

# Basic Emergency Management الإدارة الأساسية للطوارئ

## Facilitator Guide



مركز تدريب وتطوير القدرات النسائي في  
المملكة العربية السعودية

Kingdom of Saudi Arabia  
Female Training Center

# COURSE OVERVIEW

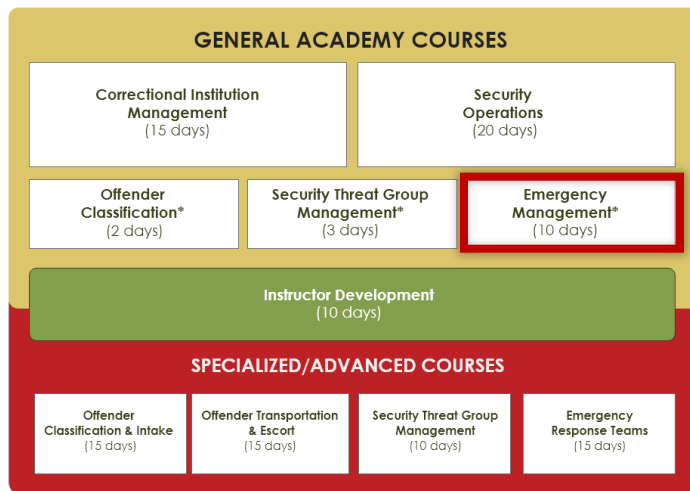


## BASIC EMERGENCY MANAGEMENT

In order to respond to an emergency, corrections officers need to understand the importance of contingency planning and emergency teams. This course will cover the use-of-force continuum and practical skills in defensive tactics, applying restraints, and riot control. It provides a set of field guides with detailed instructions on how to drill and practice these essential physical skills. The course also covers the basics of First Aid and CPR.

## COURSE DETAILS

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



Basic Emergency Management	
<b>Level</b>	Basic
<b>Prerequisite</b>	None
<b>Duration</b>	10 Days
<b>Location</b>	Riyadh, KSA
<b>Class size</b>	25 participants
<b>Modules</b>	<ol style="list-style-type: none"><li>1. Contingency Planning and Emergency Management</li><li>2. Use of Force and Application of Restraints</li><li>3. Basic Riot Control Techniques</li><li>4. Physical Fitness</li><li>5. First Aid and CPR</li></ol>

## INSTRUCTIONAL APPROACH

- ✓ **LEARN:** During this specialized course, you will learn the globally accepted concepts and components of contingency planning and emergency teams.
- ✓ **APPLY:** You will have the opportunity to apply this knowledge to the Saudi Arabian local context by hands-on practice in defensive tactics, riot control, First Aid and CPR.
- ✓ **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 Contingency Planning &amp; Emergency Management Overview</b> Provide the foundation for developing an emergency management system, including writing and testing contingency plans and conducting after-action reviews of the contingency plans.</p>	<ul style="list-style-type: none"> <li>▪ Define emergency</li> <li>▪ Define contingency planning</li> <li>▪ Identify common prison-related emergencies that require pre-planning</li> <li>▪ Identify emergency response assets used to mitigate emergencies</li> <li>▪ Explain the contingency planning process</li> <li>▪ Explain who needs to be involved in a contingency plan</li> </ul>	1
<p><b>2 Use of Force and Application of Restraints</b> Provides an in depth understanding of use of force protocols, including de-escalation techniques, conflict escalation dynamics, and triggering events for uses of force. Application techniques for various types of restraints and their specific uses are also covered.</p>	<ul style="list-style-type: none"> <li>▪ Define Use of Force</li> <li>▪ Explain Mandela Rules and their application to the Use of Force</li> <li>▪ Discuss four levels of resistance</li> <li>▪ Discuss conflict escalation and de-escalation</li> <li>▪ Discuss reporting and review procedures for the Use of Force incidents</li> <li>▪ Describe types of restraints and their uses</li> <li>▪ Demonstrate application and removal of select restraints</li> </ul>	4
<p><b>3 Basic Riot Control Techniques</b> Provides an overview of basic riot control techniques, including formations, equipment, munitions, and response team composition and responsibilities.</p>	<ul style="list-style-type: none"> <li>▪ Describe riot control team composition</li> <li>▪ Discuss riot control team member responsibilities</li> <li>▪ Identify riot control equipment</li> <li>▪ Demonstrate proper donning of riot control equipment</li> <li>▪ Describe proper selection/use of riot control equipment</li> <li>▪ Describe the body's response to stress</li> <li>▪ Describe riot control formations</li> <li>▪ Demonstrate proper transition between riot control formations</li> </ul>	2.75 days
<p><b>4 Physical Fitness</b> Provides a basic overview of physical fitness and the importance of conditioning in a corrections environment. Participants will develop an understanding of the different types of physical fitness and be able to evaluate their own level of fitness against a set of common standards.</p>	<ul style="list-style-type: none"> <li>▪ Discuss value of physical fitness in corrections</li> <li>▪ Identify key components of physical fitness</li> <li>▪ Explain difference(s) between aerobic and anaerobic</li> <li>▪ Define nutrition</li> <li>▪ Identify the seven main classes of nutrients</li> <li>▪ Discuss function of each class nutrient</li> <li>▪ Evaluate personal fitness and nutrition against corrections-specific requirements</li> </ul>	.25 (2 hrs)
<p><b>5 First Aid and CPR</b> Provides a basic overview of common First Aid and CPR situations and practices</p>	<ul style="list-style-type: none"> <li>▪ Explain the 3 Ps of first aid</li> <li>▪ Identify the 10 must-knows of first aid</li> <li>▪ Discuss the treatment of various injuries</li> <li>▪ Describe the proper method for applying a tourniquet</li> <li>▪ Describe type/severity of burns</li> <li>▪ Explain the process of using an EpiPen</li> </ul>	2

# COURSE OVERVIEW



	<ul style="list-style-type: none"> <li>▪ Discuss the differences between performing CPR on an adult, child, and infant</li> <li>▪ Explain the importance of handwashing</li> <li>▪ Identify biohazards that may be present in a first aid scenario</li> </ul>	
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## COURSE CALENDAR

### Week 1

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
<b>Contingency Planning &amp; Emergency Management</b>	<b>Use of Force and Application of Restraints</b>	<i>Continued</i>	<i>Continued</i>	<i>Continued</i>
<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>Basic Riot Control Techniques</b>	<b>Basic Riot Control Techniques</b>	<b>Basic Riot Control Techniques</b>	<b>First Aid and CPR</b>	<i>Continued</i>
<b>MORNING BREAK (30 min)</b>				
<i>Continued</i>	<i>Continued</i>	<b>Basic Riot Control Techniques</b>	<i>Continued</i>	<i>Continued</i>
<b>TEA BREAK (15 min)</b>				
<i>Continued</i>	<i>Continued</i>	<b>Physical Fitness</b>	<i>Continued</i>	<i>Continued</i>

## POLICY REFERENCES & RESOURCES

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

RELEVANT POLICIES & PROCEDURES		
NATIONAL LAWS & POLICIES		
<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)		
INSTITUTIONAL POLICIES & PROCEDURE		
<b>General Directorate of Prisons</b>		▪ <a href="#">GDP website</a>
(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>
Prison Incident Management Handbook, United Nations Peacekeeping, Office of Rule of Law and Security Institutions	<a href="https://peacekeeping.un.org/en/office-of-rule-of-law-and-security-institutions">https://peacekeeping.un.org/en/office-of-rule-of-law-and-security-institutions</a>
<i>The United Nations Standard Minimum Rules for the Treatment of Prisoners</i>	<a href="#">The Mandela Rules</a>
<i>The United Nations Rules for the Treatment of Women Prisoners and Non-custodial Measures for Women Offenders</i>	<a href="#">The Bangkok Rules</a>

U.S. RESOURCES	
Relevant Resource	Organization
<i>Subject matter expert and research material</i>	U.S. Department of Justice (USDOJ), Federal Bureau of Prisons
<i>Use of Force and Application of Restraint</i>	U.S. Bureau of Prisons, Department of Justice
<i>Operations Manual</i>	Department of Corrections and Rehabilitation
<i>Emergency Response Plan</i>	National Commission on Correctional Health Care
<i>General research</i>	American Correctional Association Standards for Accreditation
<i>A Guide for Responding to Prison Emergencies</i>	U.S. Department of Justice, National Institute of Corrections

## KEY TERMS & CONCEPTS

TERM	DEFINITION
<b>Mitigation</b>	<ul style="list-style-type: none"> <li>A phase of the emergency management cycle that includes any activities that prevent an emergency, reduce the likelihood of occurrence, or reduce the damaging effects of unavoidable hazards.</li> </ul>
<b>Emergency</b>	<ul style="list-style-type: none"> <li>An unplanned, imminent event that threatens the health, security, safety, or welfare of the public, staff, offenders, property, or infrastructure</li> </ul>
<b>Emergency Management System</b>	<ul style="list-style-type: none"> <li>A unified framework for assessing and responding to an emergency that focuses on the preservation of life and the safety of staff, offenders, and visitors</li> </ul>
<b>Contingency Plan</b>	<ul style="list-style-type: none"> <li>Written, specific, and authorized guides that instruct staff on how to address and mitigate an emergency</li> </ul>
<b>Use of Force</b>	<ul style="list-style-type: none"> <li>A physical assault upon an offender by an officer</li> </ul>
<b>Resistance</b>	<ul style="list-style-type: none"> <li>Refusal to comply with specific, legitimate commands issued by an officer</li> </ul>
<b>Passive Compliance</b>	<ul style="list-style-type: none"> <li>No resistance to commands</li> </ul>
<b>Passive Resistance</b>	<ul style="list-style-type: none"> <li>Ignores verbal commands, complies with physical control measures</li> </ul>
<b>Active Resistance</b>	<ul style="list-style-type: none"> <li>Ignores verbal commands, resists physical control measures, but no attempt is made to harm the officer</li> </ul>
<b>Active Aggression</b>	<ul style="list-style-type: none"> <li>Ignores verbal commands, resists physical control measures, and attempts to harm the officer or others</li> </ul>
<b>Break-Over Point</b>	<ul style="list-style-type: none"> <li>The point at which de-escalation is no longer possible and force is required to resolve the situation</li> </ul>
<b>Officer Presence</b>	<ul style="list-style-type: none"> <li>Visual presence of authority</li> </ul>
<b>Verbal Commands</b>	<ul style="list-style-type: none"> <li>Clear direction provided along with consequences for failure to comply</li> </ul>
<b>Empty-Hand Submission Techniques</b>	<ul style="list-style-type: none"> <li>Pressure point control moves, joint manipulation, restraints, etc.</li> </ul>
<b>Hard Control Techniques</b>	<ul style="list-style-type: none"> <li>Kicks, punches, stun guns, pepper/OC spray, etc.</li> </ul>
<b>Less Lethal/ Intermediate Weapons</b>	<ul style="list-style-type: none"> <li>TASER, pepperball, gun, dogs, baton, etc.</li> </ul>
<b>Physical Fitness</b>	<ul style="list-style-type: none"> <li>A set of characteristics and behaviors that are essential to the healthy functioning of the body</li> </ul>

Knowledge Survey


المسح المعرفي



**Basic Emergency Management**  
**Pre- and Post-Knowledge Survey – ANSWER KEY**

1. "All offenders shall be treated with respect due to their inherent dignity and value as human beings" is the central theme of:
  - a. **The Mandela Rules**
  - b. Conflict resolution
  - c. Use-of-force continuum
  - d. The Human Rights Rules
  
2. The first step of the use-of-force continuum is:
  - a. Verbal commands
  - b. Empty hand control
  - c. **Officer presence**
  - d. Less-lethal force
  
3. The four levels of resistance are (1) passive compliance, (2) passive noncompliance, (3) active resistance, and (4):
  - a. Aggressive compliance
  - b. Active control
  - c. Aggressive control
  - d. **Active aggression**
  
4. The four elements of an emergency management system are: (1) recovery, (2) mitigation, (3) preparedness, and (4):
  - a. Reaction
  - b. **Response**
  - c. Teamwork
  - d. Leadership
  
5. A plan that describes processes that transform an unplanned incident into a planned response is called:
  - a. An operations plan
  - b. A warning plan
  - c. **A contingency plan**
  - d. A risk assessment



6. Conflicts occur between two people but can spread to include almost everyone. According to Glasl's three stage conflict model, where does it start before it starts escalating?
- Win - Lose
  - Win - Win**
  - Lose- Lose
  - Break-over point
7. Corrections officers need use-of-force policies
- To control offenders at all times
  - To maintain order
  - When communication is not enough**
  - To punish offenders
8. Riot are chaotic and dangerous. Riot control formations establish mutual protection for riot control team members and provide a stable base of operations. This drawing is a signal for what formation:
- 
- Diagonal
  - Wedge**
  - Column
  - Diamond
9. Exercise that depends on oxygen for energy delivery, is lower impact but improves general fitness and endurance is called:
- Aerobic**
  - Strength training
  - Anaerobic
  - Dynamic stretching
10. The three primary goals of first aid are:
- Save a life, avoid injury, call EMS
  - Preserve a life, prevent further injury, and promote recovery**
  - Stop bleeding, recover breathing, apply tourniquets
  - Preserve a life, get help, control breathing

*This course includes several field exercises and practical demonstrations in Riot Control techniques, Use-of-Force techniques, Physical Fitness, and First Aid. Facilitator may provide assessments at their discretion.*

# Basic Contingency Planning & Emergency Team Overview

التخطيط الأساسي للطوارئ ونظرة عامة  
على فريق الطوارئ



## Basic Contingency Planning & Emergency Team Overview

### Contingency Planning and Emergency Team Overview

**Purpose:** This module provides a basic overview of emergency response planning in a prison environment and a review of emergency response assets, including emergency response teams.

#### **Activities:**

- Identifying Prison-Related Emergencies (20 min.)
- Scenario—A Pandemic (2 hours)
- Resources for a Pandemic (1 hour)
- Emergency Response Plan (1 hour)

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

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

### **Facilitator Notes**

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

### **Handouts/Worksheets:**

- Prison-Related Emergencies
- COVID Scenario

## Learning Objectives



- Define emergency
- Identify common prison-related emergencies that require pre-planning



- Define contingency planning
- With facilitator's guidance, create a contingency plan



- Identify emergency response assets used to mitigate emergencies



- Explain the contingency planning process
- Explain who needs to be involved in a contingency plan

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### Learning Objectives

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

### Facilitator Notes

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





## What Constitutes an Emergency?



Definition: **Emergency**

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

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### What Constitutes an Emergency?

An emergency in a prison can quickly escalate because:

- Population densities are extremely high
- Offenders are typically locked in cells or living units and cannot protect themselves in emergency situations, such as adverse weather and chemical spill-type situations
- Some offenders may try to capitalize on or escalate the emergency
- Offenders outnumber staff

Efforts to respond to or control an emergency must be weighed against security interests and preventing escapes and protecting the public

### Facilitator Notes

1. PROVIDE the definition of emergency.
2. ASK participants whether they have a different definition.
3. ENGAGE participants in a discussion on how a minor critical incident can evolve into a full blown emergency.
4. DISCUSS the need to balance security interests and controlling an emergency. Provide examples.

## Prison-Related Emergencies


**EXERCISE**

- Emergencies in your prison
  - ✓ List prison-related emergencies in general
  - ✓ Put a checkmark by the emergencies that could happen in KSA
  - ✓ Rank on a scale of 1-3 the likelihood of the emergency happening in your prison


Work in your group

➔

Be prepared to share



**PRISON-RELATED EMERGENCIES WS**



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Prison-Related Emergencies	
Duration	20 minutes
Purpose	The purpose of this activity is to brainstorm emergencies that can happen in any prison and then determine which of the emergencies can happen in the KSA.
Materials	<ul style="list-style-type: none"> <li>Worksheet</li> <li>Pen/Pencil</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work in small groups.</li> <li>2. In the first column, list all the emergencies that can happen in any prison.</li> <li>3. In the second column, place a checkmark of whether the emergency can happen in your prison.</li> <li>4. In the third column, rate on a scale of 1-3, the likelihood of the emergency.</li> <li>5. Be prepared to share with the class.</li> </ol>

**Facilitator Notes**

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



## Prison-Related Emergencies



### REGROUP

- Any differences?
- What are the added dangers in your prison?
- What are the specific challenges in your prison?

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### Prison-Related Emergencies

Regroups allow you the opportunity to compare differences in the answers between groups and to address any questions.

### Facilitator Notes

1. REGROUP from the previous activity.
2. ASK a spokesperson from each group to present her group's responses.
3. COMPARE participant responses.
4. ENCOURAGE a class discussion on similarities and differences between the responses. Have participants talk through any differences.
5. ASK about the added dangers, for example:
  - High offender population density/overcrowding
  - Infrastructure/security challenges (offenders locked in cells/specific areas, cannot protect themselves or escape the threat) (lack of security doors, locks, fences, under staffing, power supply issues, etc.)
  - Lack of adequate staff
  - Lack of experience in the staff ranks
  - Criminal sophistication (some offenders may use emergency to circumvent security or otherwise take advantage of a critical incident)
6. NOTE that response efforts cannot compromise security but must address the emergency.



### All Prisons Have Emergencies

- The type of emergency may be different, but all prison facilities:
  - ✓ Face external and internal threats
  - ✓ Have external and internal vulnerabilities



**Discuss:**  
 COVID-19 is a threat to all prisons  
 What are some of the strengths in your prison?  
 What are some of the vulnerabilities?

#### All Prisons Have Emergencies

Think about the different internal and external threats and vulnerabilities in prisons—whether minimum-custody or maximum-custody facilities.

How can you prepare for these types of emergencies before they happen?

What are some of the vulnerabilities that COVID-19 exposed? Strengths?

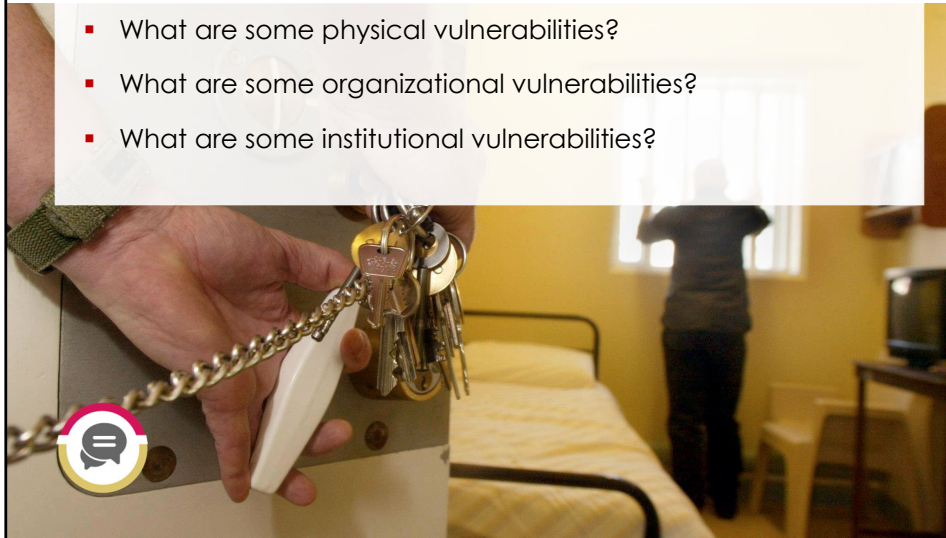
#### Facilitator Notes

1. EXPLAIN that the type of emergency or threat may differ between different prisons, but all facilities face external and internal threats, and all facilities have external and internal vulnerabilities.
2. EXPLAIN that a minimum-custody facility housing short-term offenders may be at very low risk for riot and disturbance situations, but a minimum-security designation is no shield against fire, earthquakes, chemical spills, or staff walkout.
3. EXPLAIN that most prison systems have not placed a high priority on emergency preparedness. One reason is that planning for emergencies does not seem as pressing as day-to-day problems—until there is an actual emergency.
4. SHARE any stories you have of emergencies in the U.S. prisons.
5. BRAINSTORM with the group all the vulnerabilities that COVID-19 exposed in prison systems worldwide and how pre-planning could have helped mitigate each vulnerability.



## Vulnerabilities in Prisons

- What are some physical vulnerabilities?
- What are some organizational vulnerabilities?
- What are some institutional vulnerabilities?



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### Vulnerabilities

- Physical vulnerability
  - Limited space
  - Crumbling infrastructure
  - Overcrowding
  - Lack of social distancing
- Organizational vulnerability
  - Underfunded for mission and emergency
  - Poor staffing pattern, to include medical staff
  - Underlying health problems for many offenders due to poor classification system or practices
- Institutional vulnerability
  - Poor or limited communications
  - Lack of available staff
  - Lack of response capability

### Facilitator Notes

1. ENGAGE participants in a discussion on types of physical vulnerabilities to emergencies.
2. ASK participants to provide examples of physical vulnerabilities.
3. PROVIDE the following examples in addition to those in the left column:
  - Lack of isolation space
  - Poor exterior lighting
  - Prison location too close to community
  - Prison too far from medical assets
4. ENGAGE participants in a discussion of organizational vulnerability. Have participants provide examples of organizational vulnerability. Add the following in addition to the examples listed in the left column:
  - Poor contingency planning and coordination with outside stakeholders
  - Lack of staff training
  - Poor organization
5. ASK participants to name types of institutional vulnerability. In addition to those listed in the left column, expected answers include:
  - Physical layout of the prison
  - Community access to offenders (visitors, etc.)







**Emergency Management**

Emergency management requires the ability to:

- Accurately assess the nature and scope of the emergency and the risks involved
- Quickly contain and control the incident area
- Continue to operate the rest of the prison
- Determine the appropriate intervention strategy
- Intervene effectively to resolve the emergency
- Follow a plan to resume normal prison activities

**Response**

- Actions taken to save lives and prevent further property damage in an emergency
- Putting your preparedness plans into action

**Preparedness**

- Plans or preparations made to save lives and help response and rescue operations
- Evacuation plans and stocking food and water

**Recovery**

- Actions taken to return to a normal or an even safer situation following an emergency

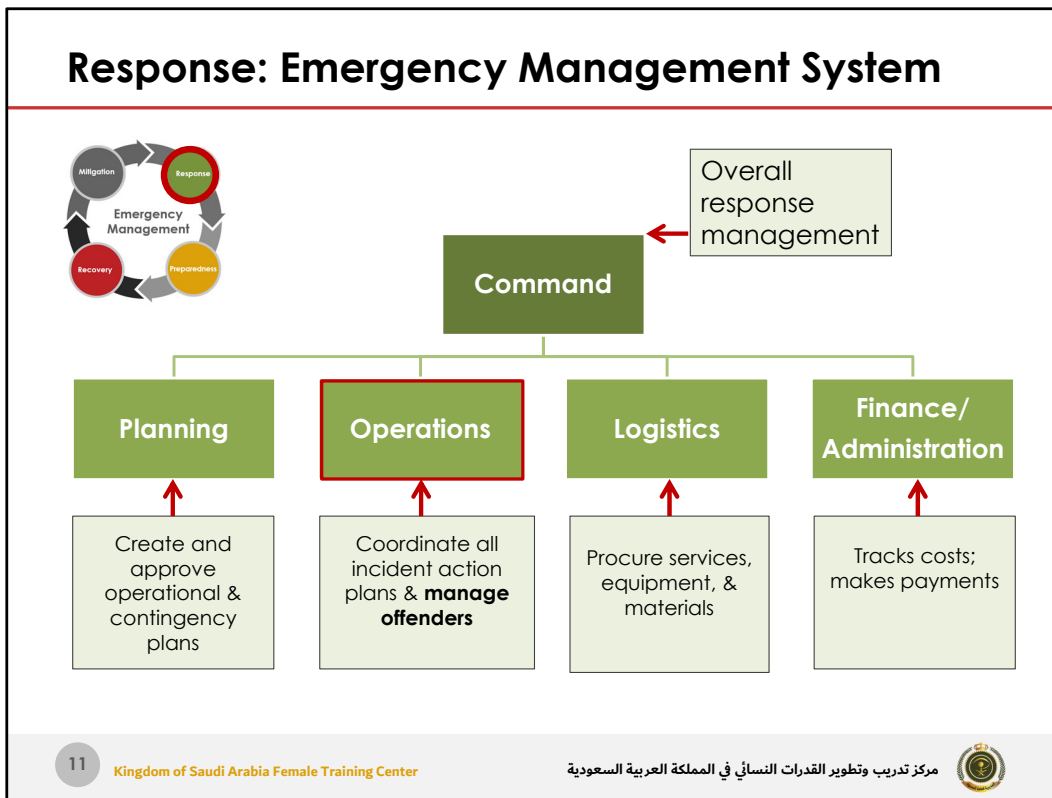
**Mitigation**

- Actions taken to prevent the emergency or reduce the damage caused once the emergency occurs

**Facilitator Notes**

1. SPEND a few minutes explaining an emergency management system.
2. EXPLAIN that an emergency management system addresses the prison’s comprehensive preparations for emergencies, to include:
  - Emergency policies
  - Organizational structure
  - Plans for addressing recovery
  - Staff training
  - Prevention strategies
  - Risk assessment
  - Emergency plans that focus on response procedures, emergency equipment, and emergency teams
3. DEFINE mitigation: lessen the severity of an incident.
4. MOVE to the next slide to discuss RESPONSE in more detail





**Emergency Management System**

Responding to an emergency requires an Emergency Management System or Incident Management System with a command center. The incident command center has five major functions:

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

Note most corrections officers will be deployed at the **Operations** level managing the offenders.

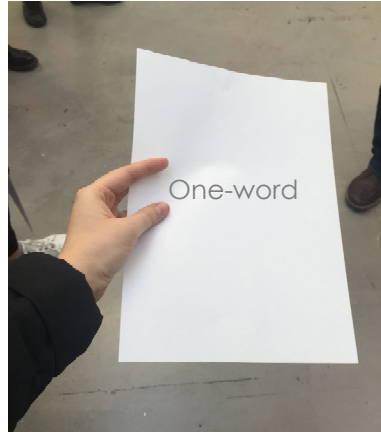
**Facilitator Notes**

1. EXPLAIN that emergency response requires a Emergency Management System (EMS)/Incident Management System (IMS) with a command center.
2. INTRODUCE the five major functions of an incident command center. This will be discussed in more detail in the advanced EM course.
3. NOTE that most corrections officers will be deployed at the Operations level managing offenders.
4. ADD the following additional functions that will be covered later in the Advanced course:
  - All tactical decision making (specialty teams, perimeter security, etc.)
  - Intelligence gathering, analysis, and dissemination
  - Coordination with outside stakeholders, either in person or through two-way communication
  - Media response and public information coordination
  - Crisis support for families and involved staff



## The Most Important Thing to Know

- Take a few minutes to determine within your team the most important way to prevent or mitigate emergencies
- Write your one-word answer on a piece of paper and hand to the facilitator



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### The Most Important Thing to Know

Work with your group to determine the most important way to prevent emergencies in your prison. The correct answer is one word.

### Facilitator Notes

1. GIVE participants a few minutes to work in their groups to determine the most important way to prevent emergencies in their prison.
2. ASK participants when they are ready, to write their one-word answer on a piece of paper and bring to you.
3. After you have all the answers, READ the first one aloud and ask for a show of hands of how many people think that is the right answer.
4. CONTINUE the process until you have read all the answers.
5. TELL participants the correct answer is preparedness.
6. EXPLAIN that effective planning plays a crucial role in preventing major emergencies and in containing the emergency once it occurs. With good planning, some situations—planned disturbances, some fires, some hostage incidents—may not occur in the first place. Good planning can also result in early intervention that resolves small, localized crises before they escalate into major emergencies that threaten the entire institution. The lack of effective emergency preparedness may increase the likelihood both that a major emergency will occur and that if a large-scale crisis does occur, it may be worse than necessary.



**Discuss**

What are some actions that should be taken regardless of the type of emergency?



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**Facilitator Notes**

Expected answers include:

- Communicate there is an emergency
- Invoke an initial response
- Isolate and contain the incident.
- Lockdown the offenders in place
- Make required notifications
- Initiate staff recall
- Activate emergency plan
- Remove all non-staff from the prison
- Enhance perimeter security



# Contingency Plans

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مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



## NOTES

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## Contingency Plans

- Written, specific, and authorized guides that instruct staff on how to address and mitigate an emergency

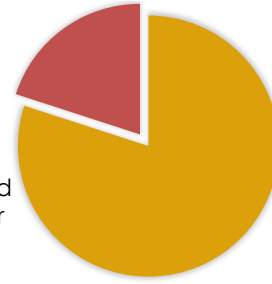
### 80/20 Rule



**20%** of the plan should be **specific** to a given emergency



**80%** pertains to standard response procedures for **all possible threats**



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### Contingency Plans

Contingency plans are written, specific, and authorized guides that instruct staff on how to address and mitigate an emergency situation.

Most plans will share certain standard procedures, such as:

- Sounding the alarm or notification
- Supervisor's response/assessment/direction
- Isolation and containment procedures
- Lockdown
- Executive staff notification
- Securing all points of access
- Non-prison personnel
- Accounting for staff

The rest of the plan will be specific to the emergency.

### Facilitator Notes

- EXPLAIN contingency plans.
- ADD that a general contingency plan should address 80% of all response procedures to possible emergencies. Approximately 20% of the plan should be specific to a given emergency.
- ASK participants whether they have contingency plans for the emergencies they listed earlier.

## Contingency Planning

Anticipating possible emergencies within a prison and determining how each may be resolved with the resources available



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### Contingency Plans

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

The planning process must be coordinated with all stakeholders, including outside agency partners. These outside partners must agree to their responsibilities under the plan(s) through binding written agreements signed by the head of each participating agency.

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

### Facilitator Notes

1. EXPLAIN that plans must be detail-specific (checklist works best for this) and available to all staff.
2. NOTE that the actual plans must be controlled to ensure they cannot leave the prison or be left in an area to which offenders have access. Number each plan individually (including the copy number on each page) and employ sign in/sign out to restrict access. Plans are stored outside the prison so they cannot be captured or inadvertently divulged. Plans are normally stored in the Control Center and reviewed by staff while outside the secure perimeter.



## Scenario—A Pandemic

**EXERCISE**

- Read the scenario and follow the guidelines
  - ✓ You will use the emergency management system process to address the threat of a pandemic in the prison
  - ✓ Request assistance from the facilitator as needed

SCENARIO

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Scenario—A Pandemic	
Duration	2 hours
Purpose	The purpose of this activity is to practice using the emergency management system to address an emergency in the prison.
Materials	<ul style="list-style-type: none"> <li>Worksheet</li> <li>Pen/Pencil</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work in small groups.</li> <li>2. Read the scenario.</li> <li>3. Follow the guidelines in the worksheet.</li> <li>4. Ask the facilitator for any guidance needed.</li> <li>5. Be prepared to share with the class.</li> </ol>

**Facilitator Notes**

1. ASK participants to work in their small groups.
2. EXPLAIN the activity to participants.
3. REVIEW the scenario and guidance with participants.
4. This is considered an instructor-led brainstorming session on developing contingency plans to prevent, prepare for, respond to, recover from, and mitigate a pandemic.
5. The participants will complete one section at a time and then regroup—call upon only one group to debrief each time and ask the other groups to comment. Provide your feedback and guidance.
6. CONTINUE this process throughout the five phases of emergency management cycle (after each phase is discussed) with each phase becoming a little more challenging—e.g., staff and offenders began to fall ill, what do you do, what next, etc.
7. Participants are not expected to complete this activity without guidance. So use your judgment in how much assistance they need. Provide enough that they do not become discouraged but not so much that they will not have to brainstorm.
8. A reference from San Quinton is included for your convenience.
9. REGROUP on the following slide.



## Scenario

REGROUP

- Response
- Preparedness
- Recovery
- Mitigation



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### Scenario

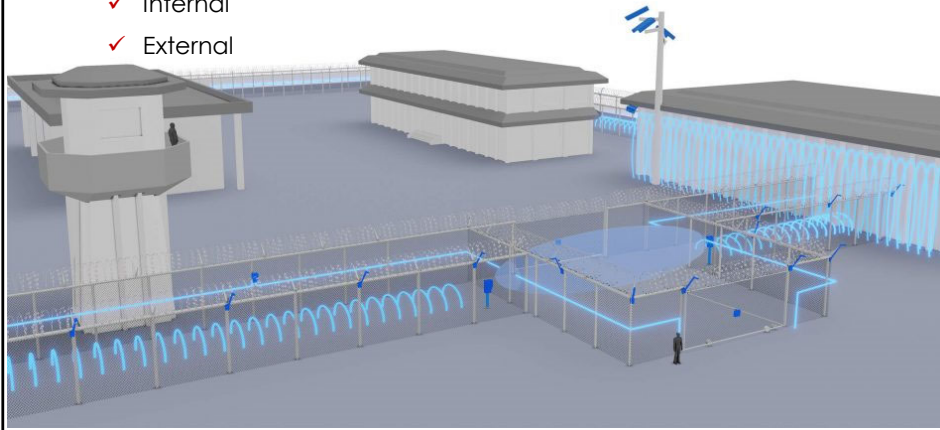
Regroups allow you the opportunity to compare differences in the answers between groups and to address any questions.

### **Facilitator Notes**

1. REGROUP from the previous activity.
2. ASK a spokesperson from each group to present her group's responses.
3. COMPARE participant responses.
4. ENCOURAGE a class discussion on similarities and differences between the responses. Have participants talk through any differences.
5. PROVIDE your feedback and ASK questions that require reflection.

## Assets and Stakeholders

- The plan should include all response assets available to address the emergency, including:
  - ✓ Internal
  - ✓ External



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### Assets and Stakeholders

Think about resources within the perimeter that can be used to deal with an emergency. Now, think about resources outside a prison.

The plan should include all the response assets available to address the emergency, including:

- Prison assets
  - Line staff
  - Emergency response teams
  - Unarmed tactical units
  - Armed tactical units
  - Hostage negotiation units
  - Mechanical services staff
  - Food services staff
  - Medical unit staff
  - Crisis support units
  - Transportation units
- Non-prison government assets
  - Police
  - Military
  - Hospitals
  - Air support
  - Transportation support
  - Hazardous materials response
  - Fire department
  - Other external assets
  - Religious services staff
  - Volunteers
  - Utilities providers

### Facilitator Notes

1. DISCUSS the importance of stakeholders being given a full tour of the facility before their assistance is needed.
2. EMPHASIZE that the plan should include all response assets available to address the emergency, including:

#### Internal

- Resources within the perimeter that can be activated to deal with an emergency

#### External

- Resources outside the perimeter that can provide assistance in an emergency
- Memorandums of Understanding (MOUs) must be signed with each stakeholder
- MOUs tested at least annually with staff and stakeholders



## Emergency Teams in a Prison

- Armed tactical response teams (special operations response team/special weapons and tactics/emergency response team)
- Unarmed tactical response teams (disturbance control team)
- Hostage negotiations teams
- Crisis support teams
- Quick response teams



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### Emergency Teams in a Prison

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

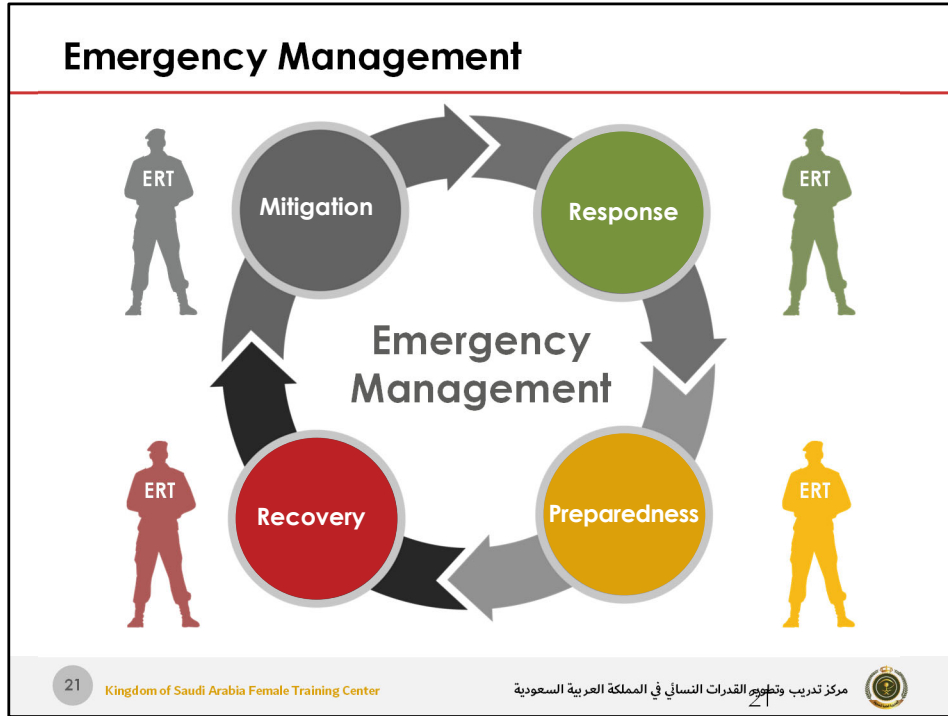
Most prisons have a riot control team used in normal security-related instances (cell moves, small disturbances, civil disturbances, etc.).

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

### Facilitator Notes

1. EXPLAIN that prisons normally staff these teams based on security level and threat assessment.
2. DESCRIBE the purpose of each team.
  - The armed tactical teams are used for escapes and high-risk transports.
  - The unarmed tactical team, also known as disturbance control teams and corrections emergency response teams, is trained in the use of sub-lethal and lethal force, mass arrests, cell extractions, riot formations, and respond to hostage situations.
  - The goal of hostage negotiation teams is the peaceful resolution to a crisis without the use of force or loss of life.
  - Crisis support teams are less common than tactical and hostage negotiation teams, and they vary more in structure, mission, and procedures.
  - A quick response team is used as a quick reactionary force during the initial stages of an emergency.





**Emergency Management**

- Response
- Preparedness
- Mitigation
- Recovery

**Facilitator Notes**

1. EXPLAIN emergency response team (ERT) roles during the **response** phase.
  - Identify optimal staging point
  - Develop operation order for response
  - Identify and secure equipment and material
  - Follow use-of-force and other guidelines
  - Coordinate medical assistance for injured
  - Identify useful intelligence encountered
2. EXPLAIN ERT roles during the **preparedness** phase.
  - Be ready when called upon; have callback system
  - Know all parts of the institution
  - Assist in contingency planning and testing
  - Identify and equip staging areas
  - Facilitate training with all other emergency units
  - Gather and study blueprints of the prison
3. EXPLAIN ERT roles during the **mitigation** phase.
  - Create an effective initial containment plan
  - Execute the contingency plan efficiently
  - Respond professionally and humanely
4. EXPLAIN ERT roles during the **recovery** phase.
  - Ensure institutional security is maintained
  - Escort offenders internally and externally
  - Provide response teams for post emergency
  - Perform high-risk escorts on offender leaders
  - Perform an after action review of the operation



## Resources for a Pandemic


**EXERCISE**

- Continue with the scenario
  - ✓ Determine resources within the perimeter that can be activated to respond to a pandemic in the prison
  - ✓ Determine resources outside the perimeter that can be activated to respond to a pandemic in the prison
  - ✓ Request assistance from the facilitator, as needed


Work in your group

➔

Be prepared to share



SCENARIO



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Resources for a Pandemic	
Duration	1 hour
Purpose	The purpose of this activity is to practice using the emergency management system to address an emergency in the prison—in this case, determining available resources
Materials	<ul style="list-style-type: none"> <li>• Worksheet</li> <li>• Pen/Pencil</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work in small groups.</li> <li>2. Read the scenario.</li> <li>3. Determine the resources within the perimeter that can respond to a pandemic.</li> <li>4. Determine the resources outside the perimeter that can respond to a pandemic.</li> <li>5. Be prepared to share with the class.</li> </ol>

### Facilitator Notes

1. ASK participants to work in their small groups.
2. EXPLAIN the activity to participants.
3. REVIEW the scenario and guidance with participants.
4. USE your judgment in assistance participants need in this activity. If they can do it on their own, give them the opportunity. If they need help or appear to be confused, provide guidance.
5. WALK around the room and work with the small groups as necessary.
6. PROVIDE any additional guidance or information that will help them complete the activity. If possible, have another facilitator work with you to ensure participants have the support.
7. REGROUP on the following slide.



## Resources for a Pandemic

### REGROUP

- Resources within the perimeter that can be activated
- Resources outside the perimeter that can be activated



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### Resources for a Pandemic

Regroups allow you the opportunity to compare differences in the answers between groups and to address any questions.

### Facilitator Notes

1. REGROUP from the previous activity.
2. ASK a spokesperson from each group to present her group's responses.
3. COMPARE participant responses.
4. ENCOURAGE a class discussion on similarities and differences between the responses. Have participants talk through any differences.
5. PROVIDE your feedback.





### Six Functions of Emergency Response

- 1 Isolation and containment
- 2 Reporting and recording
- 3 Identifying response resources
- 4 Managing the incident
- 5 Resuming normal operations
- 6 Reviewing response actions

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**Six Functions of Emergency Response**

Overall, emergency response must provide for six basic functions:

1. Isolation and containment
  - What areas does this emergency affect?
  - How can those areas be isolated and contained?
2. Reporting and recording
  - What information related to this emergency should be gathered?
  - How can that information be gathered?
  - Where should the gathered information be sent?
3. Identifying response resources
  - Does the response require help from external partners?
  - If so, who?
  - How will they support internal staff?
  - How can staff support those external partners?
4. Managing the incident
  - Command Center needed?
  - Supervisor issues response directives to staff
  - Who will need to be used to mitigate the emergency?
5. Post emergency - Resuming normal operations
  - What needs to happen right away to resume normal routine?

- Did we identify any changes that need to be made based on the emergency?
- 6. Reviewing response actions
  - Who should be debriefed after the emergency?
  - Documentation (memos)
  - After action review

**Facilitator Notes**

EXPLAIN thoroughly the six functions of emergency response.



## General Response Actions

- ✓ Sounding an alarm or notification
- ✓ Supervisor response to the alarm to assess and direct
- ✓ Isolation & containment of the incident
- ✓ Lockdown procedures
- ✓ Executive staff notifications
- ✓ Staff recall
- ✓ Securing all points of entry/exit to and from the prison
- ✓ Evacuating non-prison personnel
- ✓ Emergency count
- ✓ Accounting for all prison staff on duty

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### General Response Actions

Discussion: Would you recall staff to the prison to help with the emergency? Why or why not?

### Facilitator Notes


1. REVIEW the general response actions.
2. ADD any others you may have in the event of a pandemic.
3. ENGAGE participants in the discussion question.
4. SHARE pros and cons.



## Emergency Response Plan

**EXERCISE**

- Work together as a class for this activity
- Brainstorm how the **six basic functions** of an emergency response plan will work in your prison, using the pandemic scenario




Work as a large group

➔

Be prepared to share

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Emergency Response Plan	
Duration	1 hour
Purpose	The purpose of this activity is to brainstorm how the six basic functions of the emergency response plan will work using the pandemic scenario.
Materials	<ul style="list-style-type: none"> <li>• Worksheet</li> <li>• Pen/Pencil</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work as a large group.</li> <li>2. Follow the guidance of the facilitator.</li> </ol>

### Facilitator Notes

1. ASK participants to work in a large group.
2. REVIEW the six basic functions of an emergency response.
3. BRAINSTORM with participants how the response plan will work in their prison, given the pandemic scenario.
4. COAX participants into determining who could help with isolation and containment and what they would do.
5. CONTINUE this brainstorming session throughout the six functions.
6. REGROUP on the next slide to summarize points made.



## Emergency Response Plan

- Isolation and containment
- Reporting and recording
- Identifying response resources
- Managing the incident
- Resuming normal operations
- Reviewing response actions

**REGROUP**



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### Emergency Response Plan

Regroups allow you the opportunity to compare differences in the answers between groups and to address any questions.

### Facilitator Notes

1. REGROUP from the previous activity.
2. PROVIDE a summary of decisions made.
3. SHARE final comments and feedback.

## Summary


**Topics**

- ✓ *Emergencies*
- ✓ *Emergency Management*
- ✓ *Contingency Plans*
- ✓ *Emergency Response*


**Knowledge Check**

In your group, answer the following:

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



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### Summary

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

### **Facilitator Notes**

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

# Use of Force and Application of Restraints

استعمال القوة وتطبيق القيود



## Use of Force and Application of Restraints استعمال القوة وتطبيق القيود

### Use of Force and Application of Restraints

**Purpose:** This module provides participants with an in-depth understanding of use-of-force protocols, including de-escalation techniques, conflict escalation dynamics, and triggering events for use of force. Additionally, application techniques for various types of restraints and their specific uses are covered.

#### **Activities:**

- Identifying Resistance (20 mins.)
- Strategies for Resolving Conflict (15 mins.)
- Identifying the Break-Over Point (20 mins.)
- Communication Skills Inventory (20 mins.)
- Getting the Message (15 mins.)
- Preferred Communication Style Inventory (20 mins.)
- Identifying Others' Communication Styles (20 mins.)
- Match Level of Response (15 mins.)
- Practical Exercises (8+ hours)

**Estimated Time:** 4 days (18 hours)

Classroom Material: Flipchart paper, PPT slides, worksheets

### **Facilitator Notes**

1. **INTRODUCE** yourself and any co-facilitators.
2. **LEAD** a quick energizer.
3. **PROVIDE** a brief overview of what will be covered.
4. **ADVANCE** to the next slide to review module objectives.
5. **NOTE:** REFER to the Field Guide for the exercises after the classroom portion.

### **Worksheets:**

- Break-Over Point
- Communication Skills Inventory
- Communication Style Self-Assessment
- Identifying Others' Communications Styles
- Match Level of Response to Resistance Worksheet
- Field Guide for Practical Exercises

## Learning Objectives



- Define use of force
- Describe communication styles
- Identify others' preferred communication styles



- Define proportionality
- Describe types of restraints and their uses



- Explain 4 levels of resistance
- Explain 5 levels of response
- Explain Mandela Rules and their application in use-of-force scenarios



- Discuss conflict escalation (Glasl's model)

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### Learning Objectives

These learning objectives are the essential steps to reaching the goal of the course—to gain a thorough understanding of use-of-force principles and conflict resolution in a prison environment.

### **Facilitator Notes**

1. **EXPLAIN** the objectives to the participants to set expectations for the module.
2. **ASK** whether participants have any questions or need clarification on the objectives.
3. **Note:** Learning objectives continue on next slide.



## Learning Objectives



- Discuss de-escalation



- Discuss triggering events for use of force and/or restraint application



- Discuss reporting and review procedures for use-of-force incidents



- Demonstrate application and removal of select restraints

- Demonstrate proper use of verbal commands during restraint application

- Demonstrate proper transport methods for restrained offenders

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### Learning Objectives

These learning objectives are the essential steps to reaching the goal of the course—to gain a thorough understanding of use of force principles and conflict resolution in a prison environment.

### **Facilitator Notes**

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



**Use of Force**  
**استعمال القوة وتطبيق القيود**

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## Defining Use of Force

- Use of force
  - ✓ Could potentially expose a corrections officer to professional or legal inquiry
  - ✓ Is sometimes necessary to obtain compliance
  - ✓ Can take many forms



### Discussion:

- How would you define use of force?
- When is it justified?
- When is it not justified?
- Who makes that decision in your prison?

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### Defining Use of Force

Use of force is an inevitable part of corrections and obtaining compliance from offenders. However, improper use of force can expose the officer to professional or legal consequences.

### Facilitator Notes

1. EXPLAIN that use of force is sometimes necessary to obtain compliance from offenders.
2. EXPLAIN that there are many levels of force that can be employed against offenders.
3. NOTE that officers are responsible for selecting the appropriate type/amount of force and may face consequences for applying too much or applying force when it is not justified.
4. LEAD an open-ended discussion centered around the questions in the slide.



## Defining Use of Force

- Physical assault upon an offender by a staff member
- If use of force is not authorized or conducted within acceptable legal parameters, it is a criminal act
- Legal parameters governing use of force generally agree that force:
  - ✓ Must be in self-defense only
  - ✓ Must be directly proportional to threat
  - ✓ Must end when resistance or threat ends



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### Defining Use of Force

Use of force is a physical assault upon an offender by an officer. To be considered lawful, the use of force must be:

- Authorized
- Conducted within acceptable legal/administrative parameters

If the use of force fails both tests, it is a criminal act that could have serious repercussions for the officer.

### Facilitator Notes

1. REVIEW use of force legal parameters for participants:
  - Self-defense or in defense of a third party (example: use of force is used on an offender assaulting another offender to protect the victim)
  - Directly proportional to threat
  - Must end when resistance/threat ends
2. EXPLAIN that use of force is governed by a wide range of rules, including:
  - International laws/agreements
  - National laws/policies
  - Ministry/administrative policies/practices
3. EXPLAIN that any use of force that falls outside of these requirements constitutes a criminal assault.

## Immediate vs Calculated Use of Force

### ▪ Immediate use of force

- ✓ Staff may immediately use force when the offender's behavior constitutes an immediate, serious threat to the offender, staff, others, property, or institution security and good order

### ▪ Calculated use of force

- ✓ This occurs in situations in which an offender is in an area that can be isolated (e.g., a locked cell, a range) and no immediate, direct threat exists to the offender or others



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### Immediate vs. Calculated Use of Force

When there is time for the calculated use of force or application of restraints, staff must first determine whether the situation can be resolved without resorting to force.

Calculated use of force is desirable rather than immediate use of force. Although this is not always possible, staff must use good correctional judgment in each incident to determine whether the situation allows for the implementation of calculated or immediate use of force procedures.

Immediate or unplanned use of force is required when an offender is trying to inflict injuries on herself that may be life-threatening or is assaulting any other person to include other offender. The destruction of government property may require the immediate use of force by staff in some circumstances. If the above circumstances are not present, staff should, if possible, employ the principles of calculated use of force.

### Facilitator Notes

1. **ENGAGE** participants in a discussion on calculated use of force vs immediate use of force.
2. **EXPLAIN** that calculated use of force is appropriate, for example, if the offender is in a secure area or in an area where doors/grills may be secured, including cases when the offender is making verbal threats or brandishing a weapon, provided staff believe there is no immediate danger of the offender inflicting injury or harm to herself or others.
3. **ADD** that calculated use of force permits the use of other staff (e.g., psychologists, counselors, etc.) to attempt to resolve the situation non-confrontationally.
4. **DESCRIBE** situations in which immediate use of force is necessary.





## Mandela Rules Governing Use of Force

### Rule 82:

Prison staff **shall not**, in their relations with the prisoners, use force **except in self-defense or in cases of attempted escape, or active or passive physical resistance to an order based on law or regulations.**

Prison staff who have recourse to force must use **no more than is strictly necessary** and **must report** the incident immediately to the prison director.

- Use of force is an authorized, proportional response to offender resistance



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### Mandela Rules Governing Use of Force

The United Nations Standard Minimum Rules for the Treatment of Prisoners (also known as the Mandela Rules) is a set of international agreements that establish minimum standards for the management of prisons, including guidance on the use of force.

Mandela Rule 82 specifically establishes four requirements for use of force:

- Self-defense or to prevent escape
- To counter resistance
- Minimum amount and duration necessary
- Must be reported to higher authority

### Facilitator Notes

1. READ aloud Mandela Rule 82 on use of force (quoted in its entirety here):

*Prison staff SHALL NOT, in their relations with the prisoners, use force EXCEPT IN SELF-DEFENSE OR IN CASES OF ATTEMPTED ESCAPE, OR ACTIVE OR PASSIVE PHYSICAL RESISTANCE to an order based on law or regulations.*

*Prison staff who have recourse to force must use NO MORE THAN IS STRICTLY NECESSARY and MUST REPORT the incident IMMEDIATELY to the prison director.*

2. STRESS that use of force must be both authorized and proportional to resistance.
3. STRESS that force must end when resistance ends or the threat is no longer present.



**Resistance**  
**المقاومة**

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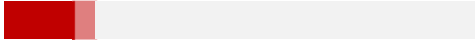
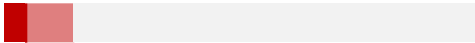

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## Resistance

For any given offender population:

15 – 20%		want to serve their sentences with a <b>minimum of trouble</b>
5 – 15%		will routinely and <b>actively resist</b> officers' commands
75 – 80%		will go <b>with the flow</b>


Resistance is the refusal to comply with specific, legitimate commands

**What could cause an offender to resist?**



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### Resistance

Resistance is the refusal to comply with specific, legitimate commands issued by the officer.

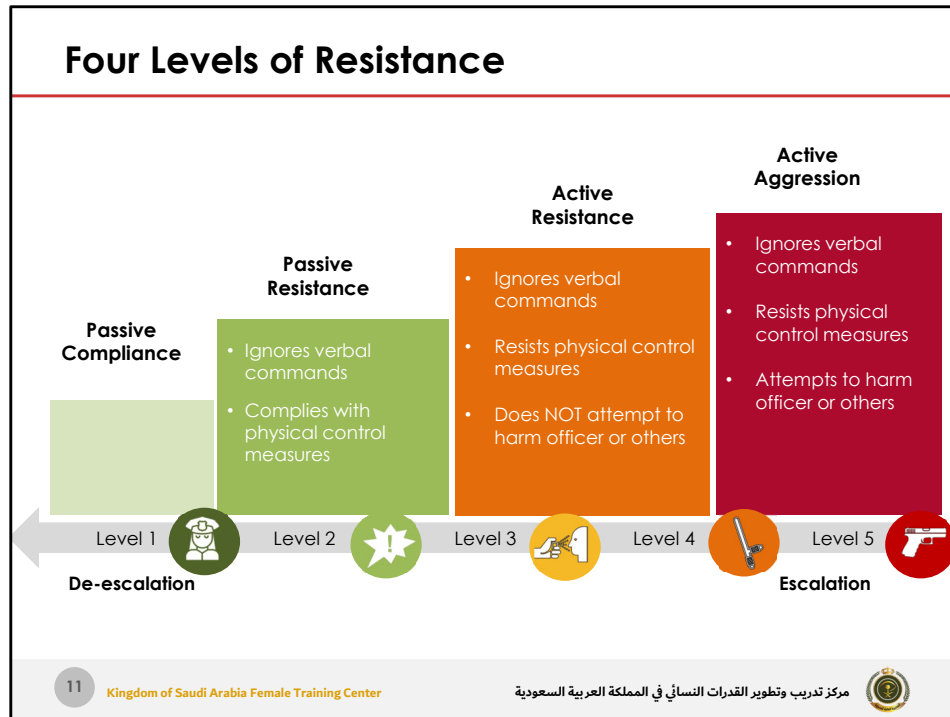
For any given offender population, between 5 to 15% of offenders will actively resist officers' commands.

An additional 75 to 80% will resist if they think there will be few or no consequences.

The remaining 15 to 20% have no desire to get into or cause trouble; they just want to serve their sentence and go home.

### Facilitator Notes

1. EXPLAIN that the next slides will examine resistance in detail to help participants recognize how much resistance is present so they can form effective and appropriate responses to it.
2. REVIEW the general statistics for offender populations:
  - 15 – 20% just want to serve their sentences and get out
  - 5 – 15% will actively seek out opportunities to resist commands and violate codes of conduct
  - 75 – 80% will follow the loudest voice in the room
3. ASK participants: What could cause an offender to resist?
4. LEAD an open-ended discussion centered on their responses.



#### Four Levels of Resistance

Use of force must be proportional to the amount and type of resistance to legitimate commands. Officers must learn to recognize resistance in the offender population to ensure any use of force is lawful.

The four levels of resistance are:

1. Passive compliance – no resistance to commands
2. Passive resistance – ignores verbal commands, complies with physical control measures
3. Active resistance – ignores verbal commands, resists physical control measures, but no attempt is made to harm the officer
4. Active aggression – ignores verbal commands, resists physical control measures, and attempts to harm the officer or others

#### **Facilitator Notes**

1. REVIEW four levels of resistance for participants.
2. DEFINE “physical control measures” with examples, if necessary.
3. STRESS that to be lawful, use of force must be proportional and end when the resistance ceases.
4. Note: the following activity has facilitators role-playing each level of resistance to allow participants to identify by type.

## Identifying Resistance


**EXERCISE**

- Work as a large group
- Observe role-play scenario
- Identify level of resistance shown:
  - ✓ Passive compliance
  - ✓ Active resistance
  - ✓ Passive resistance
  - ✓ Active aggression


Work in large group

➔

Be prepared to share



SCENARIO



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Identifying Resistance	
Duration	20 minutes
Purpose	The purpose of this activity is to identify levels of resistance modeled in facilitator role plays.
Materials	<ul style="list-style-type: none"> <li>• Flipchart</li> <li>• Marker</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work as a class.</li> <li>2. Observe facilitator role plays.</li> <li>3. After each role play, write down on a piece of paper the level of resistance displayed by offender.</li> <li>4. Be prepared to discuss your answers.</li> </ol>

### Facilitator Notes

1. EXPLAIN the activity to participants.
2. After each role-play, participants determine the level of resistance and write it down.
3. One facilitator will role play an officer, and another facilitator will role play an offender.
4. Working with the other facilitator, DEMONSTRATE scenarios according to the instructions for each.

**Scenario 1:** Officer: <Instruct OFFENDER to assume search position against the wall>  
Offender: <Passively complies>

**Scenario 2:** Officer: <Instruct OFFENDER to assume search position against the wall>  
Offender: <Passively resists by ignoring command>

**Scenario 3:** Officer: <Instruct OFFENDER to assume search position against the wall>  
Offender: <Ignores command, and resists physical control measures>

**Scenario 4:** Officer: <Instruct OFFENDER to assume search position against the wall>  
Offender: <Ignores command, resists physical control measures, and simulates attack on officer>

5. REGROUP on the following slide.



## Identifying Resistance

REGROUP

- What level do you mostly encounter?
  - ✓ Passive compliance
  - ✓ Passive resistance
  - ✓ Active resistance
  - ✓ Active aggression



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### Identifying Resistance

Regroups allow you the opportunity to compare differences in the answers between groups and to address any questions.

### **Facilitator Notes**

1. REGROUP from the previous activity.
2. REVIEW each scenario.
3. ASK for a show of hands of who determined Scenario 1 was passive compliance, a show of hands of who determined it was passive resistance, and so on.
4. CONTINUE throughout the scenarios.
5. COMPARE answers and engage participants in any scenario in which they disagreed on the level of resistance.
6. ASK participants: 'Did you note any heightened sense of tension / agitation within yourself as you watched these scenarios?' Why is it important to know these signs in yourself when involved in the use of force?
7. ASK participants whether the scenarios would be commonplace in their prison.
8. ASK participants what level(s) of resistance is most common in their prison.

Conflict  
الصراع

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## Conflict: Me versus You

- Resistance can develop into conflict if not resolved
- Conflict is “me vs. you”
- Glasl's 3-stage conflict model:

### Win-Win

- Words, not actions
- Escalation is mutual

### Win-Lose

- Person vs. person
- Escalate or lose

### Lose-Lose

- Potential for deadly force
- Mutual destruction acceptable

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### Conflict: Me versus You

At the most basic level, resistance is the offender's attempt to exert some measure of authority over her situation. In a prison environment, authority **must** be retained by staff. Resistance then sets up a potential “me versus you” conflict between offender and staff if it is not resolved.

All conflicts progress through the same basic model described by Friedrich Glasl:

#### Win-Win

- Difference of opinion (words, not actions)
- Both parties have to choose to escalate
- If parties escalate, “battle lines” will be drawn
- Words soon turn into actions

#### Win-Lose

- Original issue no longer matters; this becomes a person vs. person problem now
- Both sides look for allies
- Options narrow to escalate or lose
- Backing down leads to loss of face that cannot be tolerated

#### Lose-Lose

- Both sides are willing to enter physical combat
- Potential for deadly force
- If opponent is too powerful, mutual destruction is acceptable

### Facilitator Notes

1. EXPLAIN that when an offender resists, she is pitting her own authority against the officer's.
2. STRESS that the officer must retain authority at all times. This sets up a conflict between the officer and the offender that the officer **must** win.
3. EXPLAIN that officers cannot ensure safety and good order if they do not maintain authority over offenders.
4. REVIEW Glasl's (“glaaaa-zul”) model of conflict:
  - Win-win
  - Win-lose
  - Lose-lose
5. EXPLAIN that conflict always starts at win-win and progresses to lose-lose unless resolved or interrupted.
6. STRESS that conflicts occur between two people but can spread to include almost everyone.



## Resolving Conflict

- Every person has a preferred conflict resolution strategy

### Avoidance

Ignore/sidestep and hope it goes away



### Accommodation

Sacrifice your needs for other person's need



### Compromise

Partially satisfy both people's needs



### Competition

Satisfy your needs only



### Collaboration

Work to find a mutual beneficial solution



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### Resolving Conflict

Conflict is similar to a contagious illness in that it starts between two people but can spread to infect everyone in the area. People have developed strategies for resolving conflicts while at the win-win stage, but some of these strategies are more effective than others. Corrections officers must choose their strategies carefully.

- Avoidance – ignoring or sidestepping the conflict in the hopes that it goes away on its own
- Accommodation – sacrificing your needs/concerns to satisfy the other person's
- Compromise – creating a solution that will partly (but not completely) satisfy both people's needs/concerns
- Competition – satisfying your needs/concerns at the expense of the other person's
- Collaboration – working with the other person to find a solution that completely satisfies both people's needs/concerns

### Facilitator Notes

- REVIEW conflict resolution strategies for participants.
- REMAND participants that officers must retain authority at all times.
- EXPLAIN that if addressed properly, each conflict offers an opportunity to present and reinforce expectations for offender behavior.
- EXPLAIN that each successful conflict resolution reinforces officer's authority.
- The following exercise will allow participants to evaluate each conflict resolution strategy for effectiveness in a prison environment.



## Strategies for Resolving Conflict

**EXERCISE**

List positives and negatives of your assigned conflict resolution strategy

- ✓ How could it affect security, safety, and good order?
- ✓ What communication skills would an officer need to successfully apply this strategy?
- ✓ Overall, is this a good or appropriate strategy for resolving conflict in a prison environment?



Work in your groups

➔

Be prepared to share

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Strategies for Resolving Conflict	
Duration	15 minutes
Purpose	The purpose of this activity is to allow participants to evaluate each conflict resolution strategy for effectiveness in a prison environment.
Materials	<ul style="list-style-type: none"> <li>• Pen/Pencil</li> <li>• Paper</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work in small groups.</li> <li>2. List the positives and negatives of your assigned strategy as applied in a prison environment.</li> <li>3. Consider the following questions when evaluating your strategy:                             <ul style="list-style-type: none"> <li>• How might it affect security, safety, and good order?</li> <li>• What communication skills would an officer need to successfully apply this strategy?</li> <li>• Overall, is this a good or appropriate strategy for resolving conflict in a prison environment?</li> </ul> </li> <li>4. Be prepared to share with the class.</li> </ol>

### Facilitator Notes

1. **BREAK** participants into their small groups.
2. **ASSIGN** each group one of the conflict resolution strategies listed below:
  - Avoidance
  - Accommodation
  - Compromise
  - Competition
  - Collaboration
3. **EXPLAIN** that each group will list the pros and cons of each strategy as applied in a prison environment. They are to consider safety/good order, communications skills, and effectiveness.
4. **ALLOW** groups 15 minutes to work.
5. **REGROUP** on the following slide.



## Strategies for Resolving Conflict

- How might the strategy affect security, safety, and good order?
- What communication skills would an officer need to successfully apply the strategy?
- Overall, is this a good or appropriate strategy for resolving conflict in a prison environment?
- Why?

**REGROUP**



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### Strategies for Resolving Conflict

- How might your assigned strategy affect security, safety, and good order?
- What communication skills would an officer need to successfully apply your assigned strategy?
- Overall, is your assigned strategy a good or appropriate way to resolve conflict in a prison environment?
- Why or why not?

### Facilitator Notes

1. REGROUP from the previous activity.
2. ASK a spokesperson from each group to present her group's responses.
3. For each group/strategy, ASK for details: Why is this strategy a good or bad choice for resolving conflict in a prison?
4. EXPLAIN to participants that most conflict resolution strategies examine conflicts between equals; officers and offenders cannot be equal in authority.
5. EXPLAIN that the next slides will help participants build their ability to resolve conflicts in their favor by applying communication, observation, and de-escalation skills.
6. REMIND participants that the goal is to resolve conflicts at the win-win stage.

**De-escalation**  
**تخفيف التصعيد**

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## De-Escalation

- The best option for all parties involved in a conflict is early **de-escalation**
- Fight-or-flight response affects rational thought and impulse control
- Long-term consequences seem less important



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### De-escalation

When addressing conflict, the best option for all parties involved is early de-escalation. As conflict progresses from win-win through win-lose and to lose-lose, both parties are actually *less* able to process information and make good decisions.

This happens as a result of the body's fight or flight response, in which resources are directed away from the parts of the brain responsible for rational thought, awareness of consequences, and impulse control.

### Facilitator Notes

1. EXPLAIN that the body's fight or flight response (addressed elsewhere in this course) causes changes in the amount of blood/oxygen flowing to the brain.
2. EXPLAIN that these changes prime the body for action, not thought. Impulse control and awareness of consequences in particular suffer.
3. REMIND participants that win-win conflicts are based on words, not actions. This requires the rational thinking brain to be in charge.
4. EXPLAIN that allowing conflicts to escalate past win-win almost guarantees some form of physical aggression will be required.



## Strategies for De-Escalation

- Remember the setting
- Remember the person
- Establish and maintain command presence



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### Strategies for De-escalation

Officers must never forget that prison is by design restrictive of offender behavior and options. This reduces offenders' perceptions of self-autonomy, which can lead to conflict. Offenders must be made to realize that they retain some measure of choice while incarcerated: They can choose to comply or to face the consequences of non-compliance. De-escalation strategies are built around engaging the offender's rational brain to make that decision.

The most basic strategy for de-escalation is the officer's own command presence. Command presence is the officer's ability to project authority and professionalism, even when others are not looking.

Other de-escalation strategies are verbal. In certain situations (high security posture, etc.) verbal strategies may actually undermine the officer's authority. In lower-security environments, officers may have more leeway to adopt less coercive approaches to de-escalation. Regardless of the strategy used, the goal remains the same: Obtain compliance while minimizing use of force.

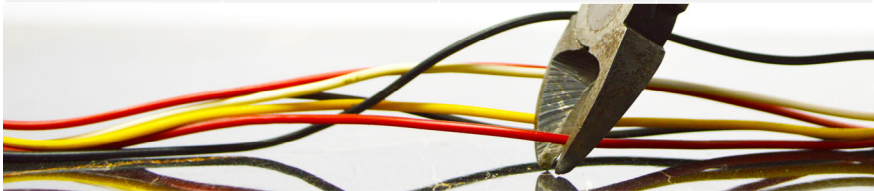
### Facilitator Notes

1. REMIND participants that in later stages of conflict, both parties' rational brains are not in charge.
2. EXPLAIN that command presence has many components, including posture, personal appearance (e.g., uniform), how you walk, the gestures you use, tone of voice, and interactions with others (including colleagues).
3. EXPLAIN that command presence and professionalism are interlinked.
4. EXPLAIN that one of the biggest contributing factors to developing command presence is consistency, whether in personal conduct and appearance or in addressing offender misconduct.
5. EXPLAIN that in higher security level prisons, staff may not have the luxury of de-escalation through dialogue.
6. EXPLAIN that certain de-escalation strategies may convey the appearance of weakness. This should be considered when evaluating which strategy to employ.
7. REMIND participants that use of force guidelines emphasize employing the least amount of force commensurate with resistance.



### Strategies for De-Escalation

Listening	Acknowledging	Agreeing	Apologizing
Allow offender to vent	Relay understanding of complaint	Lower the emotional temperature	Re-direct offender's anger



Clarifying	Choices/Consequences	Sequencing Questions	Taking Advantage of Suggestibility
Reflect offender's words	Offer options	Re-engage the offender's brain	Interrupt the pattern

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### Strategies for De-escalation

These strategies are a kind of verbal judo that allows the officer to steer the offender toward the desired outcome. If done properly, the officer will obtain compliance without having to resort to force.

- **Listening** – allows offender to vent and get rid of anger.
- **Acknowledging** – relays understanding and lets offender know you see her as a person.
- **Agreeing** – helps verify the truths in offender's complaint, which removes her resistance and helps lower the emotional temperature.
- **Apologizing** – a sincere apology helps build credibility and may redirect the offender's anger.
- **Clarifying** – reflecting the offender's words back to her may cause her to reconsider those words and her resistance.
- **Offering choices and consequences** – presenting options the offender has to select. "Stop, or you'll be placed in restraints" offers the offender two distinct choices—to stop or not—as well as distinct consequences (restraints) for choosing poorly.

- **Sequencing questions** – asking open-ended questions that build on each other and require the offender to think rationally.
- **Taking advantage of suggestibility** – in fight or flight, people are less likely to respond to commands. They are more likely, though, to respond to questions. Phrasing commands as questions interrupts the fight/flight pattern ("Could you step over here, please?") and often results in a better response over a command.


### **Facilitator Notes**

1. REVIEW strategies with participants.
2. HIGHLIGHT those that may not seem suited to a prison environment (e.g., apologizing).
3. REMIND participants of the concept of verbal judo: Officers don't apologize for their actions, but they may apologize that the offender is acting in such a manner as to require those actions.
4. STRESS the importance of re-engaging the offender's rational brain in her decision-making process to lower the emotional temperature.





### Break-Over Point



- Point at which de-escalation is no longer possible
- All talking stops
- Officer must ACT!
- Most dangerous for new officers

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### Break-Over Point

The break-over point is the point at which de-escalation is no longer possible and force is required to resolve the situation. New corrections officers often have trouble identifying the break-over point and, as a result, may hesitate to use force. This hesitation may provide the offender an opportunity to strike first and harm the officer.

When the time comes for use of force, there can be no hesitation. When the break-over point is reached, the officer must **act**.

### Facilitator Notes

1. ENGAGE participants in a discussion of the break-over point centered around the following questions:
  - How do you know when the break-over point has been reached? (Expected answer: offender moving off centerline, clenching fingers into fists, "thousand yard stare," increased perspiration, etc.)
  - What are some cues that the offender might be at or near the break-over point and might be ready to attack? (Expected answer: changes in voice volume/speaking rhythm, increased breathing rate, posture, more aggressive motions, etc.)
  - What are some cues that a colleague might be at the break-over point and might be ready to employ force? (Expected answer: crowding the offender, looking around for backup, hand on baton, etc.)
2. STRESS that new officers often misidentify (or miss) the break-over point, placing them at higher risk of injury.
3. REMIND participants that officers must project and protect their own authority because their ability to do so affects safety and good order.

## Avoiding Break-Over Point

Resolve conflict at the **win-win** stage whenever possible



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### Avoiding Break-Over Point

By resolving conflicts at the win-win stage (before the break-over point is reached), both parties can go about their day with minimal disruption. Command presence and a good understanding of de-escalation can help the officer achieve this goal.

Avoiding break-over helps preserve safety, security, and the smooth operation of the prison.

### Facilitator Notes

1. **STRESS** that officers must seek to minimize disruptions to good order whenever possible.
2. **REMAND** participants that de-escalation alone does not always guarantee that the break-over point will be avoided; command presence and the offender's firm understanding of the expectations for her behavior must also be part of the process.
3. **EXPLAIN** that the next few slides will explore participants' communications skills and preferred styles.



## Identifying Break-Over Point


**EXERCISE**

- Work in your group
- Listen to scenarios
- Identify potential break-over point(s)
- Discuss your answers


Work in your group

➔

Be prepared to share



**BREAK-OVER POINT**



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Identifying Break-Over Point	
Duration	20 minutes
Purpose	The purpose of this activity is to identify the break-over points in a series of scenarios presented by facilitator.
Materials	Worksheet: Break-Over Point Pen/Pencil Paper
Steps	<ol style="list-style-type: none"> <li>1. Work in small groups.</li> <li>2. As facilitator role-plays or reads the scenario, identify whether there is a break-over point.</li> <li>3. If you determine there is a break-over point, explain it.</li> <li>4. Repeat for each scenario.</li> <li>5. Be prepared to share your answers.</li> </ol>

### Facilitator Notes

1. ASK participants to work in their small groups.
2. EXPLAIN the activity to participants.
3. DISTRIBUTE Worksheet: Break-Over Point to participants.
4. Either ROLE-PLAY or READ aloud the scenarios in the worksheet.
5. PAUSE after each scenario to allow groups to discuss their answers.
6. REPEAT until all scenarios have been read.
7. REGROUP on the following slide.



## Identifying Break-Over Point

### REGROUP

- Identify break-over point(s)
- Do all conflicts have break-over points?
- Why might an offender choose to not escalate a conflict?



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### Identifying Break-Over Point

- Identify break-over point(s)
- Do all conflicts have break-over points?
- Why might an offender choose to NOT escalate a conflict?

### Facilitator Notes

1. REGROUP from the previous activity.
2. ASK for a show of hands for Scenario 1. Was a break-over point reached?
3. CONTINUE in the same manner for each scenario. When some participants determine a break-over point was reached, have them explain what it is.
4. CONTINUE the discussion until you reach a consensus.
5. ASK participants: Do all conflicts have break-over points? (Answer: Not necessarily or immediately. Some conflicts may start then “simmer” as resentment builds. These are “hair trigger” situations that demand officers know their offenders and be able to identify resistance.)
6. ASK participants: Why might an offender choose to not escalate a conflict? (Answers: command presence, knowledge of expectations for offender behavior, knowledge of consequences for misconduct, officer successfully de-escalates, etc.)



**Communication Styles**  
**أساليب الاتصال**

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## Communicate to De-Escalate

- Build a shared understanding
- Enable negotiation
- Resolve conflicts



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### Communicate to De-escalate

We communicate with the goal of building a shared understanding between two or more people. Communication is a form of negotiation, and every negotiation requires:

- A shared language
- A shared context
- Recognition of the other as a person with goals and needs
- A desire to achieve a specific outcome

In short, we communicate to negotiate the resolution of conflicts between ourselves and other people. Some people seem to have an easier time at this task. That is generally because they have developed their communication skills and understand their (and their listener's) communication style.

### Facilitator Notes


1. **ENGAGE** participants in a discussion on the role of communication in de-escalation.
2. **THINK** of a sentence that officers may use when communicating with an offender.
3. **REPEAT** that sentence using multiple tones—e.g., friendly, professional, angry, sarcastic, scared.
4. **ASK** participants how will the offender who is the recipient of those tones feel.
5. Now, **REVERSE** that. Think of a sentence an offender may use when addressing an officer.
6. **REPEAT** that sentence in multiple tones—e.g., friendly, scared, angry, sad, professional, respectful.
7. **EXPLAIN** that communication is the way people should resolve conflicts.
8. **EXPLAIN** that every conversation is to some degree a negotiation. Provide examples (e.g., deciding on where to go for lunch, arranging work schedules, convincing someone to help you with a task, explaining your day, etc.).
9. **STRESS** communication as a tool to de-escalate.



## Communication Skills Inventory

**EXERCISE**


- Work individually
- Complete the inventory
- Facilitator will provide scoring instructions
- Keep for future reference



COMMUNICATION  
SKILLS INVENTORY

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Communication Skills Inventory	
Duration	20 minutes
Purpose	The purpose of this activity is to allow you to evaluate your communication skills using a standard survey instrument. You will not be required to share the results of the evaluation.
Materials	<ul style="list-style-type: none"> <li>• Communication Skills Inventory</li> <li>• Pen/Pencil</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work individually.</li> <li>2. Complete the inventory.</li> <li>3. There is no "best" answer; select the one you feel most applies.</li> <li>4. Facilitator will provide scoring instructions.</li> <li>5. Keep inventory for future reference; you may wish to retake it at a later date.</li> </ol>

### Facilitator Notes

*NOTE: Use your discretion if you want to skip this exercise or provide it as a reference and focus more on the demonstration of applying restraints*

1. ASK participants to work individually.
2. EXPLAIN the activity to participants.
3. DISTRIBUTE one copy of Communication Skills Inventory to each participant.
4. ALLOW participants 20 minutes to work.
5. You will provide scoring instructions on the following slide.
6. REGROUP on the following slide.



## Communication Skills Inventory

REGROUP

- Sending clear messages
- Listening
- Giving and receiving feedback
- Handling emotional interactions





COMMUNICATION  
SKILLS ANSWER KEY

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### Communication Skills Inventory


At your convenience, score your inventory. Determine areas in which you are strong and areas in which you can improve.

### **Facilitator Notes**


1. REGROUP from the previous activity.
2. DISTRIBUTE the Communication Skills Answer Key.
3. You have an option to complete the skills inventory answer key in class, which may be time consuming, or review the instructions and have participants complete the assessment at their leisure.
4. SPEND this time to explain the importance of being strong in all areas listed in the slide. The inventory will provide a reflection of participants' strengths in each area.

### Three Components of Communication

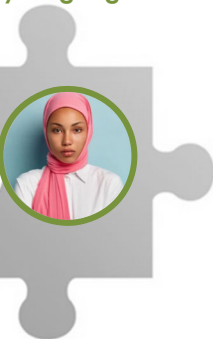
Words



Tone



Non-verbal/  
body language



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### Three Components of Communication

There are the words you say, the way you say them, and what your body says you feel about what you are saying.

Every time we talk, we send three separate messages through our words, tone, and non-verbal cues (body language). When those three components do not align, the result is confusion or misunderstanding.

Clear communication is a requirement for obtaining compliance from offenders. If your orders are not understood or are delivered in such a way as to either cause confusion or undermine your authority, the likelihood of resistance increases.


### **Facilitator Notes**

The following exercise is a facilitator-led demonstration that will show various examples of words, tone, and body language.

## Getting the Message

**EXERCISE**

- Observe role play
- Consider how the following affected the interaction:
  - ✓ Words used
  - ✓ Tone used
  - ✓ Body language/non-verbal cues displayed
- Discuss your answers




Work as a class

➔

Be prepared to share

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Getting the Message	
Duration	15 minutes
Purpose	The purpose of this activity is to identify how words, tone, and non-verbal cues impact orders given by a correctional officer.
Materials	• N/A
Steps	<ol style="list-style-type: none"> <li>1. Work as a class.</li> <li>2. Watch each facilitator role play.</li> <li>3. Identify changes in word choice, tone of voice, and body language and how they affect the order given.</li> <li>4. Be prepared to discuss.</li> </ol>

### Facilitator Notes

1. EXPLAIN the activity to participants.
2. PAIR UP with another facilitator. One facilitator will play the offender; the other will play the officer.
3. Officer will ISSUE the following commands:
  - *Count time*
  - *Cuff up*
  - *Go through the metal detector*
  - *Shakedown*
  - *Tuck in your shirt*
  - *Clear the rec yard*
4. Officer will ALTERNATE between submissive and confident presentations, including:
  - Tone of voice (confident and professional vs. nervous and/or apologetic)
  - Volume (whisper versus "command tone" versus shout)
  - Eye contact (direct and steady or avoided)
  - Posture (owning the space versus getting out of the way)
5. REGROUP on the next slide.



## Getting the Message

- How did the words used convey the message?
- How did the tone used impact the message?
- How did the non-verbal cues/body language affect the message?
- What was the message or messages?

**REGROUP**



### Getting the Message

- How did the words convey the message?
- How did the tone impact the message?
- How did the non-verbal cues/body language affect the message?
- How many messages were being sent?

### **Facilitator Notes**

1. REGROUP from the previous activity.
2. ASK a participant at random to share her observations.
3. REPEAT Step 2 until enough participants have had a chance to share.
4. LEAD an open-ended discussion centered on the question: What was the message) or messages) being sent? Consider the following potential answers:
  - I'm intimidated by you
  - I'm uneasy
  - I expect you to comply with my orders
  - I don't take this seriously
  - I don't have any authority
  - I am a professional, and this is my space
  - You will meet my expectations of your behavior
  - I hate you
5. ASK participants what the demonstration suggested about who was in charge of those interactions.

## Preferred Communication Style

- Communication style can have a major impact on how information is delivered and received
- Everyone has a style that feels most natural and comfortable
- People in certain roles must adopt different communication styles to fit the situation



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### Preferred Communication Style

Outside of emergency situations in which communication must be direct and mostly one-way, communication style can have a major impact on how information is both delivered and received.

Every person has a natural or preferred communication style she uses in work and personal conversations.

Corrections officers must learn how to quickly evaluate and identify a person's preferred communication style and then apply knowledge of that style to obtain compliance.

Officers must also be able to objectively evaluate their own preferred communication style to identify the "handles" that can be used to manipulate them.

### Facilitator Notes

1. EXPLAIN that some offenders are very adept at identifying how to manipulate others, including correctional officers.
2. EXPLAIN that understanding communication styles will help participants identify and counter manipulation attempts as well as phrase their commands in a manner most likely to gain compliance.
3. TELL participants they will be completing a communication style inventory for themselves and others in the following slides.



## Preferred Communication Style Inventory

**EXERCISE**

- Work individually
- Complete the Worksheet: Preferred Communication Style
- Add up your points
- Identify your primary and secondary preferred styles
- Consider characteristics associated with each style
- Keep for future reference

Work individually

➔

Keep for reference



PREFERRED  
COMMUNICATION STYLE



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Preferred Communication Style Inventory	
Duration	20 minutes
Purpose	The purpose of this activity is to identify your preferred and secondary communication styles using a standard survey instrument.
Materials	<ul style="list-style-type: none"> <li>Communication Style Self-Assessment</li> <li>Pen/pencil</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work individually.</li> <li>2. Review each line in the inventory and circle the word/phrase that best describes you.</li> <li>3. There is no "best" answer; choose the one that you feel is most accurate for you.</li> <li>4. Repeat until inventory is finished.</li> <li>5. Add up the number of words you circled in each column and enter this number in the space provided.</li> <li>6. Use column totals to identify your preferred and secondary communication styles.</li> <li>7. Review general characteristics associated with each style.</li> </ol>

### Facilitator Notes

*NOTE: Use your discretion if you want to skip this exercise or provide it as a reference and focus more on the demonstration of applying restraints*

1. ASK participants to work individually.
2. EXPLAIN the activity to participants.
3. DISTRIBUTE one copy of Worksheet: Communication Style Self-Assessment to each participant.
4. REVIEW instructions included in assessment and ASK whether there are any questions.
5. ALLOW participants 20 minutes to work.
6. REGROUP on the following slide.



## Preferred Communication Style Inventory

- What is your primary preferred communication style?
- What is your secondary preferred communication style?
- How do your styles affect your ability to obtain compliance from offenders?
- How do your styles affect your interactions with colleagues?

**REGROUP**



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### Preferred Communication Style Inventory

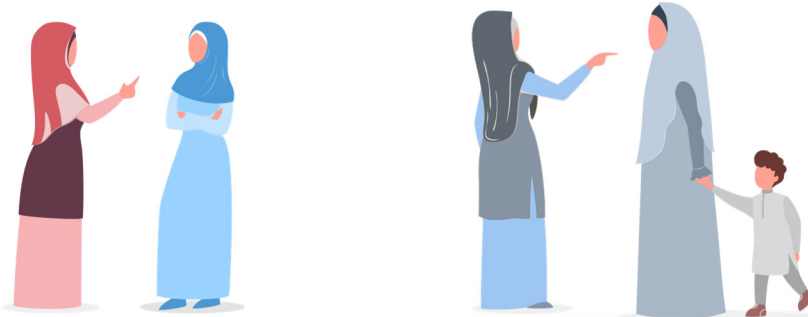
- What is your preferred communication style?
- What is your secondary communication style?
- How do your styles affect your ability to obtain compliance from offenders?
- How do your styles affect your interactions with colleagues?
- How might you use what you've learned to change how you interact with others?

### **Facilitator Notes**

1. REGROUP from the previous activity.
2. REVIEW slide questions with participants for their own reflection; participants are not required to share their answers.
3. REMIND participants that each spoken communication is made up of three separate components (words, tone, body language).

## Identifying Others' Communication Styles

- Purpose: identifying resistance accurately
  - ✓ Know your offenders
- Develop strategies for obtaining compliance
- Working with different communication styles



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### Identifying Others' Communication Styles

Part of being an effective correctional officer is knowing your offenders. Communication is central to this goal, both in how you speak to offenders and how they interpret your words.

Understanding your offenders' (and colleagues') communication styles will help you identify resistance, develop strategies for compliance, and improve your ability to communicate with others who have different styles than your own.

### Facilitator Notes

**STRESS** the importance of knowing your offenders as a central component of dynamic security.

## Identifying Others' Communication Styles

**EXERCISE**

- Review characteristics for each style in each context
- Consider your supervisor/facilitator/colleagues (no names!)
- Consider problem offenders in your prison
- Consider strategies for obtaining compliance from that type of communicator
- Keep for reference

Work as a large group

➔

Keep for reference



**IDENTIFYING OTHERS' COMMUNICATION STYLE**

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Identifying Others' Communication Styles	
Duration	20 minutes
Purpose	The purpose of this activity is to identify characteristics of various communication styles using various contextual clues.
Materials	<ul style="list-style-type: none"> <li>• Worksheet: Identifying Others' Communication Styles</li> <li>• Pen/Pencil</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work as a class.</li> <li>2. Review characteristics for each style in each context.</li> <li>3. Consider your supervisor/colleagues/facilitator (no names!).</li> <li>4. Consider problem offenders in your facility.</li> <li>5. Discuss strategies for obtaining compliance based on offenders' communication styles.</li> <li>6. Discuss strategies for asking for help from colleagues/superiors based on their communication styles.</li> <li>7. Remember preferred and secondary!</li> </ol>

### Facilitator Notes

1. ASK participants to work as a class.
2. DISTRIBUTE copies of Identifying Others' Communication Styles worksheet to participants.
3. EXPLAIN the activity to participants.
4. LEAD an open-ended discussion centered around the following topics:
  - Strategies for obtaining/ensuring offender compliance
  - Strategies for obtaining help from colleagues
  - Strategies for obtaining help from supervisors
  - Other (facilitator's choice)
5. REGROUP on the following slide.



## Identifying Others' Communication Styles

**REGROUP**

- What are the styles?
- What are your communication strategies?



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### Identifying Others' Communication Styles

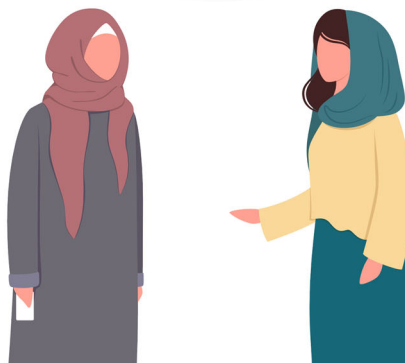
Regroups allow you the opportunity to compare differences in the answers between groups and to address any questions.

### Facilitator Notes

1. REGROUP from the previous activity.
2. ASK whether there are any questions about communication styles.

### Communications: Best Way to Resolve Conflict

- Resolve at win-win by communicating
- Know your offenders
- Ensure safety and good order



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#### Communicating to Resolve Conflict

Knowing the offenders is vital to ensure safety, security, and good order.

#### Facilitator Notes

1. REMIND participants that the goal of communication is to negotiate and resolve conflict.
2. REMIND participants that knowing their offenders is vital to ensuring safety, security, and good order.



# Use-of-Force Continuum

## متسلسلة استعمال القوة

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### NOTES

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## When Communication Isn't Enough

- Corrections agencies have use-of-force policies for when communication doesn't solve the problem
- These policies describe an escalating series of actions an officer may take to resolve a situation



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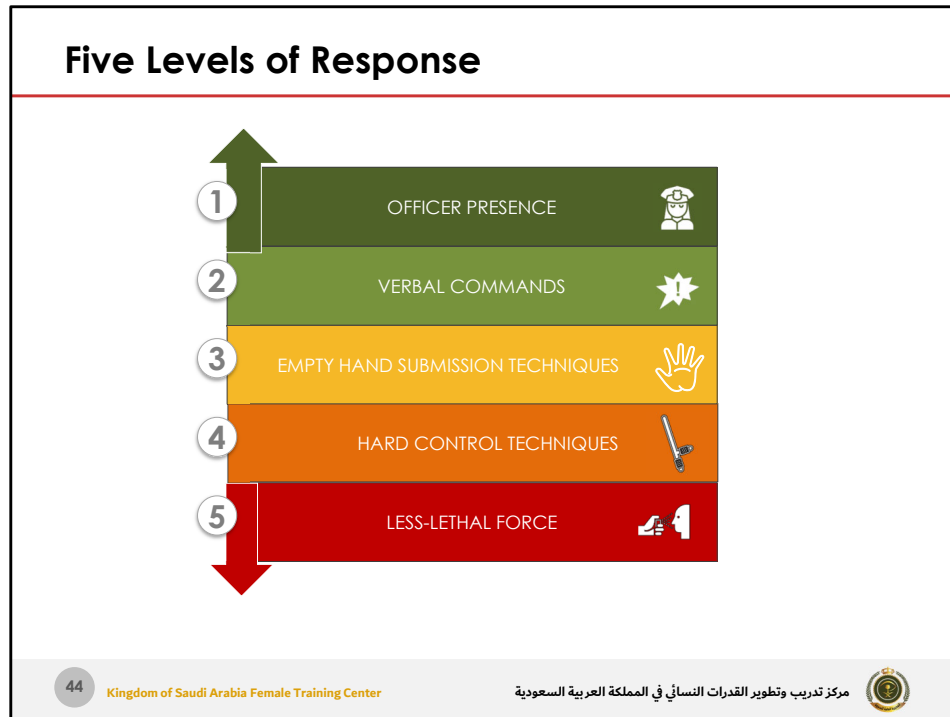
### When Communicating Isn't Enough

All corrections agencies must have policies and procedures that govern the use of force, establish the criteria for use of force justification, set use of force limits, define responsibilities for staff involved in uses of force, and establish the legal requirements for various levels of force.

### Facilitator Notes

1. LEAD an open-ended discussion on authorization of use of force.
2. LEAD an open-ended discussion on use of force reporting requirements/practices.





### Five Levels of Response

The application of force allows the officer to prevent, resolve, or overcome resistance. There are five levels of response:

- **Officer presence** – visual presence of authority (uniform, equipment, etc.)
- **Verbal commands** – clear direction provided along with consequences for failure to comply
- **Empty hand submission techniques** – pressure point control moves, joint manipulation, restraints, etc.
- **Hard control techniques** – kicks, punches, stun guns, pepper/OC spray, etc.
- **Less-lethal force/intermediate weapons** – Taser, pepperball gun, dogs, baton/extendable baton, etc.


The level of force applied must be proportional to the level of resistance.

### Facilitator Notes


1. REVIEW five levels of response for participants.
2. POINT OUT that each level builds on those before it (e.g., empty hand submission is accompanied by verbal commands given by an officer).
3. If necessary, PROVIDE additional examples of each level of response (e.g., officer in guard tower AND in common area, etc.).


## Proportionality


**Level of Resistance**



**Level of Response**





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### Proportionality

The Mandela Rules establish that any use of force must match the level of resistance presented and that force must stop when the resistance ends.

Use of force that exceeds these requirements constitutes a criminal act.

### Facilitator Notes

1. REMIND participants of the Mandela Rules pertaining to use of force covered in this module (47, 48, 49).
2. If necessary, READ each rule aloud to emphasize its requirements:
  - Self-defense or to ensure compliance with legitimate orders only
  - Directly proportional to threat
  - Must end when resistance stops
3. REMIND participants that any use of force that does not comply with applicable policies and/or laws may expose the officer to administrative and/or legal consequences.

## Match Level of Response

EXERCISE

- Work in your small groups
- Match level of response to level of resistance
  - ✓ Officer presence
  - ✓ Verbal commands
  - ✓ Empty hand submission techniques
  - ✓ Hard control techniques
  - ✓ Less-lethal force/intermediate weapons

Work in your groups

➔

Be prepared to share



**MATCH LEVEL OF RESPONSE**

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Match Level of Response	
Duration	15 minutes
Purpose	The purpose of this activity is to match levels of responses to levels of resistance.
Materials	Worksheet: Match Level of Response to Level of Resistance Pen/Pencil
Steps	<ol style="list-style-type: none"> <li>1. Work in small groups.</li> <li>2. Review each incident/level of resistance and determine the highest appropriate level of response:                     <ul style="list-style-type: none"> <li>• Officer presence</li> <li>• Verbal commands</li> <li>• Empty hand submission techniques</li> <li>• Hard control techniques</li> <li>• Less-lethal force</li> </ul> </li> <li>3. Write down your answer in the space provided.</li> <li>4. Be prepared to share your answers.</li> </ol>

### Facilitator Notes

1. ASK participants to work in their small groups.
2. DISTRIBUTE one copy of Match Level of Response to Level of Resistance worksheet to each group.
3. EXPLAIN the activity to participants.
4. ALLOW groups 10 minutes to work.
5. REGROUP on the following slide.



## Match Level of Response

- Level of response
- Proportionality

REGROUP



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### Match Level of Response

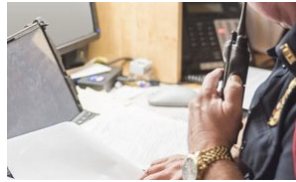
Regroups allow you the opportunity to compare differences in the answers between groups and to address any questions.

### **Facilitator Notes**

1. REGROUP from the previous activity.
2. ASK a spokesperson from each group to present her group's responses.
3. COMPARE participant responses.
4. ENCOURAGE a class discussion on similarities and differences between the responses. Have participants talk through any differences.
5. ASK about proportionality, de-escalation, and specific compliance techniques for each incident.

## Documenting Use of Force

- Memos created by all staff before end of shift
- Notifying supervisors
- Medical assessments
- After-action review
- Offender incident reports



DEPARTMENT OF PROBATION POLICE SERVICE	
Reporting Officer:	Officer Name:
Reporting Station:	Officer Number:
Reporting Date:	Reporting Time:
Description of Incident:	
Date of Incident:	
Time of Incident:	
Location of Incident:	
Officer's Report:	
Supervisor's Report:	
Medical Officer's Report:	
Offender's Report:	
Witnesses' Report:	
Remarks:	
Signature of Reporting Officer:	
Signature of Supervisor:	
Signature of Medical Officer:	
Signature of Offender:	
Signature of Witness:	
Date of Report:	
Time of Report:	
Page 1 of 1	

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### Documenting Use of Force

Per the Mandela Rules, all uses of force must be reported to the prison administrator immediately. This can be achieved through a variety of methods:

- Memos created by all staff before end of shift
- Notifying supervisors as soon as situation occurs or is resolved
- Medical assessments
- After-action reviews
- Offender disciplinary incident reports
- Video tape—any use of force should be taped, if possible

### Facilitator Notes

1. REVIEW documentation of use of force for participants.
2. MENTION the need for a written report as part of the after-action review on each incident.
3. MENTION that the after-action review may result in a disciplinary referral if warranted.
4. ADD that video taping can be documentation and explain that any use of force should be taped, if possible.



**Restraints**  
**القيود**

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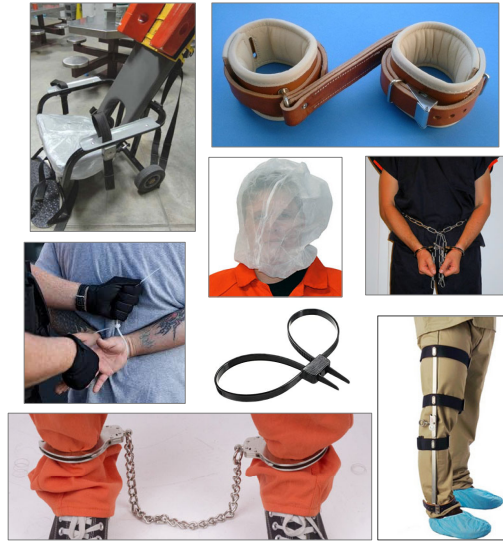
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## Types of Restraints

- Handcuffs
- Flex cuffs
- Soft restraints
- Waist chains
- Leg restraints
- Spit masks
- Restraint chairs
- Humane/Discrete Leg brace



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### Types of Restraints

These are a sampling of the types of restraints used in prisons. You will have the opportunity to see, handle, and practice using these in the practical exercise portion of this module.

### Facilitator Notes

1. BRIEFLY REVIEW each of the types listed and ASK participants to note how, when and why officers would use each type of restraint.
2. ENGAGE participants in a discussion on the following questions:
  - Why do we use restraints?
  - When do we use restraints?
  - Does the application of restraints always constitute a use of force? Why or why not?
  - What procedures should be in place for everyday use of restraints versus use-of-force restraint scenarios?
  - Do you have experience using these restraints?
3. LEAD a brief discussion on participants' answers.
4. REMIND participants that the officer becomes responsible for the body of the offender while they are in restraints. They need to place a hand on the offender so they do not slip or try to escape.
5. MENTION that the practical exercise portion of this module will cover descriptions, uses, and application of each restraint.
6. MENTION that participants will be evaluated on their ability to safely and correctly apply restraints within a given time.





## Mandela Rules

### 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.



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### Mandela Rule 47

### Facilitator Notes

REVIEW Mandela Rule 47 with participants.





## Mandela Rules

### Rule 48

1. When the imposition of restraint is authorized...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 labor, during childbirth and immediately after childbirth.



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### Mandela Rule 48

### Facilitator Notes

REVIEW Mandela Rule 48 with participants.

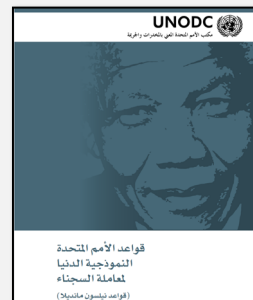




## Mandela Rules

### 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.



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### Mandela Rule 49

### Facilitator Notes

REVIEW Mandela Rule 49 with participants.



## Field Exercises

The remainder of this course will be held outside the classroom

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### Field Exercise

Make sure you have plenty of water and are prepared for field exercise.

### Facilitator Notes

1. EXPLAIN that the remainder of the class will be held outside the classroom to demonstrate and practice applying restraints and if time allows, use-of-force techniques.
2. MAKE sure that participants have plenty of water and are prepared for the field exercise.
3. REFER to the field guide to complete the class.



## Summary

**Topics**

- ✓ Use of Force
- ✓ Resistance
- ✓ Conflict
- ✓ De-escalation
- ✓ Break-Over Point
- ✓ Communication Styles
- ✓ Use of Force Continuum
- ✓ Restraints
- ✓ Practical Exercise


**Knowledge Check**

In your group, answer the following:

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

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### Summary

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

### **Facilitator Notes**

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

Riot Control Techniques

أساليب مكافحة الشغب



### Riot Control Techniques

**Purpose:** This module provides an overview of basic riot control techniques, including formations, equipment, munitions, and response team composition and responsibilities.

#### **Activities:**

- What Causes a Riot? (15 min.)
- Priorities in a Riot Response (15 min.)
- Practical Field Exercises
  - Riot Control Equipment Loadout/Dress-Out (1 hour)
  - Riot Baton Demonstration and Practice (1 hour)
  - Riot Control Munitions Range Demonstration (2 hours)
  - Practical Application Exercise #1: Riot Control Procedures and Formations (1 – 2 hours)
  - Practical Application Exercise #2: Formation Transitions (1 hour)
  - Practical Application Exercise #3: Formation and Response Planning (1 – 2 hours)

**Estimated Time:** 11 hours

### **Facilitator Notes**

1. **INTRODUCE** yourself and any co-facilitators.
2. **LEAD** a quick energizer.
3. **PROVIDE** a brief overview of what will be covered.
4. **ADVANCE** to the next slide to review module objectives.
5. **NOTE:** Be prepared for a number of exercises in this module.

### **Handouts/Worksheets:**

- Field Guide

#### Classroom Materials:

- Flipchart paper/white board, PPT slides
- Standard baton with retaining strap, baton holder rig
- Riot control equipment
- Riot control munitions
- Range
- Staging area for practical applications

Example: Batons (with lanyard and holder), helmets (with face shields), gloves, shin guards, knee pads, forearm pads, vests (load-bearing or stab resistant), gas guns, training shotguns, training tactical knives, gas masks (with carrier), tactical belts, training 37mm/40mm launcher.

## Learning Objectives



- Describe riot control team composition
- Discuss riot control team member responsibilities
- Identify riot control equipment



- Demonstrate proper donning of riot control equipment



- Describe proper selection/use of riot control equipment



- Describe the body's reaction to stress

- Demonstrate riot control formations

- Demonstrate proper transition between riot control formations

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### Learning Objectives

These learning objectives are the essential steps to reaching the goal of the module—to gain a thorough understanding of riot control techniques and equipment.

### **Facilitator Notes**

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



## Group Dynamics

- Fear, anger, or even joy is transformed into group action
- Mob mentality takes over
- Shared sentiment builds to a breaking point
- Some catalyst triggers action

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### What is a Riot? When Does a Riot Happen?

Riots can develop whenever and wherever a large group of people gather around some common cause. The cause could be anger over conditions, complaints about a specific injustice, or even a celebration of some significant event.

In a riot, fear, anger, or joy is transformed into group action as individuals develop a mob mentality. This mentality develops as person-to-person interactions provide encouragement of attitudes or behaviors, such as chanting or stomping in unison.

The energy builds until some catalyzing event triggers its release. At that point, the energy that fueled the mob mentality is redirected outward.

In a prison environment, the released energy is often directed toward officers, the facility, or other offenders.

The key consideration is that riots happen when unrelieved frustration turns into aggression.

### Facilitator Notes

1. EXPLAIN that riots can develop from what seem to be normal celebrations.
2. EXPLAIN that the key components of a riot are:
  - A sufficient mass of people
  - A specific space or location
  - Some unifying external event
  - Some specific trigger that converts emotion to action
3. EXPLAIN that riots build their own momentum through interactions between individuals in the crowd.
4. EXPLAIN that research into riots and rioters indicates that the more people perceive themselves to be powerless victims of injustice, the more likely they are to riot.



## What Causes a Riot in Prisons?

**EXERCISE**

- Split into small groups
- Identify causes that could lead to a prison riot
- Write down responses



Work in your group

➔

Be prepared to share

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What Causes a Riot?	
Duration	15 minutes
Purpose	The purpose of this activity is to brainstorm potential causes of riots in a prison environment.
Materials	<ul style="list-style-type: none"> <li>• Pen/Pencil</li> <li>• Paper</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work in small groups.</li> <li>2. Identify potential causes that could lead to a prison riot.</li> <li>3. Write down your answers.</li> <li>4. Be prepared to share with the class.</li> </ol>

### Facilitator Notes

1. **BREAK** participants into their small groups.
2. **ASK** participants to name all conditions that could lead to a prison riot.
3. **ALLOW** groups 10 minutes to work.
4. **REGROUP** on the following slide.



## What Causes a Riot?

### REGROUP

- Which causes result from offender activity?
- Which causes result from staff activity?
- Which causes result from some external factor?
- What other factors could contribute to riot risk?



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### What Causes a Riot?

A riot happens when a disruption (any incident that interferes with the normal operation of the prison) crosses over into a disturbance (a situation that interferes with normal operations and poses a serious threat to life, security, and the facility).

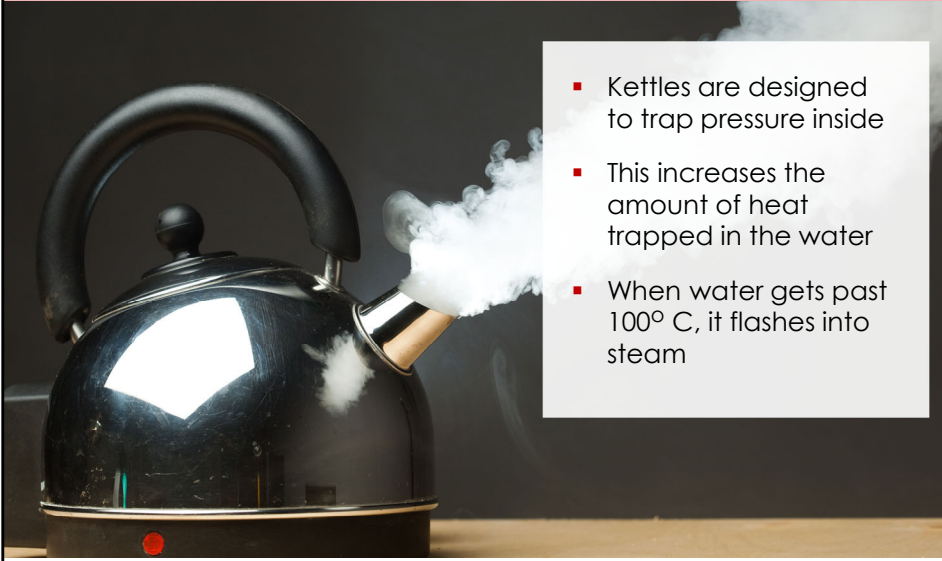
A single riot can result in significant damage to the facility, injury and/or death of offenders and staff, and the increased possibility of escape.

### Facilitator Notes

1. REGROUP from the previous activity.
2. ASK a spokesperson from each group to present her group's responses. Note all responses on a flipchart/white board.
3. If not mentioned by groups, ASK about the following expected answers:
  - Assault on offender(s)
  - Poor dynamic security
  - Excessive static security
  - Poor living conditions (overcrowding, etc.)
  - Staff shortage/sickout
  - Bad weather (e.g., heat wave that overcomes facility climate control)
  - External political unrest
  - Internal agitators/radicalization
  - Sentencing factors
  - Loss of offender privileges (mail, visits, etc.)
  - Disciplinary crackdown
  - Other (fill in from your experience)
4. LEAD a discussion centered around the four questions listed above.



### Riots Are Kettles Set to Boil



- Kettles are designed to trap pressure inside
- This increases the amount of heat trapped in the water
- When water gets past 100° C, it flashes into steam

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#### Riots as Boiling Kettles

Temperature can be thought of as the measurement of movement within a specific object or medium. The hotter a thing is, the more the particles that makes up that thing are moving. The same rule applies to riots and rioters.

Imagine a riot as the screech of a boiling kettle. The heat was applied to the water long before it came to a boil. In the same manner, a specific riot may have a catalyst that kicked things off, but the underlying reasons that gave the catalyst weight are the true cause.

Prison overcrowding and radicalized prison populations contribute to the frequency and severity of riots and to human rights violations.

#### Facilitator Notes

1. EXPLAIN to participants that the root causes of a riot may be long in the past and may not even seem related on the surface.
2. ASK participants whether overcrowding is an issue in their prison.
3. EXPLAIN that overcrowding has an amplifying effect on all the other frustrations of daily life of an offender.
4. POINT to the kettle metaphor and ask participants what happens when you continue to apply heat to the water without giving it a controlled outlet (such as the whistle hole in the kettle's spout).
5. ASK participants whether their prison has ever experienced a riot.

**Riot Control**  
**مكافحة الشغب**

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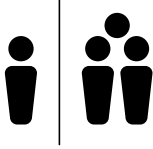


## Riot Control


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**Riot control = crowd control**


- Riot control strategy:



**Isolate**



**Contain**




**Control Movement**

- Provide an escape valve

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### Riot Control

Riot control follows the same principles as crowd control. The idea is to get people to calm down and disperse to allow the prison to get back to normal operation as quickly as possible.

Rather than engaging in all-out war with individual rioters, riot control teams should seek to isolate and contain groups of rioters. Teams should establish control of entrances and exits to prevent unrestrained movement into and out of the affected area.

Riot control will follow the same Emergency Management System (EMS)/Incident Management System (IMS) with a control center. Your responsibility is to be deployed as directed and follow the instruction of the incident commander.

### **Facilitator Notes**

1. **EXPLAIN** that certain situations call for establishing an escape valve line of retreat to channel rioters out of the affected area and into a more secure environment in order to restrain, search, and return the offender to her cell.
2. **TALK** through a situation in which a riot is being driven by a small group of ringleaders who are surrounded by a larger group of mostly uninvolved bystanders. In this type of riot, it is quicker to isolate and contain the ringleaders while allowing the bystanders to escape the area without becoming involved.
3. **STRESS** that the all-out war approach is inefficient and risks officer safety by escalating the situation (e.g., pulling in bystanders). This approach must be blended with the premise that the situation **MUST** be brought under control and normal operations resumed. Patience is to be used, but at some point, the area must be taken back and secured.

## Why Divide Rioters?

- Allows identification and detention of ringleaders
- Minimizes opportunities for escalation
- Makes problem more manageable



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### Why Divide Rioters?

Dividing rioters into small groups allows officers to identify and detain ringleaders and people who seek to escalate the situation.

In short, isolation and containment break the problem down into manageable components. This approach is faster and poses fewer risks to officer safety.

### Facilitator Notes


1. REMIND participants that riots build on their own momentum.
2. EXPLAIN that isolation and containment break that momentum.
3. REMIND participants that individuals may take advantage of a riot to conceal their own actions (e.g., assault on another offender or officer, theft, movement of contraband, etc.)



### Priorities in a Riot Response

**EXERCISE**

- Split into small groups
- Brainstorm priorities during a riot response
- Write down responses




Work in your group

➔

Be prepared to share

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Priorities in a Riot Response	
Duration	15 minutes
Purpose	The purpose of this activity is to brainstorm priorities during a riot response in a prison.
Materials	<ul style="list-style-type: none"> <li>• Pen/Pencil</li> <li>• Paper</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work in small groups.</li> <li>2. Identify priorities during a riot response in a prison.</li> <li>3. Write down your answers.</li> <li>4. Be prepared to share with the class.</li> </ol>

#### Facilitator Notes

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



## Priorities in a Riot Response

The spokesperson for each group will explain her group's response.

**REGROUP**

- ✓ What are the priorities during a riot response?



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### Priorities in a Riot Response

Regroups allow you the opportunity to compare differences in the answers between groups and to address any questions.

### Facilitator Notes

1. REGROUP from the previous activity.
2. ASK a spokesperson from each group to present her group's findings.
3. POST responses on a flipchart/white board.
4. COMPARE participant responses.
5. ENCOURAGE a class discussion on similarities and differences between the responses. Have participants talk through any differences.
6. If not mentioned by groups, ASK about the following expected answers:
  - Ensure the safety of the public
  - Prevent injury to staff
  - Preserve lives of staff and offenders
  - Protect the facility
  - Restore order and control
  - Identify riot participants for later prosecution

# Riot Control Teams

## فِرَق مكافحة الشغب

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### NOTES

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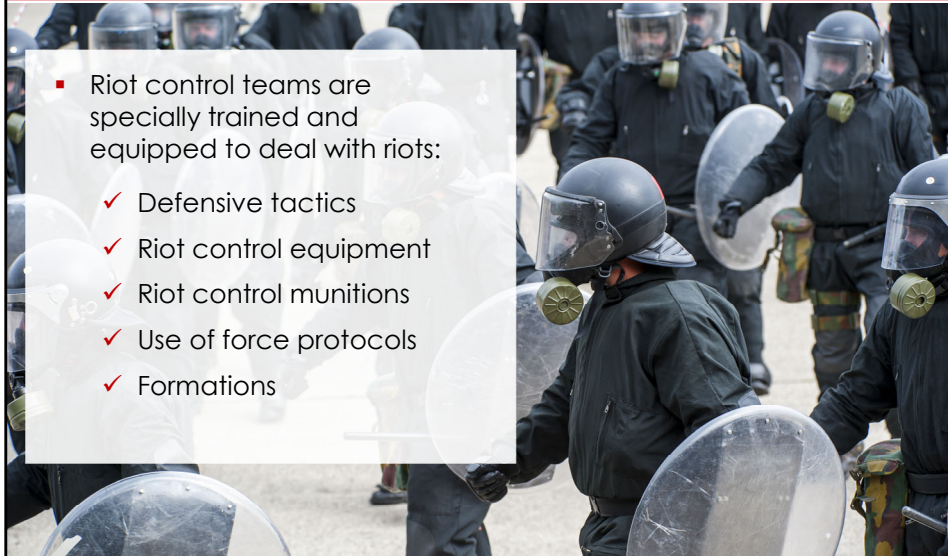
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## Riot Control Teams

- Riot control teams are specially trained and equipped to deal with riots:
  - ✓ Defensive tactics
  - ✓ Riot control equipment
  - ✓ Riot control munitions
  - ✓ Use of force protocols
  - ✓ Formations



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### Riot Control Teams

Riot control teams comprise regular staff who have completed special training in riot response, including:

- Defensive tactics
- Riot control equipment
- Riot control munitions
- Use-of-force protocols
- Working in/form formations

These officers engage in normal duties until mobilized in the event of a riot. Each team consists of between 12 to 15 members organized by role.

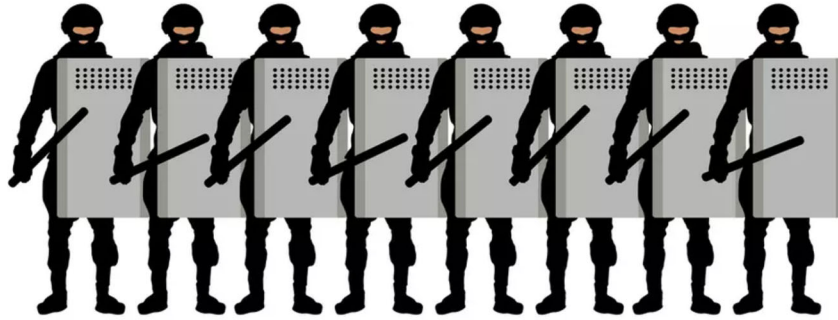
### Facilitator Notes

**EXPLAIN** that the next slide will explore each team member's role in more detail.



## Team Composition

- Team leader
- Assistant team leader
- Gas/munitions
- Team members



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### Team Composition

- **Team leader**
  - Oversees/coordinates the activation, readiness, organization, and performance of members
  - Generally certified by the prison's chief of security
  - Authorized by the warden
- **Assistant team leader**
  - Assumes leadership role when leader is indisposed or absent
  - Must be familiar with all leadership and tactical responsibilities
  - Certified by the prison's chief of security
- **Gas/munitions**
  - Responsible for all munitions assigned to the team
  - Must be proficient in deployment of all weapons/munitions assigned to the team
- **Team members**
  - Drilled, certified, and proficient in all aspects of disturbance control
  - Trained in formations, baton, less-lethal munitions, and authorized self-defense systems

### Facilitator Notes

1. REVIEW Riot Control Team composition with participants.
2. EXPLAIN that members receive training in addition to their normal corrections duties.
3. EXPLAIN that members have additional drill and certification requirements as compared to other officers.
4. EXPLAIN that a **medic** is also a member of the team.
5. EXPLAIN that it is best practice to also have a **camera person** present who is recording the action via a handheld camera or via CCT to capture what happens.



## Riot Control Equipment – Uniform Items

- Battle dress uniform tops
- Battle dress uniform bottoms
- Boots
- Gloves



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### Riot Control Equipment

Uniform items for riot control include:

- Battle dress uniform (BDU) tops
- Battle dress uniform (BDU) bottoms
- Boots
- Gloves

### Facilitator Notes

1. DISPLAY each item listed (if available) and review for participants.
2. HIGHLIGHT the following features, if applicable:
  - Material
  - Color/pattern
  - Special features (e.g., built-in tourniquets for BDU bottoms, strengthened stitching)
  - Protective features (e.g., steel toes, built-in padding, extra layers, non-permeable fabric)
3. LAY OUT riot control equipment in order of donning (uniform first, then PPE, then tactical).
4. EXPLAIN that gloves can be nitrile (for protection against biohazards) or leather (for protection against injury).
5. NOTE that in some cases it may be advisable to wear both nitrile and leather protective gloves.



## Riot Control Equipment - PPE

- Helmet with face shield
- Shin guards
- Knee pads
- Forearm pads
- Vest
- Gas mask/carrier



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### Riot Control Equipment

PPE stands for personal protective equipment. These items are designed to protect the officer from impact, injury, or exposure to physical, chemical, biohazard, or other hazards that could cause serious harm. These items include:

- Helmet with face shield
- Shin guards
- Knee pads (may be combined with shin guard in a single unit)
- Forearm pads (should also cover elbows)
- Vest (either tactical or stab resistant)
- Gas mask (with carrier)

### Facilitator Notes

1. CONTINUE to display each PPE item and review its composition and function for participants.
2. HIGHLIGHT the following features, if applicable:
  - Material
  - Color/pattern
  - Special features (e.g., radio mic/earpiece built into helmet)
  - Protective features (e.g., steel toes, built-in padding, extra layers, non-permeable fabric)
3. LAY OUT riot control equipment in order of donning (uniform first, then PPE, then tactical).
4. EXPLAIN that vests can be one of two types:
  - Tactical load-bearing – for carrying/attaching other equipment
  - Stab resistant – for protection against puncture or slash wounds to the chest, back, and sides
5. EXPLAIN that stab resistant vests can be worn over or under clothing.
6. EXPLAIN that gas and gas masks will be addressed later in this module.



## Riot Control Equipment - Tactical

- Baton
- Tactical belt
- Tactical knife
- Gas gun
- Shotgun
- 37mm/40mm launcher
- Handcuffs/flex cuffs /tactical cuff key



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### Riot Control Equipment

Tactical equipment covers a wide spectrum of uses and purposes. Some gear is designed to enable the officer to carry/arrange her other equipment, while other gear is designed to help the officer actively protect herself against attack.

Riot control tactical equipment includes:

- Baton
- Tactical belt
- Tactical knife
- Gas gun
- Shotgun
- 37mm/40mm launcher
- Riot shield

### Facilitator Notes

1. CONTINUE to display each tactical item and review its composition and function for participants.
2. HIGHLIGHT the following features, if applicable:
  - Material
  - Working edge(s), if applicable
  - Special features (e.g., baton retaining strap/lanyard and holder)
  - Protective features (e.g., safety, trigger, chamber release, loading gate)
3. LAY OUT riot control equipment in order of donning (uniform first, then PPE, then tactical).
4. EXPLAIN that batons and gas will be covered in more detail later in this module.
5. EXPLAIN that riot shields (if available) are both protective and tactical. They shield the officer from impact and spray, and provide the officer with a “ram” and/or “wall” to help isolate and contain offenders in a riot response.
6. EXPLAIN that these riot shields can also be offensive—electrified for shock.



## Riot Control Equipment Loadout/Dress-Out

**EXERCISE**

- Select equipment
- Demonstrate donning process
- Repeat for full loadout



Work individually

➔

Be prepared to demonstrate



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Riot Control Equipment Loadout/Dress-Out	
Duration	1 hour
Purpose	The purpose of this activity is to provide participants with an opportunity to demonstrate proper donning of riot control equipment.
Materials	<ul style="list-style-type: none"> <li>Baton (with lanyard and holder)</li> <li>Helmet (with face shield)</li> <li>Gloves</li> <li>Shin guards</li> <li>Knee pads</li> <li>Forearm pads</li> <li>Vest (either load-bearing or stab resistant)</li> <li>Gas gun</li> <li>Training shotgun</li> <li>Training tactical knife</li> <li>Gas mask (with carrier)</li> <li>Tactical belt</li> <li>Training 37mm/40mm launcher</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Select gear in order (uniform, PPE, tactical).</li> <li>2. Demonstrate proper donning and fit procedure.</li> <li>3. Have a classmate check security of your gear.</li> <li>4. Remove gear in reverse order.</li> <li>5. Ensure gear is properly sanitized after completion of exercise</li> </ol>

### Facilitator Notes

1. **NOTE: ENSURE weapons are safe (launchers). Verify the weapon is safe before the participants can handle the item.**
2. EXPLAIN the activity to participants.
3. ASK for a number of participants to dress out (depending on availability of equipment).
4. DISCUSS alternatives if equipment is not available
5. REVIEW donning order for participants.
6. POINT OUT any fit adjustments that must be made to ensure security and proper coverage.
7. DISCUSS what OBSERVE participants as they don and adjust gear.
8. OFFER suggestions/help where needed.
9. When participants are fully dressed/equipped, LEAD them through the removal process.
10. REPEAT with other participants.
11. REGROUP on the following slide.



## Riot Control Equipment Loadout/Dress-Out

### REGROUP

- What was the most difficult part?
- How do you ensure equipment is in proper placement?
- How well can you move?
- How well can you see?
- How well can you hear?



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### Riot Control Equipment Loadout/Dress-Out

Riot control gear serves a specific tactical purpose: To protect the officer while allowing her to work quickly to re-establish control in the event of a riot. Fabric, fit, and features are all important factors that influence how well each piece of gear performs its function.

As you have seen, riot control equipment can be difficult to don and adjust to your fit. You must ensure that each piece of gear is secure and located where you expect to find it.

Your body's stress response will take a toll on your dexterity, so you must be able to identify each piece of gear by its location even when you are fully involved in a riot response.

### Facilitator Notes

1. REGROUP from the previous activity.
2. ASK participants for their observations about the equipment and the donning/adjustment process. Consider the following questions:
  - What was the most difficult part/piece of equipment?
  - How do you ensure your equipment is securely located in its proper place?
  - How well could you move when fully kitted out?
  - How well could you see?
  - How well could you hear?
3. STRESS that equipment should be pre-issued to staff, checked for fit and function, and then stored in a locked bag with the staff member's name affixed. This will ensure functionality when an emergency arises.
4. LEAD an open-ended discussion centered on participants' responses, and add from your own experience.



## Body's Reaction to Stress

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### NOTES

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## Reaction to Stress – Fight or Flight

- Stress triggers a physiological response in the body
- Response is part of the basic human survival mechanism
- The reaction is always the same, regardless of the source/amount of the stress:
  - ✓ Muscles
  - ✓ Breathing
  - ✓ Heart rate/circulation
  - ✓ Digestion
- *Fight or flight* response

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### The Body's Reaction to Stress

Sudden unexpected events disrupt the patterns we expect to see, which causes a stress reaction in the body. This reaction is actually a series of physiological changes that together make up the basic human survival mechanism. Because it is instinctual, the reaction is always the same.

**Muscles** tense, becoming rigid to protect bones and organs against injury. This restricts the flow of blood (and therefore oxygen) to smaller muscles, including those controlling the fingers and eyes.

**Breathing** becomes fast and shallow to force more oxygen into the bloodstream. The oxygen is directed away from non-essential activities like digestion and higher-order critical thought.

**Heart rate** increases to meet the oxygen demand of muscles. Larger blood vessels dilate (open) to supply more blood, while smaller blood vessels constrict (shrink) to minimize bleeding in the event of injury.

**Digestion** mostly stops as blood is directed away from the stomach. This can cause nausea and other reactions.

We call this set of physiological changes the *fight or flight response* because each one helps prepare the body for combat or to run away from the danger.

### Facilitator Notes

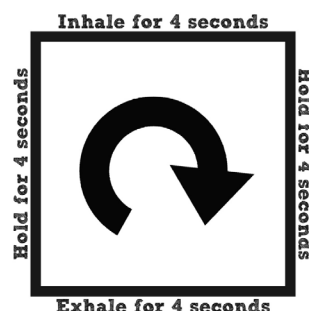
REVIEW the physiological responses to stress (fear) in the human body:

- Muscles tense to provide additional power for fight or flight.
- Increased muscle density compresses blood vessels, causing the heart to work harder. This can produce an erratic heartbeat.
- Increased muscle activity demands more oxygen. This forces changes in breathing rhythm and depth as the body seeks to flood oxygen and purge wastes, including adrenaline and cortisol. Generally, breathing becomes faster and shallow.
- Vascular (blood vessel) constriction in the extremities (fingers, etc.) leads to loss of sensation and fine motor skills.
- Digestive activities stop due to decreased blood supply. This can lead to bloating and/or painful cramping.



## Reaction to Stress – Controlling Response

- Corrections training is specifically designed to help overcome the body's natural stress response
- Combat breathing
- Focus on first step, and then next
- Identify cover, ingress, and egress
- Move off the 'X'
- Review and learn



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### Controlling the Body's Reaction to Stress

The best tool you have for overcoming your body's natural fight or flight response is your corrections training. The training you receive is designed to provide step-by-step guidance for stressful situations, including prison riots. The first step in a riot response is to remind yourself that you are trained and capable. This clears your mind.

Many of the changes in the fight or flight response are caused by lack of oxygen in the blood. Autogenic breathing (a.k.a. *combat breathing*) is a technique for increasing the supply of oxygen. To start, inhale slowly while mentally counting to three, hold your breath for a three count, and exhale for a three count. Repeat as necessary to flood your blood with oxygen and flush out stress hormones. This prepares you to move.

Next, focus on what you need to do at this minute. Where are you needed? Who is there? What's the best way to get there? This engages your higher-order critical thinking skills.

Address your natural fears by identifying potential cover as well as ingress and egress routes. Now you have a path and protection.

Next, move off the 'X.' Move with purpose to the point you located in the step above. Once you have taken the first step, the next one is much easier.

Finally, when control has been re-established and the danger is gone, review what went right and what went wrong in both your individual response and the team's response. The lessons you learn from this activity will become part of the training you reference for the next riot or other emergency. Be a harsh critic but a fair one: What did you do well? What could you have done better?

### Facilitator Notes

1. REVIEW the strategies for controlling the body's fight or flight response listed above.
2. EXPLAIN that autogenic (a.k.a. box breathing or combat breathing) is an easy skill to practice and one that delivers results quickly.
3. ENGAGE participants in practicing autogenic breathing.
4. STRESS the importance of learning from each event, and incorporating those lessons into the training toolbox.





## Factors Complicating Riot Response

- Riots are chaotic and dangerous
- Noise interferes with ability to hear commands
- Constant threats require a 360-degree watch
- A solo riot control team member is isolated from support
- Other factors (training, equipment) can complicate the response

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### Factors Complicating Riot Response

Think of the riots you've experienced or seen on television. They are loud, chaotic, and dangerous events that can be extremely challenging to control. Every riot has certain common factors that make response more difficult, including:

**Noise** – makes it difficult to hear commands, requests for help from other team members, etc.

**Thrown objects** – constant threat is a distraction

**Attacks on equipment** – a solo team member cannot maintain 360-degree vigilance for threats to her PPE or tactical gear

**Presence of weapons**

**Panic** – both in officers and offenders

**Lack of training or recent practice**

**Inadequate and/or unfamiliar equipment**

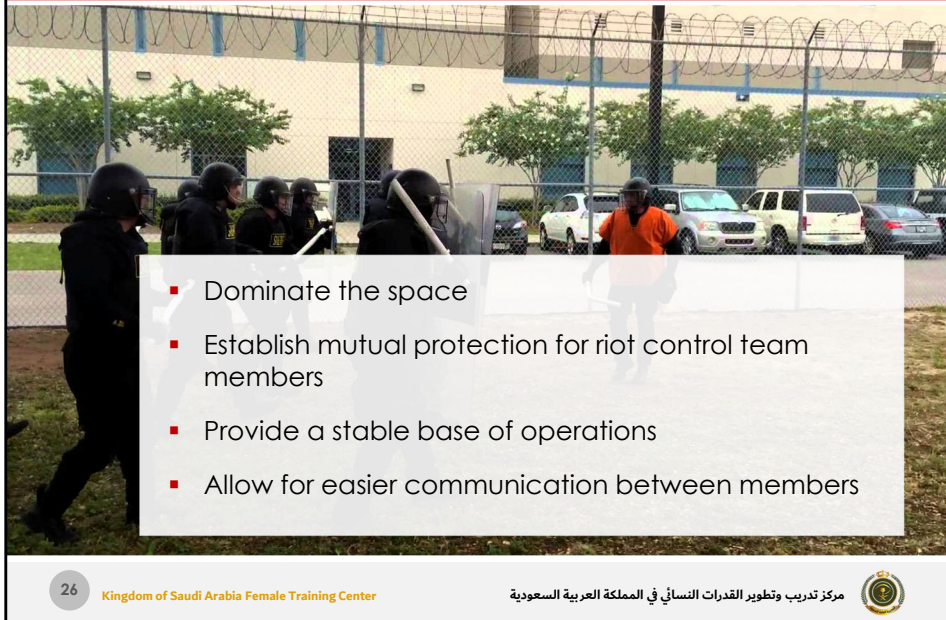
When two or more of these factors are combined, the effectiveness of the riot response may be severely compromised. How can you establish control?

### **Facilitator Notes**

1. **REVIEW** the factors complicating riot response for participants. **ADD** other factors not listed based on your own experience.
2. **ASK** participants to imagine being surrounded, on their own, isolated from support.
3. **ASK** participants to consider how effective they would be in such a situation.
4. **EXPLAIN** that the riot control strategies of isolation, containment, and control require the domination of the space as well as the protection of team members.



## Purpose of Riot Control Formations



- Dominate the space
- Establish mutual protection for riot control team members
- Provide a stable base of operations
- Allow for easier communication between members

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### Purpose of Riot Control Formations

Officers in isolation will not be able to contain a riot. Formations allow teams to establish a line of control from which they can dominate a space while providing protection for team members.

The close proximity provided by formations allows for easy communication via verbal commands and/or hand signals, supported in some cases by radio equipment.

Formations also have a visual *shock value* that can help intimidate rioters into compliance with orders.

Note that not all offenders in a disturbance are willing participants. Some were in the wrong place at the wrong time and must appear to be involved for their safety post-riot.

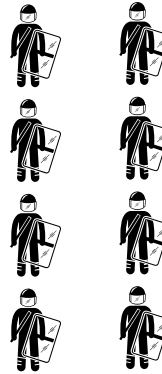
### Facilitator Notes

1. EXPLAIN that corrections riot control formations are adapted from military models for use in prisons.
2. REMIND participants of the basic strategy of riot response: isolate, contain, control.
3. EXPLAIN that the following slides will present information on basic riot control formations, including diagrams and the specific hand signals for each formation.



## Basic Formations – Column

- Permits rapid, controlled movement
- Allows officers to easily pivot to threats on the flanks
- Intimidation factor



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### Basic Formations

The column formation features a group of officers lined up either in single or double file, with the head aligned along the direction of travel or threat axis. This formation is used to quickly move from one location to another (e.g., from staging area to riot location) and allows riot team leaders to easily assign number designations to team members and organize movements into other formations.

Officers stomp in unison while moving in column. This signals to rioters that the riot control team is on its way. That signal could be enough to lower the emotional temperature of the rioters. The appearance of the heavily-equipped team in conjunction with the stomping may be enough to break the riot without further officer intervention.


### Facilitator Notes

1. DEMONSTRATE the proper hand signal to create the column formation.
2. EXPLAIN the circumstances under which that formation would be selected by the team leader.
3. EXPLAIN that column allows staff to organize and count off to identify where they will be in the formation (evens to the right of the center, odds to the left of the center officer). This is the primary and first formation to be used. Every other formation evolves from the column.
4. PROVIDE a brief description of the roles and positions for each member of the formation.
5. SKETCH the formation and label the positions/roles on a flipchart/white board.
6. HAVE participants repeat the hand signal after your explanation.
7. EXPLAIN that they will be practicing these formations and hand signals.

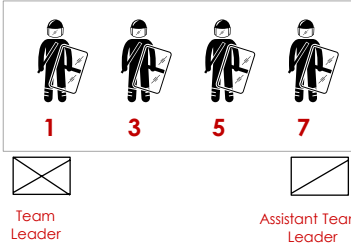


### Basic Formations – Line

- Permits rapid, controlled movement
- Allows officers to easily pivot to threats on the flanks

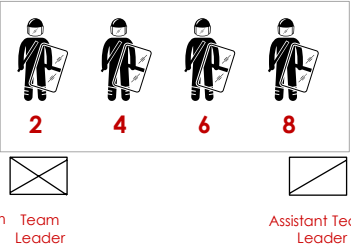


**Left side**



Team Leader

**Right side**



Assistant Team Leader    Team Leader

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**Line Formation**

The line formation features a group of officers organized in a horizontal (abreast) line. In this formation, the even numbers are on the right side of the line and the odds numbers are on the left.

This formation allows officers to move in a rapid yet controlled manner through the riot area, while leaving them free to pivot to face threats to either side. Line formations are also used to push crowds of rioters away from the area. Line formations can be used in conjunction with wedges or diamonds to isolate rioters once the line reaches a more advantageous area.

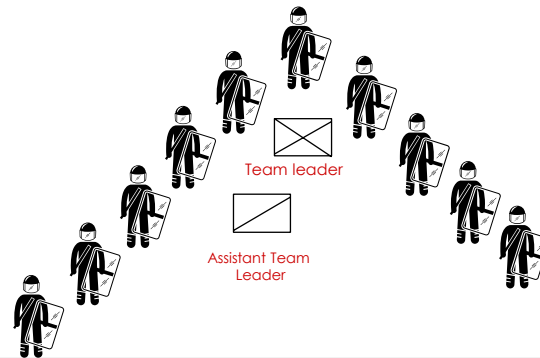
**Facilitator Notes**

- DEMONSTRATE the proper hand signal to create the line formation.
- EXPLAIN the circumstances under which that formation would be selected by the team leader.
- PROVIDE a brief description of the roles and positions for each member of the formation.
- SKETCH the formation and label the positions/roles on a flipchart/white board.
- HAVE participants repeat the hand signal after your explanation.



## Basic Formations – Wedge

- Good control of area
- Provides all-round security to officers
- Flexible movement and re-direction



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### Wedge Formation

The wedge formation features a group of officers organized in a triangle, with the point of the triangle oriented toward the threat. This formation provides all-round security to officers and allows for flexible movement and re-direction of advance.

Depending on the number of officers involved, the wedge is also useful in establishing good control of the riot area.

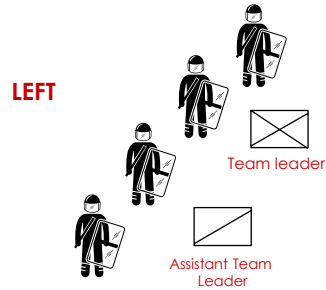
### Facilitator Notes

1. DEMONSTRATE the proper hand signal to create the wedge formation.
2. EXPLAIN the circumstances under which that formation would be selected by the team leader.
3. PROVIDE a brief description of the roles and positions for each member of the formation.
4. SKETCH the formation and label the positions and roles on a flipchart/white board.
5. HAVE participants repeat the hand signal after your explanation.



## Basic Formations – Diagonal Left/Right

- Provides maximum coverage of threat area
- Used to pin rioters in place
- Protects exposed flanks



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### Diagonal Formation

Diagonal formations allow officers to establish maximum coverage over the threat area. Officers are aligned in a line abreast at an angle to the threat area, with rear security provided by a wall or other protective feature.

This formation helps pin rioters in place and allows officers to protect their exposed flanks.

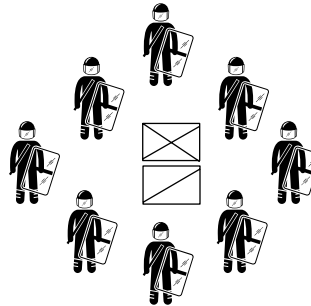
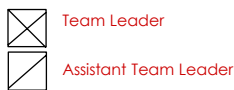
### Facilitator Notes

1. DEMONSTRATE the proper hand signals to create the diagonal left and right formations.
2. EXPLAIN the circumstances under which that formation would be selected by the team leader.
3. PROVIDE a brief description of the roles and positions for each member of the formation.
4. SKETCH the formation and label the positions and roles on a flipchart/white board.
5. HAVE participants repeat the hand signal after your explanation.



### Basic Formations – Diamond

- Fighting formation for open areas
- Useful when threat may come from any direction
- Used in offender transport, to penetrate crowds, to extract injured person, or in confined spaces



#### Diamond Formation

The diamond formation is less about establishing control of an area and more about protecting officers in a multi-axis threat environment. This formation features officers at the point, left flank, right flank, rear, and center (team leader).

The diamond is a fighting formation that is most useful in an open area to protect against unknown threats. The diamond formation is also used:

- When transporting offenders
- To penetrate crowds (often in conjunction with other formations such as line)
- To extract injured people
- In spaces too small to employ other formations

#### Facilitator Notes

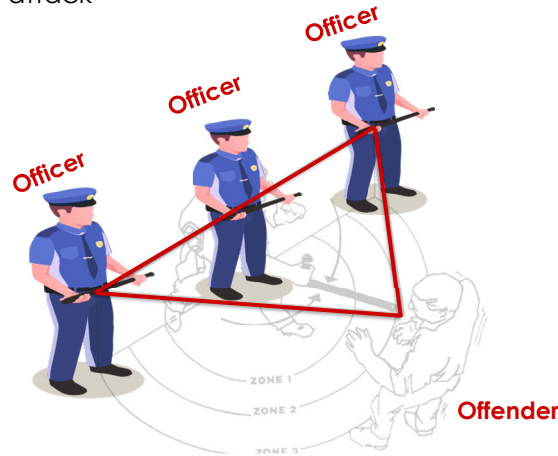
1. DEMONSTRATE the proper hand signal to create the diamond formation.
2. EXPLAIN the circumstances under which that formation would be selected by the team leader.
3. PROVIDE a brief description of the roles and positions for each member of the formation.
4. SKETCH the formation and label the positions and roles on a flipchart/white board.
5. HAVE participants repeat the hand signal after your explanation.





## Triangle of Aggression

Space to offender's front and sides in which she is most able to move and attack



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### Triangle of Aggression

Think about how well you move forward, back, and to either side. In which direction(s) are you able to move most quickly? This zone is called the triangle of aggression.

The triangle of aggression is the area in which the officer faces potential attack from an offender's arms, legs, or handheld weapons. Generally, this area is to the offender's front and sides.

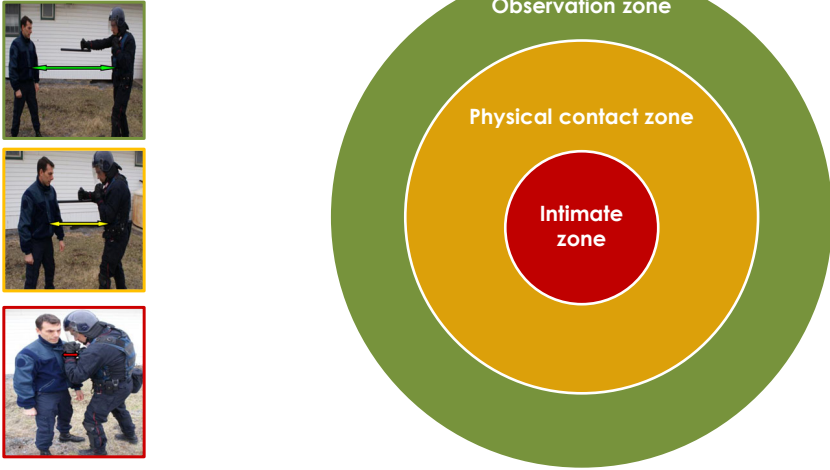
Officers establish positions of control in front of and to either side of the offender, while remaining out of arm's reach. This positioning ensures that two officers can respond to offender attacks against a third officer, regardless of position. This position is also used to peel offenders off a wall.

### Facilitator Notes

1. DEMONSTRATE the triangle of aggression by extending your arms throughout their effective range of motion.
2. DRAW range of motion on flipchart/white board.
3. HIGHLIGHT the following:
  - Arm's reach to the front
  - Arm's reach to either side
  - How leg reach compares to arm's reach
4. ILLUSTRATE positions of control for two and three officers facing a single offender.



### Safety Zones



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### Safety Zones

When assuming positions of control around a single offender, officers must consider the various safety zones represented in the slide diagram. These zones vary according to distance from the offender and highlight levels of vulnerability to sudden offender attack.

- **Observation Zone** – officer can speak to offender at a normal volume but remains out of offender's reach and lunging range
- **Physical Contact Zone** – offender can reach officer with a kick or handheld weapon
- **Intimate Zone** – Offender can attack officers with hands, elbows, and knees without having to first move into range

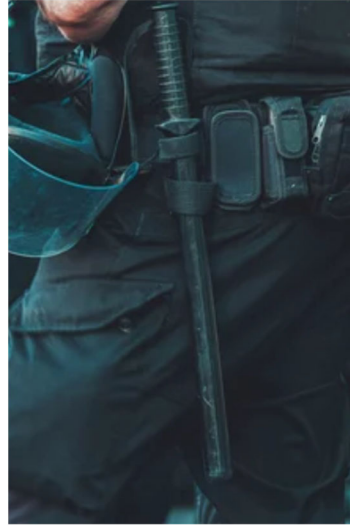
Officers can exit the intimate and/or physical contact zones by quickly stepping back or sideways out of the offender's triangle of aggression.

### Facilitator Notes

1. ILLUSTRATE safety zones using triangle of aggression sketch from last slide.
2. DEMONSTRATE avoidance moves (step back, lateral step).
3. EXPLAIN that avoidance moves can be repeated as necessary and may be made in combination with defensive strikes.
4. STRESS importance of maintaining verbal contact with offender throughout these movements.
5. STRESS importance of ensuring that the officer is always facing the offender.
6. DEMONSTRATE active guard position.
7. HAVE participants practice active guard position.

## Baton Basics – Nomenclature

- The basic baton is a slender club made of wood, rubber, plastic, or metal
- Generally, the baton is between 60 – 90 cm in length
- Parts include tip, barrel (short end/long end), lanyard, and butt
- Some models have an additional short handle mounted at 90 degrees to the barrel



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### Baton Nomenclature

The command voice is the correctional officer's main defensive weapon, but many correction facilities use the baton as a key backup when communication fails.

### Facilitator Notes

*NOTE: BE PREPARED to skip this slide if the policy is not to use batons.*

1. REVIEW baton nomenclature for participants using training or sample baton.
2. POINT OUT each feature as you name it.
3. DEMONSTRATE methods for fitting the lanyard to the officer.
4. PROVIDE materials composition, weight, and any other pertinent information on the baton used in demonstration.
5. PASS the baton around for participants to become familiar with it.



## Baton Basics – Use of Retaining Strap



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### Baton Retaining Strap/Lanyard

The lanyard helps the officer maintain control over her weapon. Every officer's hand size is different, so there is no standard lanyard length. Instead, each officer must size the lanyard to fit her hand.

When properly adjusted, the lanyard should hold the butt of the baton nearly level with the bottom edge of the officer's hands.

The normal method of carrying the baton when not in use is to suspend it from the officer's belt. Many officers will carry the baton on their weak side and employ a cross-body draw to present it.

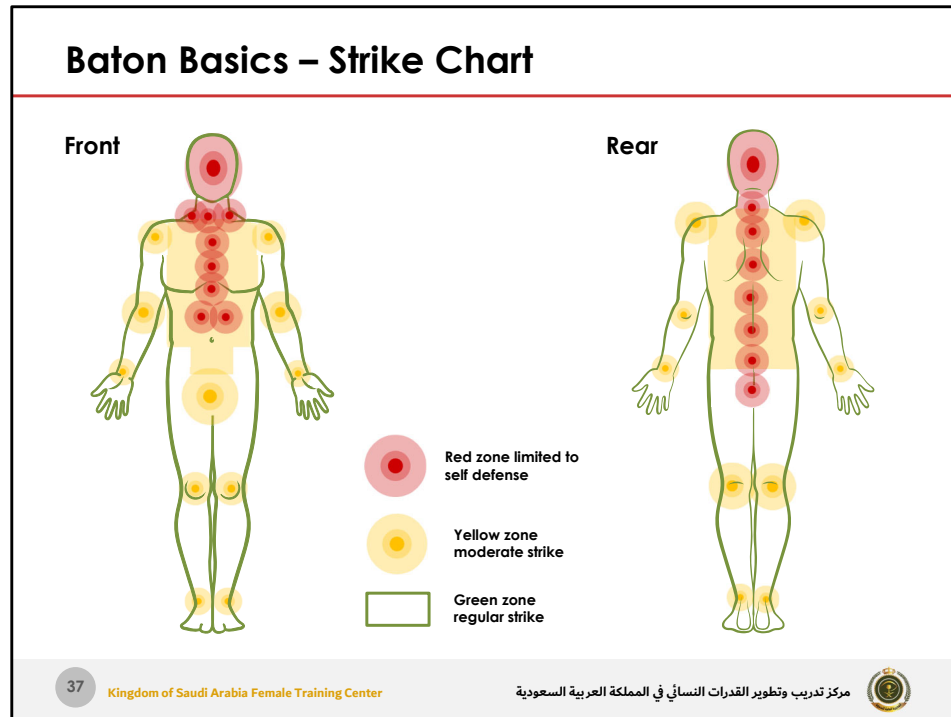
When drawn, the baton can be held in the stand-by position: parallel to and slightly behind the strong side leg.

This positioning screens the baton from the offender's view, while allowing the officer to bring the baton to the ready position without first having to free it from the belt. The officer should draw her baton into standby when faced with potential danger or when operating in formation (as ordered by the team leader).

### Facilitator Notes

1. DEMONSTRATE proper sizing of baton lanyard to your hand, including length and knot to use.
2. EXPLAIN that the riot baton normally has a metal ball affixed on each end called rib spreaders; they have a grommet attached, normally with a lanyard.
3. SHOW proper lanyard fit by holding your hand out flat, thumb vertical, and blade of your hand facing the floor (similar to handshake).
4. LOOP lanyard around base of thumb and allow baton to hang from that point. The butt of the baton should nearly touch the blade of your hand.
5. DEMONSTRATE proper baton drawing from weak and strong sides.
6. DEMONSTRATE standby position.
7. DEMONSTRATE ready position.
8. DEMONSTRATE regular guard position: baton held in strong hand over the shoulder, with butt/handle facing the potential danger.
9. EXPLAIN that regular guard position allows the officer to employ the baton for defensive strikes or blocks.
10. DEMONSTRATE regular guard position with strong and weak side foot forward.





### Baton Strike Chart

ALL baton strikes are for defensive purposes **only**. Baton use is governed by use of force rules, and officers must remain aware that they may have to justify their use of baton in a future disciplinary or legal hearing.

Baton strikes are delivered from the shoulder to the desired target. The officer should aim using the top of the baton's barrel (between the barrel's midpoint and the tip). This helps prevent glancing blows that may have little effect on the offender. The goal is to **temporarily** incapacitate the offender without causing major injury. This provides the officer time to either withdraw from danger or restrain the offender safely.

The strike chart shown in the slide highlights accepted target areas for baton strikes.

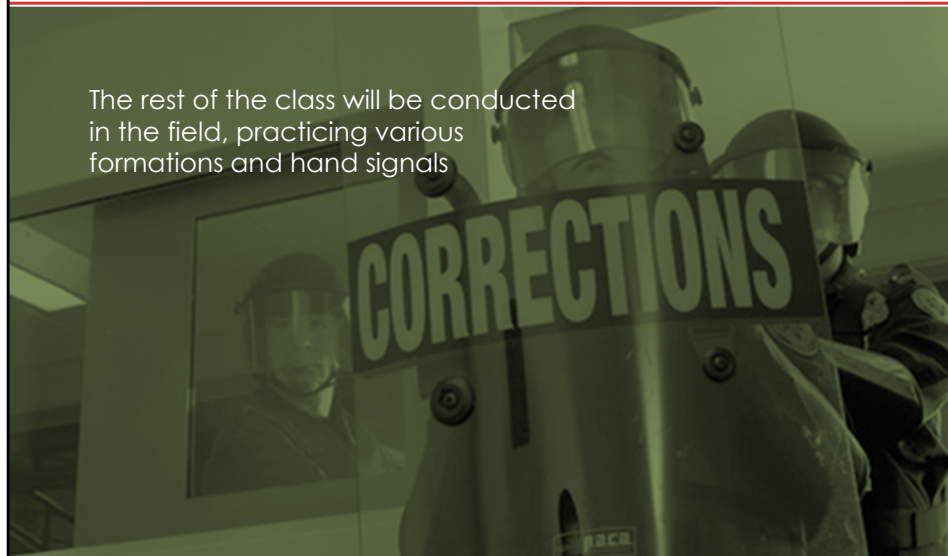
- Green zones are least likely to result in serious injury or death.
- Yellow zones indicate the possibility of causing serious injury or death.
- Red zone strikes should be avoided unless deadly force is authorized and necessary.

### Facilitator Notes

1. REVIEW strike zone charts.
2. HIGHLIGHT green and yellow zones.
3. EXPLAIN dangers of red zone strikes.

## Field Exercise

The rest of the class will be conducted in the field, practicing various formations and hand signals.



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### Field Exercise

Make sure you have plenty of water and are prepared for field exercise.

### Facilitator Notes

1. EXPLAIN that the remainder of the class will be practicing various formations and hand signals.
2. MAKE sure that participants have plenty of water and are prepared for the field exercise.
3. REFER to the field guide to complete the class.



## Summary

**Topics**

- ✓ Riot Control
- ✓ Riot Control Teams
- ✓ Riot Control Equipment
- ✓ Body's Reaction to Stress
- ✓ Basic Riot Control Formations
- ✓ Baton Basics
- ✓ Riot Control Munitions
- ✓ Practical Applications

**Knowledge Check**

In your group, answer the following:

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

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### Summary

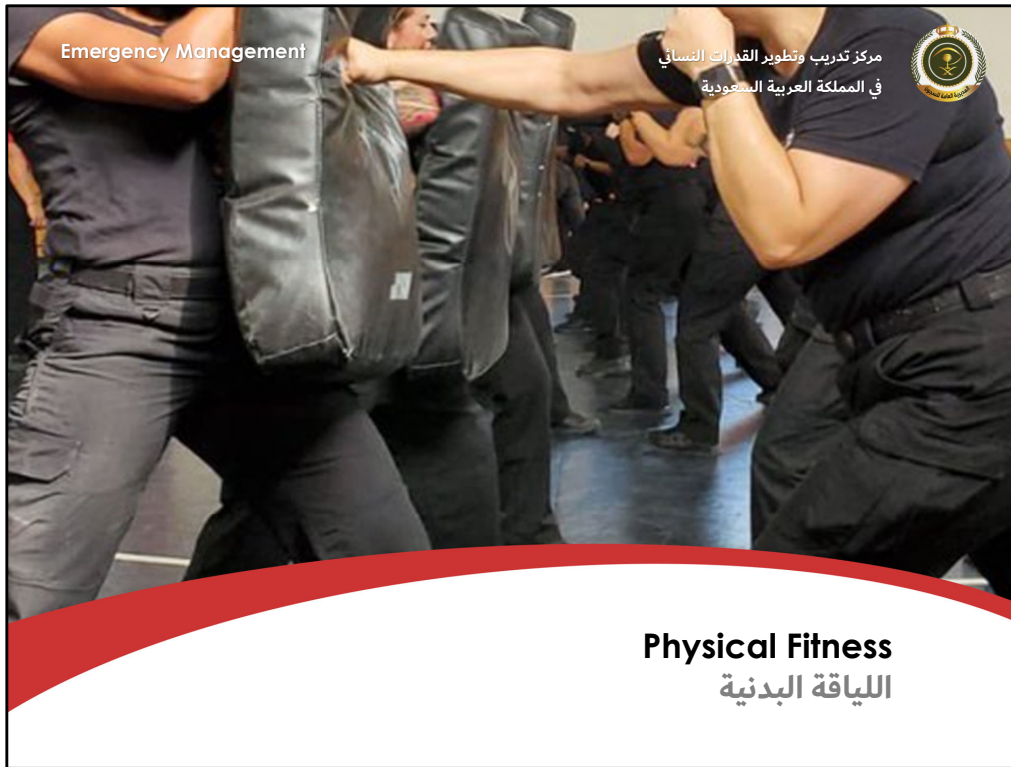
1. Review notes from previous session.
2. Work with your group to respond.

### **Facilitator Notes**

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

Physical Fitness

اللياقة البدنية



## Physical Fitness

### اللياقة البدنية

### **Physical Fitness**

**Purpose:** This module provides a basic overview of physical fitness, exercise, and nutrition, and the importance of each to correctional officers.

#### **Activities:**

- Physical Fitness in Corrections (15 min.)
- Squeeze Test (20 minutes)
- Static vs. Dynamic Stretching Demonstration (10 min.)
- Nutrition Quiz (10 min.)
- Correctional Tasks and Fitness (10 min.)

**Estimated Time:** 2 hours

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

### **Facilitator Notes**

1. INTRODUCE yourself and any co-facilitators.
2. LEAD a quick energizer.
3. PROVIDE a brief overview of what will be covered.
4. ADVANCE to the next slide to review module objectives.
5. NOTE: Be prepared for a number of exercises in this module.

#### **Handouts/Worksheets:**

- Correctional Tasks and Fitness

## Learning Objectives



- Discuss value of physical fitness in corrections



- Identify key components of physical fitness



- Explain difference(s) between aerobic and anaerobic



- Define nutrition

- Identify the seven main classes of nutrients

- Discuss function of each class of nutrient

- Evaluate personal fitness and nutrition against corrections-specific requirements

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### Learning Objectives

These learning objectives are the essential steps to reaching the goal of the module—to gain a thorough understanding of the importance of fitness development and maintenance in corrections.

### **Facilitator Notes**

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







**Discuss**  
What do you do to stay fit?



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**Discussion**

Engage in the discussion.

**Facilitator Notes**

1. ASK participants what they currently do to stay fit.
2. This is an open-ended question, so ASK it in as low-key and friendly manner as possible.
3. CALL ON individual participants at random to tell you what they do on a regular basis to stay fit.
4. If participants seem unwilling to share, REVISE the question by asking them about the last thing they did to stay fit.
5. POST all responses and leave posted throughout module.

## Physical Fitness

- Characteristics and behaviors that are essential to health
- A person who is physically fit can do more for longer
  - ✓ Longer lifespan and better health than a physically unfit person
  - ✓ Heart disease is the leading cause of death worldwide (World Health Organization)
- Cardiovascular health is a major factor in lifespan and quality of life



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### Physical Fitness

Physical fitness describes a set of characteristics and behaviors that are essential to the healthy functioning of the body.

Generally, a person who is physically fit can do more for longer. She will live longer and enjoy a better quality of life than a person who is not physically fit.

The World Health Organization ranks heart disease as the leading cause of death worldwide. Physical fitness has a direct impact on cardiovascular health and thus on a person's lifespan and the quality of life.

### Facilitator Notes


1. EXPLAIN that cardiovascular health encompasses a wide range of body systems and conditions, including:
  - Atherosclerosis (heart and blood vessel disease)
  - Heart attack
  - Stroke
  - Heart failure
  - Arrhythmia (abnormal heart rhythm)
  - Heart valve problems
2. EXPLAIN that these conditions may require medication, surgery, or other medical interventions (e.g., installation of pacemaker).
3. EXPLAIN that any of these conditions could lead to either death or a drastically reduced lifespan and/or quality of life.
4. EMPHASIZE that in some cases the above conditions can be caused by poor eating habits and a sedentary lifestyle.



## Physical Fitness in Corrections

**EXERCISE**

- Why physical fitness matters in corrections
  - ✓ Split into small groups
  - ✓ Identify reasons corrections officers need to maintain a high standard of physical fitness
  - ✓ Write down your reasons




Work in your group

➔

Be prepared to share

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Physical Fitness in Corrections	
Duration	15 minutes
Purpose	The purpose of this activity is to brainstorm reasons physical fitness matters in corrections.
Materials	<ul style="list-style-type: none"> <li>• Pen/Pencil</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work in small groups.</li> <li>2. Identify reasons maintaining a high standard of physical fitness is important when working in a prison.</li> <li>3. Write down your reasons.</li> <li>4. Be prepared to share with the class.</li> </ol>

### Facilitator Notes

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



## Physical Fitness in Corrections

### REGROUP

- Why is physical fitness important?
- What are some impacts of being physically unfit?
- What are the specific challenges in your prison?



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### Physical Fitness in Corrections

Regroups allow you the opportunity to compare differences in the answers between groups and to address any questions.

### Facilitator Notes

1. REGROUP from the previous activity.
2. ASK a spokesperson from each group to present her group's responses.
3. COMPARE participant responses.
4. ENCOURAGE a class discussion on similarities and differences between the responses. Have participants talk through any differences.
5. If not mentioned by groups, ASK about the following expected answers:
  - To enhance survivability
  - Lower risk of injury
  - Ensure readiness/competence in emergency response
  - Supervisors expect it
  - Offenders may not respect an officer who is not physically fit (more challenging to officer)
  - Fewer absences due to illness/injury

## Physical Fitness In Corrections

- Most agencies require officers to meet minimum standards of physical fitness
- For example, trainees in the United States are tested on:
  - ✓ Dynamic strength
  - ✓ Explosive strength
  - ✓ Stamina
  - ✓ Equilibrium
  - ✓ Coordination

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### Physical Fitness in Corrections

Think about the different internal and external threats and vulnerabilities in prisons—whether minimum-custody or maximum-custody facilities. How might an officer's physical fitness impact her ability to respond to emergencies?

The importance of physical fitness in corrections is reflected in the physical standards established by most agencies. Applicants are required to meet or exceed these standards before they can be hired, and corrections academies require trainees to pass multiple fitness tests. Those who cannot pass are either removed from the training or remedialized (reverted to the beginning of the training program). Some prison agencies require officers to pass regular physical fitness tests in order to remain employed.

In general, officers who are physically fit suffer fewer injuries and recover from injury quicker. They miss fewer workdays due to illness or injury. Physically fit officers are more capable of responding to emergencies and helping fellow officers in distress. Physically fit officers also have a more positive attitude and outlook.

### Facilitator Notes

1. EXPLAIN that lower rates of injury and illness result in fewer officer absences.
2. Officers who are unfit cost their agencies more (individually and as a group) in terms of overtime, health insurance, and readiness.
3. EXPLAIN that in the United States, prospective corrections officers must pass a series of fitness challenges, including:
  - Dummy drag – 34 kg for 212 meters within 3 minutes, without stopping
  - Ladder climb – climb, search for contraband at the top, descend while carrying contraband
  - Obstacle course – replicate emergency response at incident scene, must negotiate a series of obstacles in less than 60 seconds
  - Run & cuff exercises – timed 400-meter run to individual, order individual to “turn around and cuff up,” and secure individual in cuffs
  - Stair climb – timed run up steps while wearing a weighted vest; no step skipping allowed
4. NOTE that these are all real-world scenarios for a corrections environment.
5. EXPLAIN the link between fitness, command presence, and credibility with offenders.



## Squeeze Test

**EXERCISE**

- Split into pairs
- Have pen and paper ready
- Listen for "Ready," "Go," and "Mark" commands
- Follow facilitator's instructions for each command

Work with your partner

➔

Get ready to count

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Squeeze Test	
Duration	20 minutes
Purpose	The purpose of this activity is to test endurance, power, and reaction time through a physical activity that requires stamina, hand strength, and quick responses to commands.
Materials	<ul style="list-style-type: none"> <li>Pen/Pencil</li> <li>Stopwatch/timer</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work in pairs.</li> <li>2. One person in each pair will play the officer, and the other will play the offender.</li> <li>3. At the facilitator's "READY" command, the officer will lightly grasp the offender's arm immediately above the wrist.</li> <li>4. At the facilitator's "GO" command, the officer will apply a firm squeeze to the offender's forearm, then release. SPEED IS ESSENTIAL.</li> <li>5. Repeat the squeeze and release cycle until the facilitator issues the "STOP" command.</li> <li>6. The offender will silently count the number of squeeze/release cycles.</li> </ol>

Squeeze Test cont'd	
Steps	<ol style="list-style-type: none"> <li>7. Offender will note the number of cycles when the facilitator gives the "MARK" command.</li> <li>8. Offender must note whether the squeezes grow less intense or more intense as the exercise progresses.</li> </ol>

**Facilitator Notes**

1. BREAK participants into pairs.
  - One person will play the officer and the other will play the offender.
  - At the facilitator's READY command, the officer will lightly grasp the offender's arm immediately above the wrist.
  - At the facilitator's GO command, the officer will apply a quick, firm squeeze (same amount of pressure as used to immobilize an offender's wrist when applying handcuffs) and then immediately release.
  - Action must be repeated as fast as possible until the facilitator's STOP command.
  - DEMONSTRATE with a volunteer; the grip should be firm enough that the offender cannot pull her arm out of it, but not so firm as to cause bruising.
  - STRESS that you are looking for a quick squeeze and release.
  - [Directions continue on next slide.]



## Squeeze Test

### REGROUP

- How many squeezes were reached?
- Were they all the same force?
- Any trends?
- How do your hand and forearm feel after the exercise?



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### Squeeze Test

The human body uses oxygen to produce energy through a process called aerobic respiration. As muscles work, they rely on this conversion process for energy.

During intense activity, the muscles require more energy than can be provided through aerobic respiration. This demand triggers a process called anaerobic respiration in which the body breaks down stored carbohydrates for the oxygen required to supply energy. One of the byproducts of anaerobic respiration is lactic acid.

Lactic acid buildup is responsible for the drop in performance over time. The body cannot get the oxygen needed to do the work required. When this happens, the lactic acid must be flushed out into the bloodstream. This acid also produces the feelings of soreness and muscle fatigue felt after intense activity. The more work a muscle is asked to do, the less of that work it is able to do.

### Facilitator Notes

8. The offender must silently count the number of squeezes the officer performs and note whether the squeezes grow less or more intense as the exercise progresses.
9. TELL participants to note the number of squeezes when you give the MARK command.
10. TELL participants to write down the number of squeezes reached at each MARK command when the exercise concludes.
11. When participants have signaled their understanding, ISSUE the READY command.
12. SET a stopwatch or smartphone timer for 30 seconds.
13. ISSUE the GO command while STARTING the timer.
14. At 10 seconds elapsed, YELL "MARK!"
15. REPEAT at 20 seconds.
16. At 30 seconds YELL "STOP!"
17. ALLOW offenders to note the number of squeezes at each MARK, then instruct participants to switch roles and repeat the exercise.
18. At the conclusion of the exercise, ASK participants to provide their totals at 10/20/30 seconds and POST. NOTE any trends.

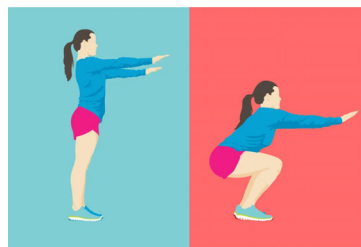
**NOTE: KSA can insert their facility's sanctioned physical fitness test in place of this, if available.**





## Key Components of Physical Fitness

- Muscular power/speed strength
- Muscular strength
- Muscular endurance
- Flexibility
- Balance
- Body composition



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### Key Components of Physical Fitness

- **Muscular power/speed strength**
  - Ability to produce force in a brief amount of time
- **Muscular strength**
  - Ability to produce maximum force
- **Muscular endurance**
  - Ability to perform repeated muscular actions
- **Flexibility**
  - Ability to move joints through a range of motion
- **Balance**
  - Ability to maintain the body's center of mass over a given base of support
- **Body composition**
  - Combination of age, height, gender, body type, mass, muscle density, etc.

### Facilitator Notes

1. ENGAGE participants in a discussion of the key components listed on Slides 12 and 13 as they relate to the Squeeze Test exercise.
2. HIGHLIGHT how the Squeeze Test stressed different components of physical fitness, including:
  - Muscular power – brief application of force
  - Muscular strength – strength of grip
  - Muscular endurance – repeated squeeze/release cycles, consistency of force applied
  - Flexibility – ability to get a grip on partner's arm
  - Balance – ability to exert force while maintaining footing
  - Body composition – SEE next slide



## Key Components of Physical Fitness

- Cardiorespiratory fitness
- Agility
- Reaction
- Speed
- Coordination



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### Key Components of Physical Fitness

#### Cardiorespiratory fitness

- Ability to sustain activity for a prolonged amount of time

#### Agility

- Ability to stop and/or change direction quickly

#### Reaction time

- Time between noticing an event and responding to it

#### Speed

- Typically, running speed

#### Coordination

- How well joints manage muscle movements

### Facilitator Notes

1. CONTINUE discussion from previous slide:
  - Cardiorespiratory fitness – any effect?
  - Agility – any effect?
  - Reaction time – speed of response to facilitator's commands
  - Speed – any effect?
  - Coordination – any effect?
2. ASK participants how body composition may affect the other key components of physical fitness. Consider the following:
  - How might age affect flexibility?
  - How might gender affect upper body strength?
  - How might mass affect balance?
  - How might muscle density affect speed?
  - How are reaction time and agility related?
  - Are height and speed related?



## Key Components of Physical Fitness

### Discussion:

- In which areas are you strongest?
- Which areas need improvement?
- Which areas do you think are most important? Why?
- How do you think body composition affects other components of physical fitness?



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### Key Components of Physical Fitness

Consider your own current state of physical fitness. In which areas are you strongest? In which areas do you want to improve your fitness?

As a corrections officer, which component of physical fitness do you see as most important? Why?

How might your body composition affect the components and abilities you identified above?

### Facilitator Notes

1. ASK participants to think about their own physical fitness in terms of the questions above.
2. SELECT participants at random to answer any of the questions:
  - In which area(s) are you strongest?
  - In which area(s) do you want to improve your fitness?
  - As corrections officers, which component(s) of fitness do you see as most important? Why?
3. PROVIDE examples from your own experience. The goal is to get participants to think objectively and critically about their own fitness in terms of the demands placed on them as corrections officers.



## Importance of Flexibility

### Good flexibility

- Less energy required to move
- Decreased risk of injury
- Increased blood flow
- Increased coordination
- Improved balance
- Decreased risk of lower back pain
- Reduced stress

### Poor flexibility

- More energy required to move
- Increased risk of injury
- Decreased blood flow
- Decreased coordination
- Impaired balance
- Increased risk of lower back pain
- Increased stress



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### Importance of Flexibility

Flexibility brings with it several benefits, including:

- Less energy required to move a joint through a range of motion
- Decreased risk of injury
- Increased blood supply (and nutrients, including oxygen) to joints
- Increased neuromuscular coordination opposing muscle groups work in a more coordinated fashion
- Improved muscular balance and awareness of posture (proprioception)
- Decreased risk of lower back pain

### Facilitator Notes

1. EXPLAIN benefits of good flexibility to participants.
2. DEMONSTRATE by placing a coin or pen on the floor, and then bending over to pick it up.
  - If you can bend from the waist to retrieve the object from the floor, you use fewer muscles than are needed to bend at both knees and the waist.
  - More efficient movement requires less oxygen to fuel the muscles.
3. EXPLAIN that muscles are arranged in opposing pairs. One group tightens to extend the opposing group, and vice-versa. Muscles do not necessarily relax on their own; they are stretched out by their opposing muscles.
4. EXPLAIN that lower back pain is a side effect of muscle tension. People with poor flexibility have more rigid postures, which introduces tension to the muscles along the spine and neck.
5. If feasible, ENGAGE the participants in an exercise in which they bend to pick something up. Ask them whether it was easy or tiring.

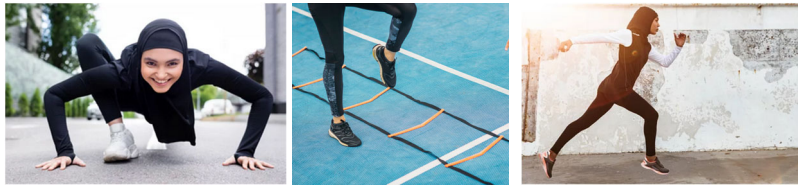


## Importance of Agility

- Agility is affected by nearly all other fitness components
- ✓ Agility is the **ability to stop and change direction quickly**
- Agility is extremely important for a corrections officer!

### Agility involves:

- ✓ Coordination
- ✓ Stabilization
- ✓ Biomechanics
- ✓ Speed
- ✓ Strength
- ✓ More



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### Importance of Agility

Agility is sometimes thought of as the culmination of nearly all the physical abilities a person possesses. It is the ability to stop and change direction quickly. Agility encompasses:

- Coordination
- Stabilization
- Biomechanics (the forces exerted by muscles and gravity on the skeleton/joints)
- Speed
- Strength (stabilizing and propulsive)
- Energy system development (efficiency)
- Elasticity
- Power
- Dynamic balance (ability to anticipate and react to changes in balance as you move)
- Mobility

### Facilitator Notes

1. EXPLAIN that agility is often overlooked as an aspect of fitness, but it is extremely important for a corrections officer.
2. EXPLAIN that one of the most important factors in control tactics is the officer's ability to get off the line of attack.
3. EXPLAIN that most attacks are spontaneous. If the officer can get off the line of attack—whether from a fist, knife, or bullet—she is far more likely to win the confrontation.





## Aerobic vs. Anaerobic Exercise

- **Aerobic** – depends on oxygen for energy delivery
  - ✓ Lower impact
  - ✓ Variable intensity
  - ✓ Improves general fitness and endurance
- **Anaerobic** – forces body to use energy faster than aerobic
  - ✓ High intensity, short duration
  - ✓ Impact on “fast twitch” muscle fibers
  - ✓ Improves quickness and muscular speed



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### Aerobic vs. Anaerobic Exercise

You have already seen that the body receives energy from two different processes: aerobic and anaerobic respiration. Each of those processes can be improved through exercise. Each process also feeds different types of muscle fibers, called slow-twitch and fast-twitch.

**Aerobic** exercise depends on oxygen for energy delivery. This type of exercise consists of lower-impact, variable intensity activities performed over a longer duration. Aerobic exercise improves general fitness and endurance.

**Anaerobic** exercise forces the body to use energy faster than the body can supply it through aerobic processes. This type of exercise is high intensity over a short duration. The fast twitch muscle fibers (which are built for short, powerful bursts of energy) produce quickness and muscular speed.

### Facilitator Notes

1. EXPLAIN that most people are born with 50% slow twitch and 50% fast twitch muscle fibers (mixed together in muscle groups).
2. EXPLAIN that aerobic exercise works slow twitch muscles through activities like jogging or cycling.
3. EXPLAIN that anaerobic exercise works fast twitch muscles through activities like sprints or lifting weights.
4. EXPLAIN that many athletes follow a program of high intensity interval training (HIIT) specifically designed to improve the conditioning of their fast twitch muscle fibers.
5. NOTE that men and women start to experience a loss of muscle fiber starting in their 30s. This process is called sarcopenia, and it can result in the loss of 3 – 5% of muscle mass per decade.
6. EXPLAIN that sarcopenia is specifically acute in fast twitch muscle fibers and can lead to decreased mobility, falls, and greater risk of bone fracture.



## Stretching – Static vs. Dynamic

- Stretching is a low-impact way to improve flexibility and range of motion
  - ✓ Can help improve balance
- Low risk of injury

### Static

- ✓ Move and hold
- ✓ More for relaxation of muscle



### Dynamic

- ✓ Repeated cycle of motion
- ✓ Increases muscle temperature, promoting flexibility and power



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### Stretching – Static vs. Dynamic

Stretching is its own category of exercise. Performed regularly, stretching can:

- Improve range of motion
- Improve flexibility
- Lower risk of injury
- Help improve balance

There are two main forms of stretching:

- **Static** – low impact movements intended to relax muscles after activity. Static stretches involve moving the joint to its furthest extent and holding that position for a specified time.
- **Dynamic** – repeated cycle of movement throughout the joint's range of motion to increase the muscle's temperature and promote blood flow.

### Facilitator Notes

1. EXPLAIN that stretching is a vital component of any physical fitness routine.
2. Regular stretching exercise helps to prevent injury and maintain flexibility.
3. DEMONSTRATE static and dynamic stretching by ASKING participants to stand up and raise their arms over their heads (as if reaching for the ceiling), while making sure to keep their feet flat on the floor:
  - For STATIC, participants should reach and hold (approximately 20 seconds)
  - For DYNAMIC, participants should reach, relax, and repeat (approximately 20 seconds)
4. After the demonstration, ASK participants to report how their arms, shoulders, and backs feel.



### Practice Dynamic Stretches



Arm circles

Hip circles

Squats


High knees

Walking lunges

Leg Swings

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#### Facilitator Notes

1. NOTE: In presentation mode, these images are animated.
2. When delivering the course, Put a different image on each slide.
3. ASK participants to get up and try each movement.



## Nutrition – Definition and Classes

- Nutrition = relationship between diet, health, and disease
- Body requires 7 main classes of nutrients:
  - ✓ Carbohydrates
  - ✓ Proteins
  - ✓ Fats
  - ✓ Vitamins
  - ✓ Minerals
  - ✓ Fiber
  - ✓ Water



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### Nutrition

Nutrition can be understood as the relationship between diet, health, and disease. Those three factors are interrelated: Deficiencies in diet can make the body more at risk of disease, which negatively impacts health.

The body requires seven main classes of nutrients to ensure proper nutrition. These nutrients help the body move, maintain itself, and grow. Classes and their areas of impact include:

- Carbohydrates – energy storage and production
- Proteins – growth, repair, and energy
- Fats – energy, cell health, and vitamin storage
- Vitamins – immune function, blood clotting
- Minerals – bone health, growth, fluid balance (in blood)
- Fiber – control of blood sugar, regulation of digestion, lower risks of certain cancers

### Facilitator Notes

1. REVIEW nutrient classes for participants, providing examples from your experience.
2. NOTE that certain foods deliver more than one type of nutrient (e.g., red meat has protein and fat, milk has the same plus vitamins, etc.)
3. EXPLAIN that water is vital to most processes in the body, including:
  - Circulation
  - Digestion
  - Removal of wastes
  - Energy delivery
  - Muscle function
  - Neurological (brain) functions



### Nutritional Guidelines

- U.S. nutritional guidelines: Women age 18 – 50 need 2,000 – 2,400 calories per day
- Breakdown:

Category	Amount Per Day
Vegetables	500 grams
Fruits	400 grams
Grains	170 grams
Dairy	600 grams
Proteins	150 grams
Fats/oils	27 grams
Total intake:	1,847 grams



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#### Nutritional Guidelines

A person's nutritional requirements will vary according to their age and sex. In the United States, nutritional guidelines for active to moderately active women aged 18 – 50 call for between 2,000 to 2,400 calories per day intake.

These calories should be derived from a variety of sources, including:

- Vegetables (500 grams per day)
- Fruits (400 grams per day)
- Grains (170 grams per day)
- Dairy (600 grams per day)
- Proteins (150 grams per day)
- Fats/oils (27 grams per day)

Total of all these should be roughly 1,850 grams per day.

#### Facilitator Notes


REVIEW the nutritional guidelines.



## Nutrition Quiz

**EXERCISE**

- Place each item in list order, from most calories to least
- ✓ Which nutrient has the most calories, and which has the least?
- ✓ Which nutrient do you consume the most?




Work individually

➔

Be prepared to share

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Nutrition Quiz	
Duration	10 minutes
Purpose	The purpose of this activity is to rank various nutrients in order, from most calories to least.
Materials	<ul style="list-style-type: none"> <li>Pen/Pencil</li> <li>Paper</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work individually.</li> <li>2. Read the list of nutrients posted on the board.</li> <li>3. Place each nutrient in order, from most calories to least.</li> <li>4. Ask the facilitator for any guidance needed.</li> <li>5. Be prepared to share with the class.</li> </ol>

### Facilitator Notes

1. ASK participants to work individually.
2. WRITE the following on a flipchart/white board:
  - Fat
  - Carbohydrates
  - Protein
  - Fiber
  - Alcohol
3. ALLOW participants 5 minutes to work.
4. SELECT participants at random to present their answers (calories per gram listed below).
5. LEAD a discussion on answers.
  - Fat: 9 calories per gram
  - Carbohydrates: 4 calories per gram
  - Protein: 4 calories per gram
  - Fiber: 0 calories per gram
  - Alcohol: 7 calories per gram



## Nutrition Quiz

### REGROUP

- What nutrient is highest in calories per gram?
- What nutrient is lower in calories per gram?
- Which nutrient do you get the majority of your calories from?



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### Regroup

The source of your calories is as important as the number of calories you consume. Each nutrient has a different number of calories per gram, which is reflected in the daily guidelines for intake of each category.

### Facilitator Notes

1. CALL upon a spokesperson from each group to present her group's response.
2. REVIEW calories per gram of each nutrient category listed in the exercise with participants.
3. ASK participants whether there were any surprises.
4. LEAD a discussion on typical lunch menus available to participants at work.
5. MENTION potential solutions to poor menu selections at work, including packing a healthier option at home to bring to work.





## Exercise and Stress Reduction

- Exercise produces endorphins
- Endorphins lower stress
- Regular exercise reduces effects of stress on digestion, immune response, and cardiovascular health
- Movement and physical activity can help mood and focus
- Exercise also improves sleep habits that are negatively affected by stress



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### Exercise and Stress Reduction

Exercise and fitness in general are stress reducers. Exercise burns off stress and produces endorphins, so physical activity can help you stay calm and focused. Exercise can also improve your sleep, which can often be disrupted by stress, depression, and anxiety.

### Facilitator Notes

REVIEW stress reduction benefits of exercise with participants.



## Fitness and Well-Being

- Endorphins are the brain's "feel good" chemicals
- Regular exercise develops fitness and increases overall health
- Overall health affects both stress and self-confidence
- How we feel about ourselves affects how we function



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### Fitness and Well-Being

When you exercise, your body produces certain chemicals in response. One of the longer-term responses to strenuous exercise is the production of endorphins, which are brain chemicals that produce a sense of well-being. Regular exercise can permanently increase your self-confidence, improve your mood, and help you relax by lowering symptoms of mild depression and anxiety.

### Facilitator Notes

1. REVIEW effects of fitness on well-being.
2. STRESS that for moderate to severe depression or anxiety, exercise and fitness are no substitute for medical care.



## Correctional Tasks and Fitness


**EXERCISE**

- Review each task on the worksheet
- Write your answer
- Be prepared to discuss


Work individually

➔

Be prepared to share



**CORRECTIONAL TASKS**



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Correctional Tasks and Fitness	
Duration	10 minutes
Purpose	The purpose of this activity is to have participants evaluate common correctional tasks and determine whether each requires muscular power, muscular endurance, or flexibility.
Materials	<ul style="list-style-type: none"> <li>• Worksheet: Correctional Tasks</li> <li>• Pens/pencils</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work individually.</li> <li>2. Review each task on the worksheet.</li> <li>3. Determine which category of fitness the tasks falls under—muscular endurance, muscular power, flexibility.</li> <li>4. More than one category may apply.</li> <li>5. Be prepared to share feelings.</li> </ol>

### Facilitator Notes

1. **DISTRIBUTE** Correctional Tasks Worksheet to each participant.
2. **TELL** participants to work individually to review each task and evaluate whether the task requires muscular power, muscular endurance, or flexibility. **NOTE** that some tasks may require more than one, or all three.
3. **ALLOW** participants 10 minutes to work.



## Correctional Tasks and Fitness

### REGROUP

- Which tasks require muscular power?
- Which tasks require muscular endurance?
- Which tasks require flexibility?



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### Regroup

Regroups allow you the opportunity to compare differences in the answers between groups and to address any questions.

### Facilitator Notes

1. REGROUP from previous activity.
2. READ the first task aloud and SELECT a number of participants to provide their answers for each of the 10 tasks.
3. IDENTIFY differing answers (e.g., one participant answered "power," while another answered "endurance") and LEAD a discussion on why the task might require one or the other or both.
4. CONSIDER the demands each task places on the officer in terms of body mechanics:
  - What movements are required?
  - Is resistance a factor?
  - Is speed a factor?
  - Are the movements consistent/predictable?
  - How many movements are required?
  - For how long?
5. Correct answers are as follows:
  - All
  - All
  - Muscular power, flexibility
  - Flexibility
  - All
  - Muscular power, flexibility
  - Muscular endurance, flexibility
  - All
  - Muscular endurance, flexibility
  - All



## Summary

**Topics**

- ✓ Physical Fitness in Corrections
- ✓ Key Components of Physical Fitness
- ✓ Exercise
- ✓ Nutrition
- ✓ Stress Reduction


**Knowledge Check**

In your group, answer the following:

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

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### Summary

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

### Facilitator Notes

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

First Aid & CPR  
الإسعافات الأولية والإنعاش القلبي  
الرئوي



## First Aid & CPR الإسعافات الأولية والإنعاش القلبي الرئوي

### First Aid and CPR

**Purpose:** This module provides a basic overview of common First Aid and CPR situations and practices.

#### **Activities:**

- Injuries in Corrections (20 min.)
- Demonstration and Practice (30 min. – spread throughout slides 12 – 23)
- Mix and Match (10 min.)
- Scenarios (15 min.)

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

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

### **Facilitator Notes**

1. INTRODUCE yourself and any co-facilitators.
2. LEAD a quick energizer.
3. PROVIDE a brief overview of what will be covered.
4. ADVANCE to the next slide to review module objectives.
5. PREPARE for the activities in this module by ensuring that you have personal protective and first aid equipment to demonstrate various treatments and for participants to practice those treatments. (See slides 12 – 23.)

### **Handouts/Worksheets:**

- Questionnaire
- Mix and Match
- Scenarios

## Learning Objectives



- Explain the three primary goals of first aid
- Identify the 10 basic treatment rules of first aid
- Discuss the treatment of various injuries



- Describe the proper method for applying a tourniquet
- Describe type/severity of burns



- Explain the process of using an EpiPen
- Discuss the differences between performing CPR on an adult, child, and infant



- Explain the importance of handwashing and wearing personal protection equipment

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### Learning Objectives

These learning objectives are the essential steps to reaching the goal of the course—to grasp the basics of first aid and CPR.

### Facilitator Notes

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



### Primary Goals of First Aid



Preserve life

Prevent further injury

Promote recovery

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#### Primary Goals of First Aid

Injuries are almost unavoidable, especially in an emergency. People can get hurt by the emergency itself or in their attempt to flee from it.

First aid is the immediate treatment given to a sick or injured person, often by someone who does not have medical training.

Proper first aid can mean the difference between life and death or permanent injury.

Proper first aid can help the victim begin the healing process sooner.

#### Facilitator Notes

1. ASK participants if someone were injured in their facility, how far away will the closest medical personnel be responding from? How far is the nearest fire department? The U.S. national average for response is between 8-9 minutes.
2. ADD that even if you have access to trained medical staff or EMS (emergency management) personnel, they may not be able to respond if the scene is not safe.
3. EXPLAIN that if a staff member or offender sustained a slash, stab, or puncture wound to an area near an artery, she could be dead in 4-6 minutes.
4. EXPLAIN that we bleed out with a loss of half the approximate five liters of blood we have in our body.
5. So, knowing how to apply emergency first aid is critical in a correctional institution.



## Injuries in Corrections

### EXERCISE

- Injuries and first aid
  - ✓ Split into small groups
  - ✓ Respond to the discussion questions in the worksheet



QUESTIONNAIRE



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### Injuries in Corrections

Duration	20 minutes
Purpose	The purpose of this activity is to brainstorm the types of injuries that can and do occur in prisons.
Materials	<ul style="list-style-type: none"> <li>• Pen/Pencil</li> <li>• Worksheet: Questionnaire</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work in small groups.</li> <li>2. Respond to the questions in the questionnaire.</li> <li>3. Be prepared to share with the class.</li> </ol>

### Facilitator Notes

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



## Injuries in Corrections

### REGROUP

- What are the types of injuries?
- What are the causes of those injuries?
- What is the treatment of those injuries?



### Injuries in Corrections

Regroups allow you the opportunity to compare differences in the answers between groups and to address any questions.

### Facilitator Notes

1. REGROUP from the previous activity.
2. ASK a spokesperson from each group to present her group's response.
3. COMPARE participant responses.
4. ENCOURAGE a class discussion on similarities and differences between the responses. Have participants talk through any differences.
5. PROVIDE your feedback.

## Major Areas of First Aid

Most injuries requiring immediate first aid fall into one or more of the following five categories:

- 1 Major trauma (e.g., broken bones, heart attack, deep lacerations)
- 2 Minor injury (e.g., cuts or scrapes)
- 3 Eye care (e.g., chemical exposure)
- 4 Patient comfort (e.g., headache, allergies)
- 5 Burn care

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### Major Areas of First Aid

Major areas of first aid – most injuries requiring immediate first aid fall into one or more of the following five categories:

1. Major trauma (e.g., broken bones, heart attack, deep lacerations)
2. Minor injury (e.g., cuts or scrapes)
3. Eye care (e.g., chemical exposure)
4. Patient comfort (e.g., headache, allergies)
5. Burn care

Depending on the location of the injured person, it may take a while for medical staff to arrive. So, knowing what to do in the early stages of any medical emergency is crucial.

### Facilitator Notes

1. ENGAGE participants in a discussion on the major types of injuries requiring first aid.
2. SHARE any stories you may have from your experience.



## Mix and Match

### EXERCISE

- By remembering 10 basic treatment rules, you can treat a broad array of injuries
- Complete the Mix and Match exercise to determine 8 of those rules
- ✓ Split into small groups
- ✓ Match the injury to the treatment



MIX AND MATCH



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### Mix and Match

Duration	10 minutes
Purpose	The purpose of this activity is to brainstorm the correct type of treatment for a number of injuries.
Materials	<ul style="list-style-type: none"> <li>• Pen/Pencil</li> <li>• Mix and Match Worksheet</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work in small groups.</li> <li>2. Follow instructions on the worksheet.</li> <li>3. Be prepared to share with the class.</li> </ol>

### Facilitator Notes

1. ASK participants to work in their small groups.
2. EXPLAIN the activity to participants.
3. REFER to Worksheet: Mix and Match
4. REGROUP on the following slide.



## Mix and Match

- The other two rules are:
  - ✓ Remember the goals of first aid: preserve life, prevent further injury, and promote recovery
  - ✓ Check the scene for danger before you provide help

**REGROUP**



### Mix and Match

Regroups allow you the opportunity to compare differences in the answers between groups and to address any questions.

### Facilitator Notes

1. REGROUP from the previous activity.
2. ASK a spokesperson from each group to present her group's responses.
3. COMPARE participant responses.
4. PROVIDE your feedback and the correct answers as listed below:
  - A-7
  - B-8
  - C-6
  - D-5
  - E-1
  - F-2
  - G-3
  - H-4



The next 12 slides will be discussion, facilitator demonstration, and/or participant practice

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**Facilitator Notes**

1. For the next 12 slides, REVIEW the steps to take for treating each type of injury.
2. DEMONSTRATE the steps (as much as feasible) with a volunteer or another facilitator.
3. ASK participants to work in pairs and to practice treating each type of injury.
4. For those injuries or treatments that are not feasible to demonstrate or practice, DISCUSS thoroughly and ask questions.
5. For the tourniquet, USE your judgment on whether to demonstrate or to show the video only.



## Cuts and Scrapes

- Use a clean cloth or bandage on the wound & apply pressure
- If foreign matter is in the wound, flush it by gently running clean water over the area
- Apply an antibiotic gel to the wound
- Cover the wound with a bandage
- For deeper cuts and stab wounds, apply pressure and cover with a loose cloth



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### Cuts and Scrapes

This and the following slides provide general guidelines for delivering first aid for various types of injuries. In each case, immediacy of care is vital.

### Facilitator Notes

1. EXPLAIN that when someone is bleeding, the goal should be to prevent as much blood from leaving the body as possible.
2. EXPLAIN that if foreign matter is in the wound to flush it by gently running clean water over the area. Add that participants should not use soap on the wound.
3. EXPLAIN that for deeper cuts and stab wounds, they should not apply ointment. They should apply pressure and cover the area with a bandage. They should seek medical assistance as soon as possible.
4. EXPLAIN that nosebleeds will generally stop on their own if the victim follows a few simple steps. Have her lean forward to allow the blood to evacuate the nostril and place a clean cloth against the affected nostril(s) to absorb blood.
5. For this and the upcoming slides, EXPLAIN the process and then demonstrate.
6. ASK participants to work in pairs to practice treating for blood loss. One person will be the victim and the other will be providing first aid.



## Sprains

- Reduce swelling by applying ice to restrict the blood vessels and reduce blood flow
- Wrap the ice in a cloth or plastic bag
- Keep the injured limb elevated to help reduce blood flow
- Follow a cycle of ice – compression – ice, repeating at intervals
- Make sure the person does not put weight on the injured limb



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### Sprains

Most of the time a sprain will heal naturally.

First aid for sprains addresses the swelling caused by blood flow to the affected area.

Reduce swelling by applying ice. This restricts the blood vessels, which reduces blood flow.

Wrap the ice in a cloth or plastic bag. Do not apply ice directly to the skin.

Keep the injured limb elevated to help reduce blood flow.

Follow a cycle of ice – compression – ice, repeating at intervals.

Make sure the person avoids putting weight on the injured limb.

### Facilitator Notes

1. EXPLAIN the process of treating sprains.
2. DEMONSTRATE with another facilitator or ask for a volunteer.
3. ASK participants to work in pairs and practice treating one another—the participants will role play victim and the person treating the victim.



## Heat Exhaustion

- Treat heat exhaustion by moving the person to a shaded area
- Give the victim water slowly
- Keep the victim hydrated and cool
- Place a cool, damp cloth on the victim's forehead to lower her body temperature



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### Heat Exhaustion

Heat exhaustion results from prolonged exposure to high temperatures.

Heat exhaustion occurs more quickly when the person is dehydrated or performing strenuous activities.

If left untreated, heat exhaustion can kill.

Symptoms include:

- Cool, moist skin (clammy)
- Heavy sweating
- Dizziness
- Weak pulse
- Muscle cramps
- Nausea
- Headache

### Facilitator Notes

1. EXPLAIN the symptoms of heat exhaustion.
2. EXPLAIN that heat exhaustion is treated by moving the victim to a shaded area. If no shaded areas are available, use any available materials to protect the victim from the sun.
3. ADD the need to give the victim water slowly. If the victim drinks too fast, she can vomit the water back up.
4. PROVIDE the other steps, including keeping the victim hydrated and cool and placing a cool, damp cloth on her forehead to lower her body temperature.
5. EXPLAIN that the head contains a massive network of very small blood vessels. If combined, these small vessels would have a massive surface area.
6. ADD that the more surface being cooled, the faster the person's body temperature will drop.
7. DEMONSTRATE treating a victim who has heat exhaustion.
8. ASK participants to practice in pairs.



## Hypothermia

- Move the victim out of the cold and remove any wet clothing
- Cover the victim with blankets and apply heat packs or warm, dry compresses along the center of the body (neck, chest, and groin)
- Do not apply heat packs directly to the skin
- Do not attempt to warm the person up too quickly



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### Hypothermia

Hypothermia is caused by prolonged exposure to cold. The body loses heat faster than it can create it. Hypothermia begins when the body temperature drops below 95 degrees Fahrenheit/35 Celsius.

Symptoms include:

- Shivering
  - Shivering may stop in cases of severe hypothermia
  - This is a signal that the victim is in severe danger
- Slurred speech/mumbling
- Weak pulse
- Weak coordination
- Confusion
- Reddened, cold skin
- Loss of consciousness

Treat hypothermia gently. Don't rub the victim or move her too quickly, as this could trigger cardiac arrest.

### Facilitator Notes

1. EXPLAIN hypothermia and its symptoms.
2. EXPLAIN that if they must treat the victim of hypothermia on the ground, they should be aware that the ground may be extremely cold. It will soak up any heat the body produces, so place warm materials between the victim and the ground.
3. DEMONSTRATE and ask participants to practice.



## Burns

### Minor burns

- ✓ Run cool water over the affected area
- ✓ Avoid breaking blisters
- ✓ Apply moisturizer (e.g., aloe vera) to the area
- ✓ Keep the burned person out of sunlight
- ✓ Provide acetaminophen or ibuprofen for pain

### Major burns

- ✓ Do not use ointments, etc.
- ✓ Cover wound with loose materials to prevent contamination



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### Burns

Different types of burns require different treatment; before applying first aid, be sure to identify the type and severity of the burn.

There are four degrees of burns:

**First degree** – Only the outer layers of skin are burned

- Looks similar to sunburn (red and swollen)

**Second degree** – Burns to some of the inner layers of skin

- Look for blistering and swelling
- This type of burn is usually very painful

**Third degree** – Burns all the way through inner layers of skin

- Some third-degree burns are not painful because the nerve endings have been destroyed
- Wound will look whitish or blackened

**Fourth degree** – Burns through all tissues to the tendons and bones

These four types fall into one of two categories of severity:

- Minor burn – first degree and mild second degree
- Major burn – moderate second degree through fourth degree

### Facilitator Notes

1. EXPLAIN the symptoms of burns.
2. EXPLAIN that minor burns generally do not require treatment beyond comfort steps.
3. DEMONSTRATE treating burns.
4. ASK participants to practice treating burns.



## Allergic Reaction

- Keeping the victim calm
- Ask her whether she uses an EpiPen and where it is located
- Have the victim lie on her back
- Elevate her feet 12 inches/30 cm off the floor
- Make sure the victim's clothing is loose enough to allow her to breathe
- Avoid giving victim food, drink, or other medicine



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### Allergic Reaction

Basic first aid for allergic reaction includes:

- Keeping the person calm
- Ask the victim whether she uses an EpiPen and where it is located

Allergic reactions are the body's natural response to a foreign substance.

Bee stings, certain foods, or drug ingredients can cause allergic reactions.

Anaphylaxis can result from hypersensitivity to the allergen. This is a life-threatening situation.

Anaphylaxis can start just seconds after exposure.

The reaction can include muscle contraction, including the muscles that hold the airway open.

Shock can cause the heart to beat erratically.

The best treatment for allergic reactions is an epinephrine autoinjector, a.k.a. EpiPen. This usually subdues the effects of the allergic reaction.

### Facilitator Notes

1. EXPLAIN the steps for treating allergic reactions.
2. EXPLAIN that bee stings, certain foods, or drug ingredients can cause allergic reactions.
3. ASK participants whether any of them have any kind of allergic reactions.
4. ASK whether they know how to apply an EpiPen in the event of an allergic reaction.
5. EXPLAIN how to apply the EpiPen treatment by:
  - Grasping the pen in a fist
  - Removing the safety release cap
  - Placing the orange end against the victim's outer mid-thigh (through clothing)
  - Pushing down hard until a click is heard/felt
  - Holding the pen in place for 10 seconds
  - Removing the pen and massaging the area for 10 seconds
  - Seeking medical care



## Fractures

- Immobilize the limb
- Do not try to straighten a limb if you suspect fracture
- Use a split or padding to stabilize the area
- Apply a cold pack to the area
  - ✓ Wrap the ice in a cloth or place in plastic bag
- Keep the limb elevated, if possible
- Provide ibuprofen or similar anti-inflammatory drug



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### Fractures

Fractures can be obvious (with displacement) or hidden (hairline or no displacement).

### Facilitator Notes

1. EXPLAIN how to treat fractures.
2. EXPLAIN that the cold pack is to keep the swelling down.
3. DEMONSTRATE treating fractures.
4. OBSERVE participants practicing treating fractures.



## Checking for Breathing

- Check the scene for hazards
- Tap the victim and ask in a loud voice: "Are you okay?"
- Summon help (call emergency services, send a bystander for a medic, etc.)
- Check the person's breathing
- Listen for air moving in her chest or from her mouth/nose



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### Checking for Breathing

Be sure to check the scene for hazards before treating the victim.

### Facilitator Notes

1. EXPLAIN the necessity of checking the scene for hazards before treating the victim.
2. EXPLAIN how to check for breathing.

## Performing CPR

- Kneel next to victim's neck and shoulders
- Place the heel of your hand on the center of the victim's chest
- Place your other hand on top and lock your fingers together to form a flattened stack
- Press down (compress) firmly on the chest
- Give 30 compressions at the rate of 100 – 120 beats per minute
- Pause; tilt victim's head back to open the airway
- Pinch victim's nostrils closed and seal your mouth against her mouth
- Deliver two breaths
- Compress for another set of 30 to restore circulation

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### Performing CPR

CPR stands for Cardio-Pulmonary Resuscitation. It is used to restart breathing and blood circulation in an unresponsive person.

CPR is a life-saving tool and requires training. When a person is unresponsive and not breathing or can't seem to draw in breath, perform CPR. The risk to the affected person is low, assuming she is not in cardiac arrest.

**Cardiocerebral resuscitation (CCR)** is a new approach and differs from CPR in that for the first 5-10 minutes after cardiac arrest, a rescuer does not breathe for the patient at all. Instead, the focus shifts to performing unrelenting chest compressions at a rate of 100 per minute.

### Facilitator Notes

1. DESCRIBE how to perform CPR, stressing the need for training.
2. EXPLAIN how CCR differs from CPR
3. EXPLAIN that the care giver should perform these steps until help arrives.
4. ADD that CPR on a child is similar to the adult procedure, but the compression cycle is shorter.
  - Apply 15 compressions, followed by two breaths.
  - Repeat in sets of 10; each set should take around two minutes.
5. EXPLAIN that infants will require CPR if they are unresponsive/not breathing—often due to choking.
  - Before beginning CPR, check the infant's airway for obstruction.
6. NOTE that infants will require breaths to be given through the nose, not mouth because an infant's mouth is too small to allow an adult to form a good seal.
7. ASK: When would you stop CPR?  
You would stop performing CPR when you are relieved by another person who has the same or higher level of training than you, and/or if you become exhausted and there is a risk to you or the person you are treating.



## Controlling Bleeding

- Apply direct pressure to the wound
- Firmly press a folded dressing/pad directly on the wound
- Hold in place until the bleeding stops
- Prioritize the most serious wound if there are multiple



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### Controlling Bleeding

People tend to over-react to blood, which may cause a first aid responder to overlook more serious injuries that require priority treatment.

If you see blood/bleeding, force yourself to do a quick check of the entire body before treating the bleeding.

### Facilitator Notes

1. REMIND participants to always use personal protective equipment when dealing with a bleeding injury.
2. EXPLAIN that the most effective way to stop bleeding is to apply direct pressure.
3. DESCRIBE the process.
4. EXPLAIN that if there are multiple wounds, treat the most serious ones first.
5. ADD that the victim may be able to assist in her own treatment by holding pressure on a smaller wound.



## Tourniquet Video

When do I use a tourniquet?

Only when you can not stop severe bleeding by applying primary pressure.



HOW TO USE A TOURNIQUET

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### Tourniquet Video

If direct pressure does not stop the bleeding, a tourniquet will be required.

Commercial tourniquets are available for inclusion in first aid kits. If a tourniquet is not available, you may improvise by using a piece of cloth (and a stick, if available).

Tourniquet application is painful for the victim, but once in place, it can save her life.

To apply a tourniquet:

- Wear personal protective gear.
- Wrap or tie pressure band/belt/cloth approximately 2 inches/5 – 6 cm above the wound.
- Tighten tourniquet until bleeding stops.
- If using an improvised tourniquet, run the stick underneath the belt/cloth (between it and the person's skin) and rotate to tighten.
- Note the time the tourniquet was applied.
- Call for medical assistance.
- Do NOT release the tourniquet until medical assistance arrives. Only a medical professional should remove the tourniquet.

### Facilitator Notes

1. SHOW the video on applying a tourniquet <https://youtu.be/y81aJ81In5Q>. (2:05)

OFFLINE: **How to Use a Tourniquet.mp4**

2. Note: You may silence the audio portion.
3. NOTE: This should be used only in dire situations because extended use of a tourniquets can result in limb loss

## Head Injuries

- When treating a victim with a head injury, the priorities are to prevent further injury and expedite medical assistance
- Stabilize the victim's head and neck manually
- Observe her closely for changes in her condition
- Be prepared to start CPR if she loses consciousness
- Designate someone to seek medical assistance while you keep watch over the victim



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### Head Injuries

Head injuries are common in traumatic events.

The damage from a head injury typically occurs inside the head and may not be visible to first aid providers.

These injuries can be devastating, both immediately and throughout the victim's life.

Loss of function or permanent disability can occur as a result of head injury.

Signs and symptoms of head injury (or traumatic brain injury) include:

- Confusion
- Headache
- Nausea and vomiting
- Memory loss
- Loss of balance/coordination
- Seizure
- Loss of consciousness

### Facilitator Notes


1. DESCRIBE signs and symptoms of head injuries.
2. DESCRIBE care for head injuries.



## Scenarios

**EXERCISE**

- Injuries and first aid
  - ✓ Split into small groups
  - ✓ Respond to the questions that follow your assigned scenario




Work in your group

➔

Be prepared to share

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Scenarios	
Duration	20 minutes
Purpose	The purpose of this activity is to determine types of treatment for given injuries.
Materials	<ul style="list-style-type: none"> <li>• Pen/Pencil</li> <li>• Worksheet: Scenarios</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work in small groups.</li> <li>2. Read the scenarios that are assigned to you.</li> <li>3. Respond to the questions following the scenarios.</li> <li>4. Be prepared to share with the class.</li> </ol>

### Facilitator Notes

1. ASK participants to work in their small groups.
2. EXPLAIN the activity to participants.
3. REVIEW the worksheet with participants.
4. ASSIGN 2 to 3 scenarios to each group.
5. TELL them to assume they are one of the first on scene, so they will be providing treatment.
6. REGROUP on the following slide.



## Scenarios

### REGROUP

- How would you respond to the injuries?
- What training would have helped you treat the injuries?
- What supplies do you need?
- What protective equipment, if any, do you need?
- Should medical staff be called?



### Scenarios

Regroups allow you the opportunity to compare differences in the answers between groups and to address any questions.

### Facilitator Notes

1. REGROUP from the previous activity.
2. ASK a spokesperson from each group to present her group's responses.
3. COMPARE participant responses.
4. ENCOURAGE a class discussion on similarities and differences between the responses.
5. PROVIDE your feedback.
6. REMIND participants of the importance of always checking the scene for danger before providing first aid.

## Handwashing & Personal Protective Gear



- Proper handwashing is essential to prevent transmission of disease
  - ✓ Completely wet your hands and apply a generous amount of soap
  - ✓ Rub hands together vigorously for at least 20 seconds
  - ✓ Rinse hands using plenty of running water
  - ✓ Dry hands using a clean towel or air dryer
- Most hand sanitizers contain alcohol and can be used for hand washing if a soap and water are not available

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### Handwashing and Personal Protective Gear

You must wash your hands immediately after providing first aid, even if you wore gloves. Personal protective gear can minimize the risk of exposure to blood and other body fluids.

Most hand sanitizers contain alcohol and can be used for hand washing if a sink is not available.

### Facilitator Notes

1. EXPLAIN that if the victim is bleeding, put on non-porous gloves and protective eyewear before delivering first aid.
2. EMPHASIZE the need to ALWAYS take steps to protect yourself when working around bodily fluids or when the potential exists for bleeding.
3. EXPLAIN that protective gear reduces your risk and the risk to the person you're helping.
4. ADD that all personal protective gear must be safely disposed of (in a marked biohazard bag, when/if available) after exposure to body fluids.



### Trauma Kit

- Personal protective equipment (PPE)

- ✓ Gloves
- ✓ Mask
- ✓ Eye protection



- First aid equipment:

- ✓ Assorted sizes of adhesive bandages
- ✓ Wound cleaning tools/wipes and topical antibiotic ointment
- ✓ Tape
- ✓ Tweezers
- ✓ Small scissors
- ✓ Tourniquets

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#### Trauma Kits

First aid kits should include a tourniquet, gauze dressings, and compression bandages, among other supplies.

If your agency does not train for tactical trauma care, take the time to learn some basic life-saving techniques in wound care.

The general medical equipment that is carried in a trauma kit can be broken down into the following areas:

- Personal protective equipment (PPE), including gloves, mask, and eye protection
- Patient assessment tools—used to assess, visualize, and measure vital functions—include a stethoscope, blood pressure cuff, micro pulse oximeter, thermometer, and CO2 monitor
- Trauma supplies designed to stop bleeding or seal off penetrating trauma

#### Facilitator Notes


1. ENGAGE participants in a discussion on the types of medical equipment that should be included in a trauma kit.
2. ADD anything you may have from your experience.
3. ASK participants to name any other piece of equipment that should be included.



## Trauma Kit

EXERCISE


- Trauma kit
  - ✓ Split into small groups
  - ✓ Determine the personal protective and first aid equipment you would need to respond to your scenarios



Work in your group

➔

Be prepared to share

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Trauma Kit	
Duration	20 minutes
Purpose	The purpose of this activity is to determine the medical and personal protection equipment required to treat an assigned injury.
Materials	<ul style="list-style-type: none"> <li>• Pen/Pencil</li> <li>• Scenarios Worksheet</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work in small groups.</li> <li>2. Brainstorm the medical and personal protection equipment required to treat the injuries of victims in your assigned scenarios.</li> <li>3. Be prepared to share with the class.</li> </ol>

### Facilitator Notes

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



## Trauma Kit

### REGROUP

A spokesperson from each group will describe her scenario and explain the types of personal protective and first aid equipment her group would need to respond to its scenarios



### Trauma Kit

Regroups allow you the opportunity to compare differences in the answers between groups and to address any questions.

### Facilitator Notes

1. REGROUP from the previous activity.
2. ASK a spokesperson from each group to present her group's responses.
3. ASK other groups whether they can think of other equipment that should be included.
4. PROVIDE your feedback.

## Summary

### Topics

- ✓ *Injuries in Corrections*
- ✓ *Responding to the Injuries in Corrections*

### Knowledge Check

In your group, answer the following:

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



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### Summary

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

### Facilitator Notes

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



# Worksheets



## Prison-Related Emergencies

**Step 1:** List all the emergencies that could happen in a prison (e.g., pandemic)

**Step 2:** Check the emergencies that are most likely to happen in the KSA

**Step 3:** Rate on a scale of 1- 3, how likely the emergency could happen in your prison

**1** – High probability **2** – Medium probability **3** – Low probability

Type of Emergency	In KSA?	Probability			Notes
		1	2	3	
		1	2	3	
		1	2	3	
		1	2	3	
		1	2	3	
		1	2	3	
		1	2	3	
		1	2	3	
		1	2	3	
		1	2	3	
		1	2	3	
		1	2	3	
		1	2	3	



## Scenario—Pandemic

- Five members of the nearby community have died from a newly recognized virus.
- Twenty others have been ill.

### Directions:

1. You and your team are in charge of writing a **prevention plan** for the prison against the virus, listing ways of preventing an emergency.
2. Regroup and share your prevention plan with the class at the facilitator's direction.
3. You and your team now are in charge of writing a **preparedness plan** on what measures you would take to prepare for the pandemic in the event it occurred in the prison.
4. Regroup and share your preparedness plan with the class at the facilitator's direction.
5. You and your team are now in charge of writing a brief **response plan** for responding to a pandemic that is not occurring in the prison.
6. Regroup and share your preparedness plan with the class at the facilitator's direction.
7. You and your team are now in charge of writing a **recovery plan** after the pandemic is contained and no longer deemed an emergency. Determine how to get back to normal and still address the concern of the virus.
8. Regroup and share your recovery plan with the class at the facilitator's direction.
9. You and your team are now in charge of writing a brief **mitigation plan** on how to minimize the impact of the pandemic and contain its disruption.
10. Regroup and share your mitigation plan with the class at the facilitator's direction.



## Identifying the Break-Over Point

Directions:

1. The facilitator will either role-play or read aloud each scenario.
2. After each scenario, you will determine whether a break-over point has been reached.
3. Write your answer to each scenario.

### Scenario 1

**Officer:** Orders offender to exit her cell

**Offender:** <passively complies>

**Break-Over Point?** Yes\_\_\_ No\_\_\_ Explain.

### Scenario 2

**Officer:** Orders offender to exit her cell

**Offender:** <ignores/pretends she doesn't hear order>

**Officer:** Repeats order, establishing consequences for disobeying

**Offender:** <complies with order>

**Break-Over Point?** Yes\_\_\_ No\_\_\_ Explain.

### Scenario 3

**Officer:** Orders offender to exit her cell

**Offender:** <ignores/pretends she doesn't hear order>

**Officer:** Repeats order, establishing consequences for disobeying

**Offender:** <actively refuses>

**Break-Over Point?** Yes\_\_\_ No\_\_\_ Explain.

### Scenario 4

**Officer:** Orders offender to exit her cell

**Offender:** <ignores/pretends she doesn't hear order>

**Officer:** Repeats order, establishing consequences for disobeying

**Offender:** <actively refuses, attempts to close cell door/create a barricade>

**Officer:** Enters cell to apply physical control measures

**Offender:** <submits to physical control measures>

**Break-Over Point?** Yes\_\_\_ No\_\_\_ Explain.

### Scenario 5

**Officer:** Orders offender to exit her cell

**Offender:** <ignores/pretends she doesn't hear order>

**Officer:** Repeats order, establishing consequences for disobeying

**Offender:** <actively refuses, attempts to close cell door/create a barricade>

**Officer:** Enters cell to apply physical control measures

**Offender:** <actively resists physical control measures>

**Break-Over Point?** Yes\_\_\_ No\_\_\_ Explain.



## Communication Skills Inventory

1. Read each item carefully and think about how often the statement applies to you.
2. There is no best answer; pick the one you feel fits you best.
3. At the end of each section, calculate the number of responses you have in each column.
4. You will not be required to share the results of your inventory, but you may wish to keep the completed inventory for reference to help you evaluate your communication skills in the future.
5. The facilitator will explain scoring to you at the conclusion of this activity.

Section 1			
	Usually	Sometimes	Rarely
1. Is it difficult for you to talk to other people?			
2. When you are trying to explain something, do others tend to "put words in your mouth" or finish your sentences?			
3. In conversations, do your words come out the way you intend or would like?			
4. Do you find it difficult to express your ideas when they differ from the ideas of people around you?			
5. Do you assume that the other person knows what you are trying to say, and leave it to him/her to ask you questions?			
6. Do others seem interested and attentive when you are talking to them?			
7. When speaking, is it easy for you to recognize how others are reacting to what you're saying?			
8. Do you ask the other person to tell you how she/he feels about the point you are trying to make?			
9. Are you aware of how your tone of voice may affect others?			
10. In conversation, do you talk about things of interest to both you and the other person?			

TOTAL \_\_\_\_\_



<b>Section 2</b>			
	<b>Usually</b>	<b>Sometimes</b>	<b>Rarely</b>
11. In conversation, do you tend to do more talking than the other person?			
12. In conversation, do you ask the other person questions when you don't understand what she's said?			
13. In conversation, do you often try to figure out what the other person is going to say before she's finished talking?			
14. Do you find yourself not paying attention while in conversation with others?			
15. In conversation, can you easily tell the difference between what the person is saying and how he/she may be feeling?			
16. After the other person is done speaking, do you clarify what you heard them say before you offer a response?			
17. In conversation, do you tend to finish sentences or supply words for the other person?			
18. In conversation, do you find yourself paying more attention to facts and details, and missing the emotional tone of the speaker's voice?			
19. In conversation, do you let the other person finish talking before reacting to what she/he says?			
20. Is it difficult for you to see things from the other person's point of view?			

**TOTAL** \_\_\_\_\_

<b>Section 3</b>			
	<b>Usually</b>	<b>Sometimes</b>	<b>Rarely</b>
21. Do you find it difficult to accept constructive criticism from the other person?			
22. Do you refrain from saying something that you think will upset someone or make matters worse?			
23. When someone hurts your feelings, do you discuss it with her?			
24. In conversation, do you try to put yourself in the other person's shoes?			
25. Do you become uneasy when someone pays you a compliment?			



<b>Section 3</b>			
	<b>Usually</b>	<b>Sometimes</b>	<b>Rarely</b>
26. Do you find it difficult to disagree with others because you are afraid they will get angry?			
27. Do you find it difficult to compliment or praise others?			
28. Do others remark that you always seem to think you are right?			
29. Do you find that others seem to get defensive when you disagree with their point of view?			
30. Do you help others to understand you by saying how you feel?			

**TOTAL** \_\_\_\_\_

<b>Section 4</b>			
	<b>Usually</b>	<b>Sometimes</b>	<b>Rarely</b>
31. Do you have a tendency to change the subject when the other person's feelings enter into the discussion?			
32. Does it upset you when someone disagrees with you?			
33. Do you find it difficult to think clearly when you are angry with someone?			
34. When a problem arises between you and another person, can you discuss it without getting angry?			
35. Are you satisfied with the way you handle differences with others?			
36. Do you sulk for a long time when someone upsets you?			
37. Do you apologize to someone whose feelings you may have hurt?			
38. Do you admit that you're wrong when you know that you are or were wrong about something?			
39. Do you avoid or change the topic if someone is expressing his or her feelings in a conversation?			
40. When someone becomes upset, do you find it difficult to continue the conversation?			

**TOTAL** \_\_\_\_\_



## Communication Skills Scoring Key

### Instructions:

1. Use the table below to score the answers to the Communication Skills Inventory.
2. For example, if you answered "Rarely" to Question 1, you would assign that answer 3 points.
3. Write the number 3 in front of Question 1 and repeat for all 40 questions.
4. Each section comprises 10 questions.
5. Add up all the scores for the answers in Section 1 and enter that number in the Section 1: Total:\_\_\_\_\_.
6. Repeat for the remaining three sections.
7. These section scores will allow you to rank order your communication skills and provide valuable insight into areas in which you may wish to improve.

Question	Usually	Sometimes	Rarely	Question	Usually	Sometimes	Rarely
1	0	1	3	21	0	1	3
2	0	1	3	22	3	1	0
3	3	1	0	23	3	1	0
4	0	1	3	24	3	1	0
5	0	1	3	25	0	1	3
6	3	1	0	26	0	1	3
7	3	1	0	27	0	1	3
8	3	1	0	28	0	1	3
9	3	1	0	29	0	1	3
10	3	1	0	30	3	1	0
11	0	1	3	31	0	1	3
12	3	1	0	32	0	1	3
13	0	1	3	33	0	1	3
14	0	1	3	34	3	1	0
15	3	1	0	35	3	1	0
16	3	1	0	36	0	1	3
17	0	1	3	37	3	1	0
18	0	1	3	38	3	1	0
19	3	1	0	39	0	1	3
20	0	1	3	40	0	1	3

TOTAL:\_\_\_\_\_

**Instructions:**

1. Look at your score totals for each section
2. Circle the number below that matches your score total.
3. For example, if your score total in Section 3 was 25, you would circle the number 25 in the table below.

Section 1 Sending Clear Messages	Section 2 Listening	Section 3 Giving and Receiving Feedback	Section 4 Handling Emotional Interactions
30	30	30	30
29	29	29	29
28	28	28	28
27	27	27	27
26	26	26	26
25	25	25	25
24	24	24	24
23	23	23	23
22	22	22	22
21	21	21	21
20	20	20	20
19	19	19	19
18	18	18	18
17	17	17	17
16	16	16	16
15	15	15	15
14	14	14	14
13	13	13	13
12	12	12	12
11	11	11	11
10	10	10	10
9	9	9	9
8	8	8	8
7	7	7	7
6	6	6	6
5	5	5	5
4	4	4	4
3	3	3	3
2	2	2	2
1	1	1	1

- Scores from 1 > 15 indicate areas that need improvement.
- Scores from 16 > 21 indicate areas that require more consistent attention.
- Scores from 22 > 30 indicate areas of strength.
- What are your area(s) of strength? \_\_\_\_\_
- Where would you like to improve? \_\_\_\_\_



## Communication Style Self-Assessment

Everyone has a preferred communication style. This style is what feels most natural and comfortable and tends to be expressed in both work and personal communications. The statements below will help you determine your preferred style and suggest strategies for communicating effectively.

For each line, circle the word or phrase that best describes you. There is no best style, so be sure to choose the item that you feel most accurately reflects you.

Choose one item per line.

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1	Like to analyze	Like to interact	Like to decide	Like to explore
2	Objective	Emotional	Practical	Visionary
3	Logical	Encouraging	To the point	Creative
4	Consistency	Spontaneity	Determination	Insight
5	Order	Cooperation	Results	Concepts
6	Value details	Bored by details	Value facts	Value ideas
7	Controlled	Personable	Action-oriented	Dreamer
8	Composed	Empathetic	Quick	Intellectual
9	Cautious	Enthusiastic	Sensible	Original
10	Formal	Informal	Motivating	Inspiring
11	Detached	Sentimental	Impatient	Preoccupied
12	Problem-solver	Supporter	Implementer	Developer
13	Data	Feelings	Plain talk	Possibilities
14	Critical	Moody	Driven	Distant
15	Truth	Harmony	Reality	Change
16	Precise	Tactful	Direct	Complex
17	Value accurate timetables	Value past events	Value present events	Value future events

**Total** \_\_\_\_\_

Add up the total number of selected words and/or phrases for each column and enter that number in the space provided at the bottom of the table. Use these totals to identify your primary and secondary preferred communications styles:

Column 1 total _____	(Process)	Thinker
Column 2 total _____	(People)	Feeler
Column 3 total _____	(Results)	Sensor
Column 4 total _____	(Possibilities)	Intuitior



The following are general characteristics associated with each communication style. These are not definitive; they are general tendencies observed in others who share the preferred communication style.

	<b>Positives</b>	<b>Negatives</b>
Thinkers	<ul style="list-style-type: none"> <li>Organized</li> <li>Good at analyzing problems/situations</li> <li>Make logic-based decisions</li> <li>Tend to be brief and businesslike</li> <li>Value accuracy and precision</li> <li>Treat people fairly, according to the rules</li> <li>Follow policies and rules to the letter</li> <li>Excellent problem-solving abilities</li> </ul>	<ul style="list-style-type: none"> <li>Can be overly cautious or slow to act</li> <li>Can get consumed by details and lose sight of the big picture</li> <li>Often don't consider others' feelings</li> <li>Might not provide enough positive feedback</li> <li>Can seem to be overly critical; non-Thinkers may feel singled out</li> </ul>
Feelers	<ul style="list-style-type: none"> <li>Excel at building rapport</li> <li>Tactful</li> <li>Highly empathetic, good consensus-builders</li> <li>Typically, naturally friendly, warm</li> <li>Demonstrate an interest in the person, not just the job</li> <li>Treat each person as unique individual</li> </ul>	<ul style="list-style-type: none"> <li>Can overly personalize situations</li> <li>Personal ties/relationships can impact judgment</li> <li>Might overlook important details</li> <li>Generally disorganized</li> <li>May concentrate on socializing over the task at hand</li> <li>Can be overly open in conversation</li> </ul>
Sensors	<ul style="list-style-type: none"> <li>Practical and resourceful</li> <li>Get things done</li> <li>Make decisions quickly based on facts and personal experience</li> <li>Focus on action, results, and rewards</li> <li>Concentrate on the bottom line</li> <li>Realistic</li> <li>Focus is on the present moment</li> </ul>	<ul style="list-style-type: none"> <li>Impulsive</li> <li>Competitive</li> <li>Aggressive</li> <li>Impatient</li> <li>Can disregard long-term consequences of actions/decisions</li> <li>May be difficult to work with under stress</li> <li>May be poor listeners (interrupt often)</li> <li>Might create messes that others will have to clean up</li> </ul>
Intuitors	<ul style="list-style-type: none"> <li>Excellent long-term planners</li> <li>Enjoy learning new skills</li> <li>Imaginative</li> <li>Focus on how things can be improved; optimistic</li> <li>Creative problem-solvers</li> <li>Not generally bound by tradition or convention</li> </ul>	<ul style="list-style-type: none"> <li>Absent-minded</li> <li>Focus on vision leaves little room for action</li> <li>Avoids details</li> <li>Difficult for others to read</li> <li>May be seen as arrogant or condescending</li> <li>May not follow through on tasks</li> <li>May procrastinate</li> </ul>



## Identifying Others' Communication Styles

The table below lists typical behaviors displayed by the communication styles identified in the earlier activity. Note that these lists are not all-inclusive, but rather offer common characteristics. Some people may demonstrate a blend of behaviors depending on the setting. Find the closest match and examine the Strategies for Compliance column for insights into how best to motivate and interact with people demonstrating that particular communication style.

	On the phone	Face to Face	Dress	Surroundings	Strategies for Compliance
<b>Thinkers</b>	<ul style="list-style-type: none"> <li>• Business-like</li> <li>• Little inflection in voice</li> <li>• List-oriented</li> <li>• Suggest agenda for call</li> </ul>	<ul style="list-style-type: none"> <li>• Monotone, "flat" speaking style</li> <li>• Communicate better in writing</li> <li>• Logical, structured sentences</li> <li>• Will reference specific policies/rules</li> <li>• Specific and to the point</li> </ul>	<ul style="list-style-type: none"> <li>• Understated, conservative</li> <li>• If in uniform, will be neat and clean</li> <li>• Clothing will be selected and adjusted for proper fit</li> <li>• Appearance important only in that it doesn't offend or call attention</li> </ul>	<ul style="list-style-type: none"> <li>• Everything will be in its proper place</li> <li>• Typically pay less attention to personalizing their spaces</li> <li>• Shelves/work tops will be "squared away"</li> <li>• Tend to keep fewer items in personal spaces</li> <li>• Focus on practicality</li> </ul>	<ul style="list-style-type: none"> <li>• Highlight right vs wrong and how their actions fit</li> <li>• Don't try to rush them</li> <li>• Show appreciation for their abilities/efforts</li> <li>• Praise their neatness/compliance</li> <li>• Point out specific details</li> </ul>
<b>Feelers</b>	<ul style="list-style-type: none"> <li>• Conversations will mix business and personal</li> <li>• Joking, informal</li> <li>• Like to gossip</li> <li>• More questions about the other person</li> </ul>	<ul style="list-style-type: none"> <li>• Better at speaking than writing</li> <li>• Will seek out opportunities for face-to-face chats</li> <li>• Use inflection to convey interest and enthusiasm</li> <li>• May intrude on "personal space" bubble</li> </ul>	<ul style="list-style-type: none"> <li>• Less formal</li> <li>• Dress to suit their own mood, not to meet expectations</li> <li>• Prefer bright colors; anything that catches the eye</li> </ul>	<ul style="list-style-type: none"> <li>• Personalize their surroundings</li> <li>• Personal spaces tend to be messy</li> <li>• Focus on personal items to provide "homey" touches</li> </ul>	<ul style="list-style-type: none"> <li>• Praise their efforts, regardless of results</li> <li>• Allow for creative expression</li> <li>• Include the personal part of your reactions</li> <li>• Focus on them as individuals</li> </ul>



	On the phone	Face to Face	Dress	Surroundings	Strategies for Compliance
<b>Sensors</b>	<ul style="list-style-type: none"> <li>• Abrupt, to-the-point</li> <li>• Need to control the conversation</li> <li>• No patience for long explanations</li> <li>• Tend to prefer short conversations</li> </ul>	<ul style="list-style-type: none"> <li>• May attempt to make physical contact during face-to-face interactions</li> <li>• See conversations as waste of time</li> <li>• Urgent, action-oriented</li> <li>• Will attempt to address several topics in single interaction</li> <li>• May use personal space, volume, or tone to establish dominance</li> <li>• Enter every interaction with a desired goal in mind</li> </ul>	<ul style="list-style-type: none"> <li>• Neat, but not fancy</li> <li>• The bare minimum required to cover and protect</li> <li>• Informal</li> <li>• Clothes may be faded/worn, but still serviceable</li> </ul>	<ul style="list-style-type: none"> <li>• Clutter used to dominate space ("mark territory")</li> <li>• Tend to be messy</li> <li>• Personal items selected to show achievement</li> <li>• Will get upset if their personal items are moved/interfered with</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on action and results</li> <li>• Allow them to take some leadership</li> <li>• Present challenges/opportunities as "something new"</li> <li>• Be as specific as possible</li> <li>• Motivate through reward</li> </ul>
<b>Intuitors</b>	<ul style="list-style-type: none"> <li>• Wordy, will go on tangents</li> <li>• Little attention paid to time</li> <li>• Can be aloof and impersonal</li> <li>• Lots of talking, little listening</li> <li>• Tend to interrupt</li> </ul>	<ul style="list-style-type: none"> <li>• Will alternate between long silences and lecturing</li> <li>• Conversations tend to concentrate on ideas/concepts, rather than specific issues</li> <li>• Train of thought can be hard to follow</li> <li>• Less focus on specific actions</li> </ul>	<ul style="list-style-type: none"> <li>• Varies; can be blend of Feeler and Sensor</li> <li>• Personal hygiene may be erratic</li> <li>• Clothes may be dirty, worn, or messy</li> <li>• If in uniform, some required items may be damaged/missing</li> </ul>	<ul style="list-style-type: none"> <li>• Personal spaces reflect state of mind (i.e., "advertising")</li> <li>• Citations and awards take pride of place</li> <li>• May be messy or neat</li> <li>• Tend to show more personal items</li> <li>• Art or written works may be displayed prominently</li> </ul>	<ul style="list-style-type: none"> <li>• Challenge their intellect</li> <li>• Tie outcomes/actions to goals/issues</li> <li>• Talk about/address their interests</li> <li>• Don't rush them</li> </ul>



## Match Level of Response to Level of Resistance

Resistance	Response
Verbal disagreement between offenders	
Assault on support staff (e.g., medical)	
Fight between visitors in visitation room	
Physical assault on offender by guard	
Physical assault on guard by offender	
Offender refusing verbal order to move (no violence)	
Offender insulting guard	
Small group of offenders actively resisting orders to disperse	
Offender insulting other offender (in hearing range)	

### Levels of Response

1. **Officer presence**—visual presence of authority (uniform, equipment, etc.)
2. **Verbal commands**—clear direction provided along with consequences for non-compliance
3. **Empty hand submission techniques**—pressure point control techniques, joint manipulation, restraints, etc.
4. **Hard control techniques**—kicks, punches, stun guns, pepper/OC spray, etc.
5. **Less-lethal force/intermediate weapons**—TASER, pepperball guns, dogs, batons/extendable batons



## Facilitator Field Guide: Application of Restraints

### Section 1. Types of Restraints

<b>Estimated time: 1 hour</b>	
<b>FACILITATOR NOTE:</b>	
<ul style="list-style-type: none"> <li>✓ DEMONSTRATE each listed item</li> <li>✓ POINT OUT material, use, and cautions</li> <li>✓ DEMONSTRATE proper method of applying each restraint in the proper order on a compliant and non-compliant offender</li> <li>✓ DEMONSTRATE proper method of removing each restraint in the proper order on a compliant and non-compliant offender</li> </ul>	
<b>ACTIVITY #1</b>	✓
Handcuffs	
Handcuff key	
Flex cuffs	
Soft restraints	
Waist chains	
Black boxes and padlocks for waist chains	
Martin chain	
Leg restraints	
Spit masks	
Restraint chairs	



**DISCUSS:**

- ✓ Use of verbal commands when applying/removing restraints
- ✓ Handcuff key, including key retention and security. Explain that these keys are chitted out like a keyring and must be secured to the work belt on a secure prison key ring
- ✓ Keyways and how to employ keyways with restraints in the proper place
- ✓ Number of officers required to apply/remove each type of restraint
- ✓ Best use cases for each type of restraint (e.g., offender movement, compliance, etc.)
- ✓ Risk to officers during application/removal

**NOTE:**

Demonstrate restraining someone without giving verbal commands and then again with verbal commands. ASK participants how they would react if someone grabbed their arm or otherwise tried to “muscle” them into position. Note that the natural reaction to unexpected physical contact is to pull away. This is resistance.

Next, ASK participants how they would react to that same person specifically ordering them to turn around and cuff up. EXPLAIN that the order provides context for the action:

- ✓ Participants now know what they're expected to do
- ✓ They know why they're expected to do it
- ✓ They know what to expect from the physical contact



## Section 2. Application of Restraints

<b>Estimated time: 3 hours</b>	
<b>FACILITATOR NOTE:</b>	
<ul style="list-style-type: none"> <li>✓ ASK participants to break into pairs</li> <li>✓ One person in each pair will play the offender; the other will play the officer</li> <li>✓ TELL participants that they will demonstrate proper application and removal of restraints, along with verbal commands</li> <li>✓ EXPLAIN that verbal commands help preserve officer safety and reduce the risk of inadvertent resistance/non-compliance</li> <li>✓ TELL participants that commands should be given in a calm, clear voice</li> <li>✓ Once the activity begins, OBSERVE participants applying restraints and issuing orders</li> <li>✓ PROVIDE guidance and correction when required</li> <li>✓ After each pair has successfully applied/removed all restraints, the two participants should switch roles and repeat</li> </ul>	
<b>ACTIVITY #1</b>	✓
Handcuffs	
Handcuff key	
Flex cuffs	
Soft restraints	
Waist chains	
Black boxes and padlocks for waist chains	
Martin chain	
Leg restraints	
Spit masks	
Restraint chairs	
<b>DISCUSS:</b>	
<ul style="list-style-type: none"> <li>✓ Triangle of aggression</li> <li>✓ Identifying resistance</li> </ul>	



- ✓ Applying appropriate level of force
- ✓ Verbal commands
  - Telling offender what you are doing and why
  - Telling the offender exactly what they need to do
  - Speaking in a calm, clear manner (command presence)
  - If the offender resists, using shorter commands and increasing volume
  - Moving from persuasion (please/thank you) to advice (you should/I advise you to) to warning (or else)

**ACTIVITY #2**



**FACILITATOR NOTE:**

- ✓ BREAK participants into pairs
- ✓ The two participants will take turns applying restraints to one another
- ✓ TELL participants they will be timed
- ✓ TELL participants they will be evaluated on proper method, use of verbal commands, and officer safety during the exercise
- ✓ ASK participants whether they have any questions
- ✓ When ready, MARK your watch/smart phone timer and begin the exercise
- ✓ All pairs must start with restraints in “ready” position (e.g., handcuffs on belt, etc. as per normal practice in a prison)
- ✓ OBSERVE participants as they apply restraints
- ✓ NOTE—but do not mention/correct—use of verbal commands, officer spacing, etc.
- ✓ When the pairs finish their activity, NOTE their time
- ✓ TIME the first exercise (you may need another facilitator to ensure you capture the time for each pair)
- ✓ HAVE participant pairs continue applying restraints until the move is more fluid and timelier
- ✓ TIME the final exercise (you may need another facilitator to ensure you capture the time for each pair)

Pair Names:	Time (1 <sup>st</sup> exercise)	Time (final exercise)
1		
2		
3		



Pair Names:	Time (1 <sup>st</sup> exercise)	Time (final exercise)
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		



### Section 3. Practical Exercise

**Estimated time: 3 hours**

#### **ACTIVITY**

- ✓ BREAK participants into small groups
- ✓ EXPLAIN the activity:
  - Half the participants will role-play officers
  - Half will role-play offenders
  - The officers will demonstrate the proper application of full restraints to a simulated offender and escort the restrained offender to a simulated cell
  - Once at the cell, the officers will demonstrate the proper removal of restraints from the offender
  - The process will then repeat in reverse order
  - The officers and offenders will exchange roles
- ✓ REPEAT until all groups have demonstrated proper use of restraints and procedures
- ✓ OBSERVE participants' use of restraints, verbal commands, and offender escort techniques during each portion of the exercise
- ✓ PROVIDE guidance and correction, where required
- ✓ ALLOW participants the opportunity to incorporate your feedback and continue practice until the escort is timely and fluid
- ✓ If feasible, PROMPT the "offender" to show passive resistance for some of the transports

#### **DISCUSS:**

- ✓ Best practices for use indoors
- ✓ Best practices for use outdoors
- ✓ Effects on visibility
- ✓ Area of effect/linger time
- ✓ Medical interventions for severe reactions
- ✓ Lethality risk

**Note: If time allows and participants are engaged, continue to the Use-of-Force Continuum.**



## Facilitator Field Guide: Application of Restraints

### Section 1. Types of Restraints

<b>Estimated time: 1 hour</b>	
<p><b>FACILITATOR NOTE:</b></p> <ul style="list-style-type: none"> <li>✓ DEMONSTRATE each listed item</li> <li>✓ POINT OUT material, use, and cautions</li> <li>✓ DEMONSTRATE proper method of applying each restraint in the proper order on a compliant and non-compliant offender</li> <li>✓ DEMONSTRATE how to escort with restraints on (e.g. Keep hand on offender's body for control and to maintain safety)</li> <li>✓ DEMONSTRATE proper method of removing each restraint in the proper order on a compliant and non-compliant offender</li> </ul>	
<b>ACTIVITY #1</b>	✓
Handcuffs	
Handcuff key	
Flex cuffs	
Soft restraints	
Waist chains	
Black boxes and padlocks for waist chains	
Leg restraints	
Spit masks	
Restraint chairs	
Leg Brace	



**DISCUSS:**

- ✓ Use of verbal commands when applying/removing restraints
- ✓ Handcuff key, including key retention and security. Explain that these keys are chitted out like a keyring and must be secured to the work belt on a secure prison key ring
- ✓ Keyways and how to employ keyways with restraints in the proper place
- ✓ Number of officers required to apply/remove each type of restraint
- ✓ Best use cases for each type of restraint (e.g., offender movement, compliance, etc.)
- ✓ Risk to officers during application/removal

**NOTE:**

Demonstrate restraining someone without giving verbal commands and then again with verbal commands. ASK participants how they would react if someone grabbed their arm or otherwise tried to “muscle” them into position. Note that the natural reaction to unexpected physical contact is to pull away. This is resistance.

Next, ASK participants how they would react to that same person specifically ordering them to turn around and cuff up. EXPLAIN that the order provides context for the action:

- ✓ Participants now know what they're expected to do
- ✓ They know why they're expected to do it
- ✓ They know what to expect from the physical contact



## Section 2. Application of Restraints

<b>Estimated time: 3 hours</b>	
<b>FACILITATOR NOTE:</b>	
<ul style="list-style-type: none"> <li>✓ ASK participants to break into pairs</li> <li>✓ One person in each pair will play the offender; the other will play the officer</li> <li>✓ TELL participants that they will demonstrate proper application and removal of restraints, along with verbal commands</li> <li>✓ EXPLAIN that verbal commands help preserve officer safety and reduce the risk of inadvertent resistance/non-compliance</li> <li>✓ TELL participants that commands should be given in a calm, clear voice</li> <li>✓ Once the activity begins, OBSERVE participants applying restraints and issuing orders</li> <li>✓ PROVIDE guidance and correction when required</li> <li>✓ After each pair has successfully applied/removed all restraints, the two participants should switch roles and repeat</li> </ul>	
<b>ACTIVITY #1</b>	✓
Handcuffs	
Handcuff key	
Flex cuffs	
Soft restraints	
Waist chains	
Black boxes and padlocks for waist chains	
Martin chain	
Leg restraints	
Spit masks	
Restraint chairs	
<b>DISCUSS:</b>	
<ul style="list-style-type: none"> <li>✓ Triangle of aggression</li> <li>✓ Identifying resistance</li> </ul>	



- ✓ Applying appropriate level of force
- ✓ Verbal commands
  - Telling offender what you are doing and why
  - Telling the offender exactly what they need to do
  - Speaking in a calm, clear manner (command presence)
  - If the offender resists, using shorter commands and increasing volume
  - Moving from persuasion (please/thank you) to advice (you should/I advise you to) to warning (or else)

**ACTIVITY #2**



**FACILITATOR NOTE:**

- ✓ BREAK participants into pairs
- ✓ The two participants will take turns applying restraints to one another
- ✓ TELL participants they will be timed
- ✓ TELL participants they will be evaluated on proper method, use of verbal commands, and officer safety during the exercise
- ✓ ASK participants whether they have any questions
- ✓ When ready, MARK your watch/smart phone timer and begin the exercise
- ✓ All pairs must start with restraints in “ready” position (e.g., handcuffs on belt, etc. as per normal practice in a prison)
- ✓ OBSERVE participants as they apply restraints
- ✓ NOTE—but do not mention/correct—use of verbal commands, officer spacing, etc.
- ✓ When the pairs finish their activity, NOTE their time
- ✓ TIME the first exercise (you may need another facilitator to ensure you capture the time for each pair)
- ✓ HAVE participant pairs continue applying restraints until the move is more fluid and timelier
- ✓ TIME the final exercise (you may need another facilitator to ensure you capture the time for each pair)

Pair Names:	Time (1 <sup>st</sup> exercise)	Time (final exercise)
1		
2		
3		



Pair Names:	Time (1 <sup>st</sup> exercise)	Time (final exercise)
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		



### Section 3. Practical Exercise

**Estimated time: 3 hours**

#### **ACTIVITY**

- ✓ BREAK participants into small groups
- ✓ EXPLAIN the activity:
  - Half the participants will role-play officers
  - Half will role-play offenders
  - The officers will demonstrate the proper application of full restraints to a simulated offender and escort the restrained offender to a simulated cell
  - Once at the cell, the officers will demonstrate the proper removal of restraints from the offender
  - The process will then repeat in reverse order
  - The officers and offenders will exchange roles
- ✓ REPEAT until all groups have demonstrated proper use of restraints and procedures
- ✓ OBSERVE participants' use of restraints, verbal commands, and offender escort techniques during each portion of the exercise
- ✓ PROVIDE guidance and correction, where required
- ✓ ALLOW participants the opportunity to incorporate your feedback and continue practice until the escort is timely and fluid
- ✓ If feasible, PROMPT the "offender" to show passive resistance for some of the transports

#### **DISCUSS:**

- ✓ Best practices for use indoors
- ✓ Best practices for use outdoors
- ✓ Effects on visibility
- ✓ Area of effect/linger time
- ✓ Medical interventions for severe reactions
- ✓ Lethality risk

**Note: If time allows and participants are engaged, continue to the Use-of-Force Continuum.**



## Facilitator Field Guide: Use-of-Force

### CHECKLISTS

- ✓ Familiarization of Personal Protective Equipment
- ✓ Officer Presence and Verbal Commands (Levels 1 & 2)
- ✓ Empty Hand Techniques (Levels 3 & 4)
- ✓ Less-than-lethal weapons

### ACTION DRILLS

#### Familiarization of Personal Protective Equipment

##### **Discussion (Estimated time: 1 hour)**

- Introduce participants to all personal protective equipment and tools provided for this course
- Demonstrate:
  - Donning protective equipment
  - Doffing protective equipment

##### **Demonstration and Exercise (Estimated time: 1 hour)**

Have participants practice:

- Donning protective equipment
- Doffing protective equipment



#### Officer Presence and Verbal Commands (Levels 1 & 2)

##### **Demonstration (Estimated time: 10 minutes)**

- Practice officer presence with a co-facilitator, ensuring that you act in a non-threatening, professional manner – Including dress and stance
  - Act in a non-threatening, professional manner
  - Explain that officer presence is the best, lowest-risk option for countering resistance before it has a chance to escalate
- Practice verbal commands with a co-facilitator, progressing from persuasion to warning
  - Avoid threatening language and issue verbal commands in a calm, clear manner
  - Have the second facilitator resist. As the "prisoner" resists, shorten your commands ("Stop!") and increase volume
  - Progress your commands from persuasion ("please", "thank you") to advice ("you should...","I advise you to...") to warning ("...or else")



### Exercise (Estimated time: 30 minutes)

- ✓ Participants pair up and demonstrate:
  - Office presence. Make sure participants demonstrate the proper stance and demeanor
  - Verbal commands. Make sure participants avoid threatening language and issue verbal commands in a calm, clear manner and that the commands progress from persuasion to warning
- ✓ Participant pairs switch positions



### Empty Hand Techniques (Levels 3 & 4)

#### Demonstration

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 prisoner comply. Using **pressure** and **strikes** are two ways to activate pressure-sensitive areas.

→ Tell participants to always keep the following in mind when using these techniques:

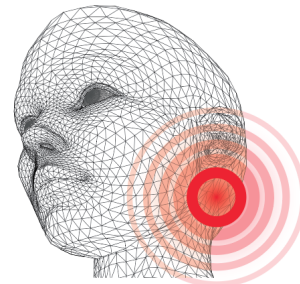
- Do not use pressure points on a passively resisting prisoner (a prisoner who is not complying with an officer's orders but is showing no physical indication of resistance)
- Always give verbal commands to all prisoners, including actively resisting prisoners
- If you apply pressure points, be specific in what the prisoner has to do—e.g., "put your hands behind your back"
- Once the prisoner quits actively resisting, relieve the pressure immediately
- Working with at least two other facilitators (to ensure safety), demonstrate one technique at a time and then have participants practice the technique. Make sure that enough facilitators are present and observing to ensure safety

### Exercise (Estimated time: 6 hours)

#### 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



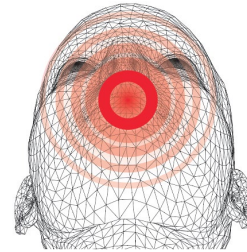


### **Infraorbital nerve – under the nose**

- Using a ridge-hand, apply pressure just under the nose inward and upward at a 45-degree angle

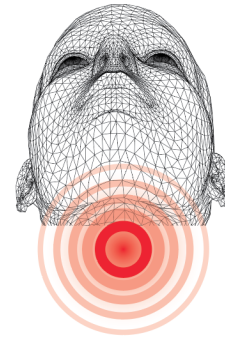
*Note: Any pressure point activation near the mouth requires extreme caution that the prisoner does not bite*

- Can be used as a form of pain compliance but is also directional and can be used to force a prisoner to stand up when he is actively resisting



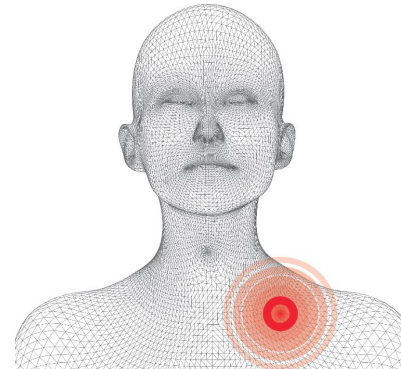
### **Hypoglossal Nerve – under the jaw**

- 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 prisoner to stand up when he otherwise refuses



### **Brachial Plexus Clavicle Notch – collar bone**

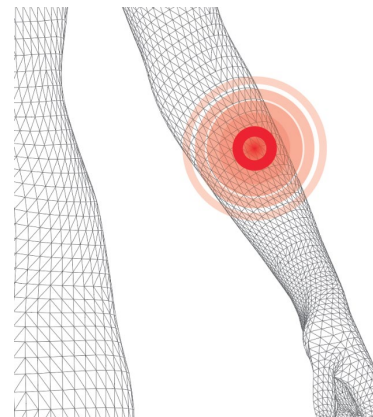
- Place thumb or two fingers between the collar bone and the trapezius muscle near the neck
- Now apply pressure downward toward the prisoner's opposite rear pocket



## **Strike Targets**

### **Radial Nerve – forearm**

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



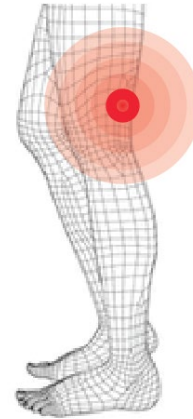


### Common Peroneal Nerve – side of leg

- Strike the actively resisting prisoner 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

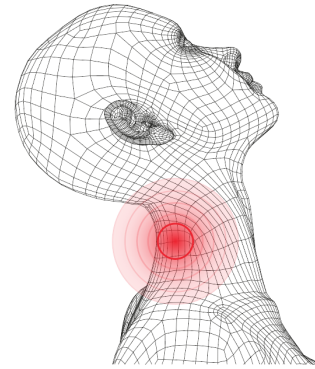
*Note: This strike will often result in the resistive prisoner losing control of his leg, causing him to go to the ground*

- If you are under attack by an aggressive prisoner, 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 prisoner
- A good situation for using this technique is when an aggressive prisoner has ahold of another officer or prisoner
- Striking the brachial plexus is a distractor and may cause the aggressive prisoner to become disoriented or even temporarily lose consciousness





## Compliance Techniques and Joint Manipulation

### Basic Wristlock

- Use right hand to grab prisoner's left hand by placing thumb on back of prisoner's hand so prisoner's knuckles are facing left
- Hook your fingers across fleshy part of prisoner's palm below thumb
- Use fingers to anchor hand so leverage can be applied to twist and bend joint
- Exert downward pressure with thumb to bend prisoner's joint
- Rotate prisoner's hand to the right to twist the joint
- Step into the prisoner to keep prisoner's hand close to your body to control and provide more leverage on wristlock
- When using **left hand**, grab prisoner's hand so that officer's knuckles are facing right and rotate and twist prisoner's hand to left

Provided by in country staff

### Reverse Wristlock

- Place right palm on back of prisoner's right hand and wrap fingers across fleshy part of palm below little finger
- Twist prisoner's hand to the right with their thumb pointing down while stepping into place prisoner's hand against his chest
- Apply downward pressure on the prisoner's hand against chest
- Leave prisoner's hand on the chest to fully control subject and to gain leverage
- Lean forward to use body weight to add additional pressure to the joint
- Use left hand to further control prisoner

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### Two-Handed Wristlock

- Place both thumbs on back of the prisoner's hand, thumbs crossed
- Hook fingers of both hands around fleshy part of prisoner's palm on both sides of hand
- Step into prisoner and apply downward pressure on back of prisoner's hand to bend joint and rotate prisoner's wrist away from the body to twist joint

Provided by in country staff



<p><b>Come-Along Holds (Escort Position)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Face prisoner in escort position</li> <li><input type="checkbox"/> Use left foot to step forward at 45-degree angle</li> <li><input type="checkbox"/> Turn to face right side of prisoner</li> <li><input type="checkbox"/> Use right hand to firmly grasp prisoner's right wrist</li> <li><input type="checkbox"/> Use left hand to firmly grasp prisoner's right triceps</li> <li><input type="checkbox"/> Position prisoner's controlled arm diagonally across torso, keeping wrist against right hip</li> <li><input type="checkbox"/> Stand to the right of and behind prisoner</li> </ul>	<div style="border: 1px solid black; padding: 20px; text-align: center;"> <p>Provided by in country staff</p> </div>
<p><b>Wristlock Come-Along</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use left hand to execute basic wristlock</li> <li><input type="checkbox"/> Incorporate right hand in a two-handed wristlock for more control</li> <li><input type="checkbox"/> Maintain pressure on prisoner's wrist with right hand, step forward, and pivot around to stand next to prisoner</li> <li><input type="checkbox"/> Release left hand, quickly reach under prisoner's arm from behind, and grab prisoner's hand</li> <li><input type="checkbox"/> Use both hands and apply downward pressure on the top of the prisoner's knuckles</li> </ul>	<div style="border: 1px solid black; padding: 20px; text-align: center;"> <p>Provided by in country staff</p> </div>
<p><b>Controlling Technique</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Trap prisoner's hand with palm of the other hand</li> <li><input type="checkbox"/> Rotate prisoner's trapped hand up and on forearm maintaining downward pressure on trapped hand</li> <li><input type="checkbox"/> Apply downward pressure with both hands until prisoner is taken to the ground</li> </ul>	<div style="border: 1px solid black; padding: 20px; text-align: center;"> <p>Provided by in country staff</p> </div>
<p><b>Basic Armbar</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use right hand to grab prisoner's right wrist</li> <li><input type="checkbox"/> Rotate prisoner's wrist so the elbow is upward</li> <li><input type="checkbox"/> Bring left hand down on or above prisoner's elbow joint</li> <li><input type="checkbox"/> For leverage, pivot to face prisoner</li> </ul>	<div style="border: 1px solid black; padding: 20px; text-align: center;"> <p>Provided by in country staff</p> </div>



<ul style="list-style-type: none"> <li><input type="checkbox"/> Use left hand to apply downward pressure on or above prisoner's elbow joint while pulling up on wrist</li> </ul>	
<p><b>Armbar from Wristlock</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use right hand to grab prisoner's right hand and execute a reverse wristlock</li> <li><input type="checkbox"/> Bring left hand down on or above prisoner's elbow joint</li> <li><input type="checkbox"/> Use left hand to apply downward pressure on or above prisoner's elbow joint while pulling up on wrist</li> </ul> <p><b>Takedown from a Wristlock Come-Along (one option)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use right foot to push down on prisoner's calf or Achilles' tendon</li> <li><input type="checkbox"/> Maintain control of prisoner's wrist and elbow and apply a slow, steady pressure to bring prisoner to ground</li> <li><input type="checkbox"/> Step back with outside leg</li> <li><input type="checkbox"/> Rotate at kneeling on the inside leg</li> </ul> <p><b>Armbar to a Takedown</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Starting from the basic armbar, bring hand or forearm down on or above prisoner's elbow joint</li> <li><input type="checkbox"/> Step back with outside leg</li> <li><input type="checkbox"/> Rotate out kneeling on the inside leg</li> <li><input type="checkbox"/> Drive inside hand straight down</li> </ul>	<div style="border: 1px solid black; padding: 10px; text-align: center; margin-bottom: 10px;">                 Provided by in country staff             </div> <div style="border: 1px solid black; padding: 10px; text-align: center; margin-bottom: 10px;">                 Provided by in country staff             </div> <div style="border: 1px solid black; padding: 10px; text-align: center;">                 Provided by in country staff             </div>
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## Less-than-Lethal Weapons

### **Discussion (Estimated time: 30 minutes)**

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 prisoner 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.

### **Discussion (Estimated time: 30 minutes)**

#### **Conducted Energy Devices**

- Conducted energy devices, commonly referred to as stun guns, are a less-lethal option used to incapacitate a prisoner 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 prisoner



#### **Oleoresin Capsicum Spray**

- Correctional experts report pepper spray to be one of the most effective and safe options for physical force against prisoners, 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 prisoner will typically drop to his knees and experience feelings of panic
- These effects of pepper spray can last up to 45 minutes





### **Diversion/Distraction 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



### **Impact and Blunt Force Tools**

- A long-standing option of less lethal weapon choices are those that project blunt force rounds
- The most common rounds are fired from a specially modified shotgun
- The round projectile pellet transfers and disperses its kinetic energy into the target
- The round is designed to cause pain but not penetrate the skin
- Projectiles come in the form of beanbags, rubberized bullets, and even pepper-spray encapsulated pellets
- Launchers can fire rounds ranging from 37mm to 40mm, whereas rifles fire rounds in the 18mm range
- Launchers can easily fire the bean bag type of rounds and multiple shot rounds containing chemical agents temporarily incapacitating the prisoner so that response officers can contain the situation





## Field Guide: Riot Control Techniques

Note: These demonstrations and practical exercises cover baton, formations, and riot control munitions

### Section 1. Baton Demonstration and Drill

<b>Estimated time: 1 hour</b>	
<p><b>Facilitator Note:</b></p> <ul style="list-style-type: none"> <li>✓ PROVIDE a demonstration of each listed item.</li> <li>✓ OBSERVE participants as they practice the item.</li> <li>✓ PROVIDE guidance and correction as necessary.</li> </ul>	
<b>ACTIVITY</b>	✓
1. Lanyard adjustment	
2. Baton draw (strong side)	
3. Baton draw (cross-body)	
4. Stand-by position	
5. Regular guard (strong foot forward)	
6. Regular guard (weak foot forward)	
7. Baton strike (exercise dummy)	
<p><b>DISCUSS</b></p> <ul style="list-style-type: none"> <li>✓ Maintaining balance/center of mass in guard</li> <li>✓ Maintaining balance/center of mass when delivering strikes</li> <li>✓ Recovering from strike (return to guard)</li> <li>✓ Use of verbal commands</li> </ul>	



## Section 2. Formations Demonstration and Drill

Estimated time: 2 hours	
<p><b>Facilitator Note:</b></p> <ul style="list-style-type: none"> <li>✓ NOMINATE a team leader.</li> <li>✓ DEMONSTRATE proper hand signal for each listed formation.</li> <li>✓ ASK team leader to issue hand signal for each listed formation in turn.</li> <li>✓ OBSERVE participants as they assume the formation.</li> <li>✓ PROVIDE guidance and correction where necessary.</li> <li>✓ NOMINATE a new team leader for each formation.</li> </ul> <p>START EACH FORMATION FROM COLUMN FORMATION. TEAM LEADERS MUST ASSIGN NUMBERS.</p>	
<b>FORMATION</b>	✓
1. Column ("Squad Column, MOVE")	
2. Line ("Squad Line, MOVE")	
3. Diagonal Left ("Squad Diagonal Left, MOVE")	
4. Diagonal Right ("Squad Diagonal Right, MOVE")	
5. Wedge ("Squad Wedge, MOVE")	
6. Diamond ("Squad Diamond, MOVE")	
(Demonstrate method for forming circle formation from diamond and allow participants to practice.)	
<p><b>DISCUSS</b></p> <ul style="list-style-type: none"> <li>✓ Spacing intervals</li> <li>✓ Team leader/assistant team leader/baseman roles</li> <li>✓ Threat axis</li> <li>✓ Movement in formation</li> <li>✓ Effects of noise/thrown objects/environmental hazards (e.g., slick floor) on formations and movement to formation</li> </ul>	



### Section 3. Riot Control Munitions

Estimated time: 1 hour	
<p><b>Facilitator Note:</b></p> <ul style="list-style-type: none"> <li>✓ PROVIDE guidance and correction as necessary.</li> <li>✓ PROVIDE a demonstration of each listed item—for those you cannot demonstrate, explain thoroughly.</li> <li>✓ EXPLAIN color code of each.</li> <li>✓ DESCRIBE uses of each.</li> <li>✓ DESCRIBE effects of each.</li> <li>✓ DESCRIBE use exclusions of each.</li> <li>✓ EXPLAIN area of effect/linger time for each.</li> <li>✓ DESCRIBE decontamination/exposure treatment for each.</li> </ul>	
<b>ACTIVITY</b>	✓
1. Shotgun-based less-lethal munitions	
2. 37mm/40mm launcher-based delivery systems (less-lethal and lethal)	
3. Foggers	
4. Handheld munitions (stun munitions, canisters, dispensers)	
5. OC (oleoresin capsicum) (explain the use) OC or pepper spray is gaining acceptance and popularity among law enforcement officers and police agencies in the U.S. as a safe and effective method of incapacitating violent or threatening subjects.	
6. CN (alpha-chloro acetophenone) (explain the use) is a riot control or tear agent used by the military and law enforcement.	
7. CS (ortho-chlorobenzalmalononitrile) (explain the use), also known as tear gas, is used by law enforcement and military as a riot control agent.	
<p><b>DISCUSS</b></p> <ul style="list-style-type: none"> <li>✓ Best practices for use indoors</li> <li>✓ Best practices for use outdoors</li> <li>✓ Effects on visibility</li> <li>✓ Area of effect/linger time</li> <li>✓ Medical interventions for severe reactions</li> <li>✓ Lethality risk</li> </ul>	



## Section 4. Riot Control Procedures and Formations Exercise

<b>Estimated time: 2 hours</b>	
<p><b>Facilitator Note:</b></p> <ul style="list-style-type: none"> <li>✓ DRAW a prison layout (or use existing features in the area to mock out one, e.g., tree, outbuilding, etc.).</li> <li>✓ INCLUDE common area, hall, administrative section, kitchen/food service area, and security infrastructure.</li> <li>✓ DESIGNATE one of the areas listed above as the location of a simulated riot.</li> <li>✓ DESIGNATE another location as a staging area for a riot control team.</li> <li>✓ DESIGNATE a third location as the controlled exit point for rioters.</li> <li>✓ DIVIDE participants into two teams (officers and offenders).</li> <li>✓ NOMINATE a team leader for officer team.</li> <li>✓ STATION offender team at the simulated riot location.</li> <li>✓ ENSURE sufficient space for assembly and movement.</li> </ul>	
<b>ACTIVITY</b>	✓
1. TELL team leader to transition her team to column formation using the appropriate verbal command/hand signal.	
2. Participants are to count off in odd and even numbers.	
3. Repeat Step 1 for all formations covered in this module (line, diagonal, wedge, diamond).	
4. ASK participants which formation would be best suited for transport/response to the simulated riot.	
5. ALLOW participants to reach consensus.	
6. ASK team leader to transition to consensus formation and advance (in formation) to simulated riot location.	
7. OBSERVE participant formation for proper unison marching (stomping)	
8. Once formation reaches simulated riot location, ORDER team leader to advance on "offenders" and secure them.	
9. OBSERVE participant formation for use of line and diamond formations to isolate, contain, and control simulated rioters and riot area.	
<p><b>DISCUSS</b></p> <ul style="list-style-type: none"> <li>✓ Unison stomps in column formation</li> <li>✓ Movement across open ground</li> <li>✓ Movement when facing unknown threats</li> <li>✓ Dominating a space</li> <li>✓ Identifying proper formation for various locations</li> <li>✓ Isolation, containment, and control</li> </ul>	



## Section 5. Formations Transitions Exercise

**Estimated time: 2 hours**

### Facilitator Note:

This exercise drills participants on transitioning between formations, starting from column, counting off, and advancing to the ordered location. Refer to observations from Section 4 for reference.

- ✓ TELL participants they are now members of a riot control team under your command.
- ✓ LEAD participants through transitions between formations using proper voice commands and hand signals.
- ✓ Closely OBSERVE participants to ensure proper execution of movements.
- ✓ STOP transition where necessary to highlight errors or inefficiencies.
- ✓ REFER to results from Section 4 as needed.
- ✓ CONTINUE drills until all formation transitions are executed to your satisfaction.

### ACTIVITY



1. Column

2. Line

3. Diagonal Left

4. Diagonal Right

5. Wedge

6. Diamond

### DISCUSS

- ✓ Areas of improvement over previous exercise(s)
- ✓ Challenges of transitioning between formations
- ✓ Role/location of baseman
- ✓ Role/location of team leader
- ✓ Effects of riot control equipment (uniform, PPE, tactical) on formation movements



## Section 6. Home Location Threats

**Estimated time: 1 hour**

### **Facilitator Note:**

This large group exercise allows participants to apply what they have learned thus far in the areas of riot development, riot control techniques, and riot control teams.

- ✓ HAVE participants identify 4 areas in their prison(s) that might potentially contain a large number of offenders (e.g., dining hall).
- ✓ POST responses.
- ✓ For each area identified, CREATE a scenario (e.g., disruption, disturbance, big fight, etc.) that could potentially lead to a riot.
- ✓ POST the scenario next to the involved area.
- ✓ ASK participants what factors could drive the scenario into a riot (e.g., overcrowding, existing tensions, weather, etc.)
- ✓ POST responses next to scenario.
- ✓ ASK participants what factors could complicate their response to a riot in that location (overcrowding, existing tensions, weather, presence of weapons, noise, etc.)
- ✓ LEAD an open-ended discussion on which formation to use for each scenario, including the number of personnel required (2x 15 member teams, 3x, etc.), team composition, munitions required, and why.
- ✓ REFER to simulated prison established in Section 4 to localize each location, scenario, complicating factors, and response tactics.



## Correctional Tasks Worksheet

Review each task listed below and select the physical fitness component—muscular power, muscular endurance, and flexibility—you feel is most necessary to successfully and safely complete the task. Note that certain tasks may require more than one fitness component.

Task		Fitness Component Muscular Power   Muscular Endurance   Flexibility
1.	Subduing a non-cooperative offender	
2.	Dragging a colleague to safety	
3.	Conducting a cell search	
4.	Searching an offender	
5.	Applying restraints to an offender	
6.	Breaking a fall	
7.	Standing guard	
8.	Supporting weight of emergency response equipment (PPE)	
9.	Walking upstairs quickly multiple times	
10.	Applying riot control tactics	



## Questionnaire

Respond to the following questions:

1. What are the injuries and illnesses and causes you are most likely to see in a corrections environment?
2. Are the injured most likely staff or offenders?
3. Have you personally witnessed any of these injuries? \_\_\_\_\_ yes \_\_\_\_\_ no
4. Were medical staff nearby? \_\_\_\_\_ yes \_\_\_\_\_ no
5. If so, what steps were taken to treat the injured?
6. If they were not nearby, what steps were taken?
7. What type of first aid training do you think should be required for corrections staff? Be specific.
8. What supplies should always be on hand for emergency medical problems?



## Mix and Match Activity

Match the injury in the right column to the treatment in the left column by placing the letter of the injury by the correct treatment.

Injury	Treatment
A. Hypothermia	Determine the type and severity and then cover with loose cloth to prevent infection
B. Heat exhaustion	Apply EpiPen
C. Cuts and scrapes	Apply a cold pack and keep the affected limb/area stable and immobilized
D. Muscle sprains	Perform CPR
E. Burns	Apply ice and compression at intervals and keep the limb elevated
F. Allergic reactions	Apply gentle pressure, disinfect, and bandage
G. Fractures	Use warm fluids and warm covering
H. Stops breathing	Use cool fluids, cool damp cloths, and shade



## Scenario

### Directions:

1. The facilitator will assign 2 to 3 scenarios to each group.
2. For each scenario, you are the first on scene.
3. If you decide to call medical staff, they will not be able to reach your location for another 20 minutes.
4. For each scenario, determine:
  - ✓ The first step you will take
  - ✓ How you will respond to the injuries
  - ✓ The training that would have helped you treat the injured
  - ✓ Supplies you need
  - ✓ Protective equipment, if any, you need
  - ✓ Whether medical staff should be called

**Scenario 1:** While stationed in the exercise yard monitoring offenders, you and your partner notice unusual activity near the north corner. An offender fell to the ground, and others have gathered around her. You quickly see that she was stung by some type of insect on the right calf. Her calf is swelling around the sting site, and she looks like she is having trouble breathing.

**Scenario 2:** At breakfast, you see a 21-year-old offender gasping for air after food became lodged in her throat. The offender has stopped breathing, and her face is turning blue.

**Scenario 3:** A staff member suddenly has a heart attack while holding down an uncooperative offender. At first, the other staff members believed the officer had been injured by the offender. They concentrated on getting the offender into a holding cell and then noticed that the officer was still lying on the floor.

**Scenario 4:** You see an offender who has been injured by another offender. The first offender is bleeding from the mouth. Your partner has removed the second offender to a holding cell. Your responsibility is to care for the offender who is bleeding.



**Scenario 5:** While playing a sport in the exercise yard, an offender twists her ankle and falls to the ground. She cries out and grabs her ankle.

**Scenario 6:** Today is a particularly hot day with high humidity. A staff member complains about feeling dizzy and having a headache and muscle cramps. Her skin is cool and moist. You suspect she is suffering from heat exhaustion.

**Scenario 7:** An offender who works in the kitchen accidentally touched a hot burner and has a first-degree burn across her fingers.

**Scenario 8:** A staff member has spilled a pot of scalding hot coffee on herself. She has blistering, red blotches on her legs.

**Scenario 9:** A small fire started in the kitchen. A staff member runs to put it out, but accidentally catches her shirt sleeve on fire. There are deep burns on her arm and her skin looks white and charred.

**Scenario 10:** An offender has fallen in the cafeteria. She is crying out in pain. Her arm appears to be broken.

**Scenario 11:** A staff member heard someone crying out from a location in the kitchen. She found that an offender had been locked in the freezer area by another offender. Her pulse is weak, and her speech is slurred.

**Scenario 12:** An offender slipped on a wet floor in the kitchen and landed on her back. You think she hit her head on the floor.

**Scenario 13:** You find a staff member who is unconscious. You don't see any sign of injury and don't know the cause of her unconsciousness.

Course Evaluation

تقييم الدورة

# 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:** Basic Emergency Management

**Date:** \_\_\_\_\_

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

**2** What did you find particularly valuable?

**3** What did you wish to receive but did not?

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

**7** What would you change or improve?

**8** What did you enjoy most?



# COURSE EVALUATION

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

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

**Please circle the rating that best describes your overall experience.**

1	2	3	4	5
Poor	Acceptable	Average	Good	Excellent

## Additional Notes

Please provide any additional comments or suggestions.

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*Thank You and Congratulations!*