, GPS-related devices installed in vehicles)
- Vehicle video documentation of trip, watch calls, and notifications (departure, arrival, every 30 minutes on the road, etc.)



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Coordination and Communication

At its most basic essence, offender transport takes a person whom society has decided is dangerous to the civilian population out of a secure environment that is specifically designed to house them, moves that person through the civilian world, and delivers her to a different facility that may not be specifically designed to house offenders. The entire process is dangerous to everyone involved, including the escort staff and offender.

Mitigating this danger requires communication and coordination within and between different agencies. This often requires pre-trip visits to common locations to establish a basic understanding between parties of the security requirements and procedures at each location. Post orders need to be in place to detail these understandings, including contact information for each party. Ideally, the different parties will train together to ensure the smooth progress of the transport event.

Facilitator Notes

1. EXPLAIN that transport officers are responsible for notifying the appropriate personnel at transport destinations of any real or potential risks involving the offender.
2. EXPLAIN that having an established protocol with hospitals, courts, and other prisons ensures they will be ready for your arrival.
3. ADD that communication is just as important between the transport officers and prison officials, who should be informed of all departures, delays, and arrivals.
4. EXPLAIN that communications plans should be in place that define the types of communication devices for the trip, the frequency of watch calls and other notifications (departure, arrival, every 30 minutes, etc.) and the staff designated to make and receive those notifications.
5. EXPLAIN that the communications plan describes how the escort trip will be documented (in-vehicle video, etc.).



Post Orders and Emergency Procedures

- Post orders describe how to conduct an escorted trip
- Emergency procedures are pre-planned packages that allow a rapid response to:
 - ✓ External assaults
 - ✓ Vehicle failures
 - ✓ Escape attempts
 - ✓ Route challenges
 - ✓ Other unforeseen circumstances



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Post Orders and Emergency Procedures

Post orders provide step-by-step guidance for various aspects of offender transportation, including supervision requirements (seating charts) for ambulances, helicopters, airplanes, etc. The post order should include contact phone numbers (police, prison, supervisor, etc.) and detail who to call in a given situation.


Emergency procedures provide detailed (but plainly written) information on:

- External assault on escort vehicles
- Vehicle failure
- Escape attempts
- Impassable roads
- Where to find police/military installations along the route
- Other threat responses specific to the escort mission

Facilitator Notes

1. EXPLAIN the purpose of post orders and provide examples. If examples are not available, provide the following information as an example of just one section in a post order. Each entry below is the beginning of a paragraph of guidelines on that one entry. Emphasize that nothing is left to chance
Security of Offenders in Transport:
 - Offenders should be transported only....
 - If vehicles with cages are not available....
 - The preferred method is....
 - Offenders will be secured in back seat....
 - Offenders will be transported by most direct route....
 - Under normal circumstances, offenders will be handcuffed....
 - Mentally disabled or dangerous offenders...
 - Officers must use discretion.....
 - Offenders who will be transported outside...
 - While an offender is in transport....
2. PROVIDE examples of emergency procedures.
3. ADD that a properly formatted emergency procedure includes an emergency notification list complete with contact information and information on alternate routes, who to notify (prison chain), and operations orders.





Post Orders and Emergency Procedures


EXERCISE

- Work in your groups
- Develop post orders for the transport
- Develop emergency procedures for the transport


Use the flipchart

➔

Share your response




OFFENDER'S
RECORD



45 min.

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Post Orders and Emergency Procedures	
Duration	45 minutes
Purpose	The purpose of this activity is to analyze an Offender's Record to add any post orders and emergency procedures you deem important.
Materials	<ul style="list-style-type: none"> • Flipchart • Markers • Offender's Record
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. Review the Offender's Record to identify areas in which post orders and emergency procedures should be included. 3. Write the appropriate post orders and/or emergency procedures, as directed by the facilitator. 4. Be prepared to share with the class.

Facilitator Notes

1. HAVE participants break into their groups.
2. EXPLAIN the activity.
3. The groups have 45 minutes to write the post orders and emergency procedures. **If time is limited, have half the class develop post orders and the other half of the class develop emergency procedures.**
5. REGROUP on the following slide.





Post Orders and Emergency Procedures

REGROUP

- Post orders?
- Emergency procedures?



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Post Orders and Emergency Procedures

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 each group present its response.
3. ASK participants to keep their flipchart nearby for the next exercise.



Trip Authorization Process

- Components of the trip authorization
 - ✓ Number of staff required for trip based on security issues and destination
 - ✓ Number and type of vehicles, weapons, restraint types, medical issues, and medication needed



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Trip Authorization Process

Trip authorization is a process, not an event. In the trip authorization process, corrections staff obtain go/no-go decisions from every participant in the movement mission. These participants will review the preparation and materials briefed by the escort team and arrive at a determination whether to allow the transport mission to take place. Their decisions will reflect how well the escort team has addressed their specific areas of concern.

Facilitator Note

EXPLAIN that trip authorization (or “go/no-go”) is the result of a long series of decisions that draw on internal and external intelligence, records and classification reviews, formal threat assessments, and personnel and materiel resources. Each trip authorization has to address specific areas of concern, including:

- Personnel staffing requirements (based on review findings and destination)
- Number/type of vehicles
- Number/type of weapons
- Appropriate restraint types
- Medical issues (including supplies and staff)

Authorization has:

- Warden's signature and comments
- Assistant warden's signature and comments
- Head of security recommendation for escorts, restraints, weapons (warden authorizes recommendation), medical unit review and comments, legal unit review, intelligence unit review, unit team review and comments, picture and offender description and identifiers





Trip Authorization

- Procedures must be in place that determine:
 - ✓ The warden or designee has signed the authorization
 - ✓ All departments have reviewed and commented on the authorization
 - ✓ The number of escorts, weapons, and special conditions have been identified in writing on the authorization
 - ✓ The authorization is always maintained with the escorts during the trip



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Trip Authorization

Objectives for procedures for trip authorizations are as follows:


- Ensure that the offender's suitability for an escorted trip or transport is evaluated in accordance with procedures
- Ensure that each escorted trip and offender transport is supervised by sufficient and appropriate staffing
- Ensure that proper security procedures are observed, maintained, and enforced at all times to prevent injuries and escapes and to safeguard the public

Facilitator Notes

ENGAGE participants in a discussion by explaining the following questions that should be considered before a trip is authorized:

- What procedures are in place for authorization of transport?
- What steps are taken if the transport is interrupted, canceled, or postponed?
- What conditions could cause the interruption, cancellation, or postponement of a transport?
- Who at the destination is authorized to receive the offender?
- If the person at the destination assumes control, what type of training does he or she have?
- What additional procedures do you think should be in place?
- What departments are required to review a trip authorization? What departments would you require to comment on the trip?
- How do you determine what type of vehicle will be used?






Authorizing the Trip

EXERCISE


- Work in your group
- Exchange your trip authorization with the group next to you
- Review the trip authorization and determine whether you are willing to authorize the trip
- Make any changes to the plan you deem feasible



Determine whether to authorize

➔


Be prepared to discuss



45 min.

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مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Authorizing the Trip	
Duration	45 minutes
Purpose	The purpose of this activity is to analyze another group's offender's record, classification, post orders, and emergency procedures to determine whether to authorize the trip.
Materials	<ul style="list-style-type: none"> • Flipchart • Markers • Offender's Record
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. Each group will exchange its trip authorization (flipchart pages from the previous exercises—record, classification, post orders, emergency procedures) with another group. 3. The groups will carefully evaluate the plans and determine whether to authorize the trip. 4. Each group will make any changes to the trip it believes will make it safer for all concerned. 5. Be prepared to share with the class.

Facilitator Note

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





Authorizing the Trip

REGROUP

- Approve?
- Disapprove or postpone?
- Changes made to the plan?



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Authorizing the Trip

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 each group present its response.
3. ASK participants to explain any changes they made to the plan.
4. ASK the group whose worksheets were changed whether it agrees with the changes made.
5. PROVIDE feedback to the class after all groups have presented.

High-Risk Transport



- **Discussion:** With whom would transport officers coordinate if the offender being transported is high-risk?



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High-Risk Transport

High-risk transport is defined as any transport within and/or outside the facility that would pose a serious threat to the community, staff, and/or offender.

Facilitator Notes

1. ENGAGE participants in the discussion question.
2. EXPLAIN that the coordination includes inside the agency, inside the prison, and outside the prison.

SUMMARY

Topics

- ✓ Policies and procedures
- ✓ Records and classification review
- ✓ Communication and coordination
- ✓ Post orders and emergency procedures
- ✓ Trip authorization process
- ✓ High-risk transport



Knowledge Check

In your group, answer the following:

- Explain the need for clear, concise, and accurate transport policy and operational procedures

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Quiz

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

Facilitator Notes

1. **SUMMARIZE** by reviewing the topics covered
2. **ASK** for volunteers to answer the question on the slide.
3. **ENCOURAGE** participants to engage in a conversation to test knowledge gained in this module.

Operations Delivery



Security Threat Group Management

Purpose: The purpose of this module is to provide hands-on experience in the execution of an offender escort mission, including pre-departure mission planning and best practices.

Activities:

- Emergency Equipment (15 min.)
- Selecting Emergency Equipment (20 min.)
- Searching Before Transport (1.5 hours)
- Pre-Trip Inspection and Safety (1 hour)
- Developing an Operation Order (1 hour)

Estimated Time: 2 days (9 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/Handouts

- Emergency Equipment Scenarios
- Final Scenario
- SMEAC Form

Learning Objectives



- Describe best practices for mitigating risk during a normal offender escort



- Identify emergency equipment needed for an offender-escorted trip based on the security level of the offender and the destination threat profile



- Demonstrate a thorough search of an offender, including clothing



- Demonstrate a thorough search of an escort vehicle

- Demonstrate a thorough search of holding cells

- Identify all common items to be inspected during a pre-trip vehicle inspection

- Describe best practices for mitigating risk during a high-risk offender escort

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Learning Objectives

These learning objectives are the essential steps to reaching the goal of the course— understanding the risks involved with transporting offenders outside the prison compound and procedures and techniques used to mitigate those risks.

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.



Best Practices for Offender Escort



Communicate



Select the right emergency equipment



Conduct thorough searches of the:

- ✓ Offender
- ✓ Offender's clothing
- ✓ Holding cells
- ✓ Escort vehicle



Conduct pre-trip vehicle inspection



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Best Practices for Offender Escort

The procedures used in offender escort are the application of best practices learned many times through unfortunate experience. For example, communication failures in the past have contributed to escapes and injury or death of escort officers. As a result, best practice dictates that agencies establish communication and coordination protocols between transport officers, prison officials, and appropriate persons at the destination.

Likewise, emergency equipment selection draws on insight provided by intelligence reports, offender record reviews, trip characteristics, and lessons learned from after-action reports on failed escort missions.

Experience has taught that escort officers must approach each step in the offender movement chain as a potential security breach. Best practice dictates that officers search the offender, her clothing, the holding cell(s), and the escort vehicle prior to movement. The transport vehicle can be the most vulnerable link in the movement chain. Vehicles are stored in motor pools, where they may not always be under constant supervision.

Facilitator Notes

1. ENGAGE participants in a discussion on the importance of each of the steps listed in the slide. Refer to the case study of the prison bus escape discussed in the first module to reiterate the importance of thoroughly searching offenders.
2. ADD the importance of having standard operating procedures in place for every aspect of offender transport.
3. ENGAGE participants in a discussion on the ramifications of not thoroughly checking a vehicle or of a vehicle breakdown because of lack of maintenance and lack of inspection.
4. If you have any stories to share about vehicle breakdown, please do so.



Communication

- Have an established protocol with hospitals, courts, and other prisons to ensure they will be ready for your arrival
- Communication is just as important between the transport officers and prison officials, who should be informed of all departures, delays, and arrivals



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Communication

Transport officers are responsible for notifying the appropriate personnel at transport destinations of any real or potential risks involving the offender. Likewise, communication protocols should establish regular check-in intervals to permit prison supervisors to monitor the progress of the escort mission.

Consider that distance and terrain may affect communication. Protocols should account for gaps in cellular phone coverage, two-way radio dead zones, and any other interruptions in communication.

The written communication protocols must designate how communications are to be carried out (phone, radio, etc.); include contact names and telephone numbers/radio identifiers and provide "in case of emergency" guidance.

Facilitator Notes

1. **EXPLAIN** that these protocols must be followed for any transport destination.
2. **ENGAGE** participants in a discussion on why this protocol is important and should be followed.
3. **SHARE** any stories you may have of a time this protocol wasn't followed and what happened.



Emergency Equipment

EXERCISE

- Working in your groups:
 - ✓ List emergency equipment you have used for an offender escorted trip
 - ✓ Describe the area where emergency equipment is stored and issued
 - ✓ Explain who is authorized to issue weapons and less-lethal munitions



Work in groups

➔

Share your response



15 min.

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Emergency Equipment	
Duration	15 minutes
Purpose	The purpose of this activity is to provide foundational information on procedures that are in place now for emergency equipment. This information helps facilitators know how in-depth to go on the topic and helps you connect information discussed to procedures that are in place now.
Materials	<ul style="list-style-type: none"> ▪ Flipchart ▪ Markers
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. Discuss the three statements within your group and then prepare a response. 3. Be prepared to share with the class.

Facilitator Notes

1. ASK participants to break into their groups.
2. EXPLAIN the exercise to the participants.
3. GIVE participants 15 minutes to complete the exercise.
4. REGROUP on the next slide.



Emergency Equipment

- Cell phone
- First aid kit/ medical equipment
- Flashlights
- Maps
- Radio
- Restraining devices
- Less-lethal munitions
- Firearms
- Stun vests



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Emergency Equipment

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 slide.
2. CALL upon one group for its response to the first statement.
3. ASK the remaining groups to add anything more they have on their lists.
4. CALL upon a different group to respond to the second question. (The purpose of this question is to determine whether the equipment is stored in a secure area, such as an armory.)
5. ASK the other groups whether they have anything to add to the answer.
6. CALL upon a different group for its response to the final statement.
7. ASK the other groups whether the same is true for them; if not, ask them to explain.
8. After groups have presented, EXPLAIN that all equipment must be authorized, obtained, and accounted for by escorting staff.
9. DISCUSS weapons strategies during escorted trip—including exchanging weapons, loading and unloading, counting rounds, who can have a weapon and who cannot, etc.
10. DISCUSS inspection/maintenance recordkeeping and function checking for emergency equipment. What if equipment is worn, broken, or not charged?



Emergency Equipment

- Emergency equipment is divided into:
 - ✓ Lethal weapons
 - ✓ Non-lethal weapons
 - ✓ Communication devices
 - ✓ Personal protective equipment
- The use of weapons depends on the:
 - ✓ Security level of the offender
 - ✓ Custody level of the offender
 - ✓ Risk
 - ✓ Destination environment of the trip location



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Emergency Equipment

The trip destination and offender classification will affect the level of staffing and the type and amount of armament required. For example, if a gang offender has been approved to attend a funeral in his city of origin, the trip will require many staff and a higher level of armament. In most cases this trip would be disapproved because of the threat; however, if the trip is approved, security must reflect the severity of the threat. Conversely, an escort mission involving the movement of 20 minimum-security offenders (i.e., from court to the prison) might require minimal staff and no lethal armament.

Facilitator Notes

1. **ENGAGE** participants in a discussion on how they determine the use of weapons.
2. **PROVIDE** examples of the types of weapons for a minimum-, medium-, and high-threat offender.
3. **DISCUSS** the destination environment and its impact on the weapons decision.



Emergency Equipment

- Lethal weapons are used for escorted trips to protect the staff and enable them to respond to an outside threat (escape attempt)
- Weapons are used for most outside trips for low, medium, and high security level offenders
- Minimum level offender generally does not require lethal weapons



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Emergency Equipment

Handguns, shotguns, and/or combat rifles may be selected for movements involving high-threat offenders. For extremely high-risk escort missions, tactical teams can be used to supplement or even replace line staff. High-profile, high-risk escort missions may require the assistance of police or military partners to ensure security and deter actions against the escort vehicle.

Facilitator Notes

1. EXPLAIN that requiring a bullet resistant vest when carrying a firearm is common practice.
2. ADD that locations with armed security are more secure, but the escort officer should not allow a non-prison security to oversee the offender unless during an emergency.
3. EXPLAIN that most prison employees do have some limited arrest authority during these trips in case an escape is attempted or staff are coming under attack.



Emergency Equipment



- Non-lethal weapons selection is based on offender classification and trip characteristics
- Personal protective equipment selection is based on the situation (e.g., offender has a contagious disease, viral pandemic, etc.)



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Emergency Equipment

Non-lethal weapons selection will vary according to trip specifics, such as the offender's classification, escort vehicle type, length of trip (e.g., whether fuel/meal stops are required), and number of offenders being transported. This class of equipment includes electronic control weapons (ECWs), most commonly Tasers, batons, and pepper spray.

Other non-lethal equipment options include pepper spray (OC) or stun vests. These controls normally apply to high-security offenders in maximum-level custody. Stun vests are used to control negative behavior in a high-security offender. An offender with this classification may have displayed negative behavior prior to the trip, or the records review may indicate that the offender is likely to act out during the transport.

Personal protective equipment can include N95 respirators, protective over gear, face shields, nitrile or stab resistant gloves, rain gear, bullet resistant vests, etc.

Facilitator Notes

1. ENGAGE participants in a discussion of the types of non-lethal weapons they use.
2. Also DISCUSS the types of protective equipment they use and the reasons for the protective equipment.

Selecting Emergency Equipment

EXERCISE

- Work in your groups
- For each scenario in the worksheet, determine equipment according to security level and destination
- Be prepared to compare and share your responses



EMERGENCY EQUIPMENT SCENARIOS

Work in groups

➔

Share your response



20 min.

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Selecting Emergency Equipment	
Duration	20 minutes
Purpose	The purpose of this activity is to review a number of real-life situations and determine appropriate equipment according to security level and destination.
Materials	<ul style="list-style-type: none"> ▪ Flipchart ▪ Markers ▪ Emergency Equipment Scenarios
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. For each scenario in the worksheet, determine appropriate equipment according to security level and destination. 3. Be prepared to share with the class.

Facilitator Notes

1. HAVE participants work in their small groups.
2. DISTRIBUTE the Worksheet: Emergency Equipment Scenarios.
3. REVIEW directions of the activity.
4. REGROUP on the following slide.



Selecting Emergency Equipment



REGROUP

- Lethal weapons?
- Non-lethal weapons?
- Personal protective equipment?

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Selecting Emergency Equipment

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 each group to present its response.
3. COMPARE the responses.
4. ENGAGE participants in a discussion if their responses are different and try to get them to form a consensus.



Searching Offender and Clothing

- The transporting officer is required to search the offender in every case before being transported
 - ✓ He or she must **always** assume that the offender may have had the opportunity to obtain contraband or a weapon
 - ✓ He or she must **never** assume that someone else searched the offender



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Searching Offender and Clothing

Offenders should be searched each time they come into the transporting officer's custody, including transport to and from court appearances.

All personal searches should be conducted in a discreet and preferably private area. Personal searches should be conducted in a manner that is respectful and does not demean the person being searched. Searches should never be conducted to humiliate or harass.

Document the search.

Facilitator Notes

1. REVIEW the rules for searching offenders whenever they come into the transporting officer's custody.
2. DISCUSS the possible ramifications if offenders are not searched.
3. SHARE any stories you may have and ask participants to share any stories they may have of an offender who had weapons or contraband during a transport.



Searching Holding Cells

Holding cells must be searched prior to an offender's arrival at the facility, after he or she leaves the cell to be placed in general population, and/or when preparing for a trip



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Searching Holding Cells

Most prisons have holding cells to isolate offenders coming into the prison or preparing for a transport. Each cell has a toilet, sink, and concrete slab benches.

These cells must be searched prior to an offender's arrival and again after offenders leave for a transport.

Staff search the benches, toilet, air conditioning vents, and sinks to ensure nothing was planted or left behind (drugs, weapons, etc.).

Some prisons have security cameras in each cell for better occupant supervision and contraband control. Each cell has food ports that are used for handcuffing and uncuffing offenders. These cells differ from housing unit cells in that they do not have bunks.

Offenders are brought into the unit in restraints. Once inside the unit, the restraints are removed, and the offender is scanned using a metal detector. After clearing this step, the offender is dressed in prison-issue clothing that has been searched. This clothing is a different color to distinguish the offender from the general population.

Each search should be documented.

Facilitator Notes

1. REVIEW the rules for searching holding cells.
2. DESCRIBE holding cells in the U.S.
3. ASK participants whether they have holding cells. If not, ask them to describe how and where they prepare offenders for transport.
4. DISCUSS best practices for using holding cells.



Searching Vehicle

- Transport vehicles must be searched prior to *and* following the transport of offenders
- When searching, consider where the vehicle has been parked and who has access to the parking area



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Searching Vehicles

Transport officers are required to examine their vehicles at the beginning of each shift prior to use for transporting offenders. Officers are responsible for ensuring the vehicle is safe and appropriately equipped.

Vehicles parked in motor pools are generally not placed under constant surveillance. The search must be conducted with the assumption that persons unknown may have planted contraband, weapons, and/or other items in and/or near the vehicle where the offender can gain access.

- Search the vehicle passenger areas
- Search the glove compartment
- Check the trunk
- Document the search and condition of the transport vehicle prior to departure

It is helpful to approach the search through the offender's eyes, with a focus on finding opportunities to breach security.

Facilitator Notes

1. REVIEW the rules for searching vehicles before a transport.
2. DISCUSS where the vehicles are parked and who has access.
3. EXPLAIN that the transport should also make sure that the vehicle is appropriately equipped.
4. ASK participants to explain what you mean about searching "through the offender's eyes." Ask them how this type of search is different.



Searching before Transport

EXERCISE

- Work in your groups
- All groups will perform the following searches:
 - ✓ An offender and her clothing
 - ✓ A holding cell
 - ✓ A vehicle



Work in groups

➔

Rotate to perform searches



1.5 hours

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Searching before Transport	
Duration	1.5 hours
Purpose	The purpose of this activity is to increase participants' knowledge on conducting thorough searches by having them perform actual searches.
Materials	None
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. One group will be assigned to search an offender and her clothing. 3. The second group will be assigned to search a holding cell. 4. The third group will be assigned to search a vehicle. 5. The first group will then move on to search the holding cell. 6. The second group will then move on to search the vehicle, and so on until each group has searched all areas. 7. A facilitator will be at each search location.

Facilitator Notes

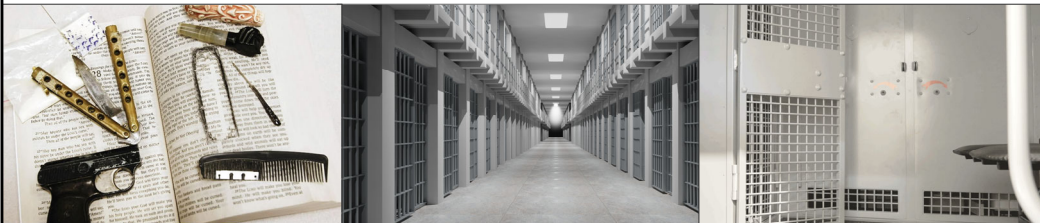
1. Participants should have learned about searching procedures earlier in their training, so this should be a review.
2. To make the search more challenging, HIDE weapons and/or contraband somewhere in each search area. If feasible, hide something that when used in its original form seems harmless but when altered can be a weapon—e.g., the sharpened toothbrush in the case study discussed earlier in the course.
3. ASSIGN one or more facilitators as role-players for the offender.
4. HAVE a facilitator work within each search area to document whether the groups found the weapons or contraband.
5. ASK participants to work in their small groups.
6. EXPLAIN the exercise to the participants.
7. REGROUP on the following slide.



Searching before Transport

REGROUP

- Offender and clothing
- Holding cell
- Vehicle



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Searching before Transport

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. ENGAGE participants in a discussion about the searches, explaining that the purpose of planting the contraband and weapons is not to embarrass but rather to show the importance of always conducting a thorough search and the dangers of not doing so.
2. CALL upon each group and ask for its spokesperson to comment on the search.



Pre-Trip Inspections and Safety



- All vehicles should be properly inspected before leaving both the prison and destination
- Transport officers must ensure their vehicles are fully functional before departure



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Pre-Trip Inspections and Safety

While searches focus on uncovering breaches in security, pre-trip inspections ensure the overall safety of the escort mission. The inspection should include, at a minimum:

- Basic vehicle maintenance status
- Outstanding work or service requests
- Fluids and air pressures
- Radiator coolant

Check the spare tire, jack, lug wrench, and safety flares. The condition of the vehicle itself should be examined, including the proper inflation of tires, fuel and oil levels, ignition system, and engine operation. The transporting officer must ensure that he or she will be able to refuel the vehicle as needed.

Also inspect to ensure the following:

- Safety equipment is operational
- Emergency equipment for mechanical failure is onboard, including the spare tire, jack wrench, safety flares, and traffic vest
- Vehicle is in a condition to make the trip
- First aid supplies are aboard
- Radio system is working properly

Facilitator Notes

1. **EXPLAIN** that officers should ensure that their vehicle is fully functional and prepared for any unexpected stops or delays. Fuel, tire pressure, fluid levels, headlights etc., should be routinely checked before departure.
2. **STRESS** the importance of standardized vehicle inspections according to established procedures.
3. **DISCUSS** modifications of vehicles, e.g., removal of inside door handles, child-proof locks, security screens/panels.
4. **DISCUSS** the need to check with the Facilities Department (garage specifically) to ensure no work requests are pending for the vehicle you are utilizing. Check fluids and air pressures, radiator coolant, and door locks.



Pre-Trip Inspection and Safety

EXERCISE

- Work in your group
- Each group will conduct a maintenance check on an escort vehicle as directed by the facilitator
- Be prepared to discuss and compare your search



Work in groups

➔

Share your response



1 hour

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Pre-Trip Inspection and Safety	
Duration	1 hour
Purpose	The purpose of this activity is to increase participants' knowledge on performing a maintenance check before a transport.
Materials	None
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. As directed by the facilitator, conduct a thorough inspection of a vehicle, including any safety equipment. 3. Be prepared to share your findings with the class—explain the condition of the vehicle and the safety equipment.

Facilitator Notes

1. For this exercise, **INCLUDE** something that is not working and/or that is not where it should be—some of the safety equipment is not operational, a spare tire or jack is missing, a tire is flat or going flat, etc. (It should be different for each group.)
2. **HAVE** participants work in their groups.
3. **HAVE** only one group at a time inspect the vehicle. The other groups should be in another location so they cannot observe the inspection. Alternatively, have three vehicles available and the groups will work simultaneously.
4. **EXPLAIN** the exercise to participants.
5. **BE** prepared to work with each group to offer guidance if necessary.
6. **REGROUP** on the following slide.



Pre-Trip Inspection and Safety



REGROUP

- Gas and oil levels
- Tires
- Doors and locks
- Radio equipment
- Gun racks
- Jack, jack handle
- Spare tire
- Seat belt

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Pre-Trip Inspection and Safety

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 each explain the condition of the vehicle—what was missing or not working properly.
3. ENGAGE participants in a discussion on the importance of this type of inspection.
4. POINT out anything the participants may have missed.
5. SHARE any stories you may have of a time when a vehicle wasn't inspected and something unplanned occurred.



Transporting by Bus

- Bus operations are governed by law, agency policy, contingency plans, and local post orders
- Number of staff is determined by security level, based on highest level offender aboard
- Chase vehicles or outside law enforcement can escort buses



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Transporting by Bus

Buses allow prisons to transport up to 40 offenders at one time. Offender movements by bus (either secure or unsecure) are a normal occurrence in prison systems.

Buses can be escorted by chase vehicle or outside law enforcement/military personnel. For a high-risk movement, air security can also be requested. Most buses are GPS-equipped for tracking purposes. Buses typically have satellite communications equipment as well as onboard video surveillance.

On secure buses, offenders are placed in restraints and secured within a caged inner compartment. These buses typically have bars over all windows and door openings. Secure buses are typically viewed as mobile prisons and offer an outstanding, cost-effective solution for transporting multiple offenders simultaneously.

Protocols for security levels are based on the highest-level offender aboard. These protocols determine the number of staff onboard. Basic staffing for a secure bus is three officers, including one supervisor. Some of the interior bus staff are armed, and some are not. If a chase vehicle is utilized, the officers inside are armed as well.

Facilitator Notes

1. ENGAGE participants in a discussion on transporting offenders by bus.
2. GET a sense of whether and how they transport offenders by bus.
3. ASK participants to explain their protocol for using buses.



Transporting by Air

- Prison staff take the offenders from the prison onto a secure bus and deliver them to the airfield
- Prison facilities normally provide ground security for buses while the airplane is on the ground
- Armed staff create a secure perimeter to ensure no external assaults are conducted and no offenders can escape



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Transporting by Air

Air transport provides a fast and secure option for offender movements, especially over long distances. Threats to the airlift are mitigated by the generally high level of airport security, the assistance of capable outside participants (military, federal police, security contractors, etc.), and an appropriate number of prison security staff. Weapons assignments can be adjusted to meet the perceived threat.

Paperwork for the offender is provided to the air agency. That agency will provide the prison's airlift coordinator with a receipt for each offender. At that point, the receiving agency will apply restraints and search the offender prior to boarding the plane.

Facilitator Notes

1. ENGAGE participants in a discussion on transporting by air.
2. ASK participants to describe their process when transporting by air.
3. CREATE a brief scenario with two airplanes and 5 prison buses (40 offenders per bus). Ask participants to create a model on how to position the aircraft, buses, armed perimeter staff, and inside unarmed perimeter staff for optimal security.
4. ASK for a volunteer to draw the model on a whiteboard or flipchart.
5. After participants have agreed on placements of the airplanes, buses, and staff, ask them to determine all equipment, including quantities, that should be authorized for the airlift.



High-Risk Transport

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NOTES



Discussion

- What is the ratio of low-risk vs. high-risk escorted trips in the KSA?
- What is the ratio at the women's facility?
- Who would be involved with the KSA prison in a high-risk transfer?



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Discussion: High-Risk Transport

Discussions are an excellent strategy for fostering intellectual agility and creating opportunities to practice and sharpen a number of skills, including the ability to consider different points of view. To get the most out of discussions, participate fully by expressing your opinions and listening to the opinions of others.

Facilitator Notes

1. ENGAGE participants in the discussion questions on the slide.
2. ASK them to describe their high-risk transports—are they high-risk because of escape attempts, attack or attempted attack on the transport, or other?
3. ASK participants to describe their process when transporting a high-risk offender.
4. ASK how the offender is normally transported and to where.



High-Risk Transport

- ✓ Operations order (SMEAC)
- ✓ Advance trips
- ✓ Security assessments of the routes, destinations, and internal areas
- ✓ Interagency cooperation and coordination
- ✓ Tactical teams
- ✓ Advanced threat analysis site visit to proposed destination
- ✓ Intelligence component
- ✓ Additional tactical support equipment
- ✓ Training
- ✓ Armored escort vehicles



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High-Risk Transport

High-risk transport missions require considerable advance preparation to ensure security. Some of this preparation is ongoing, such as training and certification in tactics, self-defense, weapons proficiency, and weapons retention. Other training may be assigned as required by the specific escort mission.

These missions also require coordination between different agencies, each with its own area of expertise and chain of command. Escort staff should expect to visit partner agencies and escort destinations prior to the mission to coordinate activities and to conduct security assessments of the routes, destinations, and various internal areas affected by the escort mission. Tactical teams must rehearse signal protocols, use-of-force guidelines, and mission assignments.

The SMEAC operation order format provides all involved parties with a clear understanding of how the escort mission will progress.

Facilitator Notes

1. **INTRODUCE** the steps that need to be followed when transporting or planning to transport a high-risk offender.
2. **EXPLAIN** that training (and certifications for tactical teams) needs to be conducted routinely. This training includes tactics, self-defense, weapons proficiency and retention.
3. **ASK** participants to brainstorm other types of training that should be conducted.
4. **EXPLAIN** the SMEAC operations order and its importance when transporting high-risk offenders.
5. **ADVANCE** to the following slides to give an overview of each component of the SMEAC.



Operation Order

- Provides clear direction to achieve the mission

S Situation

M Mission

E Execution

A Administration and logistics

C Command and signal



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Operation Order

An operation order converts the decision to transport offenders into a plan of action. It outlines the situation, mission, decision, plan of action, and method of execution. Operation orders are required for high-risk offender transports.

Facilitator Notes


EXPLAIN that best practices involve the use of an operation order for high-risk offenders. When developed correctly, an operation order helps uncover issues before the transport begins. The documentation is also instrumental for any after action report or review.



Operation Plan: Situation

- S** Situation
- M** Mission
- E** Execution
- A** Administration/logistics
- C** Command and signal


- Introduces human element
- Describes population characteristics
- Identifies presence of friendly personnel or potential threat
- Lists location of closest support personnel



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Operation Plan: Situation

The Situation paragraph contains information on the overall situation, including the disposition and composition of the location through which you will be traveling. This paragraph should include information on:

- Terrain
- Any communications blackout zones
- Population (friendly vs hostile or non-supportive)
- Risk of attack or sabotage against escort vehicles or route infrastructure
- Presence/activity of any armed groups operating in the mission area
- Area law enforcement resources
- Area medical resources
- Relevant offender information (terrorist affiliation, etc.)
- Other known hazards

The paragraph provides the context for the escort mission.

Facilitator Notes

EXPLAIN the Situation paragraph of a SMEAC.



Operation Plan: Mission

- S** Situation
- M** Mission
- E** Execution
- A** Administration/logistics
- C** Command and signal

Describes the who, what, when, why, and where of the task



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Operation Plan: Mission

The Mission paragraph is a concise statement of the tasking and the purpose behind doing it. This section explains the who, what, when, why, and where of the escort mission.

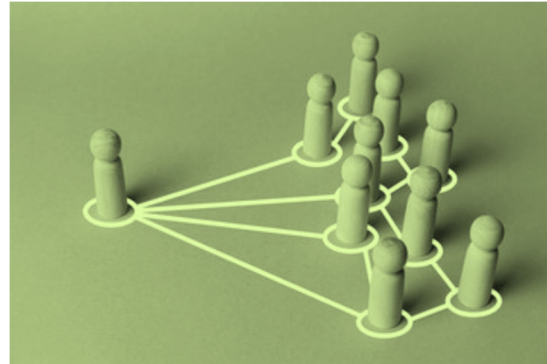
Facilitator Notes

1. EXPLAIN the Mission paragraph of a SMEAC.
2. ADD that advanced trips to destinations are required for high-risk transports. Security assessments of the routes, destinations, and internal areas where the offender will be maintained are required.



Operation Plan: Execution

S	Situation
M	Mission
E	Execution
A	Administration/logistics
C	Command and signal



- Concept of operations
- Subordinate tasks
- Coordinating instructions

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Operation Plan: Execution

This paragraph covers the how-to information needed to achieve the goals laid out in the Mission section. The paragraph is divided into three subparagraphs:

- **Concept of operations**—a general explanation of the plan
- **Subordinate tasks**—specific mission to be accomplished by each element of the transport
- **Coordinating instructions**—includes order of movement

Facilitator Notes

1. EXPLAIN the execution paragraph of a SMEAC.
2. EXPLAIN that escort vehicles in a high-risk environment may be armed and the escort may be conducted by local police or military armed units.
3. EXPLAIN that an advanced threat analysis site visit to proposed destination is critical for high-risk transports. Intelligence component will be vital in a high risk environment. Coordinating intelligence with outside entities will be needed. Additional tactical support equipment may be needed and can be obtained from military and federal police sources.



Operation Plan: Administration and Logistics

- S** Situation
- M** Mission
- E** Execution
- A** Administration/logistics
- C** Command and signal



- Describes procedures for:
 - ✓ Medical issues
 - ✓ Weapons and ammunition
 - ✓ Equipment and supply requirements
 - ✓ Contact with various threats
 - ✓ Rules of engagement

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Operation Plan: Administration/Logistics

This section lays out the frameworks for decision-making during the mission, including response options for a variety of potential events. Mission commanders must consider a number of issues prior to mission start, including:

- What constitutes an acceptable reason to stop?
- How do we handle food/meal breaks?
- How do we respond to medical emergencies?
- Relief stops
- Fuel stops
- Weapons and ammunition

Facilitator Notes

1. EXPLAIN the administration/logistics paragraph of a SMEAC.
2. LIST the types of decisions that are made during the planning stage—what constitutes an acceptable reason to stop.



Operation Plan: Command and Signal

- S** Situation
- M** Mission
- E** Execution
- A** Administration/logistics
- C** Command and signal



- Details how key events will be communicated
- Outlines the locations of specific personnel from start to finish

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Operation Plan: Command and Signal

This paragraph contains instructions on communication, including prearranged signals, duress words, radio call signs and frequencies, emergency signals, radio procedures, and communication restrictions.

As part of Command and Signal planning, mission planners will obtain and program cellular phones with coordinated current phone numbers. They will also provide guidance on:

- Escort mission waypoints
- Location of law enforcement agencies, military bases, and correctional facilities
- Basic procedures: Escape, medical emergency, vehicle breakdown/accident, alternate routes, danger areas, hostages

Facilitator Notes

EXPLAIN the Command and Signal paragraph of a SMEAC.



Discussion: Developing an Operation Order

- You will be developing an operation order for a high-risk transport.
- Before developing the order, what considerations should be made?
 - ✓ Consider our discussions during the previous slides.



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Discussion: Developing an Operation Order

Identify the following before writing a SMEAC operation order:

- Staffing (escort, chase, bus staff; tactical teams; medical staff for trip, etc.)
- Weapons (lethal and non-lethal in vehicle)
- Restraints (which, why)
- Paperwork needed and from whom
- Mode of transport (type and number of vehicles, diversionary vehicles)
- Modes of communication (radios, phones, satellite phones, walkie talkie, satellite tracking, contact number/frequencies for each outside agency, watch call protocols, etc.)
- Coordination within the prison, KSA civil police/military, Jordanian officials
- Command post options (open, staffing, etc.)
- Primary and secondary staging areas if outside resources are used
- Primary and secondary route for transport (from Riyadh to Jordan border; check for road outages in real time)
- Police/military outposts on primary/secondary routes
- How to feed offender and staff while in route (plan for rest stops for restroom use)

- Check weather forecast and plan accordingly (use the day of instruction and next 3 days for departure for checking weather)
- Contingency plans for vehicle failure, medical issues, etc.
- Accommodations for staff after mission completed
- Paperwork for the transfer and receipt of offender

Facilitator Notes

1. EXPLAIN that the next activity is for participants to develop an operation order for transporting a high-risk offender.
2. EXPLAIN that the previous slides discussed steps that needed to be taken before such a transport.
3. ASK participants to tell you what will be involved in this operations order. Specifically, participants should mention the topic listed in the left column. If not, ask them to consider that topic.
4. After the discussions are complete, ADVANCE to the next slide for the activity.



Developing an Operation Order

EXERCISE

- Work in your small group
- Read the scenario provided by the facilitator
- Engage in a facilitator-led discussion
- Create an operation order for the scenario
- Be prepared to share with the class


Work in groups

➔

Share your response



SCENARIO & SMEAC FORM



1 hour

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Developing an Operation Order	
Duration	1 hour
Purpose	The purpose of this activity is to have participants apply what they have learned to a realistic scenario of a high-risk offender transport.
Materials	<ul style="list-style-type: none"> ▪ Scenario ▪ SMEAC Form ▪ Pens
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. Create a SMEAC plan to transport this high-risk offender. 3. List all outside resources needed and with whom to coordinate outside prison. 4. All 5 categories of the SMEAC must be fully addressed. 5. Be prepared to share your operation plan with the class.

Facilitator Notes

1. HAVE participants work in their groups.
2. DISTRIBUTE the two worksheets: Scenario and SMEAC Form.
3. EXPLAIN the activity to participants.
4. REGROUP on the next slide.
5. Facilitators should be assisting each group.



Developing an Operation Order

REGROUP

- ✓ Situation
- ✓ Mission
- ✓ Execution
- ✓ Administration and logistics
- ✓ Command and signal







S
M
E
A
C

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Developing an Operation Order

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 the spokesperson of one group present its order. If time is limited, call upon a different group for each item—e.g., Group 1 will discuss the Situation, Group 2 will discuss the Mission, etc.
3. HAVE the other groups add to each element.



SUMMARY

Topics

- ✓ Best practices
- ✓ High-risk transport
- ✓ SMEAC

Knowledge Check

In your group, answer the following:

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



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Quiz

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

Facilitator Notes

1. USE this time to get feedback from participants.
2. ASK them to tell you what they got out of this module and what will help them most and least.
3. ASK for volunteers but call upon a few participants if no one volunteers.



Escort Techniques



Escort Techniques

Purpose: The purpose of this module is to review and apply various escort techniques for establishing and maintaining positive control over the offender during a transportation mission.

Activities:

- What Would You Do? (1.5 hours)
- Restraints Demonstration and Practical Exercises (8 hours)
- Demonstration: Weapon Retention (20 mins.)
- Weapon Retention (45 mins.)
- Demonstration: Escort Techniques to the Vehicle (20 mins.)
- Escort Techniques (45 mins.)

Estimated Time: 13.5 hours (3 days)

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/Handouts

- Use-of-Force scenarios
- Escort Techniques
- Handcuffing and Defensive Tactics

Equipment

- Handcuffs
- Flex cuffs
- Waist restraints
- Leg restraints
- Four point restraints (soft & hard)
- Black box
- Red handgun
- Red shotgun
- Holsters (thumb snap, retention)
- Duty belt(s)
- Restraint holders

Learning Objectives



- Using scenarios, explain levels of force appropriate to the situation at hand



- Demonstrate proper selection and application of restraints



- Describe benefits of less-lethal munitions



- Discuss defensive tactics

- Demonstrate internal and external escort techniques

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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 transporting offenders.

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

- Escorting officers must be **comfortable** with procedures and **confident** in their ability to control the offender during transport
- The following topics provide guidelines for both aspects:
 - ✓ Use-of-force
 - ✓ Selection and application of restraints
 - ✓ Types of less lethal munitions
 - ✓ Defensive tactics
 - ✓ Internal and external escort techniques

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Introduction

Offender escort missions are inherently dangerous. Escorting officers must be able to rely on their ability to control the offender during all phases of transport, including emergency situations that could lead to escape, injury, or death.

Frequent and repeated training is key to building an officer's comfort level in her ability to control the situation, regardless of what that situation may be. Training must be as realistic as possible and must consider legal guidelines for use of force, restraints use, and the rights of the offender.

Facilitator Notes

1. **EXPLAIN** that these topics will be covered as they pertain to offender transport.
2. **ADVANCE** to the next slide to begin discussing use-of-force.



Use of Force
استخدام القوة

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NOTES



Use-of-Force Principles

- Force ordinarily will be used only when attempts to gain voluntary cooperation from the offender have not been successful
- When force is used, it will be only the amount of force required to subdue an offender or preserve or restore institution security and good order
- Confrontation avoidance techniques will be used when feasible to avoid calculated use-of-force situations



Use-of-Force Principles

Three rules for use of force:

- Use non-violent means whenever possible
- Use force only for a legitimate law enforcement purpose
- Use only the minimum necessary force that is reasonable in the prevailing circumstances

A need for corrections officials to use force may be reduced by self-defensive equipment such as shields, helmets, and bulletproof vests.


Facilitator Notes

REMINDE participants that use of force has been discussed in previous modules and previous trainings, so you will cover it only as it pertains to transporting offenders.

What Would You Do?

EXERCISE

- Work in your groups
- Read each scenario and inject(s) and answer the questions that follow both
- Be prepared to share with the class




SCENARIOS

Work in groups

➔

Share your response




1.5 hours

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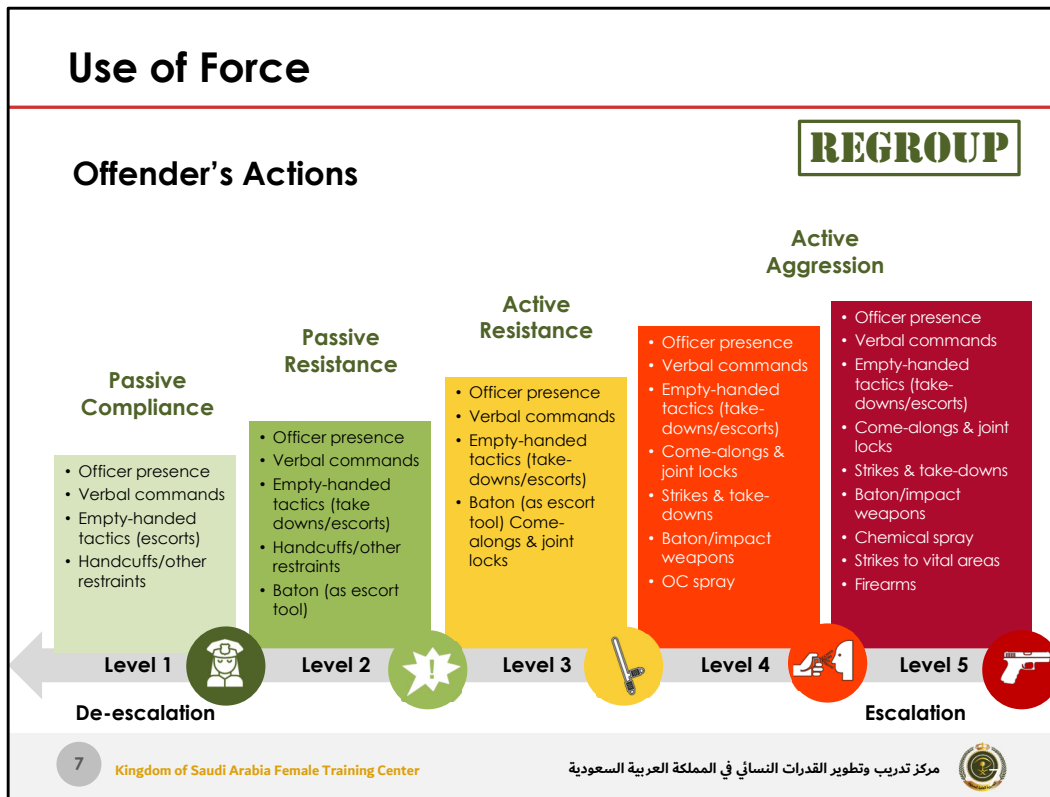


What Would You Do?	
Duration	1.5 hours
Purpose	The purpose of this activity is to challenge participants to increasingly dynamic scenarios and have them work with their groups to determine actions they would take for each scenario.
Materials	<ul style="list-style-type: none"> ▪ Flipchart ▪ Markers ▪ Scenarios
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. Read the scenarios. 3. Respond to the questions that follow. 4. Respond to each inject. 5. Be prepared to share with the class.

Facilitator Notes

1. HAVE participants work in small groups.
2. EXPLAIN the exercise to the participants.
3. The entire exercise should take approximately one hour.
4. REGROUP on the next slide.





Use of Force

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. HAVE a different group debrief each scenario.
3. ASK the other groups to add to the response or question the response if they disagree.
4. REFER to the use-of-force continuum in the slide if you think a different level of force should be used.



Selection and Application of Restraints
اختيار القيود وسبل استخدامها

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NOTES



Selection and Application of Restraints



Types of constraints available to most prison systems

- ✓ Handcuffs-rigid, chain connection
- ✓ Leg irons – hobble straps
- ✓ Waist chain
- ✓ Restraint chair
- ✓ Stun vest
- ✓ Flexible restraints: flex cuffs, double cuff flexible restraints, tri-fold flexible restraints, flex cuff cutters
- ✓ Transport hoods
- ✓ Bus chain
- ✓ Soft restraints

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Selection and Application of Restraints

Most prison systems rely on a variety of restraint systems to establish and maintain positive control over the offender. Classification, current activity, and threat assessments are used to determine appropriate restraints. Common restraints include:

- **Leg irons-hobble straps:** limit the offender's stride so she cannot run or kick
- **Waist chain with integral handcuffs:** secures the handcuffed arms to the waist to limit use of arms
- **Restraint chair:** rolling chair platform used for restraining an offender who refuses to walk and/or is too disruptive to escort
- **Stun vest:** locking powered garment placed on high security offenders who have displayed a propensity toward violence
- **Flexible restraints** (flex cuffs, double cuff flexible restraints, tri-fold flexible restraints, flex cuff cutters): used when hard restraints are not available, when restraints are needed for large numbers of offenders, and in special no-metal situations
- **Transport hoods:** used for offenders who attempt to assault staff by spitting on them during close interactions

- **Bus chain:** used in conjunction with handcuffs to secure up to 20 offenders to a large chain; used to evacuate a bus if it breaks down
- **Soft restraints**—an ambulatory method to secure an offender; also used on arms and legs to secure an offender to a bed (4-points)

Facilitator Notes

1. ASK participants to name the types of restraints they have available.
2. DESCRIBE those restraints that participants do not have.



Purpose and Consideration for Restraints

- Mechanical restraints are used:
 - ✓ When an offender is resistive or verbally aggressive or threatens the security of the institution
 - ✓ Only to **gain and maintain control** of an offender, **never as punishment**
 - ✓ To help prevent escape when transporting offenders to secure locations



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Purpose and Consideration for Restraints

Mandela Rule 47

1. The use of chains, irons or other instruments of restraint which are inherently degrading or painful shall be prohibited.
2. Other instruments of restraint shall only be used when authorized by law and in the following circumstances:

- (a) As a precaution against escape during a transfer, provided that they are removed when the prisoner appears before a judicial or administrative authority;
- (b) By order of the prison director, if other methods of control fail, in order to prevent a prisoner from injuring himself or herself or others or from damaging property; in such instances, the director shall immediately alert the physician or other qualified health-care professionals and report to the higher administrative authority.

Mandela Rule 48

1. When the imposition of instruments of restraint is authorized in accordance with paragraph 2 of rule 47, the following principles shall apply:
 - (a) Instruments of restraint are to be imposed only when no lesser form of control would be effective to address the risks posed by unrestricted movement;

- (b) The method of restraint shall be the least intrusive method that is necessary and reasonably available to control the prisoner's movement, based on the level and nature of the risks posed;
- (c) Instruments of restraint shall be imposed only for the time period required, and they are to be removed as soon as possible after the risks posed by unrestricted movement are no longer present.

2. Instruments of restraint shall never be used on women during labour, during childbirth and immediately after childbirth.

Mandela Rule 49

The prison administration should seek access to, and provide training in the use of, control techniques that would obviate the need for the imposition of instruments of restraint or reduce their intrusiveness.

Bangkok Rule 24

Instruments of restraint shall never be used on women during labour, during birth and immediately after birth.

Facilitator Notes

1. **DISCUSS** the purpose and considerations for restraints.
2. Briefly **DISCUSS** Mandela Rules 47-49 and Bangkok Rule 24.



Flex Cuffs

- Flex cuffs are disposable handcuffs
 - ✓ Used during a riot where numerous offenders must be restrained, and handcuffs are in limited supply
 - ✓ Allow you the ability to place large numbers of offenders in temporary restraints



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Flex Cuffs

Flex-cuffs may be used to temporarily restrain an offender when traditional handcuffs cannot be used or are unavailable. Law enforcement and military forces use flex cuffs when they expect to arrest a large number of people, such as during a riot.

Flex-cuffs must be properly applied; they can cause lacerations, reduce circulation, or cause nerve damage if applied too tightly. Typically, these restraints cannot be adjusted once applied.

Facilitator Notes

1. **EXPLAIN** that flex cuffs are disposable and are used when moving a large number of offenders.
2. **ADD** that flex cuffs are easy to use.
3. **TELL** participants they will practice using both types of handcuffs later in the module.



Communicating with the Offender

- Advise the offender of your intentions to handcuff and un-handcuff them

Handcuffing:

"Face the opposite direction and place your hands behind you with your palms out."



Un-handcuffing:

"Face the opposite direction and stand still. When I unlock the cuff, take your hand and put it on top of your head and leave it there. Do you understand? When I unlock the other wrist, put that hand on top of your head. Do you understand? Keep both hands on top of your head until told to remove them."



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Communicating with the Offender

The first step to gain compliance from the offender is to issue clear, direct orders. Simply grabbing the offender in order to apply handcuffs is almost guaranteed to produce an avoidance reaction. By advising the offender of your intentions, you will help minimize the chances of aggression and/or injury.

Facilitator Notes

- DISCUSS the need to communicate with the offender.
- ASK participants to discuss their rules in this regard.



Waist Restraints

- Waist restraints may be used during an escort within the institution or when transporting an offender outside the institution



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Waist Restraints

Waist restraints are used when transporting an offender outside the facility.

Facilitator Notes

1. PROVIDE examples of when waist restraints would be necessary.
2. ASK participants whether they use waist restraints.
3. ASK what is their policy governing the use of waist restraints.



Leg Restraints

- Leg restraints are used to control the movement of an offender's legs and feet
 - ✓ They consist of two leg cuffs attached to a chain that is applied to an offender's ankles
 - ✓ They are used when circumstances require a higher degree of restraint



Source: Sofia Martinez Martinez

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Leg Restraints

Leg restraints are used when circumstances (for example, offender classification or equipment/staffing limitations) dictate a higher degree of restraint. Leg restraints restrict the offender's ability to run or kick and can be used in conjunction with waist restraints to greatly restrict the offender's mobility.

Facilitator Notes

1. DISCUSS situations that might warrant the use of leg restraints.
2. ASK participants what their policy is when using leg restraints.
3. If they don't use leg restraints, ASK whether they can foresee a time that they could add to the safety of the transport officer and the offender.



Four-Point Restraints

- The application of limb restraints on both arms and legs at once is known as a four-point restraint
- These restraints are used to secure an offender to a bed
- Four-point restraints are authorized when the warden determines that they are the only means available to obtain control over the offender



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Four-Point Restraints

When an offender refuses to cooperate or otherwise cannot be secured using less-restrictive restraints, the warden may determine that four-point restraints are the only means available to establish and maintain positive control.

When the warden makes that determination, the following procedures must be followed:

- Soft restraints (e.g., vinyl) must be used to restrain an offender, unless:
 - ✓ Such restraints previously have proven ineffective with respect to that offender, or
 - ✓ Such restraints are proven ineffective during the initial application procedure
- Offenders will be dressed in clothing appropriate to the temperature
- Beds will be covered with a mattress, and a blanket/sheet will be provided to the offender
- Staff will check the offender at least every 15 minutes to ensure the restraints are not hampering circulation

Facilitator Notes

1. DISCUSS the use of four-point restraints.
2. EXPLAIN that four-point restraints do not apply to escorting officers, but escorting officers may encounter an offender in four-point restraints.
3. DESCRIBE situations in which the restraints may be necessary.
4. In addition to the notes in the left column, ADD that at every two-hour review, the offender will be afforded the opportunity to use the bathroom, unless she is continuing to actively resist or becomes violent while being released from the restraints.
5. ADD that other strict procedures must be followed when using this type of restraint system, including frequent checks to ensure that the restraints are not hampering the offender's circulation.



Special Considerations

- When restraining pregnant offenders, take the necessary precautions to ensure the fetus is unharmed
- Health Services personnel must be consulted to ensure that restraining the offender will not cause her physical harm



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Special Considerations

An offender who is pregnant should not be placed in restraints unless there are reasonable grounds to believe she presents an immediate, serious threat of hurting herself, staff, or others or she presents an immediate credible risk of escape that cannot be reasonably contained through other methods.

Facilitator Notes

1. DISCUSS in detail the issues relating to use of any restraints on pregnant offenders and add Mandela rule material and U.S. requirements and recommendations.
2. ENGAGE the participants in a discussion on why pregnant offenders should not be placed in restraints unless there is a reasonable threat.
3. ASK participants to explain their procedures.



Escorting Offenders in Restraints

- Transport officers are responsible for protecting the offender while in restraints



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Escorting Offenders in Restraints

Transport officers are responsible for protecting the offender while she is restrained. Officers should help the offender avoid injury by maintaining positive contact at all times; for example, holding onto the offender's arm. This practice will also help the transport officers maintain control over the offender's movements.

Facilitator Notes

1. **ENGAGE** participants in a discussion on the responsibility for protecting the offender.
2. **SHARE** any stories that you may have of injuries that have occurred when the offender is in restraints.
3. **ASK** participants to discuss their procedures.



Less-Lethal Munitions and Equipment

- The purpose of less-lethal weapons is to successfully disorient, distract, and incapacitate the offender, which will allow transport officers to safely control her with little or no injury to all involved



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Less-Lethal Munitions and Equipment

Prison officers use a variety of less-lethal methods to stop aggressive behavior and gain control of an offender, including:

- Baton or shield
- Conducted energy devices (e.g., stun gun), which immobilize offenders by causing involuntary muscle contractions
- TASERs (conducted energy devices), which deliver a disabling electric shock
- Pepper spray (long been regarded by corrections experts as one of the most effective and safe options for physical force against offenders), which forces the eyelids to clamp shut and produces a temporary loss of vision
- Noise flash diversionary devices (also called stun or flash-bang munitions), which produce a thunderous sound in excess of 180-185dB; these devices are an option for high-risk, high-threat scenarios involving multiple offenders (e.g., in common dayrooms or prison yards)
- Noise flash diversionary devices, which are designed to produce dramatic pyrotechnics and overwhelming sound pressures to distract offenders without causing

Facilitator Notes

1. DESCRIBE the various less-lethal methods.
2. EXPLAIN that the less-lethal technology options currently approved for use in the corrections industry in the United States include conducted-energy devices (TASERs), chemical agents, impact and blunt force tools, and diversion and distraction devices.
3. ASK participants whether they use less-lethal devices and, if so, what kind.
4. If they don't use these devices, ASK them whether they see a need for them. EXPLAIN how less-lethal devices can alleviate escalating violence.
5. EXPLAIN that the flash-bang device can provide just enough time for the response team to move in quickly and take advantage of the opportunity.



Discussion: Defensive Tactics

- Current defensive techniques used in the U.S.
- Current defensive techniques used in the KSA
- Use of body cameras—advantages and disadvantages



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Discussion: Defensive Tactics

Discussions are an excellent strategy for fostering intellectual agility and creating opportunities to practice and sharpen a number of skills, including the ability to consider different points of view. To get the most out of discussions, participate fully by expressing your opinions and listening to the opinions of others.

Facilitator Notes

1. ENGAGE participants in a discussion on defensive techniques used in the U.S.
2. If practical, ILLUSTRATE some of the defensive tactics, using another facilitator in role-playing.
3. ASK participants to describe current defensive techniques used in KSA.
4. COMPARE techniques used in the KSA and the U.S.
5. DISCUSS the topic of body camera use (advantages in a correctional setting), as a means of self-defense. What are the advantages and disadvantages of using these cameras? Is an offender less likely to assault an officer if it is on tape? Do KSA prisons have CCTVs?



Demonstration and Practical Exercises



Facilitators will demonstrate, and participants will practice:

- ✓ Handcuffs & flex cuffs
- ✓ Leg restraints
- ✓ Waist restraints
- ✓ Black box
- ✓ Four-point soft restraints
- ✓ Four-point hard restraints
- ✓ Restraining pregnant offenders
- ✓ Escorting restrained offenders
- ✓ Defensive tactics—empty-handed techniques, joint locks



HANDCUFFING &
DEFENSIVE TACTICS

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Demonstration and Practical Exercises

Facilitators will demonstrate the application and removal of various common restraints. Following the demonstration, participants will practice applying and removing each type of restraint in turn.

Following the restraints exercise, participants will practice defensive tactics under the supervision of facilitators.

Facilitator Notes

1. EXPLAIN the upcoming demonstrations and practical exercises. These demonstrations and exercises will be conducted over the next 7 – 8 hours. Please make sure the participants have plenty of water and get frequent breaks.
2. REFER to the handout **Escort Techniques** for your guidance throughout the handcuffing part of the demonstration and exercise. Refer to the **Handcuffing and Defensive Tactics** handout to demonstrate and have participants practice empty-handed techniques and joint locks. The handcuffing section of that handout is a general checklist for facilitators and participants. The section on less-lethal weapons and impact and blunt force tools is for discussion only.
3. EXPLAIN that for the rest of the day and all day tomorrow, participants will watch you and other facilitators demonstrate and then they will practice applying and removing the restraints, escorting restrained offenders, and conducting defensive tactics, such as empty-hand techniques and joint locks.



Weapons Retention

- Three things that can prevent being disarmed by an offender:



Awareness



Retention training



Security holsters

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Weapons Retention

The best defense against an offender grabbing your weapon is your own situational awareness. You must maintain constant vigilance over how your weapons are exposed to the offender and what pre-attack signals she may be exhibiting.

Training in weapons retention instills confidence in your ability to instantly activate the skills necessary. Practicing situational awareness will help you maintain the mindset that keeps your weapon safe and secure.

In addition to techniques and training, certain equipment options are specifically designed to help you retain your weapon and equipment. For example, security or retention holsters permit a handgun to be removed only at specific angles and/or only after a catch has been released.

Facilitator Notes

1. DESCRIBE steps to prevent an aggressive offender from grabbing a transport officer's weapon.
2. SHARE any stories you may have of an incident in which an officer's weapon was taken.
3. ASK participants to share any incidents they may have been involved in or know about.
4. ADVANCE to the following slide to provide more detail about protecting your weapon.

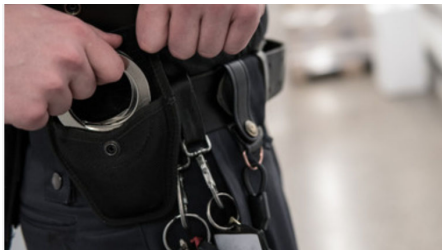


Weapons Retention: Awareness



Awareness includes actively watching for offender behaviors like:

- Staring at your firearm
- Movements to close the distance between you and her
- Movements toward your weapon side
- Body signals that suggest imminent fight or flight



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Weapons Retention: Awareness

If the offender moves to close the distance between you or moves closer to the side where your weapon is stored, she may be trying to get access to the weapon. Other pre-assault indicators may include:

- Blading – the offender moves strong foot behind her center of gravity and angles her body to roughly 45 degrees left or right of your position
- Fist clenching/pumping
- Trembling hands or knees
- Avoiding eye contact
- Rocking/shifting back and forth
- Rapid breathing
- 1,000-yard stare

Facilitator Notes

1. DESCRIBE steps to prevent an aggressive offender from grabbing a transport officer's weapon.
2. EXPLAIN that the thousand-yard stare is a phrase often used to describe the blank, unfocused gaze seen in a person who has suffered acute psychological distress and is coping with that stress through dissociation from the event and the players.
3. SHARE any stories you may have of an incident in which an officer's weapon was taken.
4. ASK participants to share any incidents they may have been involved in or know about.
5. ADVANCE to the following slide to provide more detail about protecting your weapon.



Weapon Retention: Training Techniques



- Some techniques to protect your gun are:
 - ✓ Evasive footwork/body movement
 - ✓ Striking techniques
 - ✓ Counter-grab and control the offender's gripping hand
 - ✓ Establish a position from which to counterattack or disengage
- Once you have protected and oriented yourself, initiate control
 - ✓ Footwork/body movement
 - ✓ Takedown techniques
 - ✓ Striking techniques
 - ✓ Control holds
 - ✓ Neutralize

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Weapon Retention: Training Techniques

If a simple evasive maneuver does not work, you can immediately follow up with another force option, such as an impact weapon in conjunction with evasive footwork and body movement. These moves help prevent the offender from establishing a grip on your weapon. Should the offender establish a grip on your gun, use one or both hands to control or lock down her hands, preventing her from removing the gun from its holster. Establish a position from which you can initiate a counterattack, disengage, or escape.

Counterattacks are varied. Use takedown and throwing techniques, striking techniques, or any combination of the two. Techniques you can use to initiate control or escape include:

- Footwork/body movement
- Takedown techniques
- Striking techniques
- Control holds

Facilitator Notes

1. **CONTINUE** to engage participants in a discussion on weapons retention.
2. **ASK** them to share other methods they have used or know about.



Discussion: Weapons Retention



- Describe holster types (thumb snap, retention type, etc.) you use
- Describe slings you use for long guns
- Describe security procedures for restraints while being carried
- Describe carriers for OC canisters



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Discussion: Weapons Retention

To get the most out of discussions, participate fully by expressing your opinions and listening to the opinions of others.

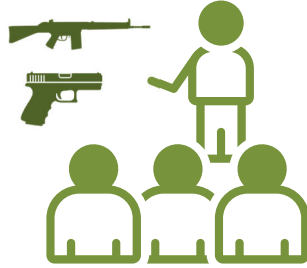
Facilitator Notes

1. ENGAGE participants in the discussion questions.
2. COMPARE and CONTRAST best practices in the KSA for weapons retention and best practices in the U.S.



Demonstration: Weapons Retention

- Facilitators will demonstrate tactics for weapons retention involving a handgun and a long rifle (will be the same for shotgun)



Equipment

- ✓ Red handguns
- ✓ Red shotguns
- ✓ Holsters
- ✓ Duty belts
- ✓ Restraint holders
- ✓ Handcuffs



20 minutes

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Demonstration: Weapons Retention

Demonstrations are effective tools in teaching participants how to perform practical skills and how to understand processes. As a visual aid, demonstrations make learning easier and help the participants remember what they have learned. To get the most out of the demonstration, please observe carefully and ask questions if you are unsure about anything.

Facilitator Notes


1. DEMONSTRATE tactics for weapons retention involving a handgun and a long rifle.
2. TELL participants to ask questions because they will be practicing weapons retention following this demonstration.
3. USE all the necessary equipment to make the demonstration realistic.
4. ADVANCE to the following slide where participants will practice the same tactics.



Weapons Retention

EXERCISE


- Half the class will be the transport officers, and the other half will be the offenders
- The offenders will try to possess the weapon (first the handgun and then the long weapon)
- The transport officers will demonstrate retention techniques



Work in pairs

➔


Switch roles



45 minutes

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Weapons Retention	
Duration	45 minutes
Purpose	The purpose of this activity is to have participants apply the knowledge they gained to a realistic scenario.
Materials	<ul style="list-style-type: none"> ▪ Handguns ▪ Long guns
Steps	<ol style="list-style-type: none"> 1. Work in pairs. 2. You will practice the techniques the facilitator demonstrated for handgun retention. 3. Half of the class will be offenders trying to take the weapon. 4. The other half will be the transport officers trying to keep the weapon from the offender. 5. Switch roles. 6. Switch to long guns. 7. Be prepared to discuss with the class.

Facilitator Notes

1. HAVE participants work in pairs.
2. PROVIDE handguns to half the participants—those participants will be the transport officers; the other half of the class will be offenders.
3. EXPLAIN the activity.
4. OBSERVE closely for safety purposes.
5. HAVE participants switch roles.
6. PROVIDE long guns to half the participants.
7. REPEAT the steps taken with handguns.



Weapons Retention

REGROUP

- Defending the handgun
- Defending the long gun
- Questions/discussion



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Weapons Retention

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 participants to discuss the activity. What questions do they have? Do they think they can keep the offender from obtaining the weapon? If so, why do they think that? If not, what do they have to do to gain more confidence?



Lethal Weapons



Use of firearms should be considered only in the following situations:

- In self-defense
- To stop grievous bodily harm or imminent death
- When all other lesser force options have been exhausted

If time permits, the firearm should be displayed, and a verbal warning provided to the prisoner



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Lethal Weapons

Recall that the Mandela Rules call for using the minimum amount of force required to ensure compliance. With that in mind, deadly force should only be used when *no other solution* is viable to preserve life or prevent grievous harm to yourself or others.

Facilitator Notes

1. DISCUSS the general rules for the use of lethal weapons.
2. ADVANCE to the next slide to discuss use of lethal weapons in KSA.



Lethal Weapons in the KSA



- What lethal weapons are authorized in the KSA?
 - ✓ Long rifle?
 - ✓ Handgun?
 - ✓ Shotgun?
 - ✓ Other?



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Lethal Weapons in the KSA

The purpose of these discussion questions is to gain insight about what you already know and do. Gaining this knowledge is a powerful tool that helps us facilitate more effectively because we know to construct new learning on this prior knowledge. It also encourages sharing your knowledge, ideas, and creativity with your peers, which, in turn, creates more knowledge, ideas, and creativity.

Facilitator Notes

1. ENGAGE participants in a discussion on lethal weapons used in the KSA.
2. ASK participants to describe their procedures—before using lethal weapons and after using lethal weapons.



Discussion: Escort Techniques

- What steps are involved in escorting an offender starting with the initial removal from a housing unit/secure unit cell to the outbound processing area?



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Discussion: Escort Techniques

All offenders are presumed high risk during an escort; therefore, rules and procedures for an escort should always be followed carefully.

Facilitator Notes

- ASK participants to name the steps involved in escorting an offender—starting from initial removal from cell and ending at outside processing area.
- WRITE their responses on a whiteboard.
- MAKE sure they mention restraint removal and placement in a clean holding cell, searching prior to and after offender placement, re-restrain, re-search, and dress out the offender, keyhole procedures, offender/officer placement, etc.
- ADD any details they have omitted, but try to get the participants to provide all the correct steps.
- DISCUSS controlled movement and options to close the compound during escort, based on the prison configuration and movement controls.
- Later, participants will actually be role-playing each step, so MAKE the list as comprehensive as necessary for a safe transfer.



Escort Techniques to the Vehicle

- What are the steps involved in escorting an offender from the outbound processing area to the vehicle?
- What steps are involved in placing the offender in the vehicle?



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Escort Techniques to the Vehicle

Facilitators will engage you in the discussion questions in the slide. After the discussion, they will demonstrate escort techniques from the outbound processing area to the vehicle. Following the discussion and demonstration, you will have the opportunity to practice the same escort techniques.

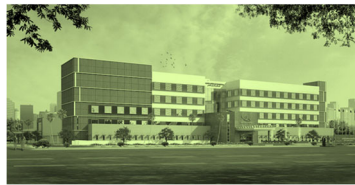
Facilitator Notes

1. **EXPLAIN** and **DEMONSTRATE** escort techniques from the outbound processing area to the vehicle.
2. **INCLUDE** getting into the vehicle, seating requirements, weapons, etc.
3. **MAKE** sure participants observe carefully—they will be expected to illustrate their knowledge in an upcoming exercise.
4. **ASK** questions as you discuss and illustrate to gauge participant knowledge.



Escort Techniques—Arrival

- Properly (and safely) disembarking from the vehicle and delivering the offender to the area inside the destination
- One staff member entering ahead of offender and second staff to:
 - ✓ Coordinate with recipient (hospital security, etc.)
 - ✓ Search the area
 - ✓ Assess civilians in the area



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Escort Techniques—Arrival

If the transport is to a courthouse, the transport officer will:

- Be thoroughly familiar with the general floor plan of the courtroom building, i.e., stairways, elevators, hallways

If the transport is for medical appointments, the transport officer will:

- Remain with the offender at all times
- Inspect the offender examination area for escape routes

If the transport is for hospital admissions, the transport officer will:

- Inspect the offender examination/treatment area for potential weapons for removal should removing the restraints become necessary
- Ride in the ambulance if ambulance transportation is necessary
- Remain with the offender unless otherwise instructed by the supervisor or shift commander

Facilitator Notes


1. REVIEW specific procedures.
2. DISCUSS staff entering ahead of the offender/second staff and coordinating where the offender is to be maintained, searching the area, assessing civilians in the area, liaising with hospital security, and proceeding with the visit.



Escort Techniques

EXERCISE


- Half the class will be the transport officers, and the other half will be the offenders
- Transport officers will follow the procedures of escorting offenders, starting with the initial removal from a housing unit/secure unit cell to the outbound processing area



Work in pairs

➔


Switch roles



45 minutes

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Escort Techniques	
Duration	45 minutes
Purpose	The purpose of this activity is to consolidate and apply knowledge gained in this module to a realistic scenario of escorting an offender from a housing unit/secure unit cell to the outbound processing area.
Materials	<ul style="list-style-type: none"> • As determined by the facilitator
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. Escort offender as directed by the facilitator: <ul style="list-style-type: none"> ▪ Option 1: escort from housing unit to outbound processing area. ▪ Option 2: escort from outbound processing area to vehicle. ▪ Option 3: escort from vehicle to place of arrival. 3. Be prepared to share with the class.

Facilitator Notes

1. There are options for the final exercise for this module. The purpose of the exercise is to test participants' knowledge for all aspects of escort techniques.
2. Options include having all participants complete the exercise as described in the slide. The other option is to divide the class into thirds, with a facilitator assigned to each group. One third of the participants can complete the exercise as written. Another group can escort the offender from the outbound processing area to the vehicle—this exercise would include getting the offender into the vehicle—seating arrangements for offender and officers, searching the vehicle, placing weapons, equipment, etc. The final third can escort the offender from the vehicle to the place of arrival—this exercise would include communicating with representatives at the place of arrival, searching, escorting, etc.
3. ASK participants to work in their small groups.
4. EXPLAIN the exercise to the participants.
5. REGROUP on the following slide.



Escort Techniques

REGROUP

- 1 Restrain the offender
- 2 Restraint removal and placement into a clean holding cell
- 3 Searching
- 4 Re-restraining, re-searching, and dressing out offender
- 5 Metal detection procedures and entry/exit security protocols (positive identification, etc.)
- 6 Escorting from the processing area and into the escort vehicle
- 7 Vehicle search procedure

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Escort Techniques

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. PROVIDE a final debrief on the exercise and answer any final questions.



Summary

Topics

- ✓ Use of force
- ✓ Select and application of restraint
- ✓ Defensive tactics
- ✓ Demonstration of practical exercises
- ✓ Weapons retention

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

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

Facilitator Notes

1. **USE** this time to get feedback from participants.
2. **ASK** them to tell you what they got out of this module and what will help them most and least.
3. **ASK** for volunteers but call upon a few participants if no one volunteers.

Post-Operations



Post-Operations

Purpose: This module provides participants the information required to conduct after-action reviews to determine why an incident took place, whether staff acted in accordance with policy and procedures, and what corrective action is recommended.

Activities:

- After-Action Review in KSA (30 min.)
- Acquiring Equipment in KSA (30 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

- Critical Incident Scenario

Learning Objectives



- Identify disciplines that need to be involved in after-action reviews



- Describe steps taken for an after-action review



- Identify public law, prison policy or procedures, and current practices that need to be accessed



- Describe accountability procedures

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Learning Objectives

These learning objectives are the essential steps to reaching the goal of the course— understanding the risks involved with transporting offenders outside the prison compound and procedures and techniques used to mitigate those risks.

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 these objectives.



Post-Operational Evaluations

- Post-operational evaluations of a critical incident are crucial to identifying and instilling best practices in offender escort
- Include:
 - ✓ After-action reviews
 - ✓ Procedural reviews and updates
 - ✓ Policy updates, if required
 - ✓ Equipment accountability



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Post-Operational Evaluations

Post-operational evaluations are required in the event of a critical incident involving the movement of an offender. On the direction of the warden, post-operational evaluations can help identify why a critical incident occurred, whether staff action or inaction contributed to the incident, and what can be done to prevent future incidents.

These evaluations help prison administrators determine equipment and training requirements to support future offender transport missions.

Facilitator Notes

1. **INTRODUCE** the steps involved in post-operational evaluations of a critical incident.
2. **ADVANCE** to the following slides to discuss each step of the process.



After-Action Reviews

- Conducted by subject matter experts
 - ✓ Identify why the **critical incident** took place
 - ✓ Define whether staff acted in accordance with policy and procedure
 - ✓ Determine what corrective action is recommended
 - ✓ Include specialists from each area involved

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After-Action Reviews

After-action reviews are to be conducted when a critical incident occurs during offender movement. The review must be authorized by the warden or executives at the department or ministry that oversees the prison system.

The intent is to identify why the critical incident took place, define whether staff acted in accordance with policy and procedures, and determine what corrective action is recommended.

An after-action review must be conducted by subject matter experts and must include specialists from each area involved. Normally the warden or prison overseer will assign team members.

A report will be generated at the conclusion of the review.

Facilitator Notes

1. DESCRIBE the after-action review process.
2. EXPLAIN that the review must be authorized by the warden or executives at the department or ministry that oversees the prison system.
3. DESCRIBE the intent of the after-action review.
4. EMPHASIZE that care needs to be taken to ensure the review team does not investigate staff misconduct. Those investigations are conducted based on authorization from the warden. Staff misconduct can be identified in the resulting report but only if it is relevant to the critical incident.



After-Action Reports

- Reviewers use law, policy, and procedure to guide the review and must identify any violations of these mandates in their report
- The report will also identify any recommendations to current operations
- After being approved, the report will be used to upgrade guidance documents (policy, post orders, emergency plans, response procedures, etc.)



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After-Action Reports

Major components of an after-action report include:

- **Incident overview:** Explains what happened, when it happened, and how it happened.
- **Analysis:** What was observed? What was expected? What was unexpected? Who was involved in the incident? What are the areas of opportunity? The analysis portion of the post-action report should be the longest and most detailed portion of the report.
- **Recommendations:** Provide detailed, actionable recommendations to improve performance for future incidents.
- **Conclusion:** Summarize the report.

Based on the approved after-action report, the agency should develop a timeline of actionable steps to implement the recommendations.

Facilitator Notes

1. DESCRIBE the components of an after-action report.
2. PROVIDE examples of actionable recommendations vs. recommendations that are not actionable.
3. ASK participants to describe their after-action reports.
4. ENGAGE participants in a discussion on distribution and approval chain for an after-action report.



After-Action Review in the KSA


EXERCISE

- Work in your group
- Read the scenario
 - ✓ Identify all disciplines by title from each department that need to be involved in the after-action review
 - ✓ Identify specific passages of public law, prison policy, prison procedures, and current practices that need to be accessed


Work in groups

➔

Share your response




CRITICAL INCIDENT SCENARIO



30 min.

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After-Action Review in the KSA	
Duration	30 minutes
Purpose	The purpose of this activity is to have participants determine the steps and procedures that should be followed during after-action reviews.
Materials	<ul style="list-style-type: none"> ▪ Flipchart ▪ Markers ▪ Critical Incident Scenarios
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. Read the scenario. 3. Identify all disciplines by title from each department that need to be involved in the after-action review in their agency. 4. Identify specific passages of public law, prison policy, prison procedures, and current practices that need to be accessed. 5. Be prepared to share with the class.

Facilitator Notes

1. **DIVIDE** participants into their groups.
2. **PROVIDE** each group a copy of the Worksheet: Critical Incident Scenario.
3. **EXPLAIN** the exercise to the participants.
4. **REGROUP** on the following slide.



After-Action Review in the KSA

- Disciplines?
- Public law?
- Prison policy?
- Prison procedures?
- Current practices?



REGROUP



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After-Action Review 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 for a spokesperson from one group to presents its response to the first bullet.
3. ASK other groups to add anything else they may have to the response.
4. CALL upon a spokesperson from another group to presents its response to the second bullet.
5. ASK other groups to add anything else they may have to the response.



Procedural Review and Updates

- Reviewers gather appropriate policy/procedural materials and become familiar with the local mandates
- They conduct interviews with all staff and offenders involved in the incident
- If criminality is suspected, coordination with law enforcement personnel is required before interviews are conducted
- Policies and procedures may be changed to enhance operational efficiency

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Procedural Reviews and Updates

Reviewers identify the policies and procedures that impacted the mission, collect and examine all documentation related to those policies and procedures, and interview staff to build familiarity with the local mandates.

They then conduct interviews with all staff and offender(s) involved in the incident. If criminal activity is suspected, reviewers must coordinate with law enforcement before conducting interviews. The scene of the incident is then visited and assessed.

Based on the results of the review, policies and procedures may be changed to enhance operational efficiency. In addition, outside law enforcement may need to assist prison staff with outside interviews. Prison staff normally have no jurisdiction or way to compel civilians to participate unless the incident occurred on prison property.

Facilitator Notes

ENGAGE participants in a discussion on procedural reviews and updates.



Discussion

- How are policies and procedures amended based on critical incidents in the KSA?
- Are improvements in operational procedures made over time?



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Discussion

Discussions are an excellent strategy for fostering intellectual agility and creating opportunities to practice and sharpen a number of skills, including the ability to consider different points of view. To get the most out of discussions, participate fully by expressing your opinions and listening to the opinions of others.

Facilitator Notes

ENGAGE participants in the discussion questions in the slide.



Equipment Accountability

- Account for all equipment
- Return equipment to authorized storage area
- Conduct post-trip inspection on vehicle
- Account for all emergency equipment



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Equipment Accountability

After the offender movement is completed, all equipment must be accounted for and returned to the authorized storage area.

Vehicles must be accounted for and inspected for body damage and any unsafe conditions. Any unsafe conditions must be reported. Fuel and fluid levels must be checked. Normally, a vehicle log is maintained for each vehicle; the log includes mileage out, mileage in, gallons of fuel at refill, time out, time back in, and items of interest.

All emergency equipment must be accounted for, including weapons, ammunition, less-lethal munitions, restraints, communication equipment (radios, phones, etc.), and accompanying paperwork.

Facilitator Notes

ENGAGE participants in the discussion questions in the slide.

Acquiring Equipment in KSA

EXERCISE

- Work in your group
- Identify areas from which you obtain and return equipment for an escorted transport
- Be prepared to share



Work in groups

➔

Share response



30 min.

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After-Action Review in the KSA	
Duration	30 minutes
Purpose	The purpose of this activity is to have participants engage in critical thinking and team-building to brainstorm all the areas from which they must obtain and return equipment for an escorted transport.
Materials	<ul style="list-style-type: none"> • Flipchart • Markers
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. Identify all issue and turn-in areas for equipment for an escorted transport—vehicles, weapons, etc. 3. Be prepared to share with the class.

Facilitator Notes


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




Acquiring Equipment in KSA

REGROUP


- Equipment issue and turn-in




✓




✓



✓




✓



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Acquiring Equipment in KSA

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

Facilitator Notes

1. REGROUP from the previous exercise.
2. HAVE one group present its response.
3. ASK other groups whether they have something different from the first group. If they do, ask them to present their responses.
4. After groups have presented, do the following:
 - COMPARE and CONTRAST storage options.
 - IDENTIFY how U.S. prison systems store equipment, weapons, and munitions.
 - DISCUSS bin cards, perpetual inventories, chit systems, weapons loading and clearing procedures, and issuance procedures.
 - DESCRIBE specific accountability procedures in the U.S. on trip equipment and weapons.
 - IDENTIFY sources of equipment, weapons, and vehicles. The review should include all equipment procedures from the pre-trip process all the way through to the end of shift return process.
 - ENCOURAGE participants to ask questions about the U.S. system to determine whether any of the procedures will work for the KSA and to share their best practices for the U.S. to consider.

Summary


Topics

- ✓ Post-operational evaluation
- ✓ After-action reviews
- ✓ Laws, policies, procedures, and current practices
- ✓ Equipment accountability


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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مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية


Summary

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

Facilitator Notes

1. **USE** this time to get feedback from participants.
2. **ASK** them to tell you what they learned from this module and what will help them most and least.
3. **ASK** for volunteers but call upon a few participants if no one volunteers.

Capstone



Offender Transportation and Escort Capstone

Purpose: This module provides participants the opportunity to integrate knowledge and skills learned into real-world activities.

Activities:

- Transporting an Offender (3 hours)

Estimated Time: 3.5 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

- Capstone Scenario (Facilitator)
- Capstone Scenario (Participant)

Learning Objectives



- Based upon a provided scenario, determine steps required to safely transport an offender to a given location

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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 transporting offenders.

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.



Purpose of a Capstone

- A capstone exercise is a multifaceted assignment that serves as a culminating academic and intellectual experience
 - ✓ It integrates knowledge and skills learned into real-world activities that promote learning to the highest level
- The exercise is broken into individual injects, each of which simulates a realistic problem that needs to be addressed



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Purpose of a Capstone

Capstone exercises are designed to encourage participants to think critically, solve challenging problems, and work in teams to solve real-world issues.

Facilitator Notes

1. **INTRODUCE** a capstone exercise and injects.
2. **EXPLAIN** the purpose and benefits of capstone exercises and the added benefits of injects. An inject describes an additional event or circumstance that requires a response or action from the participant. Injects are the backbone of an exercise. Participants are asked to take action on each inject they receive just as they would had this been a real event.
3. **ADVISE** participants that the remainder of this module will be the actual exercise.



Transporting an Offender

EXERCISE

- Work in your group
- Read the scenario
- Follow facilitator guidance for the injects
- Be prepared to share responses and ask questions of other groups




CAPSTONE SCENARIO

Work in groups

➔

Share your response




3 hours

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مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Transporting an Offender	
Duration	1.5 hours
Purpose	The purpose of this activity is to incorporate every best practice learned throughout the course into a simulated transport. The use of injects will add to the “stress” of decision-making in a realistic dynamic event.
Materials	<ul style="list-style-type: none"> • Flipchart • Markers • Scenario
Steps	<ol style="list-style-type: none"> 1. Work in your small group. 2. Read the scenario and complete the first assignment. 3. One group will be called upon to present its findings. The other groups will be called upon to ask questions or add to the findings 4. Read the inject and complete the second assignment. 5. Another group will be called upon to present its findings and so on until the assignments are complete. 6. Each assignment is approximately 30 minutes; the entire exercise is approximately 3 hours.

Facilitator Notes

1. BECOME familiar with both handouts—one for the facilitator, complete with facilitator notes, and the other for the participant.
2. HAVE participants work in their groups.
3. DISTRIBUTE the Capstone Scenario (Participant).
4. REFER to the Capstone Scenario (Facilitator) for guidance throughout the exercise.
5. EXPLAIN the exercise to the participants:
 - They will work within their small group.
 - After participants complete the first inject, one group will be called upon to present its findings and the other groups will ask questions or add to the findings.
 - The groups will then complete the second inject, and so on. After each inject, one or more of the groups will present findings.
 - The entire exercise lasts approximately 3 hours.
6. REGROUP on the following slide.



Transporting an Offender

REGROUP

- The offender:
 - ✓ Is foreign with ties to an international terrorist group
 - ✓ Assaulted a staff member with a weapon
 - ✓ Was able to communicate with outside persons by cell phone



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مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Transporting an Offender

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. REFER to guidance in the Capstone Scenario (Facilitator).

Summary

Topics

Capstone with injects

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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مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Summary

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

Facilitator Notes

1. ASK participants to work in their groups to respond in their own words to the two questions in the slide.
2. If time is limited, ASK half the groups to respond to question 1 and the other half to respond to question.

Course Worksheets



Transporting Offenders Worksheet

Answer the questions listed below.

1. Name the places to which you transport offenders.
2. Of the places named, which is your biggest concern? Why?
3. How often do you transport offenders?
4. How far do you normally transport offenders? What is the farthest distance you have transported offenders?
5. How many hours or days is the normal transport? What is the longest? What is the shortest?
6. What type of vehicle do you normally use to transport offenders?
7. Do you typically have one or more vehicles for an offender transport?
8. How many officers normally accompany an offender transport?
9. How many offenders do you normally transport in the same vehicle? Does that number change if the offender is considered high-risk?
10. Do offenders of different classifications ride in the same vehicle?



Case Study: Deadly Prison Van Escape

At 4:45 a.m. a corrections bus departed a prison in the U.S.; in it were 33 offenders who were being transferred to another prison.

Two transport officers were on the bus; one was driving, and the other, who was assigned to monitor the offenders, was resting, with his head leaning against the back of the seat.

The two transport officers conducted a quick search of the offenders as they boarded the bus. The offenders were handcuffed, but the handcuffs were not double-locked even though policy required that all restraints be double-locked.

One of the offenders was serving life without parole. He had on him a sharpened toothbrush that the officers overlooked during the quick search. Within two minutes of boarding the bus, he was able to remove his handcuffs and the handcuffs of another offender.

When the bus arrived at another prison at 5:43 a.m. to pick up additional offenders, both officers exited the bus, leaving the offenders unattended.

A gate that separated the officers from the offenders was not locked. Both officers had been assigned handguns, but they were left in storage boxes throughout the trip. Neither officer was wearing his assigned ballistic vest.

The offender serving life without parole and the other offender whose handcuffs he removed broke through the gate to the officers' compartment in about 60 seconds using the sharpened toothbrush. They overpowered and killed the transport officers with their own guns within seconds. The two offenders then exited the bus and carjacked a driver who pulled up behind the bus. They began a crime spree, stealing food, clothing, money, and cars until they were caught by police days later.



Section 1: Offender's Records

Offender Central File/PSR Synopsis (fictitious)

Name	Maria FLORES-GUTIERREZ
Prison Number	1034986
Date of Birth	20 December 1990
Country of Origin	United States of America, State of California, City of Los Angeles
Offense	<ol style="list-style-type: none"> 1. Possession with the Intent to Distribute Heroin (KSA equivalent) 2. Assault on a KSA Officer (KSA equivalent) 3. Illegal Immigration (KSA equivalent)
Sentence	Life without Parole (KSA equivalent)
Prior Offenses	<ol style="list-style-type: none"> 1. Possession of a Schedule 2 Narcotic (2008) USA 2. Possession of a Firearm by a Prohibited Person (2008) USA 3. Assault with a Deadly Weapon (2012) USA 4. Terroristic Threat (2016) USA
Family Information	Mother-deceased; father-Jorge FLORES-GUTIERREZ, brother-Javier FLORES GUTIERREZ
Marital Status	Husband-Raul FLORES, currently incarcerated in KSA Men's facility, sentenced for PWITD Heroin and Possession of a Firearm during the Commission of a Crime (KSA equivalent)
Education	Non-high school graduate; no college
Work Background	Restaurant service, cook, locksmith assistant
Medical	Heart medication, high blood pressure with medication, diagnosed by prison doctors with Hepatitis C
Psychological	Severe anger management issues, violent outbursts, passive-aggressive behavior
Financial Information	Offender and husband have bank accounts showing over \$200,000 USD. Post-arrest confiscation of \$120,000 cash found in vehicle involved in crime.
Scars, Marks, Tattoos	Tattoo-right lower arm "La EME"; tattoo-left upper arm "Mafia Mexicana"



Co-Conspirators	<ol style="list-style-type: none">1. Luis MARTINEZ-KSA Men's Prison-PWITD Heroin, Illegal Immigration (KSA equivalent)2. Elicio MARTINEZ-LUNES-KSA Men's Prison-PWITD Heroin, Illegal Immigration (KSA equivalent)3. Maria MARTINEZ-LUNES-incarcerated in Iran-PWITD Heroin, Illegal Immigration (KSA equivalent)
Notes:	Also linked to a Mexican drug cartel and other international drug smuggling organizations to include unidentified terrorist groups

(continued)

**Offender Discipline File**

Name	Maria FLORES-GUTIERREZ
Prison Number	1034986
Date of Offense	15 January 2018
Charge	Assault (offender)
Status	Convicted
Sanction	30 days restricted housing; loss of all privileges 60 days

Name	Maria FLORES-GUTIERREZ
Prison Number	1034986
Date of Offense	21 March 2017
Charge	Possession of Drugs in Prison
Status	Convicted
Sanction	15 days restricted housing; loss of all privileges 30 days

Name	Maria FLORES-GUTIERREZ
Prison Number	1034986
Date of Offense	30 November 2016
Charge	Insolence Toward Staff
Status	Convicted
Sanction	15 days of extra duty

Name	Maria FLORES-GUTIERREZ
Prison Number	1034986
Date of Offense	1 September 2016
Charge	Insolence Toward Staff
Status	Dismissed
Sanction	N/A



Section 2: Custody and Classification Data (fictitious)

Name	Maria FLORES-GUTIERREZ
Prison #	1034986
Offense	<ol style="list-style-type: none"> 1. Possession with the Intent to Distribute Heroin (KSA equivalent) 2. Assault on a KSA Officer (KSA equivalent) 3. Illegal Immigration (KSA equivalent)
Sentence	LIFE without Parole
Security Points	11
Security Level	HIGH (8 points or more) (KSA equivalent)
Custody Level	MAXIMUM (9 points or more) (KSA equivalent)
Sentence length	LIFE (plus 3 security points)
Prior Convictions	4 (plus 4 security points)
Violence	Yes (plus 2 security points)
Drug Usage	Yes (plus 1 security point)
Escape Risk	Yes (plus 2 security points)
Community Ties	None (plus 1 security point)
Sex Offender	No (0 points)
Health	No chronic care (0 points)
Discipline Convictions	4 (plus 2 points)
Education Status	Participates (-1 point)
Date Reviewed	January 15, 2020



Emergency Equipment Scenarios

Determine the emergency equipment that should be authorized for each scenario.

Scenario 1

A low security offender has been approved for an escorted trip to see her gravely ill grandmother. The grandmother is on a respirator and may have been exposed to the COVID-19 virus. Her house is located in an area believed to be anti-government.

No specific threats have been identified; the offender has exhibited positive behavior during her incarceration. (She is a mid-level drug offender.) The trip has been approved, but staffing, weapons, and personal protective equipment are at your discretion. You are the warden and need to decide how the trip is to be equipped. The house is out of the radio range used to contact the prison. Make sure you address communication avenues.

What would you authorize?

Scenario 2

Reports of a sexual assault have come to the attention of the shift supervisor. She dispatches a correctional officer to bring the offender to the supervisor's office for an interview. Upon arrival, the offender spits on the supervisor and tells her nothing happened and to leave her alone.

The offender shows sign of an assault but only a medical examination will corroborate the report. The offender refuses the exam and starts to assault correctional staff. The warden authorizes an invasive medical exam, but no medical staff are in the prison at the time.

An escorted trip to the hospital is authorized; you must authorize weapons, less lethal munitions, and personal protective equipment. The offender is a medium security level offender in for assault on a judge. She has been sentenced to 180 months.

What would you do?



Scenario 3

A high-security level offender, who is a material supporter of Al Qaeda, has fallen ill. Her roommate, also an Al Qaeda sympathizer, has reported the illness to the shift supervisor. She is vomiting, has a high fever, is pale, and has trouble walking. She has a 360-month sentence but has been a model offender while in custody (over 1 year).

She has been approved to go to the hospital after being checked by prison medical staff.

Because of her deteriorating condition, would you authorize weapons? Personal protective equipment? Less lethal munitions? Explain what and why.

Scenario 4

An offender is required to be in court in 30 minutes based on a judge's order. The offender is a highly sophisticated drug smuggler who has ties to terrorists and international gangs.

She is serving a life sentence but generally stays away from staff and other offenders. The judge indicates she must be produced for an ongoing trial and must not be restrained when she arrives. The judge indicates court security personnel will take the offender and guard her. Prison staff can come pick her up after the trial is over later that day.

What decisions would you make based on the judge's direction, and what weapons and other devices would you authorize?



Scenario for High-Risk Transport

Read the scenario. Develop an operation plan—a SMEAC plan based upon the scenario.

Offender Profile

High security, MAX custody, a Jordanian ISIS caliphate supporter who taught classes and imposed discipline in Syrian camps until her escape and recapture in the KSA. She is doing a life sentence for war crimes.

Jordan has requested repatriation to have the offender do their sentence in-country. In addition, the offender has become a human source for intelligence and is cooperating with military authorities in the receiving country. The offender has Type 1 Diabetes and is insulin dependent. She is also deaf and has been diagnosed with post-traumatic stress disorder. Medical accommodations will need to be considered.

Scenario

KSA has approved the transfer but also has recent, corroborated intelligence indicating ISIS wants to kill the offender. An ISIS high ranking official has put out an order to terminate the KSA offender on sight based on her cooperation with authorities.

Both countries have agreed to meet at the border and exchange custody from KSA to Jordan. The women's prison is located 650 miles from the Jordanian border and the trip is to take place in 3 days (use the day of instruction and the next 3 days for departure).

The Ministry of Justice has authorized the prison service to plan and coordinate the exchange, in conjunction with civil police, the KSA military, and Jordanian prison officials. An airlift has been dismissed due to costs and availability of aircraft on the day in question. Ground transportation is the only option.



Operation Plan

Develop an operation plan for transporting high-risk offenders using this worksheet.

Situation	
Offender(s)	
Law enforcement agencies	
Transport officers	



Mission



Execution	
Concept of operations	<i>Brief summary of transport plan:</i>
Subordinate tasks	<i>Tasks for each actor:</i>
Coordinating instructions	<i>Instructions that apply to two or more actors:</i>



Administration and Logistics

Information or instruction pertaining to meals, equipment, etc.:



Command and Signal

Instructions on communications, emergency signals, radio procedures, etc.:



Match Legitimate Use of Force to Offender Resistance

What Would You Do? Scenarios

Scenario 1

An offender is scheduled to be transported to a local hospital for an emergency appendectomy. The prison authorized 2 escorts per 8-hour shift to supervise the offender (for the duration of her stay).

The offender is a security risk based on her providing aid to local terrorist groups and a history of assaulting corrections officers. The offender also has family in the area.

Complete the following:

1. Is the staffing level sufficient? Explain.
2. Make recommendations if staffing is not sufficient.
3. Determine weapons (none, lethal, non-lethal, or both) you would authorize each escort to maintain.
4. Determine equipment (radios, phones, etc.) you would authorize.
5. Determine levels of restraints that would be used.
6. Determine any personal protective equipment you would recommend (vests, masks, etc.).

Inject 1:

The offender asks to use the restroom and requests she be unrestrained while doing so.

1. Would you restrain her in the first place? Explain.
2. Would you remove the restraints for her bathroom visit? Explain.
3. How does this situation affect your escorts and their authorized weapons?



Inject 2:

The offender breaks from her supervisor and runs for the exit door to the room.

1. What force is authorized under KSA prison rules?
2. What level of force (lethal, non-lethal, none) should be used?
3. Did you authorize the correct weapons/equipment in part #1 of the scenario? Explain.
4. What should the escorts do, based upon the escape attempt?



Scenario 2

An airlift has been scheduled for this morning, and a secure bus will transport 13 offenders to the local airport for removal via government airlift. Standard bus staffing will be utilized. The offenders are medium security with no security threat group background. Five of the 13 are foreign nationals who do not understand Arabic.

Complete the following:

1. What weapons (lethal and/or non-lethal) should you have?
2. What personal protective equipment should you wear or bring?
3. What ammunition/munitions should you have?
4. What restraints should you use?
5. How many vehicles should be used for the transport?

Inject 1:

Toward the end of the trip to the airport, two offenders begin arguing with each other, one in English and the other in Arabic. The tone and intensity are increasing until, upon arriving at the airlift, they begin fighting inside the locked bus cage.

What use of force is authorized in this type of incident? (lethal, non-lethal, none, staff entering the cage)

1. If lethal, what weapons will be used?
2. Did you authorize the appropriate lethal weapons in the scenario?
3. If less lethal, what type of munitions will be used?
4. Did you authorize the appropriate less lethal weapon in the scenario?
5. Did you authorize the weapons/munitions needed for the staff response?
6. Consider how the bus staff were aided or restricted in their response based on your weapons/equipment authorizations.
7. What should the staff do in this incident?



Scenario 3

Staff are on a routine secure bus run from one prison to another 100 miles away. The offender is medium security level doing a 25-year sentence for a large drug conspiracy. The offender is being transferred to a higher-level facility based on a security level increase.

Complete the following:

1. What staffing would you authorize?
2. What equipment would you authorize?
3. What weaponry would you authorize?
4. What personal protective equipment would you authorize?
5. How would you restrain the offender in the bus?

Inject 1:

During the ride, the offender is being very loud and yelling that she does not want to leave, and she will not go to the new prison. She has been spitting at staff through the cage and attempting to get out of the restraints. The other offenders are involved but only with low level comments toward staff. The primary offender is attempting to incite a riot and has removed the leg restraints and is working on the hand restraints.

1. What should staff do?
2. What level of force is authorized at this point, if any?

Inject 2:

Upon arrival at the destination prison, the offender refuses to exit the cage.

1. Based on your action in inject 1 and the new dynamic, what use of force options are available, and what would you authorize?
2. Explain use of force items you would use and why.



Scenario 4

Based on a secure van trip scheduled for tomorrow morning, an offender is placed in restrictive housing the night before to ensure no outside communication is possible. The offender is upset about the placement and is vocal and disruptive most of the night in the lockdown unit.

At 6 a.m., two staff try to get the offender to transport her to the processing area for the bus run. She initially refuses to be handcuffed, but after 20 minutes of counseling, she is handcuffed and removed from the cell. During the walk to the processing unit, she attempts to pull away multiple times and is placed on the wall to gain control. She is then placed in a holding cell to be searched and issued appropriate clothing for the van trip.

Inject:

The offender then refuses to be searched and to don the required clothing for transport. The van trip must take place, and you must get the offender on the road immediately to ensure arrival before dark.

1. What is your course of action?
2. Is force authorized. Explain.



Scenario 5

A high security offender needs to be brought, via secure van, to the local hospital for an x-ray on a potentially broken arm. The offender was involved in a fight and has facial lacerations, redness, and bruising.

This after-hours trip is considered an emergency, based on medical staff's determination that she needs immediate treatment that cannot be provided at the prison.

Inject 1:

You notice the offender is talking privately with another offender and the second offender walks off briskly as she sees you looking at her.

What weapons, less-lethal munitions, equipment, restraints, and personal protective equipment would you authorize for this trip?

1. How many escorts are needed?
2. How many vehicles would you recommend?
3. How many staff would you recommend?
4. Has the trip been compromised?
5. What would you do?

Inject 2:

At the hospital, the father of the offender shows up and looks around wildly for his daughter. He sees her and her wounds and becomes loud and agitated. He moves toward the offender and escort(s). The offender attempts to break free to meet her father. She is screaming: "They beat me; they beat me, Father; help me!"

This situation is causing a disturbance in the hospital entry area.

1. What would you do in this situation?
2. Is force authorized on the father? Arrest?
3. Would you use force on the offender? Describe and justify your actions.



1	Staff Presence	<ul style="list-style-type: none"> • No specific force is used • Considered a show of force through command presence • Desired way to resolve a situation • The presence of prison officers deters or diffuses the situation; staff attitudes should be professional and non-threatening <ul style="list-style-type: none"> – To establish a professional manner, officers must always be dressed professionally pressed, clean uniform, shined shoes – To establish a presence, officers should stand with feet firmly on the ground, hands above the waist. Maintain confidence—confidence is the most effective tool
2	Verbalization	<ul style="list-style-type: none"> • Force is not physical • Prison officers issue calm, non-threatening inquiries, such as “Where are you going?” or “What is happening here?” • Prison officers may increase the volume of their voice and shorten commands (“Stop” or “Don’t move”) to gain compliance • Warnings and direct orders can be used to gain offender compliance (“Stop or force will be used”)
3	Empty-handed control <i>No force equipment used</i>	<ul style="list-style-type: none"> • Prison officers physically control the offender • They can use grabs, holds, and joint locks to restrain or control an offender
4	Less-lethal force	<ul style="list-style-type: none"> • Prison officers use non-lethal tools to stop offender behavior and gain control of the offender • Prison officers may use a baton or shield to stop offender behavior and gain control of an offender • Prison officers may use pepper spray to stop offender behavior and gain control of an offender
5	Lethal force	<ul style="list-style-type: none"> • Prison services that are armed and prison officers properly trained to use firearms could consider the use of lethal force (firearms) to stop offender behavior to protect life. • However, use of firearms must be in compliance with national legislation and should be considered only in the following situations: <ul style="list-style-type: none"> – In self-defense – To stop grievous bodily harm or imminent death – Warning shot is delivered first • Use of lethal force should be considered only when all lesser force options have been exhausted • If time permits, the firearm should be displayed, and a verbal warning provided to the offender



Demonstrations and Practical Exercises: Applying Restraints (Facilitator Guide)

Demonstrate and explain each new skill before participants practice. Provide frequent breaks, knowledge checks, and feedback. Monitor participants closely for any safety issues. Assign one facilitator to work with each group. Within the group, participants will work in pairs. Use this guide as a checklist to make sure everything is covered.

DEMONSTRATION 1: HANDCUFFS (±30 MINUTES)

Equipment: Handcuffs, handcuff keys, flex cuffs, black box, skills assessment sheet

Role-play with another facilitator—one will be the offender and one will be the escort officer. Follow best practices of communicating with the offender by telling her what to do and what you are doing.

- Handcuff and un-handcuff the offender:
 - With her hands in front of her
 - With her hands behind her
 - In a prone position
 - In a standing position
 - In a kneeling position
 - Using flex cuffs
 - Who is resisting
 - Who is pregnant

- Explain how to control an offender:
 - Who resists during application of handcuffs
 - Who escapes while partially restrained

- Discuss:
 - Issues that arise such as key-hole positions
 - Positioning by staff during application
 - How to secure disruptive offenders with 2 staff members
 - How lethal an offender can be when only one hand is handcuffed
 - Pros and cons of handcuffing offender with her hands in front of her vs behind her

- Ask for questions participants may have before moving on to the practical exercise



EXERCISE 1: HANDCUFFS (1 HOUR)

Directions:

1. Have participants break into their groups.
2. Then have participants work in pairs.
3. Assign a facilitator to each group.
4. One participant will roleplay the offender; the other will roleplay the transport officer.
5. Participants will switch roles.
6. Closely monitor participants for any safety issues.
7. Ensure that all participants engage in the activity.
8. Participants will continue practicing until they perform the handcuffing smoothly and confidently.
9. Provide frequent constructive feedback.

Participants will practice the following:

- Handcuff and un-handcuff the offender:
 - With her hands in front of her
 - With her hands behind her
 - In a prone position
 - In a standing position
 - In a kneeling position
 - Using flex cuffs
 - Who is resisting
 - Who is pregnant

Provide feedback to participants and ask for feedback and questions.



DEMONSTRATION 2: LEG RESTRAINTS (±20 MINUTES)

Equipment: Leg restraints, restraint key, handcuffs, handcuff key, skills assessment sheet

Role-play with another facilitator—one will be the offender and one will be the escort officer. Follow best practices of communicating with the offender by telling her what to do and what you are doing.

- Apply and remove leg restraints
- Discuss positioning of both the offender and transport officer or officers
- Apply both leg restraints and handcuffs, demonstrating which to apply first and explaining why
- Remove both leg restraints and handcuffs, demonstrating which to remove first and explaining why

EXERCISE 2: LEG RESTRAINTS (1 HOUR)

Directions:

1. Have participants break into their groups.
2. Then have participants work in pairs.
3. Assign a facilitator to each group.
4. One participant will roleplay the offender; the other will roleplay the transport officer.
5. Participants will switch roles.
6. Closely monitor participants for any safety issues.
7. Ensure that all participants engage in the activity.
8. Participants will continue practicing until they perform applying and removing leg restraints smoothly and confidently.
9. Provide frequent constructive feedback.

Participants will practice the following:

- Apply leg restraints
- Remove leg restraints
- Apply leg restraints and handcuffs in the proper order
- Remove leg restraints and handcuffs in the proper order

Provide feedback to participants and ask for feedback and questions.



DEMONSTRATION 3: WAIST RESTRAINTS (±20 MINUTES)

Equipment: Waist restraints, waist restraint key, leg restraints, leg restraint key, handcuffs, handcuff key, skills assessment sheet

Role-play with another facilitator—one will be the offender and one will be the escort officer. Follow best practices of communicating with the offender by telling her what to do and what you are doing.

- Apply and remove waist restraints
- Discuss positioning of both the offender and transport officer or officers
- Apply handcuffs, leg restraints, and waist restraints, demonstrating which to apply first and explaining why
- Remove handcuffs, leg restraints, and waist restraints, demonstrating which to remove first and explaining why
- Explain why we use the waist chain with cuffs in front—in front allows the offender to sign documents and to read documents if going to court or a disciplinary hearing. With the waist chain, the offenders still have limited arm movement but can do other things, as needed.
- Discuss running the waist chain through belt loops, if available, and adding a padlock

Exercise 3: Waist Restraints (1 hour)

Directions:

1. Have participants break into their groups.
2. Then have participants work in pairs.
3. Assign a facilitator to each group.
4. One participant will roleplay the offender; the other will roleplay the transport officer.
5. Participants will switch roles.
6. Closely monitor participants for any safety issues.
7. Ensure that all participants engage in the activity.
8. Participants will continue practicing until they perform applying and removing waist restraints smoothly and confidently.
9. Provide frequent constructive feedback.

Participants will practice the following:

- Apply waist restraints
- Remove waist restraints
- Apply waist restraints, leg restraints, and handcuffs in the proper order
- Remove waist restraints, leg restraints, and handcuffs in the proper order

Provide feedback to participants and ask for feedback and questions.



DEMONSTRATION 4: FOUR-POINT RESTRAINTS (±20 MINUTES)

Equipment: Soft restraints, restraint key, hard restraints, bed, mattress, skills assessment sheet

Role-play with two other facilitators—one will be the offender and two will be the corrections officers. Follow best practices of communicating with the offender by telling her what to do and what you are doing. Note that escorting officers will not use this type of restraints; however, they may encounter the four-point restraints on a violent or aggressive offender they need to escort.

- Apply and remove 4-point soft restraints, securing a bed frame and mattress
- Apply and remove 4-point hard restraints
- Explain what you are doing and why

Exercise 4: Four-Point Restraints (1 hour)

Directions:

1. Have participants break into their groups.
2. Then have participants work in threes.
3. Assign a facilitator to each group.
4. One participant will roleplay the offender; the other two will roleplay the corrections officer.
5. Participants will switch roles.
6. Closely monitor participants for any safety issues.
7. Ensure that all participants engage in the activity.
8. Provide frequent constructive feedback.

Participants will practice the following:

- Apply soft four-point restraints securing an offender to a bed frame and mattress
- Remove soft four-point restraints
- Apply hard four-point restraints securing an offender to a bed frame and mattress
- Remove hard four-point restraints

Provide feedback to participants and ask for feedback and questions.



DEMONSTRATION 5: ESCORTING RESTRAINED OFFENDER (±20 MINUTES)

Equipment: Handcuffs, handcuff key, black box, leg restraints, leg restraint key, waist restraints, waist restraint key, skills assessment sheet

Role-play with another facilitator—one will be the offender and one will be the escort officer. Follow best practices of communicating with the offender by telling her what to do and what you are doing.

- Safely escort offender in leg and waist restraints and handcuffs
- Explain what you are doing and why

Exercise 5: Escorting Restrained Offender (1 hour)

Directions:

1. Have participants break into their groups.
2. Then have participants work in pairs.
3. Assign a facilitator to each group.
4. One participant will roleplay the offender; the other will roleplay the transport officer.
5. Participants will switch roles.
6. Closely monitor participants for any safety issues.
7. Ensure that all participants engage in the activity.
8. Participants will continue practicing until they perform applying four-point restraints smoothly and confidently.
9. Provide frequent constructive feedback.

Participants will practice the following:

- Safely escorting offender in leg and waist restraints and handcuffs

Provide feedback to participants and ask for feedback and questions.



Practical Exercise Checklists For Use of Force

Handcuffing a Single, Compliant Offender

Offenders are generally secured from a position on a wall, from the ground, or through a food slot from a contained cell (housing unit or holding cell). Restraints may be used to prevent an escape, particularly when escorting offenders outside the prison. They should be applied for no longer than is necessary to address the risk and should never be applied as a punishment.

Always consider the following

- Remember that handcuffs can be used as a weapon
- Keep the handcuffs closed at all times
- Keep your thumb out of the way of the armbar
- Double lock the handcuffs after applying them

When using a wall or the ground—

- Place the offender on the wall/ground, keeping his chest close to the wall or on the ground
- Bring his arms behind his back with his palms out and thumbs up as quickly as possible
- Have him spread his feet and lean forward to put him off balance
- Place your leg in between his spread legs for control purposes, using a balanced position; your body should be at a 45 degree angle to his outside shoulder
- Apply one handcuff to his wrist (to the area in between the wrist and arm bone)
- Ensure you have full control of the unused handcuff—you can grab the pinkies for additional control, if needed
- Secure the second wrist and double lock the handcuffs, check to ensure they are snug but not cutting off the circulation (one finger should fit in between the cuffs and the offender's hand)
- Initiate a full body search (after the hands are secure and offender is still slightly off balance)
- Escort the offender by controlling an arm, not the handcuff chain—do not allow the offender to proceed uncontrolled



From inside a cell—

- View the interior of the cell and the general mood and actions of the offender
- Open the food slot
- Order the offender to back up and place both his hands (palms out, thumbs up) in the food slot
- Secure hand #1 and ensure control of the unused handcuff
- Secure hand #2 and maintain control of the handcuffs by the middle section of the device
- Double lock the handcuffs
- Crack the door open slowly and secure the offender by his arm while releasing the handcuffs
- Maintain control



Empty-Hand Techniques (Level 3)

The body has pressure-sensitive areas that can cause pain or become distractors when triggered and thus can be used when attempting to have an aggressive offender comply. Using pressure and strikes are two ways to activate pressure-sensitive areas.

Always keep the following in mind when using these techniques:

- Do not use pressure points on a passively resisting offender (a offender who is not complying with an officer's orders but is showing no physical indication of resistance)
- Always give verbal commands to all offenders, including actively resisting offenders
- If you apply pressure points, be specific in what the offender has to do—e.g., "put your hands behind your back"
- Once the offender quits actively resisting, relieve the pressure immediately

PRESSURE POINTS

Mandibular Nerve—behind the ear

- With a thumb or knuckle, apply pressure just behind the ear on the back of the jaw
- Apply the pressure slightly toward the neck and then forward at a direction toward the opposite eye

Infraorbital Nerve—under the nose

- Using a ridge-hand, apply pressure just under the nose inward and upward at a 45 degree angle
- Warning: Any pressure point activation near the mouth requires extreme caution that the offender does not bite
- Can be used as a form of pain compliance but is also directional and can be used to force a offender to stand up when he is actively resisting

Hypoglossal Nerve—under the jaw

- Using your fingers on a strong spear-hand, roll your fingers past the lower jaw and then angle the pressure upward toward the top of the head
- This technique can be used for pain compliance but is also directional and can be used to get an actively resistant offender to stand up when he otherwise refuses

Brachial Plexus Clavicle Notch—collar bone

- Place thumb or two fingers between the collar bone and the trapezius muscle near the neck
- Now apply pressure downward toward the offender's opposite rear pocket



STRIKE TARGETS

Radial Nerve—forearm

- Strike this point with a hammer fist to the actively resisting offender midway up the arm toward the elbow
- This technique can be effective when the actively resisting offender is holding onto an object or holding onto a correctional officer's wrist

Common Peroneal Nerve—side of leg

- Strike the actively resisting offender on the side of the leg between the hip and the knee with your knee or shin
- Striking the common peroneal nerve will not only cause pain but will work as a distractor to allow you to initiate a control hold or a take down
- This strike will often result in the resistive offender losing control of his leg, causing him to go to the ground
- If you are under attack by an aggressive offender, you can initiate a shin kick to the attacker's common peroneal, which may also cause him to go to the ground

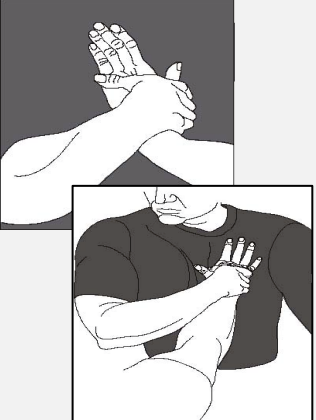
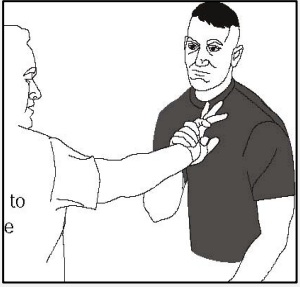
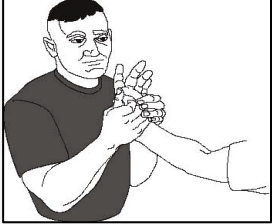


Brachial Plexus Nerve—side of neck

- Strike with the back of the forearm, front of the forearm, or heel of the palm to the side of the neck of the actively resisting offender
- A good situation for using this technique is when an aggressive offender has a hold of another officer or offender
- Striking the brachial plexus is a distractor and may cause the aggressive offender to become disoriented or even temporarily lose consciousness



Joint Locks

Compliance Techniques and Joint Manipulation

<p>1</p>	<p>Basic Wristlock</p> <ul style="list-style-type: none"> Use right hand to grab offender's left hand by placing thumb on back of offender's hand so offender's knuckles are facing left Hook your fingers across fleshy part of offender's palm below thumb Use fingers to anchor hand so leverage can be applied to twist and bend joint Exert downward pressure with thumb to bend offender's joint Rotate offender's hand to the right to twist the joint Step into the offender to keep offender's hand close to your body to control and provide more leverage on wristlock When using left hand, grab offender's hand so that officer's knuckles are facing right and rotate and twist offender's hand to left 	
<p>2</p>	<p>Reverse Wristlock</p> <ul style="list-style-type: none"> Place right palm on back of offender's right hand and wrap fingers across fleshy part of palm below little finger Twist offender's hand to the right with their thumb pointing down while stepping in to place offender's hand against his chest Apply downward pressure on the offender's hand against chest Leave offender's hand on the chest to fully control subject and to gain leverage Lean forward to use body weight to add additional pressure to the joint Use left hand to further control offender 	
<p>3</p>	<p>Two-Handed Wristlock</p> <ul style="list-style-type: none"> Place both thumbs on back of the offender's hand, thumbs crossed Hook fingers of both hands around fleshy part of offender's palm on both sides of hand Step into offender and apply downward pressure on back of offender's hand to bend joint and rotate offender's wrist away from the body to twist joint 	
<p>4</p>	<p>Come-Along Holds (Escort Position)</p> <ul style="list-style-type: none"> Face offender in escort position Use left foot to step forward at 45-degree angle Turn to face right side of offender Use right hand to firmly grasp offender's right wrist Use left hand to firmly grasp offender's right triceps Position offender's controlled arm diagonally across torso, keeping wrist against right hip Stand to the right of and behind offender 	
<p>5</p>	<p>Wristlock Come-Along</p> <ul style="list-style-type: none"> Use left hand to execute basic wristlock Incorporate right hand in a two-handed wristlock for more control Maintain pressure on offender's wrist with right hand, step forward, and pivot around to stand next to offender Release left hand, quickly reach under offender's arm from behind, and grab offender's hand Use both hands and apply downward pressure on the top of the offender's knuckles 	



Less-lethal weapons - Level 4 (TASERs and chemical agents)

Note: The ultimate purpose of less-lethal weapons is to successfully disorient, distract, and incapacitate the threat, which will allow corrections officers to safely control the offender with little or no injury to all involved. The less-lethal technology options currently approved for use in the corrections industry in the United States include conducted-energy devices (TASERs), chemical agents, impact and blunt force tools, and diversion and distraction devices.

Conducted Energy Devices

- Conducted energy devices, commonly referred to as stun guns, are a less-lethal option used to incapacitate a offender by causing involuntary muscle contractions
- Conducted energy devices, such as the TASER, generate electricity through two barbed probes ejected from a compressed nitrogen cartridge
- The electricity travels along the thin wires attached to the ejected probes and into the body, causing muscle contractions and impairment of motor function
- Conducted energy devices are effective tools for compliance even from up to 15 feet away from the offender

Oleoresin Capsicum Spray (Pepper Spray)

- Correctional experts report pepper spray to be one of the most effective and safe options for physical force against offenders, with no lasting effects
- Oleoresin capsicum is the active ingredient agent in pepper spray. It is made from the same chemical that makes a chili pepper hot but at much higher concentrations. The chemical is diluted with water, glycol, and propellants, such as nitrogen, to conform to the legal requirements for law enforcement use
- The spray causes a temporary loss of vision, and the eyes clamp shut as a result of dilated capillaries
- The offender will typically drop to his knees and experience feelings of panic
- These effects of pepper spray can last up to 45 minutes

Diversion/Distracton Devices

- Noise flash diversionary devices also called stun-munitions are capable of producing a thunderous sound in excess of 180-185dB
- These devices are an option for high-threat scenarios either in common dayrooms or prison yards
- Noise flash diversionary devices can be divided into two categories: light-/sound-producing and chemical or ejecting
- Known as *flash-bang*, these devices are designed to produce dramatic pyrotechnics and thundering sound with the intention of providing a brief distraction without causing permanent injury
- The flash-bang device can provide just enough time for the response team to move in quickly and take advantage of the opportunity created



Critical Incident Scenario

Read the short scenario below.

Officer Hahn was assigned to transport an offender to a medical appointment to be seen by a dentist. Because of the security level of the offender, the trip was to have 2 escorting officers. Officer Jones fell ill at the last minute, so the trip was amended by the shift supervisor to 1 escort. The trip had been scheduled for months and could not be rescheduled. Because only 1 escort was on the trip, weapons were not taken.

The dentist kept offenders hidden from his other patients, so he insisted that the transport vehicle drive to the back of his office building, contradicting the current procedures in place at that time. Officer Hahn had to bring the offender in through the back door. Officer Hahn pulled into the parking lot at the back of the building and parked the vehicle near the door. Officer Hahn was to call in and advise the prison of his arrival but forgot to accomplish the requirement.

As he was removing the offender from the transport vehicle, Officer Hahn was approached by two men who held him at gunpoint. He was forced to remove the offender's handcuffs. The two men then handcuffed Officer Hahn to the steering wheel and took his radio, phone, and keys. They drove off with the offender after closing all the doors and windows in the escort vehicle. A building security officer discovered Officer Hahn inside the locked vehicle about 20 minutes later.

Upon release, Officer Hahn notified the prison of the escape. However, 25 minutes had elapsed since the event occurred.



Facilitator Guide for Offender Transportation and Escort Capstone

Hand out the Capstone Scenario (Participant Handout). Note: For ease of explanation, participants have the injects included in their handout. Become familiar with Participant Handout before class. Facilitator guidance is included in the tables. Injects and group assignments are outside tables. Injects are in blue font, italicized, and indented. Group assignments and time allotted for each assignment follow the injects.

SCENARIO

An offender who seriously assaulted a correctional worker is currently in lockdown status pending a transfer to another facility. The offender is foreign with ties to an international terrorist group. She assaulted a staff member with a weapon and took her hostage, surrendering only after a lengthy negotiation. The staff member is in the hospital in critical care.

The offender was able to communicate with outside persons by cell phone during the hostage taking, which occurred in a case worker's office. The number of people she spoke with or who those people are is unknown.

1. Refer participants to **Inject 1**.
2. Provide the name of another prison so that participants can determine primary and secondary routes.
3. Tell participants: Adverse weather is expected.



INJECT 1

A request for immediate transfer has been made to ensure that local staff do not retaliate against the offender. The approving authority has authorized a trip to another prison, which is approximately 275 miles away. The move must be initiated tomorrow morning



ASSIGNMENT 1 (30 minutes)

Describe in detail what pre-operational activity should be undertaken for this transport.

1. After 30 minutes, REGROUP. (Expected time for regroup/debrief: 30 minutes)
2. HAVE one participant group present its response.
3. ASK other groups to add to the group's response or to ask questions.
4. Participants are expected to have included the following in their pre-operational activity. If something is missing, ASK probing questions to get the correct answer and give groups time to add the missing information. (To help ensure that all of the following information has been listed, check off each item as it is discussed by the groups.)
 - Place the offender in SHU under direct 24-hour video surveillance, potentially with supervisors providing coverage.
 - Allow no communication to or from the offender.
 - Re-classify to HIGH security and highest custody level (MAX or equivalent) for transport.
 - Obtain intelligence updates from internal and external stakeholders.
 - Have offender medically examined and written documentation provided before trip is initiated.
 - Get a Trip Authorization completed so the move is authorized.
 - Package offender's personal property and secure for criminal investigation (evidence until released).
 - Secure the crime scene (teaching point) until processed and released by law enforcement.
 - Determine the number and type of escort/transport vehicles to be used (ensure escort staffing matches security needs/security level/custody classification).
 - Determine the number of escorts and rank of escorts (officers, supervisors, tactical staff, etc.).
 - Determine numbers and types of weapons/PPE/equipment and restraints (remember extra camera/batteries).
 - Ensure prison staff has uninterrupted video surveillance from SHU until arrival at the new prison facility.
 - Coordinate with outside law enforcement for trip security, if needed. (Offender made phone calls, assume trip is high risk.)
 - Determine communication needs, to include emergency contact numbers (internally and externally).
 - Conduct vehicle pre-inspection(s).
 - Search offender, vehicle, clothing, etc.

1. Refer participants to **Inject 2**.
2. Deliver orally to participants: **Poor weather is expected to continue**. (Inject applicable weather issues.)



INJECT 2

The trip is planned for a 6 a.m. departure. Adverse weather is expected for the entire trip. Outside law enforcement has contacted the warden and advised back channel intelligence indicates an escape may be attempted with outside armed assistance.

ASSIGNMENT 2 (20 minutes)

1. Reassess your current security determinations and explain what adjustments need to be made.
2. Would you open a Command Center to coordinate the movement?
3. If so, how would you staff the center?

1. After 20 minutes, REGROUP. (Expected time for regroup/debrief: 20 minutes)
2. HAVE one participant group present its response. (Choose a group other than the one that responded to the first inject.)
3. ASK other groups to add to the group's response or to ask questions.
4. Participants are expected to have included the following in their reassessment activity. If something is missing, ASK probing questions to get the correct answer and give groups time to add the missing information.
5. To help ensure that all of the following information has been listed, check off each item as it is discussed by the groups.
 - Define a primary and secondary route to the new prison or transport by airlift.
 - Advise all outside and inside stakeholders.
 - Make security adjustments. (Be specific.)

Facilitator Follow-Up Questions:

1. How did you determine the mode of transport and why (bus vs. van vs. airlift, with or without chase cars)?
2. Did you consider food/bathroom stops? How would you accomplish that?
3. What about watch calls? Communication needs (satellite phones, cellular coverage, radio ranges, interfaces for outside law enforcement or military contact via radio directly)? Meals?
4. How do you identify the offender leaving the prison?

1. Refer participants to **Inject 3**.
2. Explain and direct participant groups to the following:
 - For groups that chose bus transportation, go to inject 4.
 - For groups that chose van transportation, go to inject 5.
 - For groups that chose airlift transportation, go to inject 6.



! INJECT 3

Varies

ASSIGNMENT 3

- For groups that chose bus transportation, go to inject 4.
- For groups that chose van transportation, go to inject 5.
- For groups that chose airlift transportation, go to inject 6.

! INJECT 4

Only for groups that selected Bus Transportation

ASSIGNMENT 4 (20 minutes)

1. Describe the operational procedures you must enact to get the trip on the road by the designated time.
2. Determine staffing levels, staff placement inside the vehicle, video camera placement, how to feed staff and the offender, etc.
3. After handing over the offender, what paperwork must be provided to the receiving prison staff?
4. What paperwork do you receive in return from them?
5. Do you have staff with the appropriate driver's licensure?
6. How many licensed drivers will be needed?
7. How would you brief the receiving supervisor (assaultive behavior toward staff)?

! INJECT 5

Only for groups that selected Van Transportation

ASSIGNMENT 5 (20 minutes)

1. Describe the operational procedures you must enact to get the trip on the road by the designated time.
2. Determine the staffing levels, staff placement inside the vehicle, video camera placement, how to feed staff and the offender, restroom breaks while in route, etc.
3. After handing over the offender, what paperwork must be provided to the receiving prison staff?
4. What paperwork do you receive in return from them?
5. How would you brief the receiving supervisor (assaultive behavior toward staff)?



INJECT 6

Only for groups that selected Airlift Transportation

ASSIGNMENT 6 (20 minutes)

1. Describe the operational procedures you must enact to get the trip on the road by the designated time.
2. Determine the staffing levels for the transporting vehicle and any support vehicles (if applicable), staff placement inside the vehicle, and video camera placement.
3. Describe how to get to the airlift facility, outside coordination with airlift authorities, and handing over of the offender.
4. What paperwork must be provided to the airlift staff?
5. What paperwork do you receive in return?
6. How would you brief the airlift supervisor (assaultive behavior toward staff)?

1. After 20 minutes, REGROUP. (Expected time for regroup/debrief: 20 minutes)
2. Time may be limited, so call upon one group for the first question, the second group for the second question, and so on.
3. MAKE sure none of the groups have any questions on their assignment before moving on to the last inject.

Refer all groups to **Inject 7**.



INJECT 7

You have successfully delivered the offender to the appropriate location

ASSIGNMENT 7 (15 minutes)

1. What actions must be accomplished at this point?
2. Describe all processes in order to complete the escorted trip.

1. After 15 minutes, REGROUP.
2. Ensure that the participants address the following:
 - Paperwork received from the prison/airlift.
 - Will they overnight or drive back? They must refuel if non-airlift transport, get meals from the prison for staff (if driving).
 - How are the videotapes handled upon return (as evidence)?
 - Ensure vehicle logs are completed and turned into the garage.
 - Notifications of arrival and subsequent departure are made to the appropriate officials.
 - Closing of Command Center (if utilized).
 - Weapons and equipment returned and accounted for.
 - After action review if anything went wrong or needs to be corrected.



Participant Guide for Offender Transportation and Escort Capstone

Work in your small groups. Wait for facilitators to guide you to each inject.

Scenario

An offender who seriously assaulted a correctional worker is currently in lockdown status pending a transfer to another facility. The offender is foreign with ties to an international terrorist group. She assaulted a staff member with a weapon and took her hostage, surrendering only after a lengthy negotiation. The staff member is in the hospital under critical care.

The offender was able to communicate with outside persons by cell phone during the hostage taking, which occurred in a case worker's office. The number of people she spoke with or who those people are is unknown.



INJECT 1

A request for immediate transfer has been made to ensure that local staff do not retaliate against the offender. The approving authority has authorized a trip to another prison, which is approximately 275 miles away. The move must be initiated tomorrow morning

ASSIGNMENT 1 (30 minutes)

Describe in detail what pre-operational activity should be undertaken for this transport.



INJECT 2

The trip is planned for a 6 a.m. departure. Adverse weather is expected for the entire trip. Outside law enforcement has contacted the warden and advised back channel intelligence indicates an escape may be attempted with outside armed assistance.

ASSIGNMENT 2 (20 minutes)

1. Reassess your current security determinations and explain what adjustments need to be made.
2. Would you open a Command Center to coordinate the movement?
3. If so, how would you staff the center?



INJECT 3

Varies

ASSIGNMENT 3

- For groups that chose bus transportation, go to inject 4.
- For groups that chose van transportation, go to inject 5.
- For groups that chose airlift transportation, go to inject 6.



INJECT 4

Only for groups that selected Bus Transportation

ASSIGNMENT 4 (20 minutes)

1. Describe the operational procedures you must enact to get the trip on the road by the designated time.
2. Determine staffing levels, staff placement inside the vehicle, video camera placement, how to feed staff and the offender, etc.
3. After handing over the offender, what paperwork must be provided to the receiving prison staff?
4. What paperwork do you receive in return from them?
5. Do you have staff with the appropriate driver's licensure?
6. How many licensed drivers will be needed?
7. How would you brief the receiving supervisor (assaultive behavior toward staff)?



INJECT 5

Only for groups that selected Van Transportation

ASSIGNMENT 5 (20 minutes)

1. Describe the operational procedures you must enact to get the trip on the road by the designated time.
2. Determine the staffing levels, staff placement inside the vehicle, video camera placement, how to feed staff and the offender, restroom breaks while in route, etc.
3. After handing over of the offender, what paperwork must be provided to the receiving prison staff?
4. What paperwork do you receive in return from them?
5. How would you brief the receiving supervisor (assaultive behavior toward staff)?



INJECT 6

Only for groups that selected Airlift Transportation

ASSIGNMENT 6 (20 minutes)

1. Describe the operational procedures you must enact to get the trip on the road by the designated time.
2. Determine the staffing levels for the transporting vehicle and any support vehicles (if applicable), staff placement inside the vehicle, and video camera placement.
3. Describe how to get to the airlift facility, outside coordination with airlift authorities, and handing over of the offender.
4. What paperwork must be provided to the airlift staff?
5. What paperwork do you receive in return?
6. How would you brief the airlift supervisor (assaultive behavior toward staff)?

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!