

# ADVANCED Offender Transportation & Escort

## Participant Guide دليل المتدرب



مركز تدريب وتطوير القدرات النسائي في  
المملكة العربية السعودية

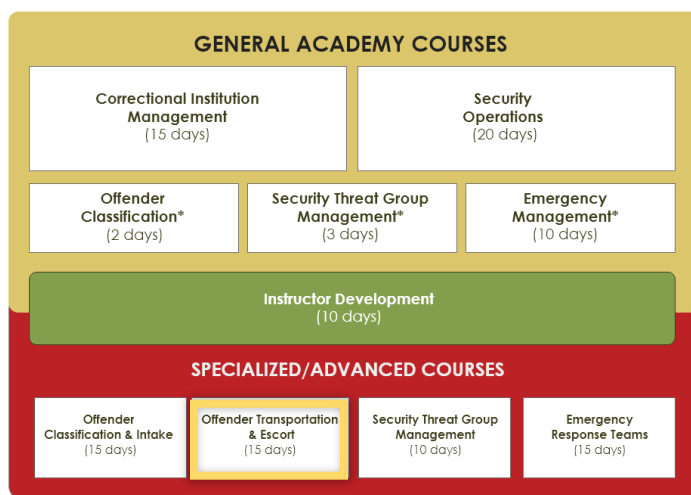
Kingdom of Saudi Arabia  
Female Training Center

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

## 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><b>1 Overview of Offender Transportation</b>  <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"> <li>▪ Identify three events that require an escorted trip into the community</li> <li>▪ Describe the differences between emergency and non-emergency transports</li> <li>▪ Compare and contrast policies and procedures for escorted trips</li> <li>▪ Describe the risks of transporting offenders</li> <li>▪ Describe best practices for mitigating the risks</li> </ul>	1
<p><b>2 Pre-Operational Planning</b>  <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"> <li>▪ Explain the need for clear, concise, and accurate movement policy and operational procedures.</li> <li>▪ Explain 6 steps to take when conducting a records review.</li> <li>▪ Describe the steps that should be taken when conducting a classification review.</li> <li>▪ Describe the trip authorization process.</li> <li>▪ Explain post orders and emergency procedures that should be followed.</li> <li>▪ Describe the coordination and communication process.</li> <li>▪ Complete a pre-operational plan.</li> </ul>	2
<p><b>3 Operational Delivery (Searches, Vehicle Maintenance, Inspection)</b>  <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"> <li>▪ Identify emergency equipment needed for an offender-escorted trip based on the security level of the offender and the destination threat profile.</li> <li>▪ Demonstrate a thorough search of an offender, including offender clothing.</li> <li>▪ Demonstrate a thorough search of an escort vehicle.</li> <li>▪ Demonstrate a thorough search of holding cells.</li> <li>▪ Identify all common items to be inspected during a pre-trip vehicle inspection.</li> <li>▪ Describe best practices for mitigating risk during offender escort.</li> <li>▪ Compare and contrast a normal offender escorted trip vs. a high-risk offender trip.</li> </ul>	2
<p><b>4 Physical Techniques</b>  <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"> <li>▪ Differentiate between external and internal classification systems</li> <li>▪ Using scenarios, explain levels of force appropriate to the situation at hand</li> <li>▪ Demonstrate proper selection and application of restraints</li> <li>▪ Describe the benefits of less lethal munitions</li> <li>▪ Demonstrate assigned defensive tactics</li> <li>▪ Demonstrate internal and external escort techniques</li> </ul>	2-3

<p><b>5 Post Operational Activities</b>  <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"> <li>▪ Identify disciplines that need to be involved in after-action reviews</li> <li>▪ Identify public law, prison policy or procedures, and current practices that need to be accessed</li> <li>▪ Describe accountability procedures</li> <li>▪ Describe steps taken for an after-action report</li> </ul>	<p>2</p>
<p><b>6 Capstone</b>  <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"> <li>▪ Demonstrate proficiency in progressively more complex scenarios for transporting offenders</li> <li>▪ Conduct after-action reports on assigned scenario</li> </ul>	<p>1</p>
<p><b>10 Teach Backs</b>            Examine what makes training effective while practicing instructional skills.</p>	<ul style="list-style-type: none"> <li>▪ Integrating learning of classification practices into facilitating</li> <li>▪ Practice delivering classification lesson</li> <li>▪ Provide peer evaluation and feedback of facilitation</li> </ul>	<p>4-5</p>

## COURSE AGENDA

### Week 1

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
Intro/Pre-Test <b>Overview of Offender Transportation</b>	<b>Pre-Operational Planning</b>	<b>Pre-Operational Planning</b>	<b>Operational Delivery</b>	<b>Operational Delivery</b>
<b>MORNING BREAK (30 min)</b>				
<i>Continued</i>	<i>Continued</i>	<i>Continued</i>	<i>Continued</i>	<i>Continued</i>
<b>TEA BREAK (15 min)</b>				
<i>Continued</i>	<i>Continued</i>	<i>Continued</i>	<i>Continued</i>	<i>Continued</i>

### Week 2

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
<b>Escort Techniques</b>	<b>Escort Techniques</b>	<b>Escort Techniques</b>	<b>Post Operational Activities</b>	<b>Capstone</b>
<b>MORNING BREAK (30 min)</b>				
<i>Continued</i>	<i>Continued</i>	<i>Continued</i>	<i>Continued</i>	<i>Continued</i>
<b>TEA BREAK (15 min)</b>				
<i>Continued</i>	<i>Continued</i>	<i>Continued</i>	<i>Continued</i>	<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
<b>MORNING BREAK (30 min)</b>				
<i>Continued</i>	<i>Continued</i>	<i>Continued</i>	<i>Continued</i>	<i>Continued</i>
<b>TEA BREAK (15 min)</b>				
<i>Continued</i>	<i>Continued</i>	<i>Continued</i>	<i>Continued</i>	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		
<b>Bureau of Experts at the Council of Ministers</b>	Receives executive orders from the King directly and processes them	<ul style="list-style-type: none"> <li>▪ <a href="https://www.boe.gov.sa">https://www.boe.gov.sa</a></li> <li>▪ <a href="#">Imprisonment and detention</a></li> </ul>
<b>National Center for Archives</b>	Directory of documents and archives	▪ <a href="http://ncar.gov.sa">http://ncar.gov.sa</a>
(Placeholder)		▪
(Placeholder)		▪
INSTITUTIONAL POLICIES & PROCEDURES		
<b>General Directorate of Prisons</b>		▪ <a href="#">GDP website</a>
(Placeholder)		
(Placeholder)		

INTERNATIONAL STANDARDS	
Relevant Resource	Organization/Short Name
United Nations Office of Drugs and Crime (UNODC)	<a href="https://www.unodc.org">https://www.unodc.org</a>
<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>	<a href="#">The Mandela Rules</a>
<i>The United Nations Rules for the Treatment of Women Prisoners and Non-custodial Measures for Women Offenders</i>	<a href="#">The Bangkok Rules</a>

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

## KEY TERMS & CONCEPTS

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

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

# 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

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## 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.

### NOTES

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# 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?



## 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.

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## Escorted Trips رحلات مرافقة السجناء

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### NOTES

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### 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.

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## 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



TRANSPORT  
OVERVIEW WS

Work in groups



Share response



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"> <li>Flipchart</li> <li>Markers</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work in small groups.</li> <li>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.]</li> <li>3. Be prepared to share with the class.</li> </ol>

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## 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?

## Where Do You Go?

Discuss your responses

**REGROUP**

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

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.

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Emergency Trips  
versus  
Non-emergency Trips

مرافقة السجناء في حالات الطوارئ  
وغير حالات الطوارئ

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### 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)

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## 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

- Flipchart
- Markers

Steps

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.

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Regroup Exercise

REGROUP

Emergency or non-emergency?

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



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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.

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# Risks أشكال الخطورة

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### 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



#### 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.

#### NOTES

Blank lined area for notes.



## 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"> <li>• Flipchart</li> <li>• Markers</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work in small groups.</li> <li>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.</li> <li>3. Think of vulnerabilities/threats posed by destination staff, facility, infrastructure, and environment.</li> <li>4. Be prepared to share with the class.</li> </ol>

### NOTES

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### 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.

#### NOTES

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Mitigating the Risks  
التخفيف والحد من المخاطر

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## 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.

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### Mitigation Best Practices

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



#### **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.

#### **NOTES**

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## 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



### 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

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## 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.

### NOTES

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## 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.

### NOTES

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### Equipment

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



#### 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.

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## 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.

### NOTES

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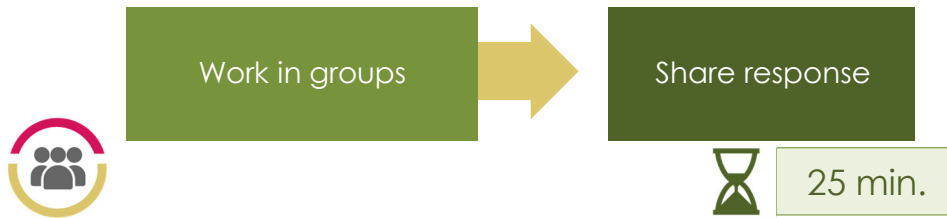


## Mitigating the Risks

### 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.*



### 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"> <li>• Flipchart</li> <li>• Markers</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work in small groups.</li> <li>2. Refer to the earlier exercise: Potential Threats during a Transport in the KSA.</li> <li>3. Groups will determine mitigation measures for the threats another group listed in the previous exercise.</li> <li>4. The facilitator will provide assignments.</li> <li>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.</li> <li>6. Be prepared to share with the class.</li> </ol>

### NOTES

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## 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.

### NOTES

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## 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.



## 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"> <li>• Flipchart</li> <li>• Markers</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work in small groups.</li> <li>2. Read the Worksheet: Case Study.</li> <li>3. Identify failures that led to the escape.</li> <li>4. Determine steps that you would have taken to ensure a safe, secure transport.</li> <li>5. Add any policies, procedures, or post orders that you think should be in place.</li> <li>6. Be prepared to share with the class.</li> </ol>

### NOTES

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### 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.

## Regroup Exercise

### REGROUP



#### What went wrong?

- Procedures
- Policies
- Equipment
- Situational awareness
- Training



### 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.

### NOTES

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## 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.

### NOTES

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# 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)

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### 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



#### 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.

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### 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.

#### NOTES

Horizontal lines for taking notes.



### Policies and Procedures

Good policies are:

- Specific
- Exhaustive
- Subject to limited lifespans



#### 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.

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### 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



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"><li>• Flipchart</li><li>• Markers</li></ul>
Steps	<ol style="list-style-type: none"><li>1. Work in small groups.</li><li>2. List all KSA procedural guidelines applicable to escorted trips.</li><li>3. List how you prepare for an escorted trip into the community.</li><li>4. Identify any gaps between the procedural guidelines and current practice.</li><li>5. Be prepared to share with the class.</li></ol>

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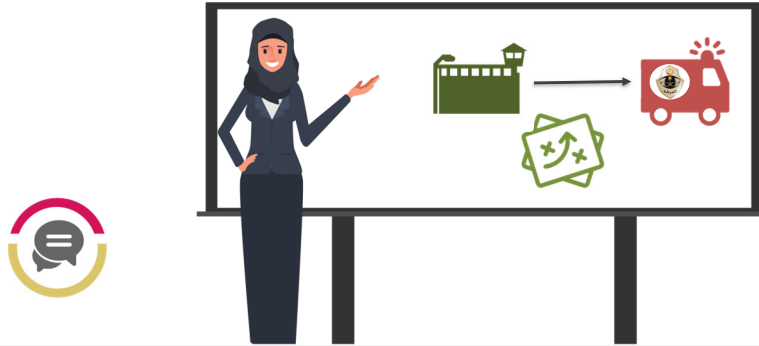
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Procedures and Pre-Operational Best Practices

REGROUP

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



**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.

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## 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.

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## Reason for the Trip

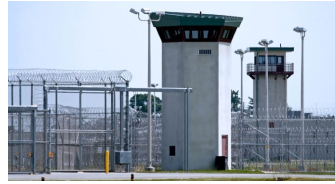
### Review

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

Hospital or doctor's office



Higher security prison



Ministry of Justice



### 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.

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## 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



### 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.

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

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## Section 1: Offender's Records

### Offender Central File/PSR Synopsis (fictitious)

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



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

(continued)

**Offender Discipline File**

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

---

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

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

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

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## Section 2: Custody and Classification Data (fictitious)

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

 **Conducting a Records Review**

**REGROUP**

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




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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.

**NOTES**

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## Classification Review

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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.

### NOTES

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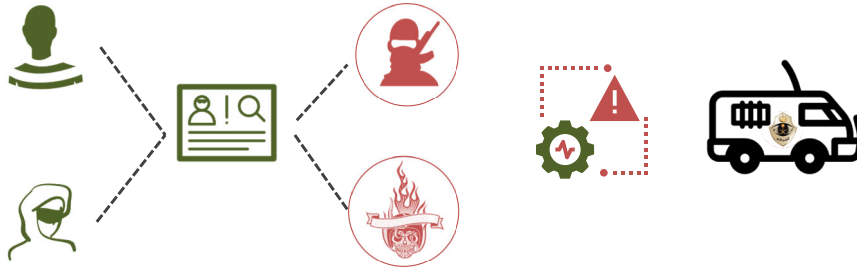
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### Classification Review

- 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



#### 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.

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## 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.

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## 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



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"> <li>• Flipchart</li> <li>• Markers</li> <li>• Offender's Record</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work in small groups.</li> <li>2. Review the Offender's Record: Classification to identify all pertinent information.</li> <li>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.</li> <li>4. Be prepared to share with the class.</li> </ol>

### NOTES

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## 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.

### NOTES

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## 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.

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### 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



#### 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

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## 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"> <li>• Flipchart</li> <li>• Markers</li> <li>• Offender's Record</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work in small groups.</li> <li>2. Review the Offender's Record to identify areas in which post orders and emergency procedures should be included.</li> <li>3. Write the appropriate post orders and/or emergency procedures, as directed by the facilitator.</li> <li>4. Be prepared to share with the class.</li> </ol>

### NOTES

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 **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.

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## 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.

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## 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

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## 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



45 min.



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

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## 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.

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### High-Risk Transport



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



#### 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.

#### NOTES

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**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.

**NOTES**

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# 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)

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### 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



#### 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.

#### NOTES

Blank lines for taking notes.



**Best Practices**  
**أفضل الإجراءات**

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### 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



#### 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.

#### NOTES

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## 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.

### NOTES

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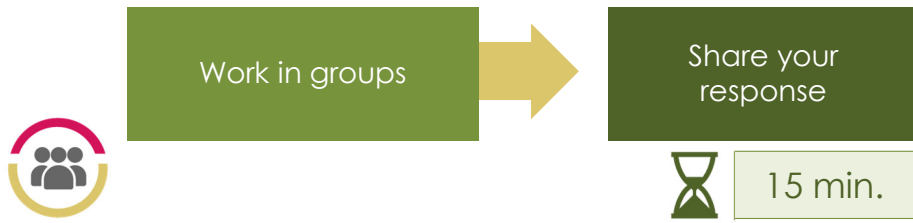
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## Emergency Equipment

### 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



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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"><li>▪ Flipchart</li><li>▪ Markers</li></ul>
Steps	<ol style="list-style-type: none"><li>1. Work in small groups.</li><li>2. Discuss the three statements within your group and then prepare a response.</li><li>3. Be prepared to share with the class.</li></ol>

### NOTES

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### Emergency Equipment

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



#### 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.

#### NOTES

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### 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



#### 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.

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## 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



### 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.

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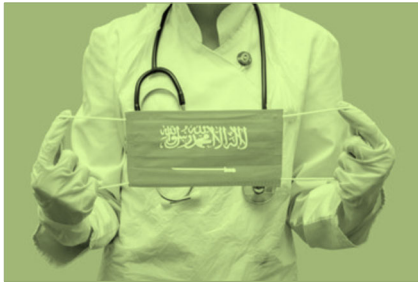
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### Emergency Equipment



- 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.)



#### 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.

#### NOTES

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### 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



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"> <li>▪ Flipchart</li> <li>▪ Markers</li> <li>▪ Emergency Equipment Scenarios</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work in small groups.</li> <li>2. For each scenario in the worksheet, determine appropriate equipment according to security level and destination.</li> <li>3. Be prepared to share with the class.</li> </ol>

**NOTES**

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## 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?*

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### 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.*

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### 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?*

### Selecting Emergency Equipment



#### REGROUP

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



#### 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.

#### NOTES

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## 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



### 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.

### NOTES

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### 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



#### 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.

#### NOTES

Horizontal lines for taking notes.



### 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.

#### NOTES

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## 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"> <li>1. Work in small groups.</li> <li>2. One group will be assigned to search an offender and her clothing.</li> <li>3. The second group will be assigned to search a holding cell.</li> <li>4. The third group will be assigned to search a vehicle.</li> <li>5. The first group will then move on to search the holding cell.</li> <li>6. The second group will then move on to search the vehicle, and so on until each group has searched all areas.</li> <li>7. A facilitator will be at each search location.</li> </ol>

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### 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.

### NOTES

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### 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

#### NOTES

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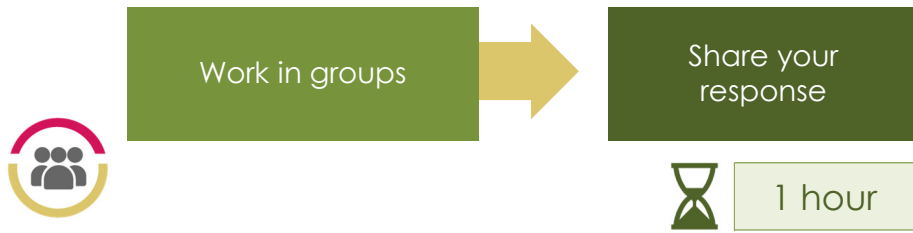
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### Pre-Trip Inspection and Safety

#### 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



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"> <li>1. Work in small groups.</li> <li>2. As directed by the facilitator, conduct a thorough inspection of a vehicle, including any safety equipment.</li> <li>3. Be prepared to share your findings with the class—explain the condition of the vehicle and the safety equipment.</li> </ol>

#### NOTES

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### 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



#### 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.

#### NOTES

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### 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



#### 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.

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### 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



#### 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.

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**High-Risk Transport**  
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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?



**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.

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### 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



#### 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.

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## Operation Order

- Provides clear direction to achieve the mission

**S** Situation

**M** Mission

**E** Execution

**A** Administration and logistics

**C** Command and signal



### 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.

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## 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



### 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.

### NOTES

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## 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



### 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.

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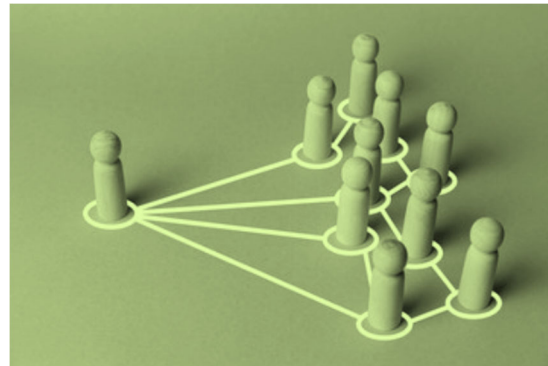
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### Operation Plan: Execution

- 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

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## 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



### 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

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## 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

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### 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



### 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



➔





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"> <li>▪ Scenario</li> <li>▪ SMEAC Form</li> <li>▪ Pens</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work in small groups.</li> <li>2. Create a SMEAC plan to transport this high-risk offender.</li> <li>3. List all outside resources needed and with whom to coordinate outside prison.</li> <li>4. All 5 categories of the SMEAC must be fully addressed.</li> <li>5. Be prepared to share your operation plan with the class.</li> </ol>

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## 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 (SMEAC)

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.:*

## 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.

### NOTES

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### 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?



#### Quiz

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

#### NOTES

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# 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)

**NOTES**

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### 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



### Learning Objectives

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

### NOTES

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### 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



### 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.

### NOTES

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**Use of Force**

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مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



**NOTES**

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## 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"> <li>▪ Flipchart</li> <li>▪ Markers</li> <li>▪ Scenarios</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work in small groups.</li> <li>2. Read the scenarios.</li> <li>3. Respond to the questions that follow.</li> <li>4. Respond to each inject.</li> <li>5. Be prepared to share with the class.</li> </ol>

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



## 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

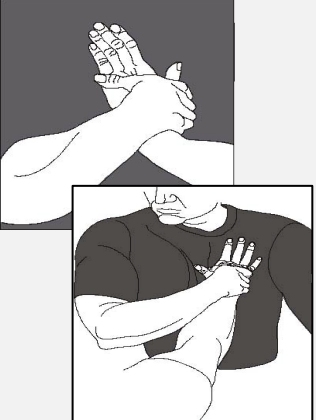
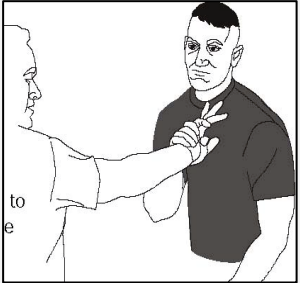



### **Brachial Plexus Nerve—side of neck**

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



## 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

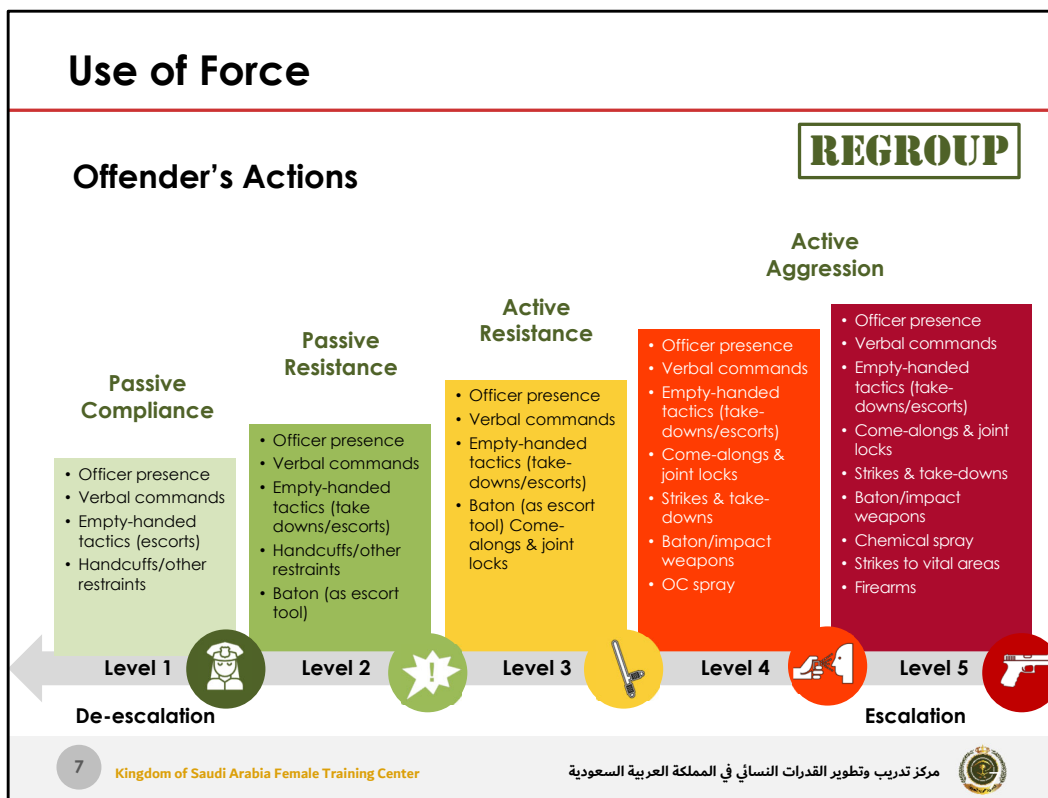
- Conducted energy devices, commonly referred to as stun guns, are a less-lethal option used to incapacitate a offender by causing involuntary muscle contractions
- Conducted energy devices, such as the TASER, generate electricity through two barbed probes ejected from a compressed nitrogen cartridge
- 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



**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.

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## Selection and Application of Restraints

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### NOTES

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## 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



### 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

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## 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.



**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.

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### 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."



**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.

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### Waist Restraints

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



#### Waist Restraints

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

#### NOTES

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## 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



### 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.

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### 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



#### 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

#### NOTES

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### 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



### 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.

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### Escorting Offenders in Restraints

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



#### 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.

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# Defensive Tactics

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## 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



### 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 permanent injury.

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**Demonstrations and  
Practical Exercises**

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## 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



### 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.

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## 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.



## Weapons Retention

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



Awareness



Retention training



Security holsters



### 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.

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### 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



#### 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

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## 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



### 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

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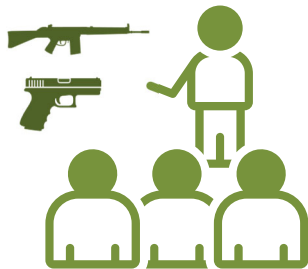
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## Demonstration: Weapons Retention

- 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



### 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.

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## 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



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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"> <li>▪ Handguns</li> <li>▪ Long guns</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work in pairs.</li> <li>2. You will practice the techniques the facilitator demonstrated for handgun retention.</li> <li>3. Half of the class will be offenders trying to take the weapon.</li> <li>4. The other half will be the transport officers trying to keep the weapon from the offender.</li> <li>5. Switch roles.</li> <li>6. Switch to long guns.</li> <li>7. Be prepared to discuss with the class.</li> </ol>

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## 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**



### 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.

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### Lethal Weapons in the KSA



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



#### 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.

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### 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?



#### Discussion: Escort Techniques

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

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### 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?



#### 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.

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### 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



### 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

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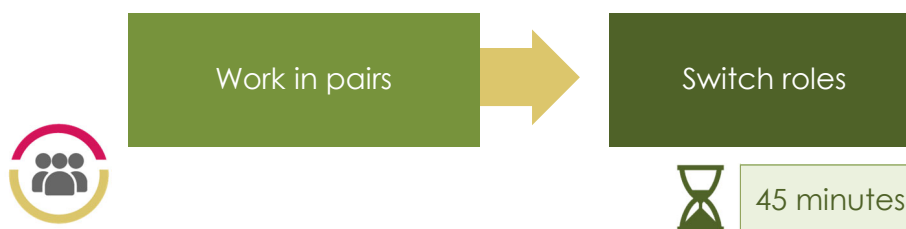
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## Escort Techniques

### 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



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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"> <li>• As determined by the facilitator</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work in small groups.</li> <li>2. Escort offender as directed by the facilitator:             <ul style="list-style-type: none"> <li>▪ Option 1: escort from housing unit to outbound processing area.</li> <li>▪ Option 2: escort from outbound processing area to vehicle.</li> <li>▪ Option 3: escort from vehicle to place of arrival.</li> </ul> </li> <li>3. Be prepared to share with the class.</li> </ol>

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## 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



### 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.

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### 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.

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# 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)

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### 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.

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# Post-Operational Evaluations التقييم ما بعد العملية

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### 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



#### 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.

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### 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



#### 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.

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### 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.)



#### 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.

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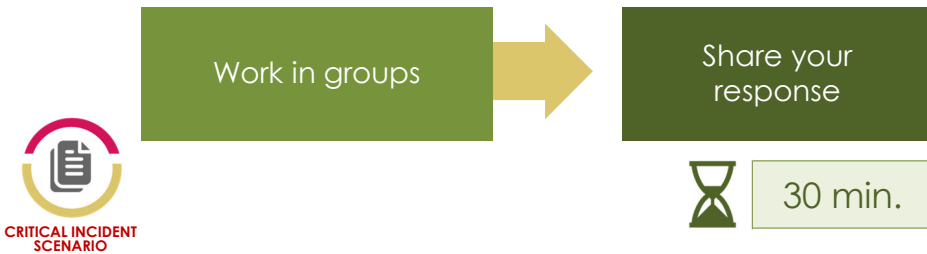
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## After-Action Review in the KSA

### 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



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"> <li>▪ Flipchart</li> <li>▪ Markers</li> <li>▪ Critical Incident Scenarios</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work in small groups.</li> <li>2. Read the scenario.</li> <li>3. Identify all disciplines by title from each department that need to be involved in the after-action review in their agency.</li> <li>4. Identify specific passages of public law, prison policy, prison procedures, and current practices that need to be accessed.</li> <li>5. Be prepared to share with the class.</li> </ol>

### NOTES

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## 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.

### After-Action Review in the KSA

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



**REGROUP**



#### 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.

#### NOTES

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### 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



#### 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.

#### NOTES

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## 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.

### NOTES

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**Equipment Accountability**  
**المسئولية عن المعدات**

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## Equipment Accountability

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



### 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.

### NOTES

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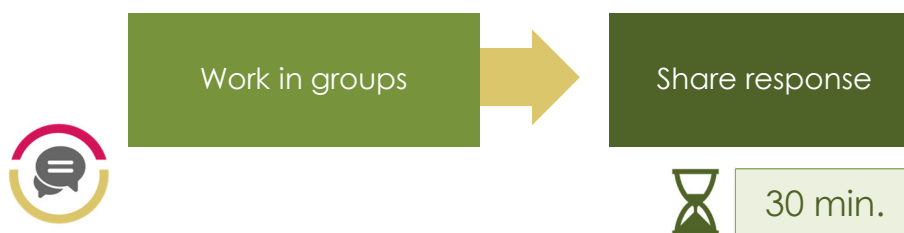
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## Acquiring Equipment in KSA

### EXERCISE

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



### 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"> <li>• Flipchart</li> <li>• Markers</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work in small groups.</li> <li>2. Identify all issue and turn-in areas for equipment for an escorted transport—vehicles, weapons, etc.</li> <li>3. Be prepared to share with the class.</li> </ol>

### NOTES

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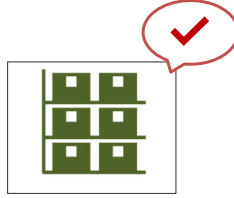
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### Acquiring Equipment in KSA

#### REGROUP

- Equipment issue and turn-in



#### 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.

#### NOTES

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### 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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Summary

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

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Capstone



## Learning Objectives



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



### 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.

### NOTES

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## 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.

### NOTES

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## 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)?



## 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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### 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.

### NOTES

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## 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.

**NOTES**


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Course Evaluation

تقييم الدورة

# END-OF-WEEK EVALUATION

## ANONYMOUS FEEDBACK

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



Course: \_\_\_\_\_ Date: \_\_\_\_\_

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

*Thank You!*

# COURSE EVALUATION

## ANONYMOUS FEEDBACK

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



**Course:** *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.

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*Thank You and Congratulations!*