

Basic Emergency Management الإدارة الأساسية للطوارئ

Participant Guide



مركز تدريب وتطوير القدرات النسائي في
المملكة العربية السعودية

Kingdom of Saudi Arabia
Female Training Center

COURSE OVERVIEW

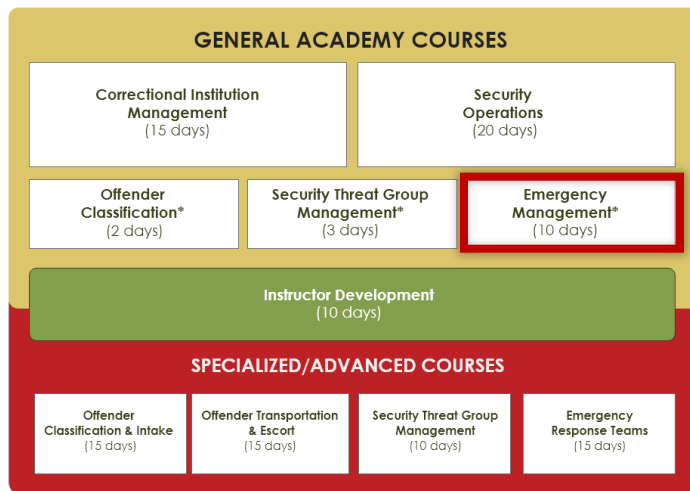


BASIC EMERGENCY MANAGEMENT

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	
Level	Basic
Prerequisite	None
Duration	10 Days
Location	Riyadh, KSA
Class size	25 participants
Modules	<ol style="list-style-type: none">1. Contingency Planning and Emergency Management2. Use of Force and Application of Restraints3. Basic Riot Control Techniques4. Physical Fitness5. First Aid and CPR

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>1 Contingency Planning & Emergency Management Overview 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"> ▪ Define emergency ▪ Define contingency planning ▪ Identify common prison-related emergencies that require pre-planning ▪ Identify emergency response assets used to mitigate emergencies ▪ Explain the contingency planning process ▪ Explain who needs to be involved in a contingency plan 	1
<p>2 Use of Force and Application of Restraints 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"> ▪ Define Use of Force ▪ Explain Mandela Rules and their application to the Use of Force ▪ Discuss four levels of resistance ▪ Discuss conflict escalation and de-escalation ▪ Discuss reporting and review procedures for the Use of Force incidents ▪ Describe types of restraints and their uses ▪ Demonstrate application and removal of select restraints 	4
<p>3 Basic Riot Control Techniques 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"> ▪ 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 response to stress ▪ Describe riot control formations ▪ Demonstrate proper transition between riot control formations 	2.75 days
<p>4 Physical Fitness 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"> ▪ 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 nutrient ▪ Evaluate personal fitness and nutrition against corrections-specific requirements 	.25 (2 hrs)
<p>5 First Aid and CPR Provides a basic overview of common First Aid and CPR situations and practices</p>	<ul style="list-style-type: none"> ▪ Explain the 3 Ps of first aid ▪ Identify the 10 must-knows 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 	2

COURSE OVERVIEW



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

Week 1

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
Contingency Planning & Emergency Management	Use of Force and Application of Restraints	<i>Continued</i>	<i>Continued</i>	<i>Continued</i>
MORNING BREAK (30 min)				
<i>Continued</i>	<i>Continued</i>	<i>Continued</i>	<i>Continued</i>	<i>Continued</i>
TEA BREAK (15 min)				
<i>Continued</i>	<i>Continued</i>	<i>Continued</i>	<i>Continued</i>	<i>Continued</i>

Week 2

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
Basic Riot Control Techniques	Basic Riot Control Techniques	Basic Riot Control Techniques	First Aid and CPR	<i>Continued</i>
MORNING BREAK (30 min)				
<i>Continued</i>	<i>Continued</i>	Basic Riot Control Techniques	<i>Continued</i>	<i>Continued</i>
TEA BREAK (15 min)				
<i>Continued</i>	<i>Continued</i>	Physical Fitness	<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		
Bureau of Experts at the Council of Ministers	Receives executive orders from the King directly and processes them	<ul style="list-style-type: none"> ▪ https://www.boe.gov.sa ▪ Imprisonment and detention
National Center for Archives	Directory of documents and archives	▪ http://ncar.gov.sa
(Placeholder)		
INSTITUTIONAL POLICIES & PROCEDURE		
General Directorate of Prisons		▪ GDP website
(Placeholder)		

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

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

Knowledge Survey

المسح المعرفي



Basic Emergency Management Pre- and Post-Knowledge Survey

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



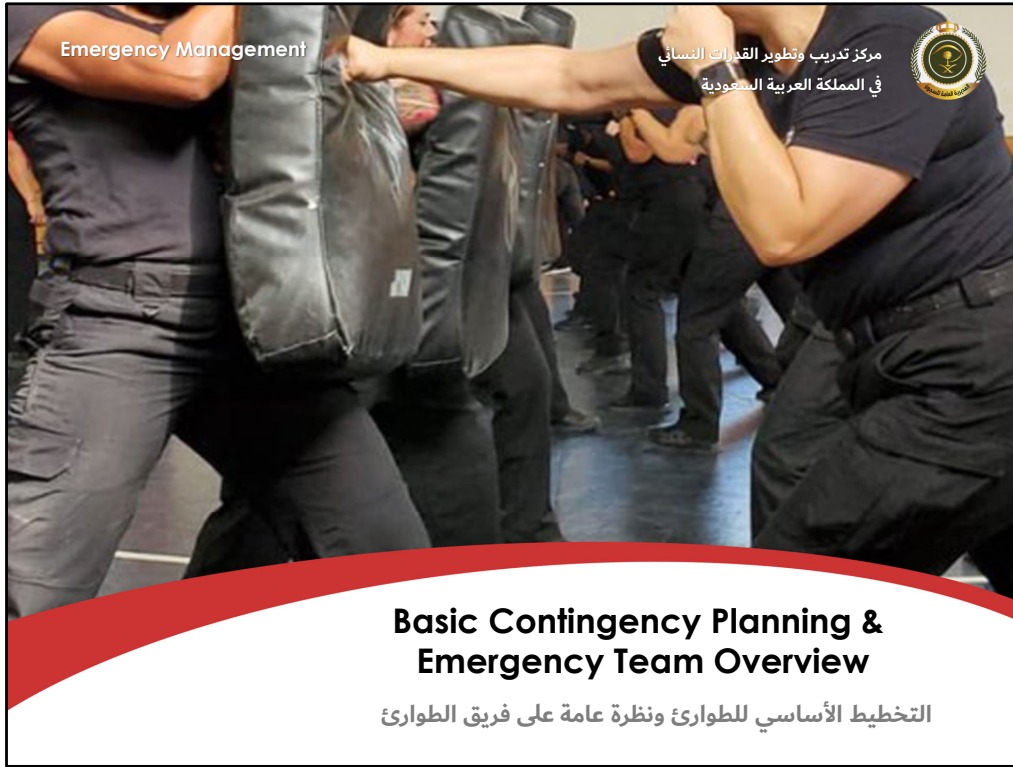
6. Conflicts occur between two people but can spread to include almost everyone. According to Glasl's three stage conflict model, where does it start before it starts escalating?
- Win - Lose
 - Win - Win
 - Lose- Lose
 - Break-over point
7. Corrections officers need use-of-force policies
- To control 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

التخطيط الأساسي للطوارئ ونظرة عامة على فريق الطوارئ

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

NOTES

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



Learning Objectives

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

NOTES



Emergencies
حالات الطوارئ

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NOTES



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



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

NOTES




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

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            graph LR
            A[Work in your group] --> B[Be prepared to share]
            
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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"> • Worksheet • Pen/Pencil
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. In the first column, list all the emergencies that can happen in any prison. 3. In the second column, place a checkmark of whether the emergency can happen in your prison. 4. In the third column, rate on a scale of 1-3, the likelihood of the emergency. 5. Be prepared to share with the class.

NOTES



Prison-Related Emergencies



REGROUP

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

Prison-Related Emergencies

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

NOTES



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.

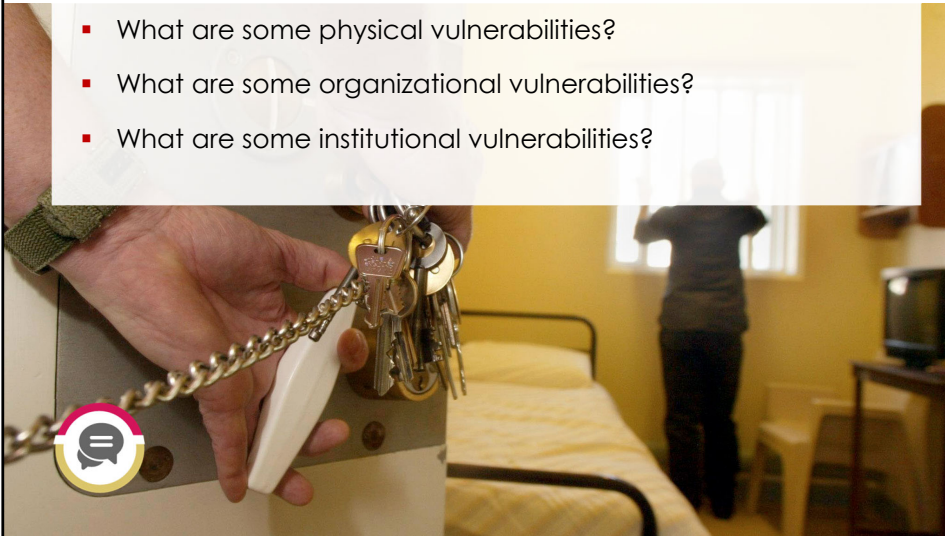
How can you prepare for these types of emergencies before they happen?

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

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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

NOTES



Emergency Management إدارة الطوارئ

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NOTES





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

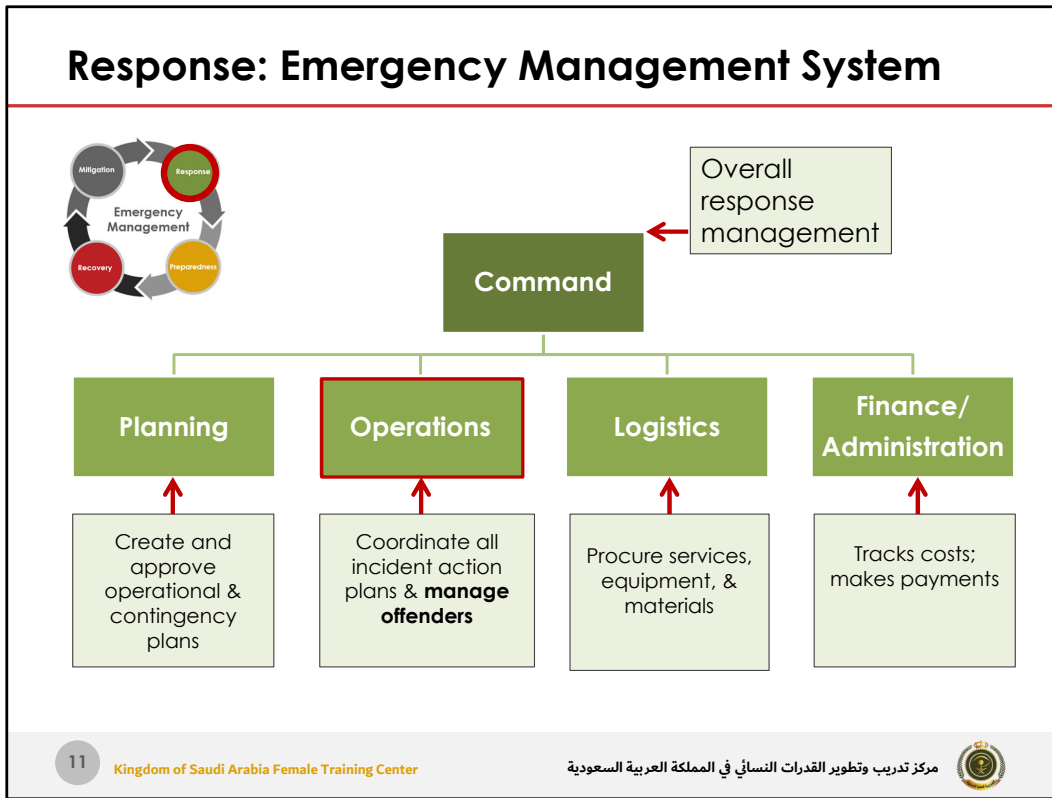
- Actions taken to return to a normal or an even safer situation following an emergency

Mitigation

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

NOTES





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

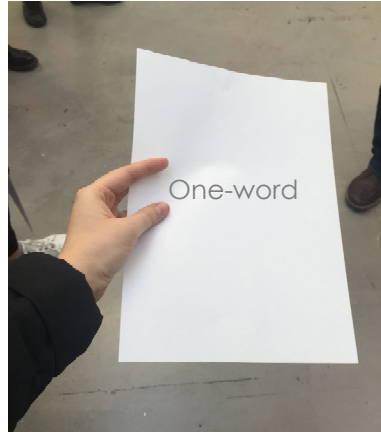
Note most corrections officers will be deployed at the **Operations** level managing the offenders.

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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.

NOTES



Discuss

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



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NOTES



Contingency Plans خط الطوارئ

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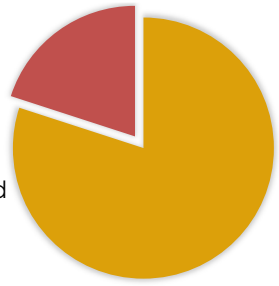
Contingency Plans


- 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.

NOTES



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.

NOTES



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

Work in your group



Be prepared to share

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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"> • Worksheet • Pen/Pencil
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. Read the scenario. 3. Follow the guidelines in the worksheet. 4. Ask the facilitator for any guidance needed. 5. Be prepared to share with the class.

NOTES



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.

NOTES

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

NOTES



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



Emergency Teams in a Prison

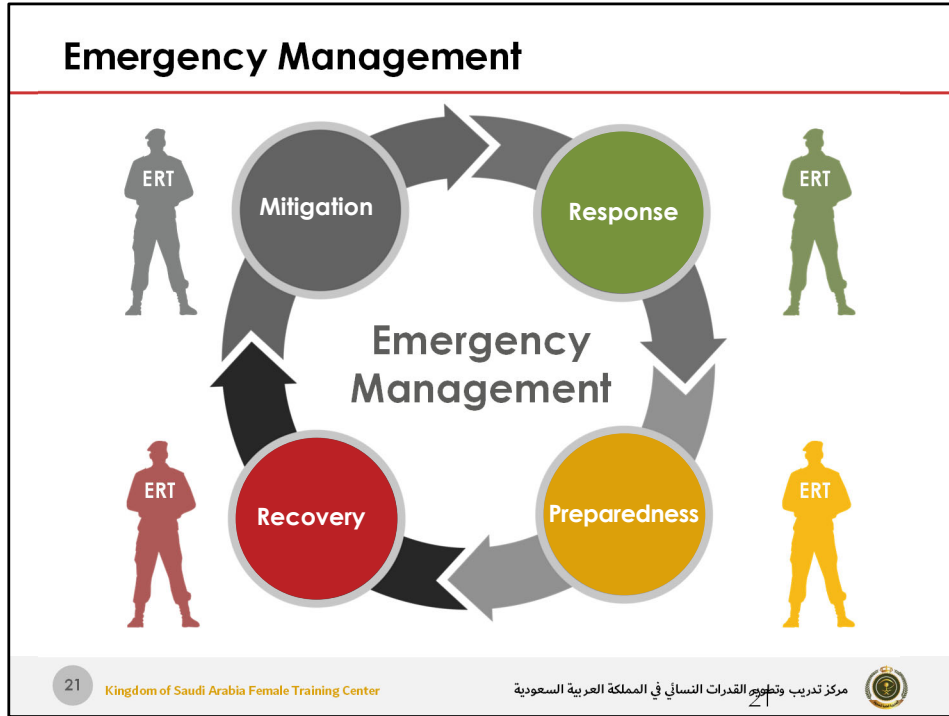
Prisons normally staff these teams based on security level and threat assessment. Higher security prisons have an armed response available in addition to an unarmed riot control team.

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.

NOTES





Emergency Management

- Response
- Preparedness
- Mitigation
- Recovery

NOTES



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



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"> • Worksheet • Pen/Pencil
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. Read the scenario. 3. Determine the resources within the perimeter that can respond to a pandemic. 4. Determine the resources outside the perimeter that can respond to a pandemic. 5. Be prepared to share with the class.

NOTES



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.

NOTES



Emergency Response الاستجابة للطوارئ

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NOTES



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?

NOTES

6. Reviewing response actions
 - Who should be debriefed after the emergency?
 - Documentation (memos)
 - After action review



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



General Response Actions

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

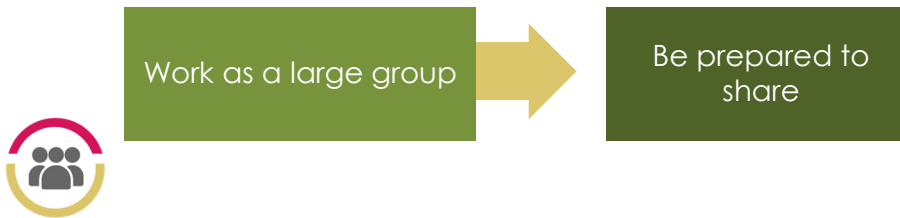
NOTES



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



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مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



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"> • Worksheet • Pen/Pencil
Steps	<ol style="list-style-type: none"> 1. Work as a large group. 2. Follow the guidance of the facilitator.

NOTES



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.

NOTES



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.

NOTES

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

NOTES

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.

NOTES



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



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.

NOTES



Use of Force استعمال القوة وتطبيق القيود

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NOTES



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.

NOTES



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.

NOTES

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



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.

NOTES





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

NOTES

Resistance
المقاومة

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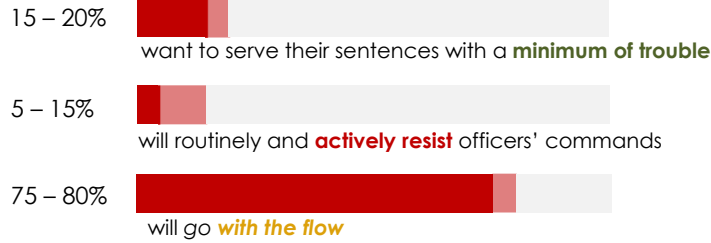
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NOTES

Resistance

For any given offender population:



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.

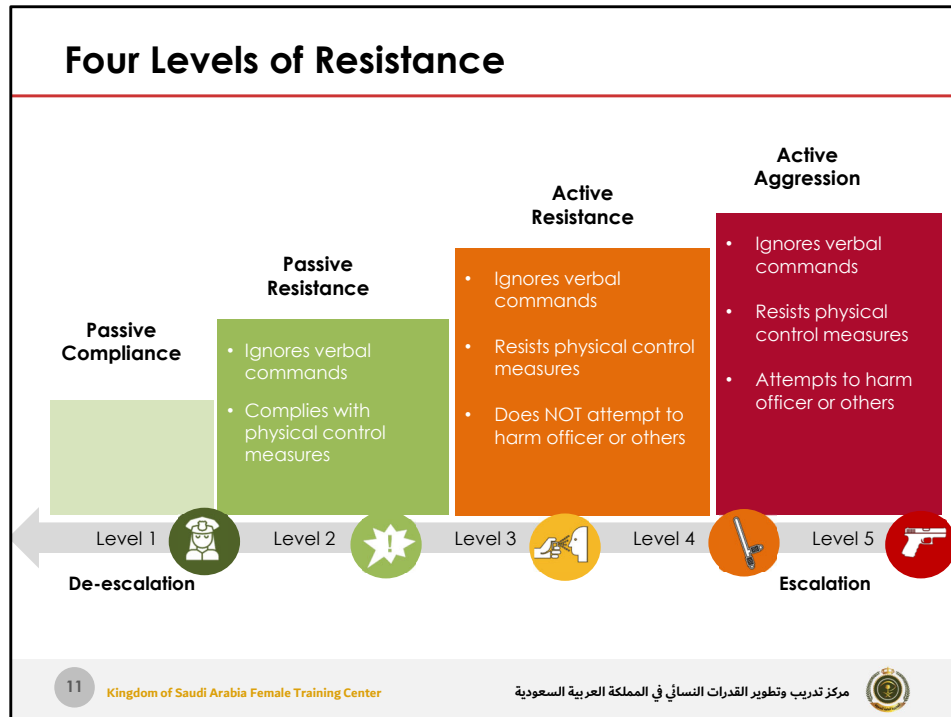
For any given offender population, between 5 to 15% of offenders will actively resist officers' commands.

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.

NOTES





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

NOTES



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

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"> Flipchart Marker
Steps	<ol style="list-style-type: none"> 1. Work as a class. 2. Observe facilitator role plays. 3. After each role play, write down on a piece of paper the level of resistance displayed by offender. 4. Be prepared to discuss your answers.

NOTES

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.

NOTES



Conflict
الصراع

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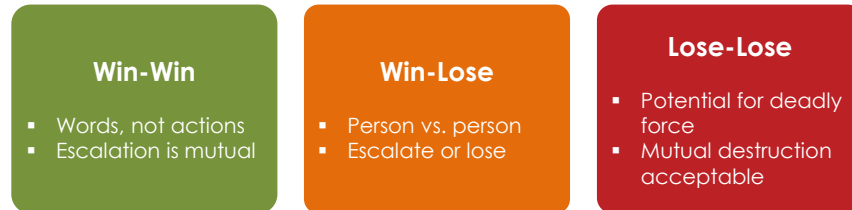
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NOTES



Conflict: Me versus You

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



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

NOTES



Resolving Conflict

- Every person has a preferred conflict resolution strategy

<p>Avoidance Ignore/sidestep and hope it goes away</p> 	<p>Accommodation Sacrifice your needs for other person's need</p> 	<p>Compromise Partially satisfy both people's needs</p> 
<p>Competition Satisfy your needs only</p> 	<p>Collaboration Work to find a mutual beneficial solution</p> 	

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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

NOTES



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?



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"> • Pen/Pencil • Paper
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. List the positives and negatives of your assigned strategy as applied in a prison environment. 3. Consider the following questions when evaluating your strategy: <ul style="list-style-type: none"> • How might 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? 4. Be prepared to share with the class.

NOTES



Strategies for Resolving Conflict

REGROUP

- 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?



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?

NOTES





NOTES



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.

NOTES



Strategies for De-Escalation

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



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.

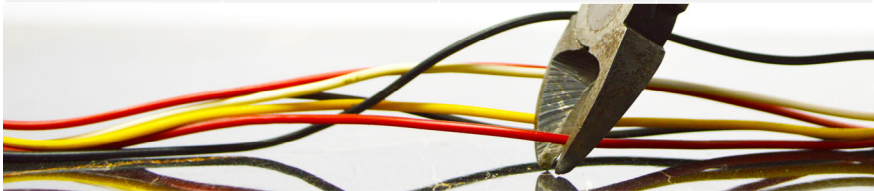
Other de-escalation strategies are verbal. In certain situations (high security posture, etc.) verbal strategies may actually undermine the officer's authority. In lower-security environments, officers may have more leeway to adopt less coercive approaches to de-escalation. Regardless of the strategy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

NOTES



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.

NOTES

- **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.



Break-Over Point
نقطة الانهيار

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NOTES



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**.

NOTES



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.

NOTES



Identifying Break-Over Point

EXERCISE

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



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"> 1. Work in small groups. 2. As facilitator role-plays or reads the scenario, identify whether there is a break-over point. 3. If you determine there is a break-over point, explain it. 4. Repeat for each scenario. 5. Be prepared to share your answers.

NOTES



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?

NOTES



Communication Styles
أساليب الاتصال

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NOTES



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.

NOTES



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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Work individually



Keep for future
reference

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"> • Communication Skills Inventory • Pen/Pencil
Steps	<ol style="list-style-type: none"> 1. Work individually. 2. Complete the inventory. 3. There is no "best" answer; select the one you feel most applies. 4. Facilitator will provide scoring instructions. 5. Keep inventory for future reference; you may wish to retake it at a later date.

NOTES



Communication Skills Inventory

REGROUP

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



COMMUNICATION SKILLS ANSWER KEY



Communication Skills Inventory


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

NOTES




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.

NOTES



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



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"> 1. Work as a class. 2. Watch each facilitator role play. 3. Identify changes in word choice, tone of voice, and body language and how they affect the order given. 4. Be prepared to discuss.

NOTES



Getting the Message

REGROUP

- 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?



Getting the Message

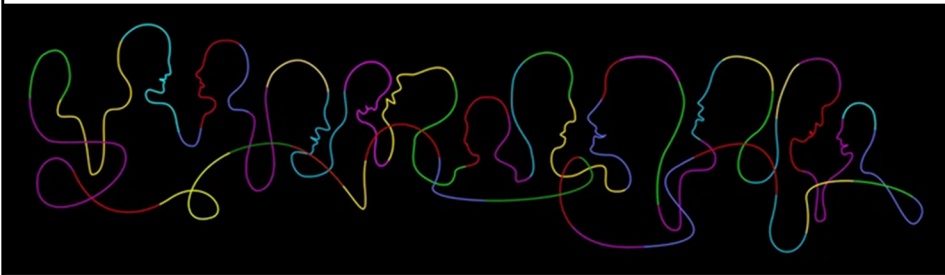
- How did the words convey the message?
- How did the tone impact the message?
- How did the non-verbal cues/body language affect the message?
- How many messages were being sent?

NOTES



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



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.

NOTES



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



PREFERRED
COMMUNICATION STYLE



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Preferred Communication Style Inventory

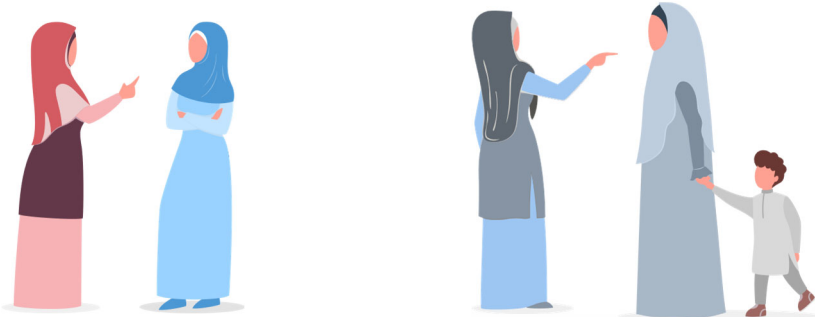
Duration	20 minutes
Purpose	The purpose of this activity is to identify your preferred and secondary communication styles using a standard survey instrument.
Materials	<ul style="list-style-type: none"> • Communication Style Self-Assessment • Pen/pencil
Steps	<ol style="list-style-type: none"> 1. Work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

NOTES



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.

NOTES



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



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"> • Worksheet: Identifying Others' Communication Styles • Pen/Pencil
Steps	<ol style="list-style-type: none"> 1. Work as a class. 2. Review characteristics for each style in each context. 3. Consider your supervisor/colleagues/facilitator (no names!). 4. Consider problem offenders in your facility. 5. Discuss strategies for obtaining compliance based on offenders' communication styles. 6. Discuss strategies for asking for help from colleagues/superiors based on their communication styles. 7. Remember preferred and secondary!

NOTES



Identifying Others' Communication Styles

REGROUP

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



Identifying Others' Communication Styles

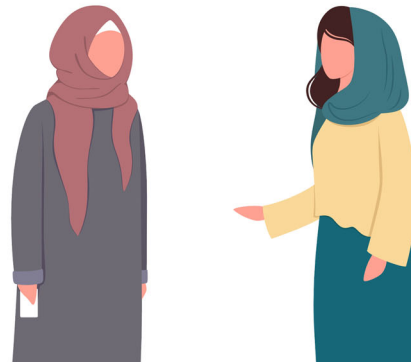
Regroups allow you the opportunity to compare differences in the answers between groups and to address any questions.

NOTES



Communications: Best Way to Resolve Conflict

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



Communicating to Resolve Conflict

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

NOTES



Use-of-Force Continuum متسلسلة استعمال القوة

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NOTES



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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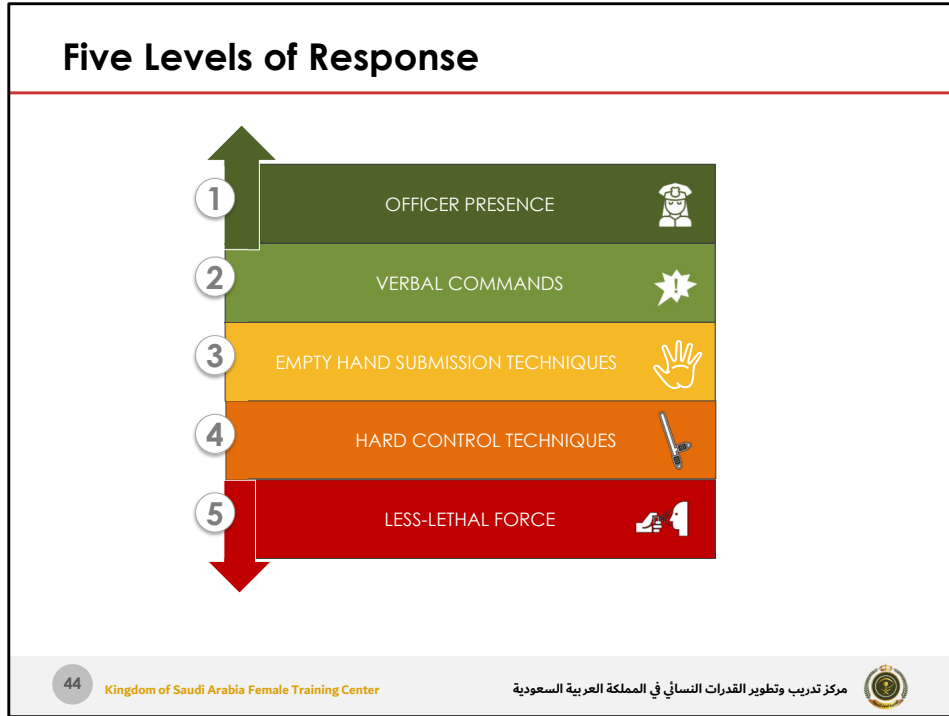


When Communicating Isn't Enough

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.

NOTES





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.

NOTES



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.

NOTES



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"> 1. Work in small groups. 2. Review each incident/level of resistance and determine the highest appropriate level of response: <ul style="list-style-type: none"> • Officer presence • Verbal commands • Empty hand submission techniques • Hard control techniques • Less-lethal force 3. Write down your answer in the space provided. 4. Be prepared to share your answers.

NOTES



Match Level of Response

- Level of response
- Proportionality

REGROUP



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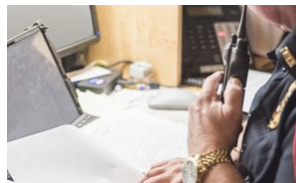
Match Level of Response

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

NOTES

Documenting Use of Force

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




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

NOTES



Restraints
القيود

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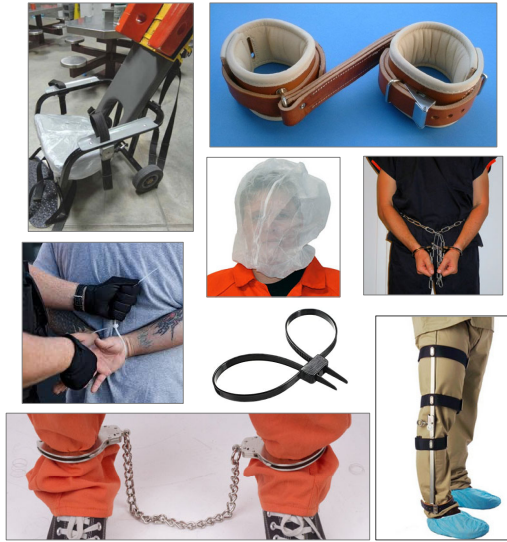


NOTES



Types of Restraints

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



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.

NOTES





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.



Mandela Rule 47

NOTES





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

NOTES





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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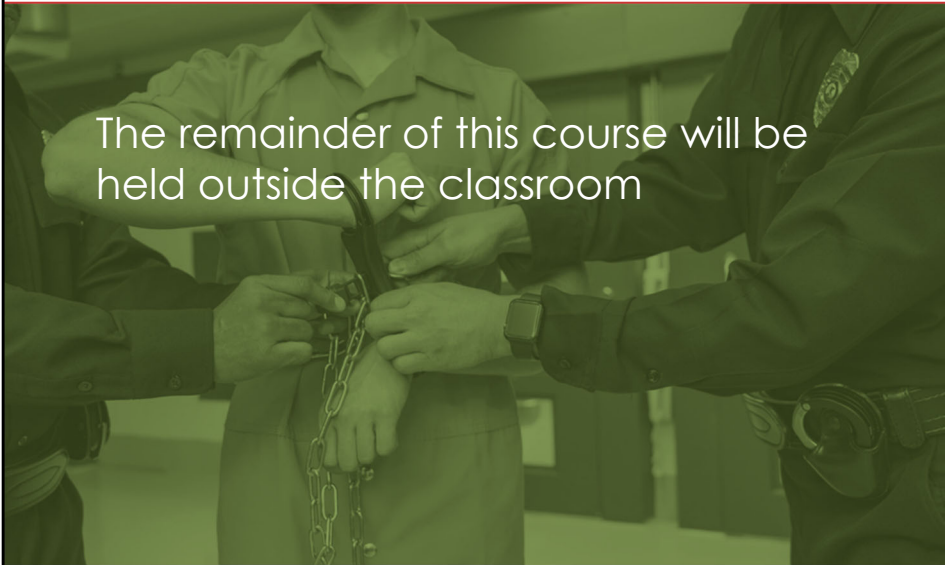


Mandela Rule 49


NOTES



Field Exercises



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Field Exercise

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

NOTES



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?



Summary

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

NOTES



Riot Control Techniques

أساليب مكافحة الشغب



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

NOTES

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

Learning Objectives

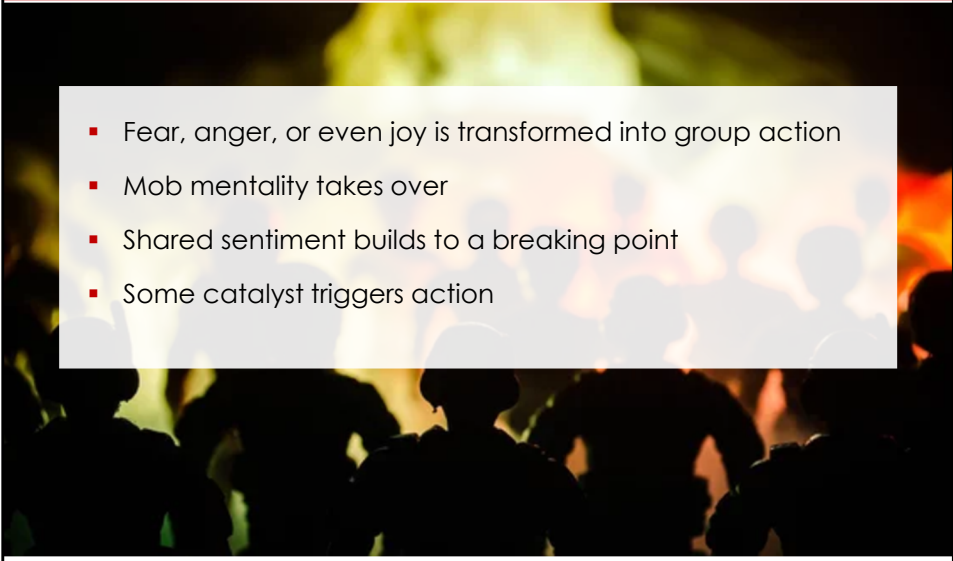
These learning objectives are the essential steps to reaching the goal of the module—to gain a thorough understanding of riot control techniques and equipment.

NOTES



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



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.

NOTES



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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مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



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

- Pen/Pencil
- Paper

Steps

1. Work in small groups.
2. Identify potential causes that could lead to a prison riot.
3. Write down your answers.
4. Be prepared to share with the class.

NOTES

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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مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية

What Causes a Riot?

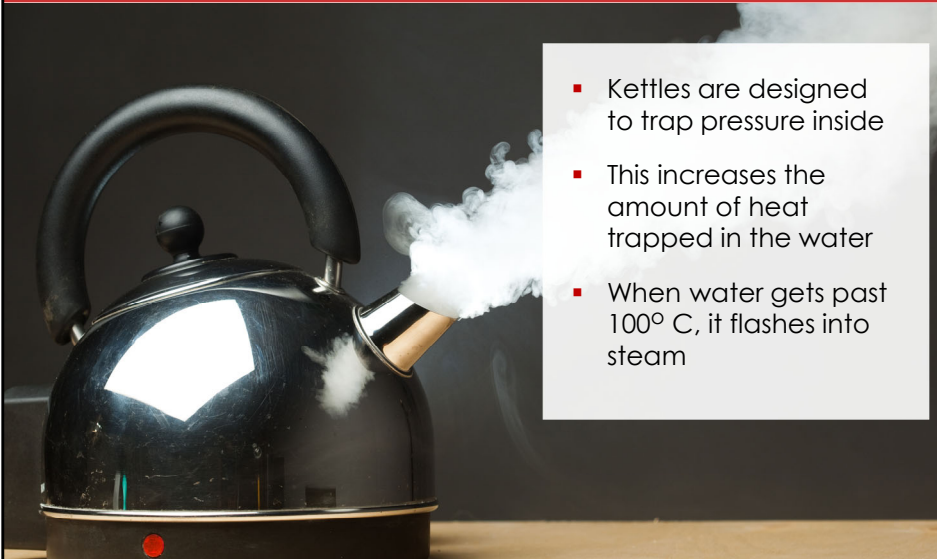
A riot happens when a disruption (any incident that interferes with the normal operation of the prison) crosses over into a disturbance (a situation that interferes with normal operations and poses a serious threat to life, security, and the facility).

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.

NOTES



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.

NOTES



Riot Control
مكافحة الشغب

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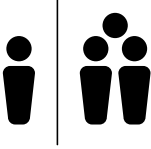
NOTES



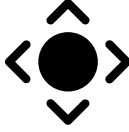
Riot Control

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.

NOTES



Why Divide Rioters?

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



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.


NOTES



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"> • Pen/Pencil • Paper
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. Identify priorities during a riot response in a prison. 3. Write down your answers. 4. Be prepared to share with the class.

NOTES

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?



Priorities in a Riot Response

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

NOTES



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

NOTES



Riot Control Equipment معدات مكافحة الشغب

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NOTES



Riot Control Equipment – Uniform Items

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



Riot Control Equipment

Uniform items for riot control include:

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

NOTES



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)

NOTES



Riot Control Equipment - Tactical

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



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

NOTES



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"> • Baton (with lanyard and holder) • Helmet (with face shield) • Gloves • Shin guards • Knee pads • Forearm pads • Vest (either load-bearing or stab resistant) • Gas gun • Training shotgun • Training tactical knife • Gas mask (with carrier) • Tactical belt • Training 37mm/40mm launcher
Steps	<ol style="list-style-type: none"> 1. Select gear in order (uniform, PPE, tactical). 2. Demonstrate proper donning and fit procedure. 3. Have a classmate check security of your gear. 4. Remove gear in reverse order. 5. Ensure gear is properly sanitized after completion of exercise

NOTES



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.

NOTES



Body's Reaction to Stress
رد فعل الجسم على الضغوط

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NOTES



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.

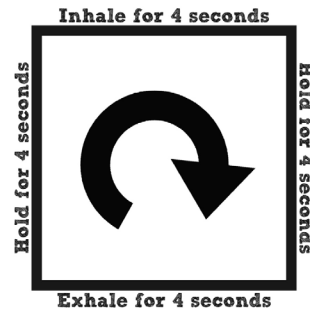
We call this set of physiological changes the *fight or flight response* because each one helps prepare the body for combat or to run away from the danger.

NOTES



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



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.

NOTES

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?



Basic Riot Control Formations

التشكيلات الأساسية لمكافحة الشغب

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NOTES



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?

NOTES



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.

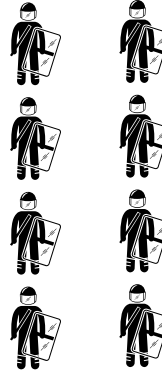
Note that not all offenders in a disturbance are willing participants. Some were in the wrong place at the wrong time and must appear to be involved for their safety post-riot.

NOTES



Basic Formations – Column

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



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.

NOTES



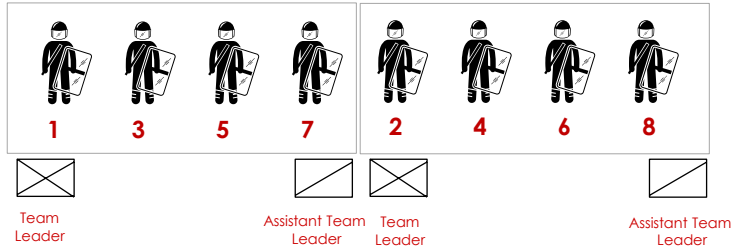
Basic Formations – Line

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



Left side

Right side



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.

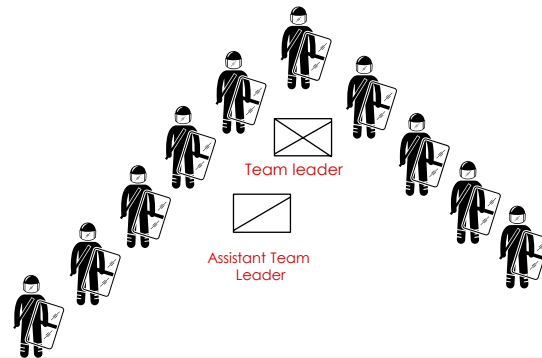
This formation allows officers to move in a rapid yet controlled manner through the riot area, while leaving them free to pivot to face threats to either side. Line formations are also used to push crowds of rioters away from the area. Line formations can be used in conjunction with wedges or diamonds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

NOTES



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.

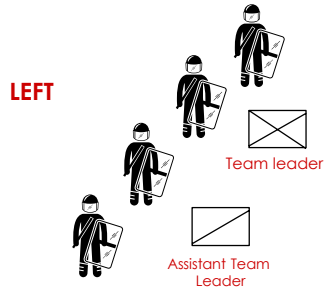
Depending on the number of officers involved, the wedge is also useful in establishing good control of the riot area.

NOTES



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.

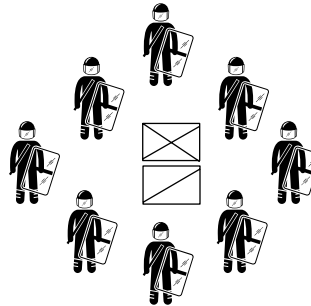
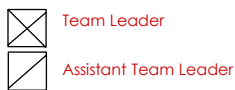
This formation helps pin rioters in place and allows officers to protect their exposed flanks.

NOTES



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

NOTES



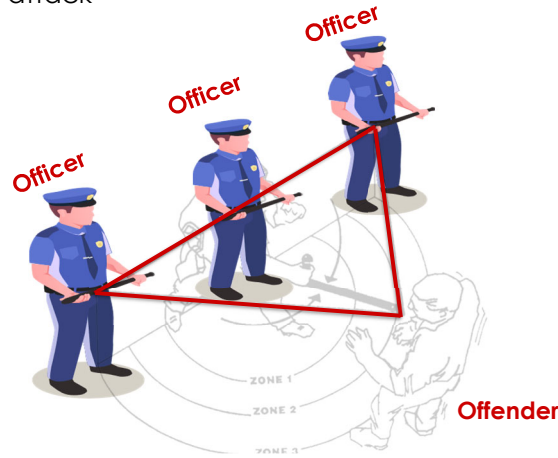


NOTES



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.

NOTES



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.

NOTES



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).

NOTES



Baton Basics – Strike Chart

Front

Rear

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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.

NOTES



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

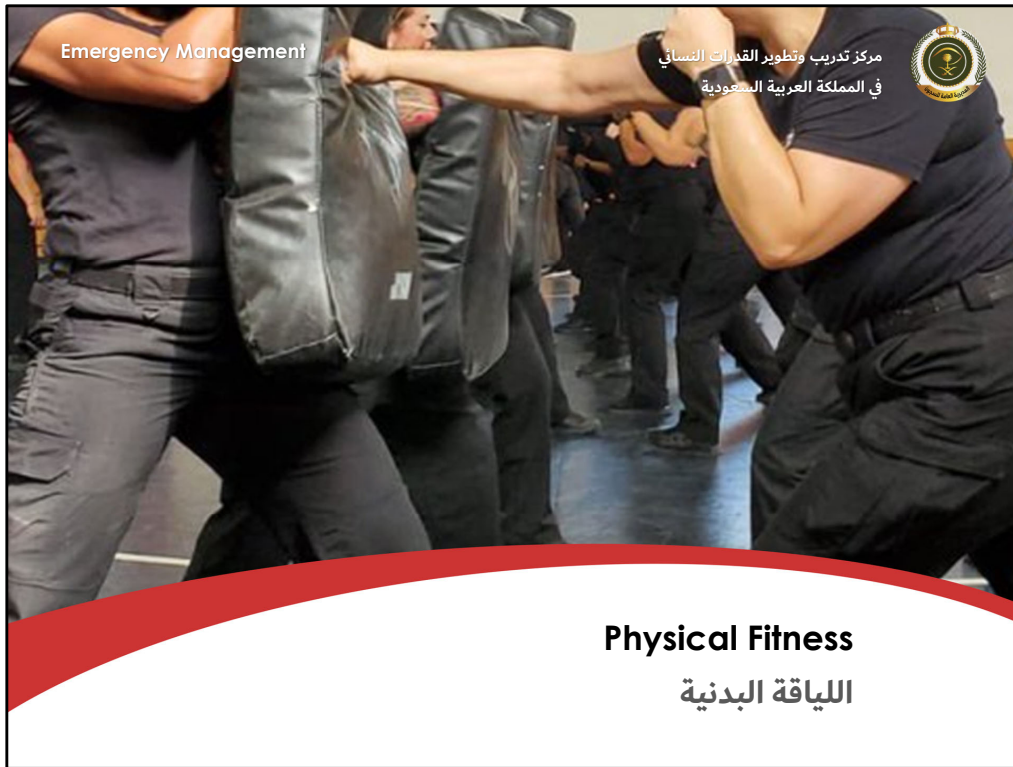
Make sure you have plenty of water and are prepared for field exercise.

NOTES



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

NOTES

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



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.

NOTES





Discuss
What do you do to stay fit?

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Discussion

Engage in the discussion.

NOTES



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.

NOTES



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



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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	• Pen/Pencil
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. Identify reasons maintaining a high standard of physical fitness is important when working in a prison. 3. Write down your reasons. 4. Be prepared to share with the class.

NOTES



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?



Physical Fitness in Corrections

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

NOTES



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



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.

NOTES



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"> • Pen/Pencil • Stopwatch/timer
Steps	<ol style="list-style-type: none"> 1. Work in pairs. 2. One person in each pair will play the officer, and the other will play the offender. 3. At the facilitator's "READY" command, the officer will lightly grasp the offender's arm immediately above the wrist. 4. At the facilitator's "GO" command, the officer will apply a firm squeeze to the offender's forearm, then release. SPEED IS ESSENTIAL. 5. Repeat the squeeze and release cycle until the facilitator issues the "STOP" command. 6. The offender will silently count the number of squeeze/release cycles.

NOTES

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



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.

NOTES



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

NOTES



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?



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?

NOTES

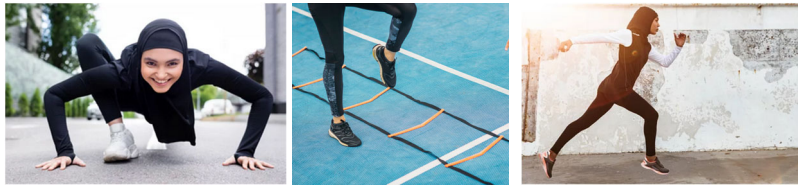


Importance of Agility

- 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



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

NOTES



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.

NOTES

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



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.

NOTES



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



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

NOTES



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.

NOTES

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"> • Pen/Pencil • Paper
Steps	<ol style="list-style-type: none"> 1. Work individually. 2. Read the list of nutrients posted on the board. 3. Place each nutrient in order, from most calories to least. 4. Ask the facilitator for any guidance needed. 5. Be prepared to share with the class.

NOTES



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.

NOTES

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"> Worksheet: Correctional Tasks Pens/pencils
Steps	<ol style="list-style-type: none"> 1. Work individually. 2. Review each task on the worksheet. 3. Determine which category of fitness the tasks falls under—muscular endurance, muscular power, flexibility. 4. More than one category may apply. 5. Be prepared to share feelings.

NOTES



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.

NOTES

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

NOTES

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.

NOTES



Injuries in Corrections

EXERCISE

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



QUESTIONNAIRE

Work in your group



Be prepared to share

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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"> • Pen/Pencil • Worksheet: Questionnaire
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. Respond to the questions in the questionnaire. 3. Be prepared to share with the class.

NOTES



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.

NOTES

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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مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



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.

NOTES



Mix and Match

- 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

EXERCISE

Work in your group



Be prepared to share



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"> • Pen/Pencil • Mix and Match Worksheet
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. Follow instructions on the worksheet. 3. Be prepared to share with the class.

NOTES



Mix and Match

REGROUP

- 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



Mix and Match

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

NOTES



Responding to Injuries in Corrections

الاستجابة للإصابات في الإصلاحات

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NOTES



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

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NOTES



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.

NOTES



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.

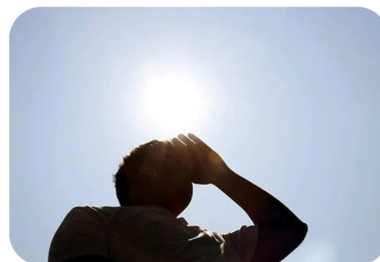
Follow a cycle of ice – compression – ice, repeating at intervals.

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

NOTES

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

NOTES



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.

NOTES



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



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

NOTES



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.

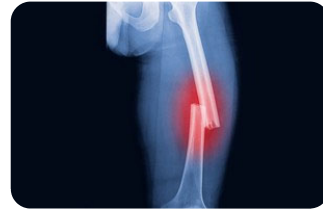
The best treatment for allergic reactions is an epinephrine autoinjector, a.k.a. EpiPen. This usually subdues the effects of the allergic reaction.

NOTES



Fractures

- Immobilize the limb
- Do not try to straighten a limb if you suspect fracture
- Use a splint 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).

NOTES

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.

NOTES



Scenarios

EXERCISE

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



SCENARIOS

Work in your group



Be prepared to share

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مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



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"> • Pen/Pencil • Worksheet: Scenarios
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. Read the scenarios that are assigned to you. 3. Respond to the questions following the scenarios. 4. Be prepared to share with the class.

NOTES



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.

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: CIM

Date: _____

1 Rate each aspect of the training: (circle rating)	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: (circle rating)	Poor	Not bad	Average	Good	Excellent
a. Presentations (lecture, demonstration, slides)	1	2	3	4	5
b. Discussions and interactions (exercises, activities)	1	2	3	4	5
c. Teach-backs (instructional practice, coaching)	1	2	3	4	5
d. Resources (training tools, guides, job aids, media)	1	2	3	4	5

7 What would you change or improve?

8 What did you enjoy most?



COURSE EVALUATION

9 Rate your experience with the instructors: <i>(circle rating)</i>	Strongly disagree	Disagree	Neither	Agree	Strongly agree
a. It was easy to understand the instructors.	1	2	3	4	5
b. The instructors encouraged my participation.	1	2	3	4	5
c. The instructors answered most of my questions.	1	2	3	4	5
d. The instructors contributed to my development.	1	2	3	4	5

10 Rate the language/translation services: <i>(circle rating)</i>	Poor	Not bad	Average	Good	Excellent
a. Translation of written materials (slides, forms)	1	2	3	4	5
b. Interpretation of instructors (lecture, directions)	1	2	3	4	5
c. Interpretation of interactions (discussions, activities)	1	2	3	4	5
d. Availability and access to interpreters	1	2	3	4	5

Please circle the rating that best describes your overall experience.

1	2	3	4	5
Poor	Acceptable	Average	Good	Excellent

Additional Notes

Please provide any additional comments or suggestions.

Thank You and Congratulations!