

# Basic Security Operations

العمليات الأمنية الأساسية

## Participant Guide



مركز تدريب وتطوير القدرات النسائي في  
المملكة العربية السعودية

Kingdom of Saudi Arabia  
Female Training Center

# COURSE OVERVIEW

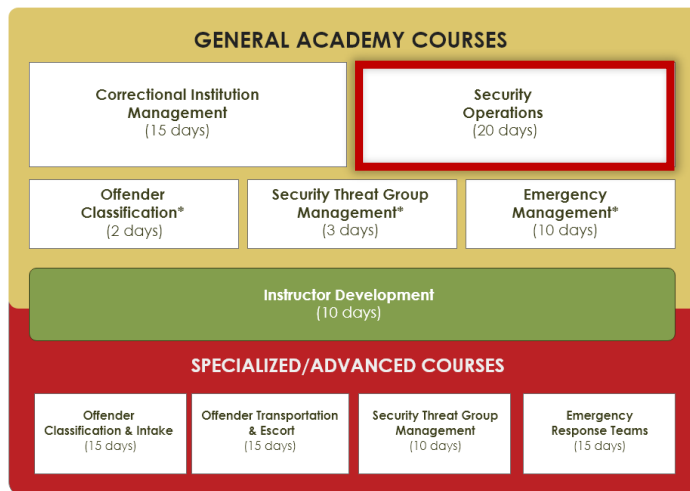


## SECURITY OPERATIONS

This 20-day course introduces management practices that are fundamental to good prison security programs. The course emphasizes the need to balance the security requirements and the human rights of offenders. Topics include dynamic and static security, special housing units, intelligence systems, control center operations, tool and key control, offender supervision, visitation, searches, prison escorts and transportation, and report writing.

## COURSE DETAILS

This 20-day course is the second course in the General Academy



Instructor Development	
<b>Level</b>	Basic
<b>Prerequisite</b>	None
<b>Duration</b>	20 days
<b>Location</b>	Riyadh, KSA
<b>Class size</b>	25 participants
<b>Topics</b>	<ul style="list-style-type: none"><li>• Dynamic and Static Security</li><li>• Special Housing Units</li><li>• Intelligent Systems</li><li>• Interactive Communication</li><li>• Tool and Key Control</li><li>• Offender Supervision</li><li>• Report Writing &amp; Disciplinary Issues</li><li>• Searches</li><li>• Prison Transportation and Escort</li></ul>

## INSTRUCTIONAL APPROACH

- ☑ **LEARN:** During this course, you will learn the fundamentals of prison security operations and management practices that balance security with human rights.
- ☑ **APPLY:** You will have the opportunity to apply this knowledge to the Kingdom of Saudi Arabian local context by participating in group discussions, scenarios and hands-on activities.
- ☑ **TRANSFER:** The course will also help you facilitate the transfer of this knowledge to your co-workers and other GDP staff.

## COURSE MODULES & OBJECTIVES

MODULE	LEARNING OBJECTIVES	DAYS
<p><b>1 Dynamic and Static Security</b> Provides a basic overview of dynamic and static security in a prison</p>	<ul style="list-style-type: none"> <li>▪ Define static security</li> <li>▪ Describe components of static security</li> <li>▪ Discuss perimeter security concerns</li> <li>▪ Define dynamic security</li> <li>▪ Discuss best practices for dynamic security</li> <li>▪ Discuss interaction between dynamic, static, and procedural security</li> <li>▪ Discuss impact of offender classification on dynamic and static security practices</li> </ul>	3
<p><b>2 Special Housing Units</b> Provides a basic overview of special housing units, including Mandela and Bangkok rules that apply to their use in a prison and the arguments for and against special housing units</p>	<ul style="list-style-type: none"> <li>▪ Define Special Housing Unit (SHU)</li> <li>▪ Explain 5 important issues related to restrictive housing</li> <li>▪ Explain the difference between administrative detention and disciplinary segregation</li> <li>▪ Discuss reasons for placing an offender in restricted housing</li> <li>▪ Summarize pertinent Mandela Rules relating to SHUs</li> <li>▪ Discuss mental health and SHUs</li> <li>▪ Discuss the debate on SHU</li> </ul>	2
<p><b>3 Intelligent Systems</b> Provides a basic overview of prison intelligence gathering, analysis, and dissemination</p>	<ul style="list-style-type: none"> <li>▪ Define intelligence in a prison context</li> <li>▪ Describe intelligence-based practices</li> <li>▪ Explain the difference between proactive and reactive intelligence gathering</li> <li>▪ Discuss the intelligence cycle</li> <li>▪ Discuss sources of intelligence</li> <li>▪ Identify key skills for gathering intelligence</li> </ul>	2
<p><b>4 Interactive Communication</b></p>	<ul style="list-style-type: none"> <li>▪ Define communication</li> <li>▪ Discuss the different communication styles</li> <li>▪ Explain how effective communications are conveyed</li> <li>▪ Discuss the impact of tone on communications</li> <li>▪ Discuss the impact of body language on communications</li> <li>▪ Describe the steps corrections officers should take to be aware of any situation</li> <li>▪ Describe the differences in communicating in emergency situations vs regular situations</li> <li>▪ Explain how to use communication to de-escalate</li> </ul>	1
<p><b>5 Tool and Key Control</b> introduces participants to basic principles of tool and key control and accountability</p>	<ul style="list-style-type: none"> <li>▪ Determine the tools that fit into each level of classification</li> <li>▪ Describe best practices for tool storage for all 3 classifications</li> <li>▪ Describe tool issuance systems</li> <li>▪ Describe tool disposal procedures</li> <li>▪ Explain the types of keys in a prison</li> <li>▪ Describe proper handling of keys and locks</li> <li>▪ Explain the accountability process for keys</li> </ul>	2

# COURSE OVERVIEW



<p><b>6 Offender Supervision</b> Provides guidelines for various ways in which staff maintain control over the prison—including conducting formal and informal counts, assigning passes, and conducting patrols and disciplinary systems</p>	<ul style="list-style-type: none"> <li>▪ Explain the procedures for an official count</li> <li>▪ Describe an outcount</li> <li>▪ Explain the process for reconciling the master count record</li> <li>▪ Describe a picture-card count</li> <li>▪ Explain census checks</li> <li>▪ Describe a pass system</li> <li>▪ Explain the controlled movement process</li> <li>▪ Explain the purpose of patrols</li> </ul>	3
<p><b>7 Report Writing &amp; Disciplinary Systems</b> Provides guidelines and best practices for writing effective reports</p>	<ul style="list-style-type: none"> <li>▪ Identify 10 rules for writing efficient reports</li> <li>▪ Write an efficient report</li> <li>▪ Demonstrate ability to observe and summarize an incident</li> <li>▪ Discuss elements of an effective disciplinary system</li> <li>▪ Describe principles of discipline in a prison environment</li> <li>▪ Discuss international rules that apply to discipline in a prison environment</li> <li>▪ Participate in a mock disciplinary trial based upon a written report</li> </ul>	2
<p><b>8 Searches</b> Provides a basic overview of searching for contraband, including the searching of offenders, offender property, housing units, common areas, non-offenders, and vehicles</p>	<ul style="list-style-type: none"> <li>▪ Define contraband</li> <li>▪ Explain the purpose of conducting searches in a prison environment</li> <li>▪ Discuss the types of searches that should be conducted</li> <li>▪ Describe the differences between offenders and non-offenders</li> <li>▪ Explain the need for policies and procedures in conducting searches</li> <li>▪ Conduct searches of simulated cells, common areas, and outdoor recreation area</li> </ul>	2
<p><b>9 Prison Escorts and Transportation</b> Provides a basic overview of offender escort and transportation, including risks associated with various types of escorts, preparing the offender for the transport, and searching the offenders, holding cells, and vehicles before the transport.</p>	<ul style="list-style-type: none"> <li>▪ Name the two categories of escort trips</li> <li>▪ Discuss the risks to the escort officers during transport</li> <li>▪ Describe the tools necessary to mitigate the risks</li> <li>▪ Identify the pre-trip planning process</li> <li>▪ Apply selected restraints</li> <li>▪ Follow procedures for conducting searches on offenders, offender's clothing, and cells</li> <li>▪ Follow procedures for escorting offender to a vehicle</li> <li>▪ Search a vehicle</li> <li>▪ Describe process of transporting a female offender for childbirth</li> </ul>	3

## COURSE AGENDA

### Week 1

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
Intro/Pre-Test <b>Dynamic and Static Security</b>	<i>Continued</i>	<i>Continued</i>	<b>Special Housing Units/Restrictive Housing</b>	<i>Continued</i>
<b>MORNING BREAK (30 min)</b>				

# COURSE OVERVIEW



Continued	Continued	<b>Intelligent Systems</b>	Continued	<b>Interactive Communication</b>
<b>TEA BREAK (15 min)</b>				
Continued	Continued	Continued	Continued	Continued

## Week 2

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
<b>Tool &amp; Key Control</b>	Continued	<b>Offender Supervision</b>	Continued	Continued
<b>MORNING BREAK (30 min)</b>				
Continued	Continued	Continued	Continued	Continued
<b>TEA BREAK (15 min)</b>				
Continued	Continued	Continued	Continued	Continued

## Week 3

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
DAY 11	DAY 12	DAY 13	DAY 14	DAY 15
<b>Report Writing &amp; Disciplinary Systems</b>	Continued	<b>Searches</b>	Continued	Continued
<b>MORNING BREAK (30 min)</b>				
Continued	Continued	Continued	Continued	Continued
<b>TEA BREAK (15 min)</b>				
	Continued	Continued	Continued	Continued

## Week 4

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
DAY 16	DAY 17	DAY 18	DAY 19	DAY 20
<b>Prison Escorts and Transportation</b>	Continued	Continued	Continued	Continued
<b>MORNING BREAK (30 min)</b>				
Continued	Continued	Continued	Continued	Continued
<b>TEA BREAK (15 min)</b>				
Continued	Continued	Continued	Continued	Post-Test Course Wrap Up/ Evaluations

## POLICY REFERENCES & RESOURCES

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

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

INTERNATIONAL STANDARDS	
Relevant Resource	Organization/Short Name
UNODC Handbook for Prison Leaders	UNODC
<i>Balancing Security and Dignity in Prisons</i>	Penal Reform International
UNODC Handbook on Dynamic Security	UNODC
<i>UNODC Handbook on Strategies to Reduce Overcrowding in Prisons</i>	UNODC

U.S. RESOURCES	
Relevant Resource	Organization
Reporting Writing Manual	Sacramento State Police Department
Policies and Procedures for Tool Control	State of North Carolina Department of Corrections
Restrictive Housing in the U.S.	National Institute of Justice
Correctional Services Procedures Manual	Bureau of Prisons, U.S. Department of Justice

## KEY TERMS & CONCEPTS

TERM	DEFINITION
<b>Static Security</b>	<ul style="list-style-type: none"> <li>Refers to permanent physical infrastructure including walls, bars on windows, locks and doors, alarm systems to ensure security within correctional facility</li> </ul>
<b>Dynamic Security</b>	<ul style="list-style-type: none"> <li>A concept and a working method by which corrections staff prioritize the creation and maintenance of everyday communication and interaction with offenders based on high professional ethics, and ensure that there is sufficient purposeful and meaningful activity to occupy prisoners, bounded by effective <b>security</b></li> </ul>
<b>Security Procedure</b>	<ul style="list-style-type: none"> <li>A clearly understood set of guidelines for performing security-related tasks in a standardized, consistent, effective, and fair manner</li> </ul>
<b>Prison Intelligence</b>	<ul style="list-style-type: none"> <li>Any information relevant to prison security and function; information is used to identify offenders and visitors planning to engage in an activity or engaged in an activity that may be a threat to the good order, safety, and security of a prison before the activity occurs</li> </ul>
<b>Sallyport</b>	<ul style="list-style-type: none"> <li>An entryway controlled by two doors or gates, of which each must be closed before the other can open</li> </ul>
<b>Armory</b>	<ul style="list-style-type: none"> <li>Secure premises where <i>prison</i>-authorized weaponry is housed</li> </ul>
<b>Powerhouse</b>	<ul style="list-style-type: none"> <li>Electrical supply building</li> </ul>
<b>Special Housing Unit (SHU)</b>	<ul style="list-style-type: none"> <li>High security area within a prison used for prisoners who may pose a danger to others or be at risk if left in the general population</li> </ul>
<b>Administrative Detention</b>	<ul style="list-style-type: none"> <li>Used for non-punitive issues, such as protective custody, pending transfer or medical trip, pending disciplinary hearing</li> </ul>
<b>Disciplinary Segregation</b>	<ul style="list-style-type: none"> <li>Defined period of restriction imposed as a sanction for offender misconduct following a formal hearing</li> </ul>
<b>Prison Contraband</b>	<ul style="list-style-type: none"> <li>Any article or thing which a person confined in a detention facility is prohibited from obtaining or possessing by statute, rule, regulation or order</li> </ul>
<b>Offender Count</b>	<ul style="list-style-type: none"> <li>physical acknowledgement of the number of offenders in certain locations and comparing that number with the number of offenders assigned to that location</li> </ul>

Knowledge Survey

المسح المعرفي



## Security Operations Pre- and Post-Knowledge Survey

1. Anything introduced or found in a prison that is not permitted is:
  - a. A safety hazard
  - b. Confiscation
  - c. Contraband
  - d. Personal property
  
2. Within a correctional institution, physical infrastructure, including walls, bars on windows, locks and doors, and alarm systems, are referred to as:
  - a. Complete security
  - b. Procedural security
  - c. Static security
  - d. Dynamic security
  
3. Security procedures that encourage staff to interact regularly with offenders and allow staff to recognize problems before they arise are called:
  - a. Orderly prison
  - b. Static security
  - c. Dynamic security
  - d. Procedural security
  
4. Information used to identify offenders and visitors planning to engage in an activity that may be a threat to the good order, safety, and security of a prison, before the activity occurs is called:
  - a. Security analysis
  - b. Offender diagnostics
  - c. Intelligence
  - d. Correctional systems
  
5. How often should searches be conducted?
  - a. Frequently, on an irregular basis
  - b. Regularly, at the same time
  - c. Daily, at 6 a.m.
  - d. Rarely, but thoroughly
  
6. Security is most vulnerable during offender:
  - a. Classification
  - b. Transport
  - c. Searches
  - d. Lock-down



7. These three **high-level** tools are the most effective at mitigating the risks of transporting offenders:
  - a. Equipment, procedures, training
  - b. Intelligence, surveillance, knowledge
  - c. Coordination, rehearsals, lessons learned
  - d. Cell phone, emergency number, charger
  
8. Tools too dangerous for an offender to handle without direct, uninterrupted staff supervision are rated at this level:
  - a. Level 3
  - b. Level 2
  - c. Level 1
  - d. Controlled
  
9. \_\_\_\_\_ is used for non-punitive issues, such as protective custody, pending transfer or medical trip, or a pending disciplinary hearing
  - a. Administrative detention
  - b. Disciplinary segregation
  - c. Restrictive housing
  - d. Solitary confinement
  
10. The set of 70 rules focusing on the treatment of female offenders and prisoners adopted by the United Nations General Assembly in 2010 are the:
  - a. Mandela Rules
  - b. Bangkok Rules
  - c. Tokyo Rules
  - d. UNODC Rules
  
11. Tool that can be issued to staff or offenders with proper accountability measures in place are:
  - a. Level 1
  - b. Level 2
  - c. Level 3
  - d. Controlled
  
12. Refers to offenders who are officially listed on the facility master count but who are not being counted in the housing unit. These offenders may be working in the kitchen or in the prison's garage, etc.
  - a. Outcount
  - b. Recused count
  - c. Missing count
  - d. Emergency count



13. What are the two main categories of escorted trips for offenders?
- Medical and non-medical trips
  - Emergency and non-emergency trips
  - Educational and religious trips
  - Approved and unapproved trips
14. Communication is an important skill for corrections officers. To be effective, you must communicate:
- Both directly and indirectly
  - Clearly, concisely, correctly
  - With understanding
  - Using active listening
15. A report that captures information about who, what, when, where, and why a specific event and prohibitive act took place is called:
- A risk assessment
  - A status report
  - An offender search report
  - An incident report

Dynamic and Static Security

الأمن الثابت والديناميكي



### Dynamic and Static Security

**Purpose:** This module provides a basic overview of dynamic and static security in a prison.

#### **Activities:**

- Pros and Cons of Perimeters (15 min.)
- Food Preparation/Service Facility (10 min.)
- Enhancing Static Security (10 min.)
- Perimeter Security Concerns (15 min.)
- Enhancing Dynamic Security (10 min.)
- Pros and Cons of Each Type of Security (15 min.)

**Estimated Time:** 3 days

### NOTES

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


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## Learning Objectives

-  Define static security
-  Describe components of static security
-  Discuss perimeter security concerns
-  Define dynamic security
-  Discuss best practices for dynamic security
-  Discuss interaction between dynamic, static, and procedural security
-  Discuss impact of offender classification on dynamic and static security practices



### Learning Objectives

These learning objectives are the essential steps to reaching the goal of the course—understanding the need for three types of security—static, dynamic, and procedural—to ensure an efficiently run, human-rights based prison system.

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## Introduction

- Security in a prison must satisfy a number of requirements:
  - ✓ Protect society
  - ✓ Prevent escapes
  - ✓ Prevent criminal activity inside and outside the prison
  - ✓ Preserve the human rights of offenders
  - ✓ Treat all offenders humanely



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### Introduction

The basic rule is to apply the least restrictive measures necessary to satisfy those functions.

Those measures should be:

- Legal
- Proportional to the threat
- Accountable
- Non-discriminatory

All limitations imposed upon an offender should be in accordance with national law and international guidelines and have a legitimate objective.

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### Types of Security Measures

- Prisons apply different types of security measures to meet requirements while adhering to best principles:
  - ✓ Static (physical)
  - ✓ Dynamic
  - ✓ Procedural
- Static and dynamic security are achieved through adherence to effective procedures



#### Types of Security Measures

Security in prisons is ensured by:

- Static measures—walls, bars on windows, locks and doors, alarm systems, etc.
- Procedural measures—rules relating to offenders, offender counts, searches, etc.
- Dynamic security—alert staff who interact with offenders in a positive manner and engage them in constructive activities, which allow staff to anticipate and prevent problems before they arise. It also provides staff the ability to develop situational awareness.

Although many security measures can be put into place, a balance of the physical design of the prison, adherence to procedure, and the skilled prison staff makes the difference in safety and security. All three play a major role in keeping things running smoothly inside and outside the perimeters.

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**Static Security**  
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## Static Security

- Definition: Permanent physical infrastructure including:
  - ✓ Walls
  - ✓ Barriers
  - ✓ Lighting
  - ✓ Locks
  - ✓ Restraints



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### Static Security

Static security starts at the perimeter and works inward so that every area of the prison is secured.

Static security is the physical security, including the architecture of the prison buildings, strength of the walls of those buildings, bars on the windows, doors and walls of the accommodation units, and specifications of the perimeter wall and fences, watchtowers, etc.

Static security also includes the provision of physical aids to security such as locks, cameras, alarm systems (internal and external), x-ray machines, metal detectors, radios, handcuffs, etc.

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### Static Security: Perimeter

- A secure perimeter:
  - ✓ Reassures the public that offenders will remain in custody and unable to harm the community
  - ✓ Demonstrates to offenders that escape attempts will most likely fail

- Perimeter design depends on the security classification level of the offenders, but in general:
  - ✓ All ingress/egress points must be sallyported
  - ✓ Perimeter lighting should cover all the prison
  - ✓ Walls/fences should be free of debris
  - ✓ Grass should be trimmed short to maximize visibility

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**Perimeter**

The type of perimeter is dependent upon the level of the prison, which are normally ranked minimum, low, medium, and high.

- Minimum security has no perimeter fencing
- Low security has double-fenced perimeters
- Medium security has strengthened perimeters (often double fences with electronic detection systems)
- High security has highly secured perimeters (featuring walls or reinforced fences)

**Walled institutions** normally have a 20-foot wall. They generally have armed guard towers in each corner and mid wall. Walls are higher than fences, harder to compromise, and provide no visibility inside the prison. Armed roving guards patrol the wall.

**Fenced institutions** normally have 1-2 fences reinforced with concertina wire. The fences are 12 feet high. Generally, they have fence alarms and multiple armed outside patrols. Barrier wire is used on the inner fence, in between the fences, and at the top of the outer fence to maximize security and slow an escape attempt.

**Open institutions** have no external barrier except posted signs. Generally, they have one unarmed roving patrol watching the perimeter.

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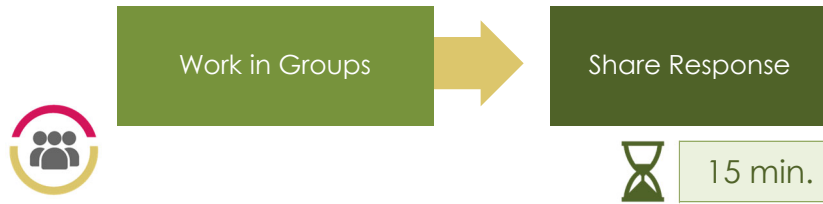
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### Pros and Cons of Perimeters

**EXERCISE**

- Each group will be assigned one type of perimeter:
  - ✓ Walled
  - ✓ Fenced
  - ✓ Open
- List at least 5 pros and cons for the type of perimeter you are assigned



Pros and Cons of Perimeters	
Duration	15 minutes
Purpose	The purpose of this activity is to brainstorm pros and cons of different types of perimeters.
Materials	• Markers/Pen
Steps	<ol style="list-style-type: none"> <li>1. Work in small groups.</li> <li>2. For the type of perimeter your group is assigned, write 5 pros and cons.</li> <li>3. Be prepared to share with the class.</li> </ol>

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## Pros and Cons of Perimeters

A spokesperson for each group will present her group's list of pros and cons for one of the following:

**REGROUP**

- ✓ Walled
- ✓ Fenced
- ✓ Open



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### Pros and Cons of Perimeters

Regroup from the previous activity and discuss the responses as a group.

### NOTES

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### Perimeter Security Concerns

- Trees inside the perimeter can:
  - ✓ Be used as hiding spots
  - ✓ Fall or drop limbs that will compromise the wall or fence
- Materials left unsecured within the perimeter can be used to assist escape attempts
- Interior fences placed too close to the perimeter fence can be used as ladders
- Lack of concertina wire can leave fences vulnerable



#### Perimeter Security Concerns

Because of concerns like these, prison authorities must ensure that they are not reliant on one type of security measure.

Dynamic and procedural security measures must be in place to supplement static security. Think of ways in which they can help alleviate the concerns associated with perimeter security.

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### Static Security: Housing Units

- Units must be securely designed and constructed from concrete
- Each unit must have a:
  - ✓ Main entrance accessible through sallyport only
  - ✓ Rear exit for staff use only
- Rear exit must be emergency keyed only
- Housing unit table seating should be welded in place and the tables anchored in concrete



#### Static Security: Housing Units

What other static security measures should be put in place for housing units?

#### NOTES

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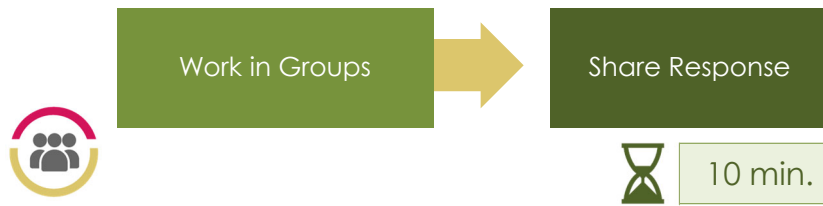
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### Food Preparation/Service Facility

**EXERCISE**

- Brainstorm with your group the most important static security measure for food preparation/service facility
- Write your answer on a flipchart



Food Preparation/Service Facility	
Duration	15 minutes
Purpose	The purpose of this activity is to brainstorm pros and cons of different types of perimeters.
Materials	• Markers/Pen
Steps	<ol style="list-style-type: none"> <li>1. Work in small groups.</li> <li>2. For the type of perimeter your group is assigned, write 5 pros and cons.</li> <li>3. Be prepared to share with the class.</li> </ol>

**NOTES**

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## Food Preparation/Service Facility

A spokesperson for each group will present her group's most important static security measure for food preparation and service facility.

**REGROUP**



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### Food Preparation/Service Facility

Regroup from the previous activity and discuss the responses as a group.

### NOTES

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### Static Security: Other Specialized Areas

- What static security measures should be put in place for the following:
  - ✓ Recreation areas
  - ✓ Health services units
  - ✓ Powerhouse
  - ✓ Armory/lock shop

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#### Static Security: Other Specialized Areas

**Recreation areas.** Each prison should have external and interior recreation areas. Exterior areas must be fenced; individual fields/zones within the recreation area should be fenced. Interior areas should have concrete constructions and two separate doors—one for entry and the other for exit.

**Health services unit.** Health services should be constructed to the same standard as housing units.

**Powerhouse.** Prisons should have an alternative power source (diesel generator, solar banks, etc.). There should be a reliable and independent source of water as well as adequate sewage infrastructure. These systems should be located outside the secure perimeter.

**Armory/Lock Shop.** The armory is a secure storage area for firearms, ammunition, riot equipment, and restraints. This area requires an extremely high level of security, including access limits and additional barriers and locks. The armory should not be in an area that is accessible to offenders.

#### NOTES

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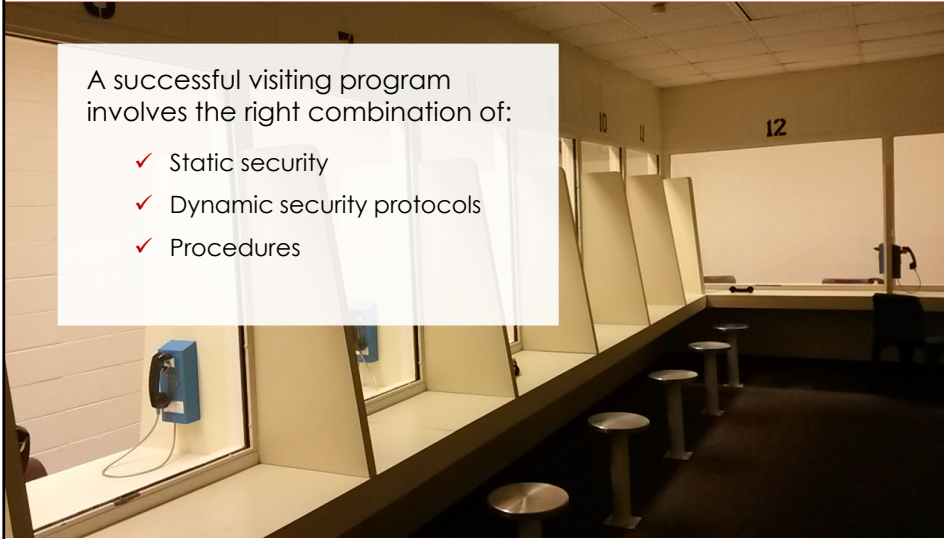
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### Visiting Programs

A successful visiting program involves the right combination of:

- ✓ Static security
- ✓ Dynamic security protocols
- ✓ Procedures



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### Visiting Programs

Visiting areas should provide secure containment and access for visitors and offenders. Infrastructure should provide for contact and non-contact visits.

This area needs to be secure and monitored during visits to ensure only appropriate contact is allowed and contraband cannot be passed to offenders.

Visiting areas should be searched before and after visits. Offenders should be visually searched and dressed in prison-issued clothing before entering the visiting area. Upon departure, the same process should be maintained. This ensures no contraband is brought into, or taken from, the visiting room.

Visitors must be searched and not allowed to bring in any unauthorized items, based on their processing at the front entrance. No physical contact is to be made between offenders and visitors except at the beginning of the visit.

### NOTES

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## Monitoring the Visitations

- Two staff should monitor the inside area
- At least one additional staff should monitor the outside area if it is open and inhabited
- A pre-approval process should be in place to ensure visitors are:
  - ✓ Vetted
  - ✓ Positively identified
  - ✓ Searched
  - ✓ Documented
- Documentation must include:
  - ✓ Name
  - ✓ Address
  - ✓ Time in
  - ✓ Time out
  - ✓ Offender being visited



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### Monitoring the Visitations

Staff must monitor all contact during the visiting period and remove any violators.

If the visitor brings an automobile to the parking area, the license plate number, type and make of car should be placed in the log.

Metal detectors should be used on all prison visitors upon entry to the facility.

Visitors should not be allowed to bring in excessive property, and all property should be in a clear plastic carrier bag which will be searched by staff.

A system of assigning approved visits to a schedule, based on the number of visiting days and visiting room capacity, must be in place to help preclude unauthorized visits/visitors and overcrowding in the visiting area.

The visiting area should include inside and outside visiting areas, with the outside fenced in. All seating (tables, chairs, benches or whatever is used) should be secured to the floor and non-flammable. Visitors should not be allowed into the prison if they have a significant criminal record, to include anti-government convictions, assaultive behavior, narcotics convictions, or links to criminal organizations.

### NOTES

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### Enhancing Static Security

EXERCISE


- Brainstorm 5 ways to enhance overall static security at a prison
- Write your list on a flipchart




Work in Groups

➔

Share Response



10 min.

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Enhancing Static Security	
Duration	10 minutes
Purpose	The purpose of this activity is to brainstorm ways in which to enhance overall static security in a prison.
Materials	<ul style="list-style-type: none"> <li>Markers/Pen</li> <li>Flipchart</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work in small groups.</li> <li>2. Brainstorm 5 ways in which to enhance overall static security in a prison.</li> <li>3. Be prepared to share with the class.</li> </ol>

### NOTES

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## Enhancing Static Security

**REGROUP**

A spokesperson for each group will present her group's list of 5 ways in which to enhance static security at a prison



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### Enhancing Static Security

Regroup from the previous activity and discuss the responses as a group.

### NOTES

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# Dynamic Security

## الأمن الديناميكي

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### NOTES

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### Dynamic Security

Prison staff are encouraged to develop dynamic security skills

**Dynamic security**

Good dynamic security can allow staff to recognize problems before they arise

**Orderly prison**

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**Dynamic Security**

If staff engage with offenders in a genuine manner, offenders will recognize their interest in them and in protecting their human rights.

The professionalism and communication skills of staff will have a direct and measurable impact on offenders' perceptions of order.

Staff must be able to:

- Demonstrate professionalism, fairness, and confidence when dealing with offenders
- Understand the ethnic, cultural, and religious identities of the offender population
- Work to build expertise in behavior and communication, including non-verbal communication

Engaging with offenders and getting to know them can enable staff to anticipate and better prepare to respond effectively to any incident that may threaten the security of the prison and the safety of staff and offenders.

**NOTES**

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### Engaging Offenders during Daily Routines

Daily security routines contribute to good order

These routines provide staff with essential contact with offenders

This contact allows staff to gain a better understanding of individual offenders



#### Engaging Offenders during Daily Routines

The nature of relations between staff and offenders is key to dynamic security. For example, the following are ways in which offenders' humanity and dignity may or may not be respected:

- The way in which prison staff address offenders
- How searches are carried out and their frequency
- Whether offenders' privacy is respected when they are required to remove clothing
- Whether restraints are used unnecessarily and in a way that is humiliating
- Whether privacy in toilets and showers is respected
- Whether offenders are required to wear distinguishing uniforms

#### NOTES

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### Dynamic Security: Offender Accountability

- A system of counts, census checks, lockdown checks, and constant observation builds offender accountability
- At any given time, staff must ensure that each offender is in her authorized area and is accountable to staff supervising that area

**Dynamic Security Practices:**  
What are the opportunities?



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#### Offender Accountability

Counts should be conducted at minimum three to five times per day. Random counts are conducted as needed. One of those counts should match each offender with a picture card on file. Count should be fair and consistent.

#### NOTES

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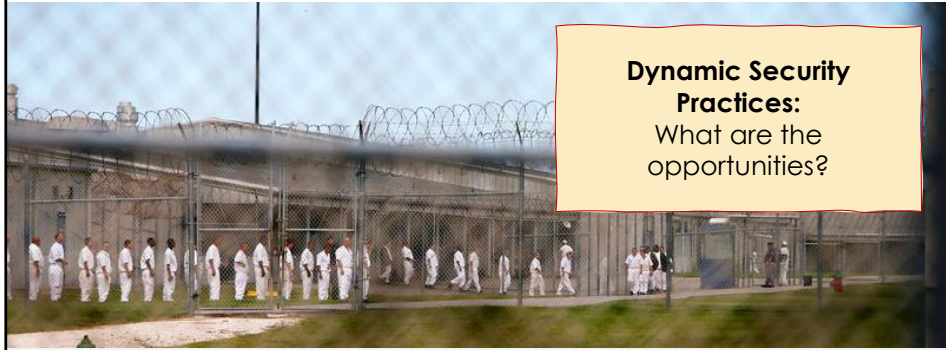
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### Dynamic Security: Controlled Movement

- Effective control of offender movement within the prison is vital to ensuring security and good order
- During movements and counts, officers should check on offenders' welfare



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#### Controlled Movement

Effective control of offender movement within the prison is vital to ensuring security and good order.

Movement control involves a combination of factors:

- Staffing levels (commensurate with the number of offenders)
- Staff skills/competency
- Prison layout/configuration
- Effectiveness of static security infrastructure
- Effective offender classification

Staff must be trained and aware of a number of issues related to offender movement, including:

- Effective searches
- Designated "out of bounds" areas
- Approved methods of movement
- Approved movement times

#### NOTES

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### Dynamic Security: Searches

- Offender, cell, and area searches are vital components of effective dynamic security
- Staff must conduct searches in accordance with:
  - ✓ Standard Minimum Rules for the Treatment of offenders
  - ✓ Human rights principles
  - ✓ Legislation relating to prison operations



**Dynamic Security Practices:**  
What are the opportunities?



#### Searches

Offender, cell, and area searches are vital components of effective dynamic security.

Searches of various kinds are a necessary and legitimate means of preventing offenders from having access to dangerous or prohibited items or substances that may constitute a threat to the safety and health of staff, other offenders, and visitors.

However, searches of the person and her cell should always be conducted respectfully. The officer should provide the offender with as much privacy and dignity as possibly. The officer should always conduct the search according to procedures and respect her personal property as much as possible.

A positive relationship with offenders will help minimize the perceived punitive or dehumanizing aspects of personal and cell searches.

#### NOTES

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## Staff Oversight/Offender Discipline

- Accountability is a major component of dynamic security and good order in the prison
- Disciplinary systems establish accountability and a sense of balance to interactions and behavior within the prison for all people involved



**Dynamic Security Practices:**  
What are the opportunities?

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### Offender Discipline

Accountability is a major component of dynamic security and good order in the prison. Offenders must recognize that misconduct will be addressed through specific disciplinary measures.

Communications skills, regular interactions with offenders, and professionalism are key to creating positive outcomes in addressing offender misconduct.

A positive relationship must be on display during regular (potentially negative) interactions like personal or cell searches, application of restraints, and administrative discipline practices (such as removal of privileges).

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### Dynamic Security: Perimeter

Staff must maintain a presence at both entrances to enforce identification procedures



**Dynamic Security Practices:**  
What are the opportunities?



#### Perimeter

Walled institutions will typically place armed guards in perimeter towers located at each corner and mid-wall.

In fenced institutions, fence alarms are backed up by multiple armed patrols outside the wall.

This maximizes security and slows an escape attempt.

Open (unfenced) prisons will generally have one unarmed roving patrol watching the perimeter.

Metal detection equipment must be used at both front and rear entrances.

Staff must maintain a presence at both entrances to enforce identification procedures.

#### NOTES

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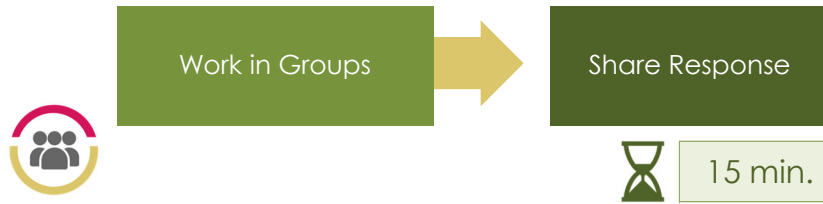
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### Perimeter Security Concerns

**EXERCISE**

- Ineffective dynamic security practices can compromise the perimeter as much as failed static infrastructure
- Name at least 3 examples of ineffective dynamic security around the perimeter.
- Explain how they can be corrected.



Perimeter Security Concerns	
Duration	15 minutes
Purpose	The purpose of this activity is to brainstorm ineffective dynamic security practices around the perimeter.
Materials	<ul style="list-style-type: none"> <li>• Markers/Pen</li> <li>• Flipchart</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work in small groups.</li> <li>2. Brainstorm with your group at least 3 examples of ineffective dynamic security practices around the perimeter.</li> <li>3. Be prepared to share with the class.</li> </ol>

**NOTES**

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## Perimeter Security Concerns

### REGROUP

A spokesperson for each group will present her group's examples of ineffective dynamic security practices around the perimeter



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### Perimeter Security Concerns

Regroup from the previous activity and discuss the responses as a group.

### NOTES

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### Dynamic Security: Housing Units

- Dynamic security in housing units is a matter of:
  - ✓ Knowing each offender and her assigned cell
  - ✓ Being aware of potential conflicts between cellmates and/or neighboring cell inhabitants

**Dynamic Security Practices:**  
What are the opportunities?



#### Housing Units

Good dynamic security requires observation of offender interactions with each other and with their cells/belongings.

- An offender who stockpiles materials in her cell may be anticipating a need for those materials.
- An offender who lingers in the area of another offender's cell may be seeking to carry on either a conversation or a conflict.

Officers can create good dynamic security through their regular presence in their posted area, including talking to offenders in the housing unit.

Officers should consistently encourage positive behavior and address negative behavior throughout their tour.

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### Dynamic Security: Other Specialized Areas

What dynamic security measures should be put in place for the following:

- ✓ Recreation areas
- ✓ Visiting rooms
- ✓ Health services units
- ✓ Powerhouse
- ✓ Armory/lock shop



#### Dynamic Security: Other Specialized Areas

**Recreation areas.** Changes in association patterns can alert an observant officer with information that may be useful to prison intelligence staff. Offender conflicts may originate or culminate in recreation areas.

**Food service.** Staff must be able to observe food preparation and service areas. Many prison disturbances have been initiated during meals in the food service area. Staff presence must be heavy and visible.

**Visiting rooms.** Visiting areas must be monitored during visits to ensure that only appropriate contact is permitted between offenders and visitors. Staff must present and maintain an attitude of professionalism and fairness.

**Health services unit.** Staff should strictly control and monitor the health services unit.

**Powerhouse.** Staff should regularly inspect utility infrastructure in their assigned areas.

**Armory/lock shop.** Both facilities should be staffed by full-time, highly-qualified staff who have been trained (at a minimum) in lock installation and maintenance.

#### NOTES

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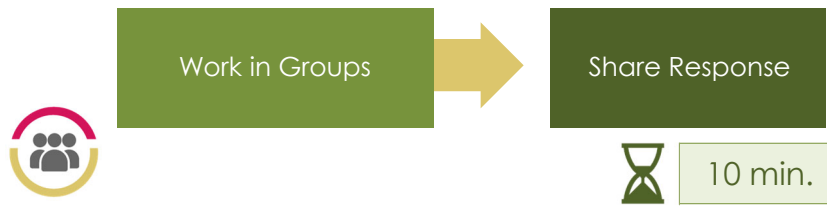
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## Enhancing Dynamic Security

### EXERCISE

- Brainstorm 5 ways to enhance overall dynamic security at a prison
- Write your list on a flipchart



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### Enhancing Dynamic Security

Duration	10 minutes
Purpose	The purpose of this activity is to brainstorm ways in which to enhance overall dynamic security in a prison.
Materials	<ul style="list-style-type: none"> <li>• Markers/Pen</li> <li>• Flipchart</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work in small groups.</li> <li>2. Brainstorm 5 ways in which to enhance overall dynamic security in a prison.</li> <li>3. Be prepared to share with the class.</li> </ol>

### NOTES

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## Enhancing Dynamic Security

**REGROUP**

A spokesperson for each group will present her group's list of 5 ways in which to enhance dynamic security at a prison



### Enhancing Dynamic Security

Regroup from the previous activity and discuss the responses as a group.

### NOTES

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### Making Dynamic Security Work

- Dynamic security occurs when staff interact and engage with offenders during the course of their work by:
  - ✓ Regularly walking through the area in which they are posted
  - ✓ Talking to offenders, gaining their trust, and building rapport
  - ✓ Checking offenders' physical welfare during head counts
  - ✓ Maintaining a consistent approach to inappropriate behavior
  - ✓ Encouraging positive and addressing negative behavior
  - ✓ Following up on requests in a timely manner
  - ✓ Remaining calm during incidents



#### Making Dynamic Security Work

The concept of dynamic security is well accepted and recognized as important both for maintaining a safe environment and as an aid in enhancing relationships that contribute to the goal of reintegration.

All prison services need a deliberate strategy of promoting dynamic security.

Staff can follow these guidelines for promoting dynamic security:

- Greet each offender individually
- Address offenders politely by name
- Use appropriate eye contact in conversation
- Use appropriate body language
- Use appropriate gestures
- Use a balanced tone of voice
- Give attention to everybody
- Treat everybody fairly having regard to individual needs
- Give clear instructions about the work to be done
- Uphold the rules

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# Procedural Security

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### Procedural Security

- Procedure definition:
  - ✓ A clearly-understood set of guidelines for performing security-related tasks in a standardized, consistent, effective, and fair manner
- A good procedure will provide a quick reference in times of crisis, allowing staff to respond without having to first figure out what to do



**Discussion:** How do procedures support static and dynamic security? Do you need procedures? Explain.



#### Procedural Security

Good procedures share the following characteristics:

- Written, tested, and approved
- Information presented clearly and as briefly as possible
- Up-to-date to reflect changes in law, policy, and security threat level
- Available to all staff

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### Procedural Security

- Staffing
- Offender accountability
- Movement controls
- Visitor and visitation controls
- Searches
- Entrance/exit security

**Discussion:**  
What kinds of procedures do you need for each of the items listed above?



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**Procedural Security**

**Staffing** – scheduling, organization, staffing requirements, staff qualification requirements, routing, communications procedures

**Offender accountability** – counts, confirmation of offender identity, work assignments and program assignment, offender work roster reporting, effective offender classification practices

**Movement controls** – permitted movement times/reasons, approved methods of movement, mapping of “out of bounds” areas, offender searches during movements

**Offender possessions and contraband**—property limits, property storage, confiscation procedures

**Searches**—frequency, how to properly search offenders, search cells, search common areas

**Misconduct**—discipline report procedures, report timelines, sanctions, appeals, etc.

**Visitor and visitation controls** – visit approval requirements, visitor background checks, visitor/offender search procedures, rules on physical contact, rules on monitoring visits, exceptions to monitoring rules, search procedures for visiting rooms/areas, staffing requirements.

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## Perimeters

▪ **Static security:**

- ✓ All ingress/egress points must be sallyported
- ✓ Perimeter lighting should cover the prison facility
- ✓ Walls/fences should be free of debris and in proper repair
- ✓ Grass should be trimmed short to maximize visibility

▪ **Dynamic security:**

- ✓ Staff must maintain a presence at both entrances to enforce identification procedures
- ✓ Staff must remain vigilant

**Discussion:**

What procedures should be in place to support the static and dynamic security listed?



**Perimeters**

Perimeter security assets (including patrol vehicles, radios/communications equipment, weapons, and staff skills) are force multipliers for both static and dynamic security. These assets must be regularly inspected, serviced, updated, or otherwise certified to be in good working order and appropriate to the task.

The following procedures should be included:

- Controlling pedestrian and vehicular traffic at entrance/exit points
- Reporting and responding to suspected perimeter breaches
- Patrolling/perimeter checks (frequency, who performs checks, reporting procedures, tools & equipment required)
- Perimeter access areas and systems
- Gates, sallyport, and other access cutoff points
- Perimeter detection and surveillance systems
- Fencing, barriers, parking zones, and landscaping
- Suspicious people, activity or items
- Vehicle inspections
- Weapons inspections/transfer procedures from staff to staff

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### Housing Units

- Procedures should address every aspect of **housing unit security**, including:
  - ✓ Cell maintenance (plumbing, electrical, etc.)
  - ✓ Inspection schedules for lock/door/furnishings
  - ✓ Offender housing assignments (e.g., classification)

- ✓ Staff rounds or other in-shift activities
- ✓ Relief and/or officer break times
- ✓ Incident response
- ✓ Searches
- ✓ Responses to emergencies
- ✓ Door security
- ✓ Reporting procedures

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**Housing Units**

Housing unit security policies and procedures are put into place to ensure that static and dynamic security measures are sufficient to ensure good order and offender/staff safety.

Security inspections of prison infrastructure are a routine procedure that enhances static security.

Information gathered through these inspections should trigger dynamic security measures to compensate.

- For example: repairs, removal of obstructions, changes to routines, and further investigations into the causes of any damage to prison infrastructure

Inspections are conducted on a regular basis, depending on the item in question and its importance to prison security. Certain items will require inspection:

- During each shift
- Daily
- Weekly
- Monthly
- Quarterly
- Annually

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### Procedural Security: Other Specialized Areas

- Procedural security measures should be put in place for the following:
  - ✓ Recreation areas
  - ✓ Visiting rooms
  - ✓ Health services units
  - ✓ Powerhouse
  - ✓ Armory/lock shop



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#### Other Specialized Areas

**Recreation areas.** Procedures must be in place to ensure offenders do not bring contraband into or out of recreation areas—e.g., offenders are searched when entering recreation area. The process repeats when offenders exit the area. A schedule controlling movement allows prisons to move offenders to and from the recreation area in small groups that are easier to manage.

**Food service.** Sightlines in food service areas may be interrupted by equipment, steam, or other obstructions. A large number of offenders brought together into an enclosed space may present challenges to maintaining order, especially if dynamic security measures are limited. Procedures can help mitigate any shortcomings in static and dynamic security—e.g., offenders must be searched upon exiting to ensure that no unauthorized items are taken back to cells. Food service infrastructure and equipment should be inspected regularly by qualified personnel to lower the risk of fire or food-borne illness.

**Visiting areas.** Procedures should be in place for searching visiting areas before and after visits. Visitors must be processed at the prison's front entrance. Offenders should be dressed in prison-issued clothing and visually searched before entering the visiting area and after each visit to ensure that no contraband is brought into or taken out of the visiting room.

**Health services unit.** Procedures should be in place on tracking and record-keeping for pharmaceutical stocks, medical supplies and hazardous materials, and access to the unit.

**Powerhouse.** A regular program of inspection and preventive maintenance is the best way to ensure that prison utilities remain available.

**Armory/Lock shop.** The armory and lock shop have special security requirements that dictate the need for special procedures to ensure security. Staff working in both areas must have specific training and expertise, as dictated by prison policy. Tools, weapons, and restraints must undergo regular inspection and preventive maintenance by trained personnel. Sign in/sign out procedures must specifically identify which personnel are allowed into the armory and lock shop, and under what circumstances. Reporting for inventory tracking and requests for service/repair should follow specific procedures to ensure that deficits (for example, broken or missing keys) are addressed immediately and prison management is notified.



## Pros and Cons of Each Type of Security

### EXERCISE

- Your group will be assigned one of the following types of security:
  - ✓ Static
  - ✓ Dynamic
  - ✓ Procedural
- Explain the pros and cons of your assigned type of security in ensuring the good order in a prison



Work in Groups



Share Response



15 min.

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### Pros and Cons of Each Type of Security

Duration	15 minutes
Purpose	The purpose of this activity is to brainstorm the pros and cons of each type of security.
Materials	<ul style="list-style-type: none"> <li>• Worksheet: List of Items</li> <li>• Markers/Pen</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work in small groups.</li> <li>2. Brainstorm the pros and cons of each type of security discussed in this module:           <ul style="list-style-type: none"> <li>• Static</li> <li>• Dynamic</li> <li>• Procedural</li> </ul> </li> <li>3. Be prepared to share with the class.</li> </ol>

### NOTES

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## Pros and Cons of Each Type of Security

- A spokesperson for each group will present her group's list of pros and cons for its assigned type of security:
  - ✓ Static
  - ✓ Dynamic
  - ✓ Procedural

**REGROUP**



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### Pros and Cons of Each Type of Security

Regroup from the previous activity and discuss the responses as a group.

### NOTES

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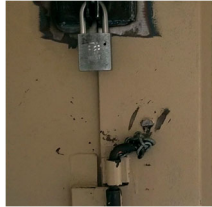
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### Static, Dynamic, and Procedural Security

Well-managed prisons strike a balance between dynamic, procedural, and static security measures

**Static:**  
Walls/doors/locks in poor condition



**Dynamic:**  
Staff know offenders' movement assignments and can compensate by shifting routes or movement times



**Procedural:**  
Static controls are regularly inspected, and repair of critical static infrastructure is prioritized



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#### Static, Dynamic, and Procedural Security

Well-managed prisons strike a balance between dynamic, procedural, and static security measures. When done properly, this balance makes each component more effective.

This balance also minimizes the impact of deficits in any one area of control.

Deficits in static security can be offset by engaging in more dynamic security interactions.

Conversely, if prison staff do not make effective use of dynamic security practices, the prison must establish more static security controls (such as additional walls, fences, doors, locks, etc.)

Procedural security supports both static and dynamic security.

#### NOTES

Blank lines for taking notes.



## SUMMARY

### Topics

- ✓ Static Security
- ✓ Dynamic Security
- ✓ Procedural Security

### 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

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Special Housing Units/  
Restrictive Housing

وحدات الإسكان الخاص/الإسكان المقيد



### Special Housing Units/Restrictive Housing

**Purpose:** This module provides a basic overview of special housing units, including Mandela and Bangkok rules that apply to their use in a prison and the arguments for and against special housing units.

#### **Activities:**

- Placing Offenders in Special Housing Units (15 min.)
- Children in Special Housing Units (25 min.)
- Managing Special Housing Units (25 min.)

**Estimated Time:** 1 day

### NOTES

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### Learning Objectives



- Define Special Housing Unit



- Explain 5 important issues related to restrictive housing



- Explain the difference between administrative detention and disciplinary segregation



- Discuss reasons for placing an offender in restricted housing

- Summarize pertinent Mandela Rules relating to SHUs

- Discuss mental health and SHUs

- Discuss the debate on SHUs

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#### Learning Objectives

These learning objectives are the essential steps to reaching the goal of the course—understanding the restrictions of special housing units, who is placed in the units and why, and the arguments for and against special housing units.

#### NOTES

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# Special Housing Units وحدات الإسكان الخاص

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## NOTES

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### Special Housing Units in the KSA

- Do you have special housing units?
- Why are offenders placed in special housing units?
- How long are offenders placed in special housing units?
- What are the characteristics of special housing units in the KSA?



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#### Special Housing Units in the KSA

Engage in the discussion on special housing units in the KSA. This type of discussion provides the facilitator with the information she needs to determine the knowledge participants have on the topic and prevents her from repeating information you may already know.

#### NOTES

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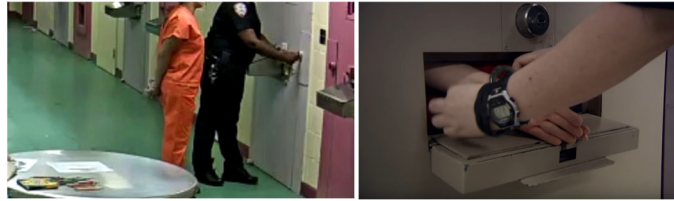
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### Special Housing Units/Restrictive Housing

- Special housing units or restrictive housing is the practice of housing some offenders separately from the general population of a correctional institution and imposing restrictions on their:
  - ✓ Movement
  - ✓ Behavior
  - ✓ Privileges



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#### **Special Housing Units/Restrictive Housing**

Certain offenders may need to be housed separately from the general population.

Because of their status or actions, these offenders require restrictions on their movement, behavior, and privileges.

Prisons address the threat posed by these offenders by housing them in "prisons inside a prison" known as special housing units.

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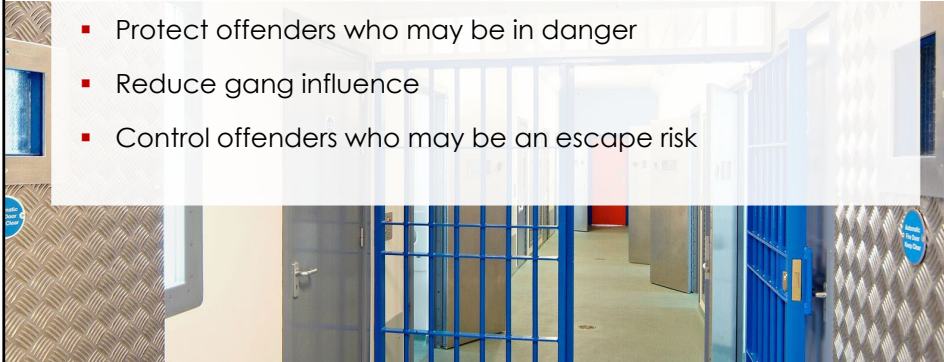
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### Purpose of Special Housing Units

- Maintain control of the correctional facility
- Ensure safety and order
- Prevent violence
- Protect offenders who may be in danger
- Reduce gang influence
- Control offenders who may be an escape risk



#### Purpose of Special Housing Units

Assignment to special housing units can stem from a single incident or a pattern of behavior that constitutes a threat to the proper functioning of the correctional facility. Examples include assaulting a staff person or actively engaging in a security threat group (e.g., prison gang).

#### NOTES

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## Two Types of Special Housing Units

- Administrative detention use for non-punitive issues such as:
  - ✓ Protective custody
  - ✓ Pending transfer or medical trip
  - ✓ Communications management
  - ✓ Pending disciplinary hearing, etc.
- Disciplinary segregation
  - ✓ Defined period of restriction imposed as a sanction for offender misconduct following a formal hearing



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### Two Types of Special Housing Units

Administrative detention is used for managerial purposes, including as a response to an offender who demonstrates a chronic inability to adjust to the general population, or when authorities believe an offender's presence in the general population may cause a serious disruption to the orderly operation of the institution.

Protective custody is used to separate vulnerable offenders from the general offender population because of personal physical safety concerns.

Temporary segregation is the placement of an offender in restrictive housing that can occur for a wide range of institutional needs. For example:

- An interim status pending transfer to another institution or awaiting a judicial proceeding
- To facilitate a criminal investigation
- When limited bed space necessitates the use of an otherwise empty segregation cell

Disciplinary segregation is a form of punishment for offenders who violate the institution's rules. Whenever an institutional violation occurs, a staff member may write up the perpetrator for the misconduct. A hearing will be held.

### NOTES

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At the hearing, evidence is presented. The offender can either plead guilty or defend himself or herself against the charges.

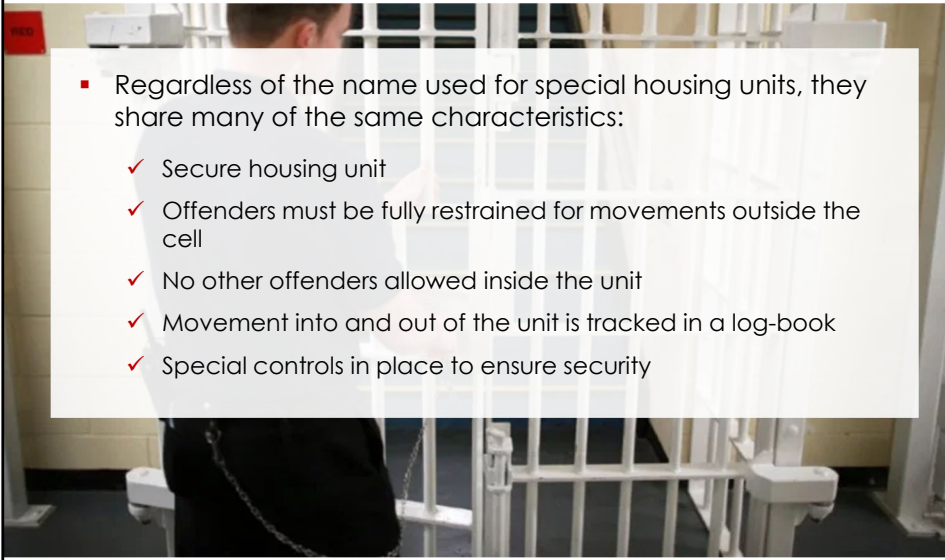
If the offender is found guilty, a range of sanctions may be imposed, to include:

- Removal of specific privileges
- Loss of good time
- A sentence for a specific length of time in disciplinary segregation

The type and severity of the specific sanction for any one case depend largely on the nature of the misconduct and the perpetrator's behavioral history in the facility. Departmental regulations often place limits on the amount of time an offender may be housed in disciplinary segregation (e.g., 30 days).



### Characteristics of Special Housing Units



- Regardless of the name used for special housing units, they share many of the same characteristics:
  - ✓ Secure housing unit
  - ✓ Offenders must be fully restrained for movements outside the cell
  - ✓ No other offenders allowed inside the unit
  - ✓ Movement into and out of the unit is tracked in a log-book
  - ✓ Special controls in place to ensure security

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#### Characteristics of Special Housing Units

Regardless of the name used for restrictive housing units or the purpose of being assigned to these units, they share many of the same characteristics.

Offenders held for disciplinary, administrative, protective, or other purposes are generally exposed to the same restrictive conditions and treatment by staff. For example:

- Offenders must be fully restrained for movements outside the cell
- No other offenders are allowed inside the unit
- Movement into and out of the unit (staff and offenders) is tracked in a log-book

Special controls in place to ensure security include:

- Frequent cell rotations
- Frequent searches
- Restrictions on personal property
- All movements controlled
- Limited privileges

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### Discussion: What Issues Do You See?

Security demands in the special housing units place additional burdens on the prison over and above those typical to general population management.

What do you think are the 5 most important issues pertaining to the characteristics of restrictive housing?

- 1 Staffing
- 2 Training
- 3 Cost
- 4 Mental health
- 5 Security



#### Discussion: What Issues Do You See?

Engage in the brainstorming session.

#### NOTES

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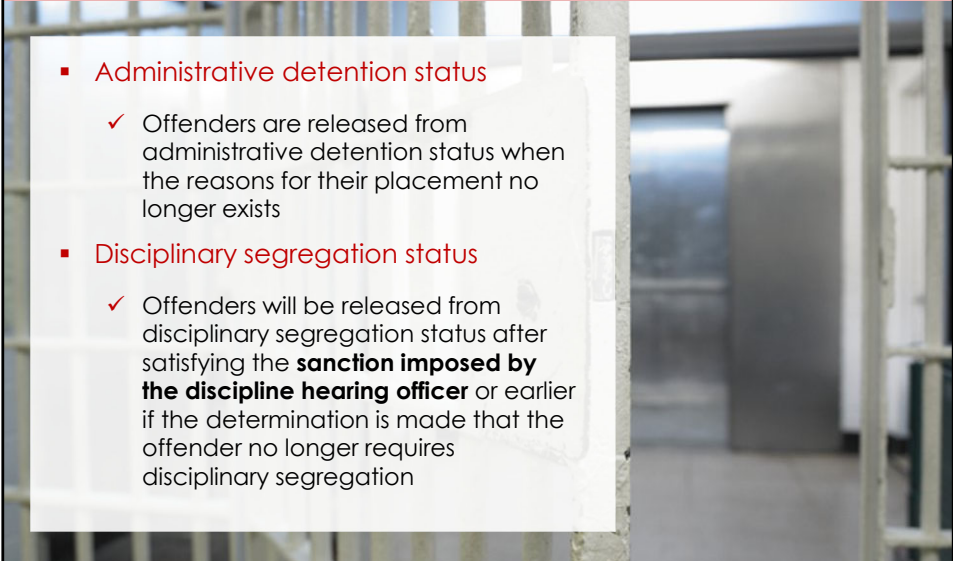
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### Release from Special Housing Units



- **Administrative detention status**
  - ✓ Offenders are released from administrative detention status when the reasons for their placement no longer exist
- **Disciplinary segregation status**
  - ✓ Offenders will be released from disciplinary segregation status after satisfying the **sanction imposed by the discipline hearing officer** or earlier if the determination is made that the offender no longer requires disciplinary segregation

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**Release from Special Housing Units**

**Administrative detention status.** Offenders will be released from administrative detention status when the reasons for the placement no longer exist.

**Disciplinary segregation status.** Offenders will be released from disciplinary segregation status after satisfying the sanction imposed by the discipline hearing officer. Offenders may be released earlier if they are determined to no longer require disciplinary segregation.

Offenders nearing the end of their term of incarceration are not normally placed in special housing units, except when their presence in the general population threatens the safety, security, or the orderly running of the prison.

**NOTES**

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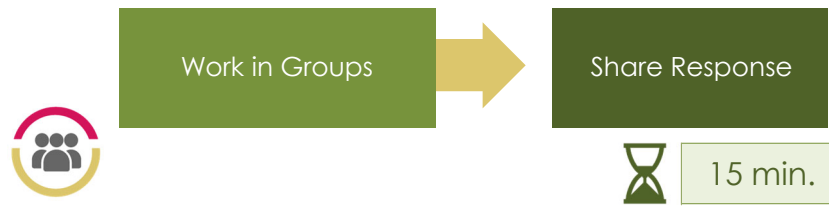
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## Placing Offenders in Special Housing Units

### EXERCISE

- Create 5 short scenarios for placing offenders in special housing units



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### Placing Offenders in Special Housing Units

Duration	15 minutes
Purpose	The purpose of this activity is to brainstorm situations in which it is reasonable to place offenders into special housing units.
Materials	<ul style="list-style-type: none"> <li>• Markers/Pen</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work in small groups.</li> <li>2. Create 5 short scenarios of situations in which you would consider placing offenders in special housing units.</li> <li>3. Be prepared to share with the class.</li> </ol>

### NOTES

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## Placing Offenders in Special Housing Units

### REGROUP

- A spokesperson for each group will present one of the group's scenarios for placing an offender in special housing units



### Placing Offenders in Special Housing Units

Regroup from the previous activity and discuss the responses as a group.

### NOTES

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### Discussion: Necessity for Restrictive Housing

Restrictive housing units are an important tool in a correctional environment because prisons must have the ability to segregate certain offenders from the general population to ensure the safety of all three groups.

Raise your hand if..

		
Yes, I agree	Yes, I agree, but...	No, I disagree



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**Discussion: Necessity of Restrictive Housing**

Engage in the discussion. Offer your opinion by selecting one of the three options in the slide. Be prepared to explain your selection.

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## Issues Related to Special Housing Units قضايا متعلقة بوحدة الإسكان الخاص

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### NOTES

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## Restrictions Imposed in Special Housing

- Offenders typically confined to a cell for 23 hours per day, often behind solid doors
- Segregation cells are austere
- Offenders are allowed one hour of exercise a day, typically alone in small pens with metal fencing
- Meals are delivered within the cell
- Visits and phone calls are sharply limited and closely monitored

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### Restrictions Imposed in Special Housing

The primary objective of administrative segregation is to improve prison order and safety by removing dangerous offenders from the general population and more effectively managing them in isolation with more restrictions. They are intended to serve a dual purpose: to incapacitate offenders and to deter them from future misconduct.

### NOTES

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### Discussion: Mental Health & Restrictive Housing

- Mental health and restrictive housing are inextricably intertwined because of
  - ✓ High proportion of offenders with mental illness who have been placed in restrictive housing
  - ✓ Possible effects this confinement might have on mental health and potential suicidality



- Do you think restrictive housing negatively impacts mental illness?
- Do you think there is a better method for managing offenders with mental illness?

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### Discussion: Mental Health and Restrictive Housing

Many offenders with serious mental illness have difficulty complying with prison rules, which may result in a stay in special housing.

Human Rights Watch found that between 25% and 50% of offenders in restrictive housing were mentally ill.

Many correctional officers believe that placement of individuals with mental illness in restrictive housing may lead to further deterioration in mental health.

### NOTES

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## The Dilemma of Special Housing Units معضلة وحدات الإسكان الخاص

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### NOTES

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### The Mandela Rules

- ✓ No prisoner shall be subjected to...**inhuman or degrading treatment** or punishment...
- ✓ Sanctions against offenders should be applied **impartially**
- ✓ Prison systems **should not aggravate** the suffering....
- ✓ Prisons should seek to **reform offenders**
- ✓ Prisons should make all reasonable accommodations to ensure prisoners have **equitable access** to prison services
- ✓ No offender should be incarcerated **without a valid commitment order**

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#### The Mandela Rules

The United Nations Standard Minimum Rules for the Treatment of Prisoners (the "Nelson Mandela Rules") establish certain principles for the protection of offenders, including:

- No prisoner shall be subjected to...inhuman or degrading treatment or punishment...
- Sanctions against offenders should be applied impartially
- Prison systems should not aggravate the suffering inherent in incarceration
- Prisons should seek to reform offenders to give them a better chance of reintegrating into the greater society
- Prisons should make all reasonable accommodations to ensure that prisoners have equitable access to prison services
- And finally, no offender should be incarcerated without a valid commitment order

These standards apply to restrictive housing as well.

#### NOTES

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### Nelson Mandela Rules

- **Rule 37:** ...must be authorized by law/administrative authority
- **Rule 38:** ...alleviate the potential detrimental effects
- **Rule 42:** standards of living apply to all offenders, no exception
- **Rule 43:** ...Prolonged solitary confinement amounts to torture
- **Rule 44:** Solitary confinement ... used as a last resort
- **Rule 46:** Health care staff pay particular attention to health of offenders in restrictive housing



#### Mandela Rules for Special Housing Units

**Rule 37:** Any form of involuntary separation from the general prison population, whether as a disciplinary sanction or for the maintenance of order and security, must be authorized by law or the pertinent administrative authority.

**Rule 38:** Prisons who separate offenders shall take the necessary measures to alleviate the potential detrimental effects of segregated housing on those offenders.

**Rule 42:** Standards of living and habitability apply to all offenders without exception.

**Rule 43:** Movement restrictions or disciplinary actions may not subject the offender to cruel, inhuman, or degrading treatment. Indefinite or prolonged solitary confinement amounts to torture.

**Rule 44:** Solitary confinement (22 hours or more per day, in excess of 15 consecutive days) shall only be used in exceptional cases and as a last resort. Segregation is subject to independent review and should be prohibited for offenders with mental and/or physical disabilities when those conditions would be exacerbated by solitary confinement. Women and children should not be subject to solitary confinement.

#### NOTES

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**Rule 46:** Health care staff must not have any role in imposing disciplinary sanctions. They shall, however, pay particular attention to the health of offenders held in restrictive housing, including daily visits. Health care personnel have the authority to review and recommend changes to the involuntary separation of offenders to ensure that segregation does not exacerbate medical or mental health problems.



Bangkok Rules

- Solitary confinement is not an appropriate punishment in most cases
- Steps should be taken to abolish solitary confinement internationally (Principle 7)
- For the rare cases in which solitary confinement is appropriate, it should be imposed for the shortest possible period
- Rule 22 calls on U.N. member states to avoid using solitary confinement on women who are pregnant, breastfeeding, or accompanied by infants



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**Bangkok Rules**

The international instruments make clear that solitary confinement is not an appropriate punishment other than in the most exceptional circumstances; whenever possible its use should be avoided, and steps should be taken to abolish it.

These instruments also acknowledge that periods of solitary confinement are prejudicial to the mental health of the offender.

Principle 7 of the Basic Principles for the Treatment of Prisoners calls for "...efforts addressed to the abolition of solitary confinement as a punishment, or to the restriction of its use..."

Thus, solitary confinement should be used only in exceptional circumstances in the case of all offenders and for the shortest possible period of time.

Rule 22 takes account of the best interest of the children, in line with the Convention on the Rights of the Child and calls on member States to avoid using solitary confinement on certain categories of women prisoners altogether in order to avoid causing possible health complications to those who are pregnant or penalizing their children in prison by separating them from their mothers.

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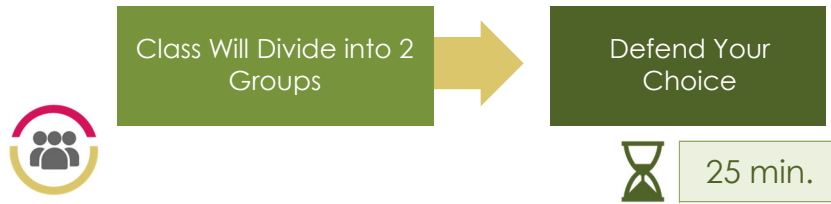
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### Children in Special Housing Units

**EXERCISE**

- Divide into groups according to your choice of the following argument:
  - ✓ Children should be with their mother in special housing units
  - ✓ Children should be separated from their mother if she is confined in special housing units
- Work with your group and prepare notes to defend your argument



Children in Special Housing Units	
Duration	25 minutes
Purpose	The purpose of this activity is to brainstorm the arguments of whether children should be with their mothers in special housing units.
Materials	• Markers/Pen
Steps	<ol style="list-style-type: none"> <li>1. The facilitator will ask for a show of hands for which side you want to be on in the debate.</li> <li>2. The class will divide into two groups—one group will argue that children should not be with their mother in special housing units, and the other group will argue that they should.</li> <li>3. Be prepared to provide rationale for your argument.</li> </ol>

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## Children in Special Housing

### REGROUP

- A spokesperson for each group will present the group's argument:
  - ✓ Children should be with their mother in restrictive housing
  - ✓ Children should be separated from their mother if she is in solitary confinement



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### Children in Special Housing Units

Regroup from the previous activity and discuss the responses as a group.

### NOTES

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The Argument for and Against  
Special Housing Units  
الجدال الدائر لصالح وحدات الإسكان الخاص وضدها

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## Two Views of Special Housing Units

- Proponents argue that it **reduces violence & assaults on other offenders & staff** in prison systems because those who are most likely to engage in such conduct have been isolated and further incapacitated
  - They believe it also **serves as a deterrent**
- International human rights groups have characterized the practice as "**cruel and unusual punishment**" citing the following:
    - ✓ Lack of windows
    - ✓ 24-hour lighting
    - ✓ Minimal opportunities for exercise and recreation
    - ✓ Restricted interpersonal contact
    - ✓ Removal of privileges



### Two Views of Special Housing

Corrections officials emphasize the daily challenge of managing disruptive offenders in crowded prisons. They cite the reality that segregation is a necessary tool in the continuum of placement options within correctional institutions, particularly for offenders who pose a threat to themselves or others.

They also argue that the significant deprivations associated with administrative segregation deters—discourages—offender misconduct.

On the other side, critics claim that segregation is one of the most restrictive and stressful settings for offenders to experience. From this perspective, restrictive housing is held to violate basic human rights, with harsh conditions that are unduly severe and disproportionate to legitimate security and offender management objectives (Human Rights Watch, 2000).

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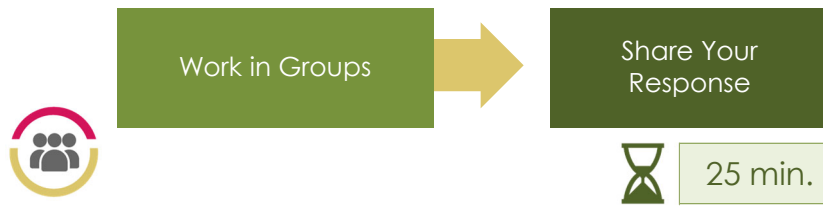
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### Managing Special Housing Units

**EXERCISE**

- Everyone should agree that strict policies and procedures should be in place for restrictive housing
- List policies, procedures, & post orders that should be in place, specifically covering the following:
  - ✓ Human rights
  - ✓ Processes
  - ✓ Time limitation
  - ✓ Who can authorize restrictive housing



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#### Managing Special Housing Units

Duration	25 minutes
Purpose	The purpose of this activity is to brainstorm policies and procedures that should be in place to prevent abuse of restrictive housing.
Materials	• Markers/Pen
Steps	<ol style="list-style-type: none"> <li>1. Work in your small group.</li> <li>2. Brainstorm policies and procedures that should be in place for special housing units—e.g., who can authorize them, what is the process for assigning an offender to the unit, what actions are considered serious enough to send an offender to restrictive housing, what human rights must be considered, etc.</li> <li>3. Be prepared to share with the class.</li> </ol>

#### NOTES

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**Managing Special Housing Units**

**REGROUP**

- A spokesperson for each group will present the group’s response:
- Policies and procedures for:
  - ✓ Human rights
  - ✓ Processes
  - ✓ Time limitation
  - ✓ Who can authorize restrictive housing



**Managing Special Housing Units**

Regroup from the previous activity and discuss the responses as a group.

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## SUMMARY

### Topics

- ✓ Special Housing Units
- ✓ Issues Related to Special Housing Units
- ✓ The Dilemma of Special Housing Units
- ✓ The Argument for and against Special Housing Units

### 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

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Intelligence Systems

الأنظمة الاستخباراتية



### Intelligence Systems

**Purpose:** This module provides a basic overview of prison intelligence gathering, analysis, and dissemination.

#### **Activities:**

- Priority Intelligence Items (15 min.)
- Critical Prison Intelligence (15 min.)
- Gathering and Analyzing Intelligence (15 min.)

**Estimated Time:** 1 day

### NOTES

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## Learning Objectives



- Define intelligence in a prison context



- Describe intelligence-based practices



- Explain the difference between proactive and reactive intelligence gathering



- Discuss the intelligence cycle

- Discuss sources of intelligence

- Identify key skills for gathering intelligence

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مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



### Learning Objectives

These learning objectives are the essential steps to reaching the goal of the course—understanding the need for intelligence, how to gather intelligence, from whom to gather intelligence, and analyzing, and disseminating intelligence.

### NOTES

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**Intelligence**  
**الاستخباراتية**

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### Defining Intelligence

- Intelligence is any information relevant to prison security and function
- In prisons, intelligence-based practices are efforts to identify offenders and visitors planning to engage in an activity or engaged in an activity that may be a threat to the good order, safety, and security of a prison before the activity occurs



### Defining Intelligence

Many prisons have transitioned to intelligence-based practices.

Conducting routine intelligence operations has long been accepted as vital in military operations and national security programs. Law enforcement officials have established criminal intelligence units that have made a major contribution to the overall effectiveness of their organizations.

Prison officials have learned that strategic planning is critical for an effective response to security threats posed by some sophisticated and skilled offenders.

A critical element in planning for and managing these threats is intelligence—the knowledge required to recognize the nature of the threat and the capacity to make informed decisions on security management.

### NOTES

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### Prison Intelligence System

- All prisons should have a structured prison intelligence system in place
- All prison staff should have the responsibility of actively gathering security information and passing it to the security department



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#### Prison Intelligence System

All prisons should have a structured prison intelligence system in place to enable security and related information to be gathered and evaluated in a secure environment to meet security and intelligence objectives.

All prison staff should have the responsibility to actively gather security information and pass this information to the security department.

By being more attentive to what is going on throughout their individual correctional facilities, correctional personnel, especially line staff, can be instrumental in identifying threats and unusual activities.

#### NOTES

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### Benefits of Effective Prison Intelligence

- Contribute to **preventing escapes, riots, disturbances**
- Identify & **prevent criminal** activity
- **Identify organized criminal** and/or **terrorist groups** and the nature of their activity within the prison system
- **Identify vulnerabilities** in the prison system
- Identify radicalization and extremism in the prison system
- **Protect vulnerable offenders** by identifying them and those who prey upon them
- **Support informed decision-making** in the prevention and management of incidents



#### Benefits of Effective Prison Intelligence

Correctional intelligence can identify threats, prevent criminal activity, and provide the appropriate authorities with actionable intelligence to assist in successful prosecution.

#### NOTES

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### Intelligence Drives Strategic Plans

Intelligence drives strategic planning and practices:

- Staffing levels
- Security classification of offenders/facility
- Outside partnerships/memoranda of understanding
- Staff training
- Drill topics and scheduling
- Construction/renovation
- Visitor practices



#### Intelligence Drives Strategic Plans

Intelligence is selectively processed information that helps prison officials make informed decisions on security management.

Effective intelligence operations can consist of commonsense observations regarding security threats. It can help prison officials in determining housing or job assignments, appropriate security precautions for medical trips, etc.

Intelligence operations must be conducted in accordance with normal policies and procedures. Intelligence operations must absolutely comply with constitutional requirements, statutes, and policy and procedural guidelines. Policy should be developed to address all elements of the intelligence process.

#### NOTES

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### What Do You See?



- Take a few minutes to look around the classroom
- Look for anything that may be out of place regardless of how small or insignificant it may be
- If you see anything that may be out of place, don't pick it up or bring attention to it
- When you go back to your table, list what you saw and where you saw it



### What Do You See?

Security depends on an alert staff. You have to always be aware of something that is different or out of place.

The facilitator has placed a number of items in the room that are out of place. They may seem small or insignificant, yet they are part of a story. Each piece matters.

Walk around the room individually. As you walk, glance around for anything that is out of place. If you see something, leave it where it is. Do not touch it and try not to bring attention to it. Just keep walking around the room.

Go back to your table and write down everything you saw and describe where you saw it.

### NOTES

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# Gathering Intelligence جمع المعلومات الاستخباراتية

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## NOTES

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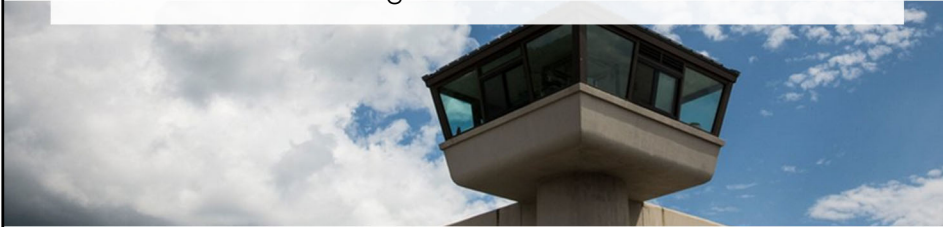
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**Gathering Intelligence**

- The safest prisons in the world have the best intelligence gathering mechanisms
- These prisons are proactive in their intelligence practices by doing the following on a regular basis—not just in response to a crisis
  - ✓ Gather intelligence
  - ✓ Analyze intelligence
  - ✓ Distribute intelligence



**Gathering Intelligence**

The safest prisons in the world have the best intelligence gathering mechanisms. These prisons are proactive in their intelligence practices. They gather, analyze, and distribute intelligence on a regular basis, not just in response to a crisis.

Reactive intelligence only helps mitigate a current critical situation; it does nothing to prevent the incident from occurring.

Regular collection of intelligence is a vital function in a prison environment.

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## Gathering Intelligence

- Intelligence must be collected:
  - ✓ Daily
  - ✓ From all staff
  - ✓ At all posts
  - ✓ On all shifts
  - ✓ By no later than the end of the shift
  - ✓ In confidence (only shared with people who need to know)
- Priority intelligence items must be reported as soon as they occur



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### Gathering Intelligence

Priority intelligence items must be reported as soon as they occur.

Staff must be trained to identify what constitutes a priority item.

### NOTES

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Discussion: How Would You Gather Intelligence?

- Where would you look for intelligence?
- What kind of intelligence would you look for?
- How and to whom would you communicate your findings?
- Who should be responsible for collecting all findings?
- What kind of decisions would you be able to make using those findings?



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**Discussion: How Would You Gather Intelligence**

Engage in the discussion questions.

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## Priority Intelligence Items

### EXERCISE

- Refer to Worksheet 1: List of Items
- Determine whether any of the items listed could be considered priority intelligence items
- Place a checkmark in the correct slot



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### Priority Intelligence Items

Duration	15 minutes
Purpose	The purpose of this activity is to brainstorm items that could be considered priority intelligence.
Materials	<ul style="list-style-type: none"> <li>Worksheet: List of Items</li> <li>Markers/Pen</li> </ul>
Steps	<ol style="list-style-type: none"> <li>Work in small groups.</li> <li>Refer to the worksheet: List of Items.</li> <li>Determine which of the items listed could be considered priority intelligence.</li> <li>Be prepared to share with the class.</li> </ol>

### NOTES

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### Priority Items

#### REGROUP

A spokesperson for each group will present her group's checklist of items that could be considered priority



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#### Priority Intelligence Items

Regroup from the previous activity and discuss the responses as a group.

#### NOTES

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### Sensitive Information Log

- In the United States, intelligence reporting is accomplished via a **Sensitive Information Log**
  - ✓ Maintained at each post
  - ✓ Each shift enters their observations during their shift
  - ✓ Each shift reviews previous form entries during their shift
- The evening watch transmits the form to the shift supervisor at the end of each day



#### Sensitive Information Log

In the United States, intelligence reporting is accomplished via a Sensitive Information Log.

This log is maintained at each post. Each shift enters their observations during their shift. Each shift reviews previous form entries during their shift.

The evening watch transmits the form (either paper or through electronic reporting system) to the shift supervisor at the end of each day.

This system ensures that intelligence staff have more information than any single officer can gather. Under this system, intelligence staff can connect seemingly meaningless reports into what could be a major intelligence finding.

Intelligence staff can brief the higher command on the intelligence finding and recommend responses, identify vulnerabilities, and conduct a threat analysis.

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**Gathering Intelligence**

- Prison intelligence staff can conduct searches for useful intelligence in:
  - ✓ Incoming/outgoing mail
  - ✓ Incoming/outgoing email (if equipped)
  - ✓ Telephone calls (if equipped)
  - ✓ Financial transactions (money in, money out)
  - ✓ Visitor records and visitor/offender interactions
  - ✓ Human sources (offenders, visitors, etc.)

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**Gathering Intelligence**

Intelligence can be found through monitoring offender communications.

- Incoming/outgoing mail
- Incoming/outgoing email (if equipped)
- Telephone calls (if equipped)
- Financial transactions (money in, money out)
- Visitor records and visitor/offender interactions
- Human sources (offenders, visitors, etc.)

Each individual piece may not mean anything by itself, but when combined, those individual pieces can provide a near complete picture.

This process must never end if the prison is to be made safer for staff, offenders, and the public.

**NOTES**

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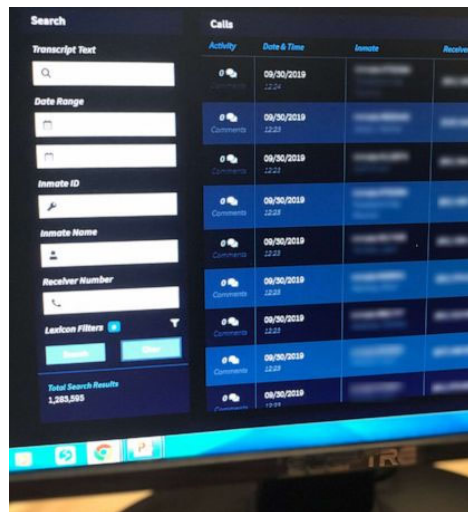
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## Case Studies



New technology driven by **artificial intelligence** is helping wardens solve crimes and prevent everything from violence and drug smuggling to attempted suicides

Offenders regularly reveal astonishing amounts of incriminating information during phone conversations

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### Case Studies

In one situation, a phone call recorded an offender threatening to kill the judge, the prosecutor in the case, and the offender's own family.

An offender was recorded on a video call with a 16-year-old girl who had been suspended from school. The girl said she was going to return to the school to "even the score." When the video call was flagged and reviewed, investigators determined that while making the threat, the girl was holding a 9 mm pistol.

In another conversation, corrections officials caught an offender teaching his wife how to smuggle a drug into the prison. Yet another uncovered a plot to smuggle narcotics into the prison by hiding them inside the soles of orthopedic shoes being delivered to the offender.

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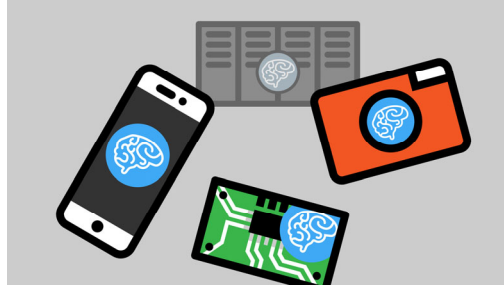
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### Sources of Intelligence

- Intelligence can also be gathered from:
  - ✓ Non-corrections staff (e.g., medical staff)
  - ✓ Visitors
  - ✓ Outside law enforcement
  - ✓ Court records
  - ✓ Community sources
  - ✓ Coded messages from offenders (kites)
  - ✓ Others?



#### Sources of Intelligence

What are other sources of intelligence?

#### NOTES

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### External Sources of Intelligence

- The intelligence staff also evaluates and disseminates information received from external sources, including:
  - ✓ Other prisons
  - ✓ Headquarters' components
  - ✓ Outside law enforcement/military
  - ✓ Other

**Discussion:**  
What other external source could provide information to the Corrections intelligence staff?

#### External Sources of Intelligence

The intelligence staff evaluate information received from external sources.

#### NOTES

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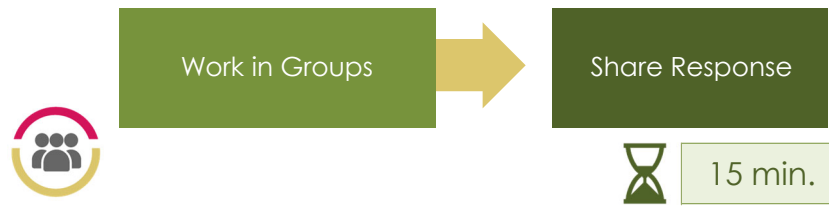
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## Critical Prison Intelligence

### EXERCISE

- Identify 5 examples of critical prison intelligence
- Explain the consequences if this intelligence is not reported to the proper authorities in a timely manner



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### Critical Prison Intelligence

Duration	15 minutes
Purpose	The purpose of this activity is to brainstorm examples of critical prison intelligence and the consequences if this intelligence is not reported to proper authorities in a timely manner.
Materials	• Markers/Pen
Steps	<ol style="list-style-type: none"> <li>1. Work in small groups.</li> <li>2. Brainstorm 5 examples of critical prison intelligence.</li> <li>3. Brainstorm the consequences if this intelligence is not reported to proper authorities in a timely manner.</li> <li>4. Be prepared to share with the class.</li> </ol>

### NOTES

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## Critical Prison Intelligence

- A spokesperson for each group will present her group's:
  - ✓ 5 examples of critical prison intelligence
  - ✓ Explanation of the consequences if this intelligence is not reported to the proper authorities in a timely manner

**REGROUP**



### Critical Prison Intelligence

Regroup from the previous activity and discuss the responses as a group.

### NOTES

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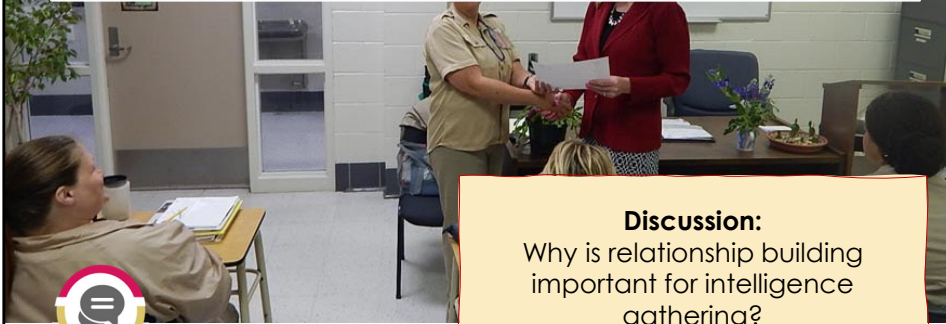
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### Relationship Building

Regardless of the source, one of the main skills required for intelligence gathering is relationship building



**Discussion:**  
Why is relationship building important for intelligence gathering?

#### Relationship Building

Cultivating appropriate professional relationships with other staff, offenders, and outside persons is vital to open avenues for gathering useful intelligence.

Staff should be specially selected and trained to work with offenders. Where staff are not properly trained in establishing and maintaining relationships with offenders, they are more likely to be vulnerable to conditioning and manipulation.

#### NOTES

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# Analyzing Intelligence

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### NOTES

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## Analyzing Intelligence

- Intelligence gathered from **internal** and **external sources** must be documented and processed
  - This process includes **consolidation of the material** by intelligence staff, who then provide **relevant updates** to the executive staff
- **Analysis**
    - ✓ Considers information in context
    - ✓ Draws conclusion as to what it means
    - ✓ Highlights gaps in existing knowledge
    - ✓ Suggests what is likely to happen next
    - ✓ Makes recommendations as to possible future action

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### Analyzing Intelligence

Intelligence gathered from internal and external sources must be documented and processed. This process is sometimes referred to as “the heart of the intelligence process.”

In this step, the assorted bits and pieces of seemingly unrelated information are compared or sequenced in a way that shows a pattern, linkage, and meaning.

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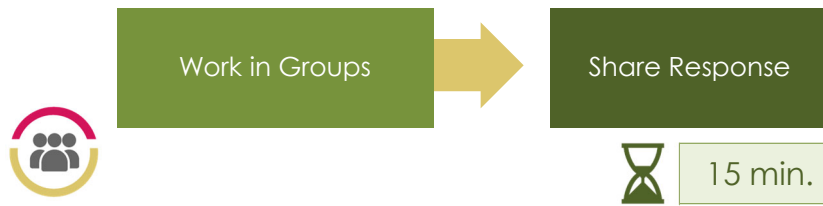
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### Gathering & Analyzing Intelligence

**EXERCISE**

- Take a few minutes to look around the classroom individually
- Follow the same procedures as you did earlier—do not pick up the item or bring attention to it
- Go back to your table and share your findings with the group
- Analyze your intelligence as a group and develop a hypothesis on the meaning of the intelligence



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#### Gathering and Analyzing Intelligence

Duration	15 minutes
Purpose	The purpose of this activity is to conduct an analysis of data that have been collected to be able to develop a hypothesis.
Materials	• Markers/Pen
Steps	<ol style="list-style-type: none"> <li>1. Work in small groups.</li> <li>2. Discuss within your group the information you have collected.</li> <li>3. As a group, analyze the meaning behind this data.</li> <li>4. Be prepared to present a hypothesis to the class.</li> </ol>

#### NOTES

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### Gathering & Analyzing Intelligence

#### REGROUP

- A spokesperson for each group will present her group's response:
  - ✓ What did you find?
  - ✓ What does it mean?



#### Gathering and Analyzing Intelligence

Regroup from the previous activity and discuss the responses as a group.

#### NOTES

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# Disseminating Intelligence

## تحليل المعلومات الاستخباراتية

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### NOTES

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### Disseminating Intelligence

- Intelligence activities follow an ongoing cycle of collection  
→ analysis → dissemination
- Corrections staff need relevant, timely, and accurate intelligence to help secure the prison
- Intelligence that has been gathered and analyzed but not disseminated to correction staff is useless



#### Disseminating Intelligence

Gathering and analyzing intelligence will have little impact if the final intelligence product is not promptly distributed to those individuals who have a need to know.

At the same time, the intelligence cannot be disseminated so broadly that it compromises any action to be taken to thwart the threat. All strategic value of operational intelligence can be lost if it is distributed too widely.

Intelligence can be disseminated through oral briefings, written briefings, postings on secure internal computer sites, shift change meetings, in-service training sessions, and many other forums.

All offender-related intelligence should be shared as widely as possible internally.

Each prison agency has a set of controls that ensure intelligence is not provided externally without authorization. These controls are provided to staff in writing to ensure information security.

Agencies have classification levels, each with its own set of controls that must be navigated before information can be shared externally.

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### Discussion: Staff Training

- What types of training are needed for staff to be able to recognize and collect intelligence?



#### Discussion: Staff Training

Engage in the discussion question.

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## SUMMARY

### Topics

- ✓ Intelligence
- ✓ Gathering Intelligence
- ✓ Analyzing Intelligence
- ✓ Disseminating Intelligence

### 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

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# Interactive Communication

## الاتصال التفاعلي



### Interactive Communication

**Purpose:** This module provides guidelines for enhancing skills in interactive communication and explains how those skills can help corrections staff anticipate and mitigate problems before they start.

#### **Activities:**

- Communicating (20 min.)
- How We're Saying It (15 min.)
- Listening to the Tone (10 min.)
- Active Listening (10 min.)
- Performing a Self-Assessment (30 min.)

**Estimated Time:** 1.5 days

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### Learning Objectives



- Define communication
- Discuss the different communication styles
- Explain how effective communications are conveyed



- Discuss the impact of tone on communications
- Discuss the impact of body language on communications



- Describe the steps corrections officers should take to be aware of any situation



- Describe the differences in communicating in emergency situations vs regular situations
- Explain how to use communication to de-escalate



#### Learning Objectives

These learning objectives are the essential steps to reaching the goal of the course—understanding the impact of communication and enhancing communication skills to help mitigate problems.

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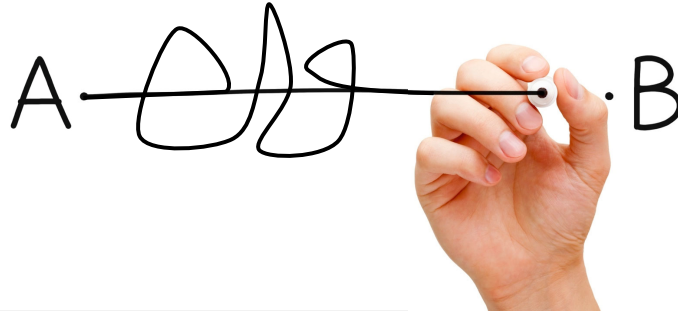
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### Communication

- A two-way process by which ideas and feelings are expressed by the sender of a message and received and understood by the receiver of the message



**Communication**

A two-way process by which ideas and feelings are expressed by the sender of a message and received and understood by the receiver of the message.

Effective communication, whether verbal, nonverbal, or written, creates shared meanings between the sender and receiver.

Listening is a form of communication and may be the most important communication skill for establishing interpersonal trust and understanding.

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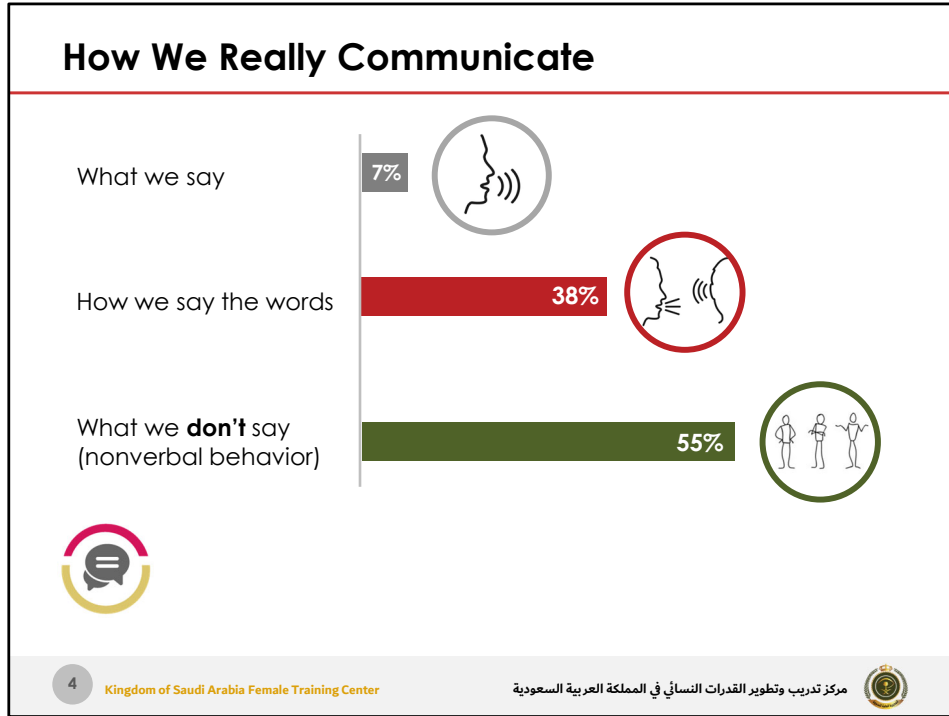
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**How We Really Communicate**

Communicating effectively involves more than words. Nonverbal messages are as important—if not more so—than verbal messages.

Nonverbal behaviors become part of the communication process when someone tries to convey a message or when someone attributes meaning to the nonverbal behavior of another.

Communication experts estimate that only 7 percent of communication is represented by the words we say, 38 percent by how we say the words, and 55 percent by nonverbal behavior.

Proficiency in reading nonverbal communication is an important aspect of successful communication. However, it is not an exact science. Gestures are clues to the emotions and attitudes of others, but they do not provide conclusive evidence. Body language and other nonverbal communication provide a basis for assumptions that should be tested and validated rather than considered fact.

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Communication  
الاتصال

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### Two Types of Communicators

**Direct**—efficiency given higher value than personal sensitivities

- ✓ Assertive and action oriented
- ✓ Makes quick decisions
- ✓ Can be impatient
- ✓ Disagreement is not personal


**Indirect**—context of communication more important than words

- ✓ Quiet and reserved
- ✓ Usually more cautious
- ✓ Can appear indecisive
- ✓ Disagreement is personal



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**Two Types of Communicators**

Personal communication styles may be understood in terms of direct and indirect styles.

Direct people tend to be assertive and action oriented. They make quick decisions and can be impatient. On the other hand, indirect behavior describes people who tend to be quiet and reserved; they are usually more cautious and can appear indecisive.

For those who are more direct, the message is conveyed more by words than by nonverbal means. In direct communication style, literal truthfulness and efficiency in communication are given a higher value than personal or political sensitivities. Communication is simply a way of exchanging information, ideas, and opinions. Disagreement is not personal.

For those who are more indirect, the context of the communication—the situation, people, and nonverbal elements—are more important than the words. The tone of voice, facial expression, gestures, and eye movement are significant components of a conversation. Directly communicating negative information is seen as impolite and crude. Disagreement is personal.

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## Communicating

### EXERCISE

- One person will use talking points from Handout 1.A, while the second person listens
- The pair changes roles
- The second person will use talking points from Handout 1.B while the first person listens
- The pair will discuss the differences in communicating

Work in Pairs

Discuss and then  
Share Response



COMMUNICATING



20 min.

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### Communicating

Duration	20 minutes
Purpose	Participants will learn to recognize other communication styles and adapt to them.
Materials	<ul style="list-style-type: none"> <li>• Worksheet: Communicating</li> <li>• Pen/pencil</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work in pairs.</li> <li>2. One person will use talking points from 1A on the worksheet to talk to the second person.</li> <li>3. The second person will then use talking points from 1B on the worksheet to talk to the first person.</li> <li>4. Discuss with your teammate how you felt about both types of communication. Did one work better for you? Did you find one rude or indecisive?</li> <li>5. Be prepared to share with the class.</li> </ol>

### NOTES

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## Communicating

Participants will explain how they felt and what they learned during the communication exercise.

**REGROUP**



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### Communicating

Regroup from the previous activity and discuss the responses as a group.

### NOTES

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### What We Say

- Effective communications are foundational to the work of corrections officers
- The most effective communications are conveyed:

Clearly

Concisely

Correctly



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**What We Say**

We communicate in three ways--by:

- What we say
- How we say the words
- What we don't say

This slide introduces how the most effective communications are conveyed:

- Clearly
- Concisely
- Correctly

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### Be Clear

- Much of the difficulty with communications involves:
  - ✓ Being heard, and then understanding the intent of the message — both of which requires **clarity**
- Physiological reactions to high stress place an even higher premium on the value of clarity



#### Be Clear

Strive for clarity. Think of the main points you want to convey to whomever you are speaking—whether co-workers, offenders, or managers—and stay with those points.

You may be speaking to co-workers who are stressed or offenders who are also stressed, or the background noise may be loud, so they may not be able to understand what you are saying—particularly if you aren't speaking in an organized, clear manner.

Psychological stress can affect cognitive function in the short-term (e.g., as when an individual's thoughts are occupied with an argument or threat that happened earlier in the day, resulting in reduced ability to pay attention to what's happening at the moment). So, the person to whom you are speaking may have difficulty in understanding.

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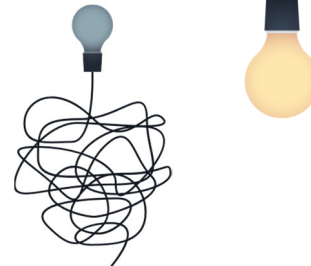


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**Be Concise**

- Get to the point with the least number of words, in the shortest time possible
  - ✓ Concise language requires less cognitive processing for the recipient by removing irrelevant information
  - ✓ It expedites your focus back to primary tasks



**Be Concise**

Aim for short, direct sentences. Saying less forces you to focus. The more focused you are, the higher your chances of getting your message across. Be sure to define exactly what you want people to understand and what, if anything, you're asking them to do.

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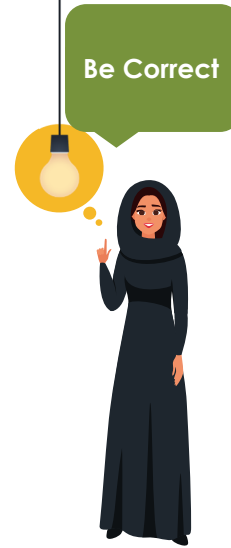
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**Be Correct**

- Say the right thing the first time — every time:
  - ✓ Saying nothing for a few seconds while you compose your thoughts is better than saying something wrong, fast
  - ✓ Compose the thought and then listen as you say it to ensure it came out correctly
  - ✓ If you do not have an answer, say that you will find out instead of giving a wrong answer
- Think of your voice and ability to project critical information as a vital piece of safety equipment



**Be Correct**

Say the right thing the first time — every time.

Provide complete information. It is possible to provide technically correct information that is incomplete to the point that the entire communication is misunderstood.

This applies to interacting with offenders, too. Think of your voice and ability to project critical information as a vital piece of safety equipment – and like all safety equipment, you must train effectively and routinely with it.

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### How We Say It

- Which is more important: **What we say or how we say it?**
- Think about
  - ✓ Tone
  - ✓ Inflection
  - ✓ Volume
  - ✓ Timing



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#### How We Say it

It is about how we say what we say. The same words spoken through clenched teeth in anger offer a different message than when they are shouted with joy or whispered in fear.

A level, well-modulated, conversational statement is convincing without being intimidating. A whispered monotone will seldom convince another person that you mean business, while a shouted epithet will likely bring on defensiveness.

A smooth flow of speech is a valuable asset to get your point across in any type of conversation.

Clear and slow comments are more easily understood and more powerful than rapid speech filled with long pauses and stammering.

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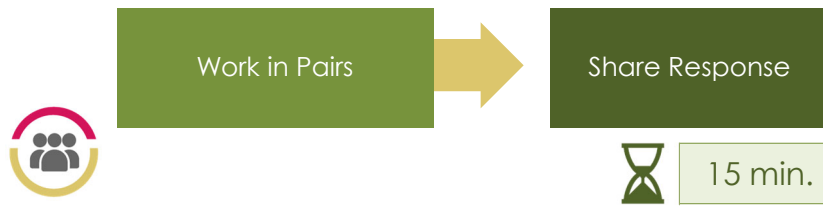
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### How We're Saying It

**EXERCISE**

- One person starts by saying “yes” – nothing else
- The other person responds by saying “no” – nothing else
- Each time you say your assigned word, use a different tone—questioning, excited, sad, indifferent, angry, etc.
- Next, do the same thing but add body language
- Switch roles



#### How We're Saying It

Duration	5 minutes
Purpose	Participants will practice the various tones to recognize the impact of how we say it has on what we say.
Materials	• None
Steps	<ol style="list-style-type: none"> <li>1. Work in pairs.</li> <li>2. One person will say a single word-- yes.</li> <li>3. The other person will respond with a single word--no.</li> <li>4. These are the only words you can say.</li> <li>5. Each time it's your turn, say the single word in a different tone—use as many emotions as you can think of—sad, indifferent, happy, etc.</li> <li>6. Add body language to the tone.</li> <li>7. Discuss your observations with your team mate and then be prepared to share with the class.</li> </ol>

#### NOTES

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### How We're Saying It

#### REGROUP

- Which mattered most:
  - ✓ What you said?
  - ✓ How you said it?



#### How We're Saying It

Regroup from the previous activity and discuss the responses as a group.

#### NOTES

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### Tone Matters



- Your tone can:
  - ✓ Intimidate or create a bond
  - ✓ Annoy or inspire
- Think back to the last time you spoke with a co-worker or an offender
  - ✓ Did you intimidate or create a bond?
  - ✓ Annoy or inspire?

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**Tone Matters**

When tone, words and physicality are a mismatch what happens? People experience confusion and don't trust you.

Think back at times you tried to convince someone you were not annoyed, disappointed, sad, or mad and they didn't believe you. Why do you think they didn't believe you—could they tell from your tone or from your body language, or both?

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### Listening to the Tone

#### EXERCISE

- Talk to your teammate about anything that interests you
  - ✓ While you are talking, listen to your tone (is it raspy, soft, whiny), your inflection (do you speak in a monotone or with sing-song effect), and your volume (do you whisper, are you loud)
- Continue talking while you try to control and use your voice effectively
- Speak for 5 minutes and switch roles



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#### Listening to Your Tone

Duration	10 minutes
Purpose	Participants will listen to their voice when they are talking and then try to control their voice and use it effectively.
Materials	• None
Steps	<ol style="list-style-type: none"> <li>1. Work in pairs.</li> <li>2. Talk to your teammate about anything that interests you.</li> <li>3. While you are talking, listen to your tone (is it raspy, soft, whiny, angry), your inflection (do you pronounce all the syllables, speak in a monotone, or use a sing-song effect), and your volume (do you talk low in a whisper, or is your voice loud).</li> <li>4. Continue talking while you try to control and use your voice effectively.</li> <li>5. Switch roles.</li> <li>6. Discuss your observations with your teammate and then be prepared to share with the class.</li> </ol>

#### NOTES

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### Listening to the Tone

**REGROUP**

- Which mattered most:
  - ✓ What you said?
  - ✓ How you said it?



#### Listening to Your Tone

Regroup from the previous activity and discuss the responses as a group.

#### NOTES

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### What We Are Not Saying

- Our mental state is revealed by our:
  - ✓ Eyes
  - ✓ Mouth
  - ✓ Hands
  - ✓ Head
  - ✓ Movements of various body parts



#### What We Are Not Saying

Our eyes, mouth, hands, head, and movements of various body parts all reveal our mental state.

Our facial expressions are extremely important: the way we look reveals how we feel about ourself and our message. So does our overall posture.

People—whether supervisors, co-workers, or offenders—can tell a lot about us from our facial expressions and gestures.

Taken together, a lack of eye contact, intimate hand gestures such as scratching or touching our face, a wavering voice, and bad posture are telltale signs of discomfort or disinterest.

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## Communicating with Authority الاتصال مع السلطة

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### NOTES

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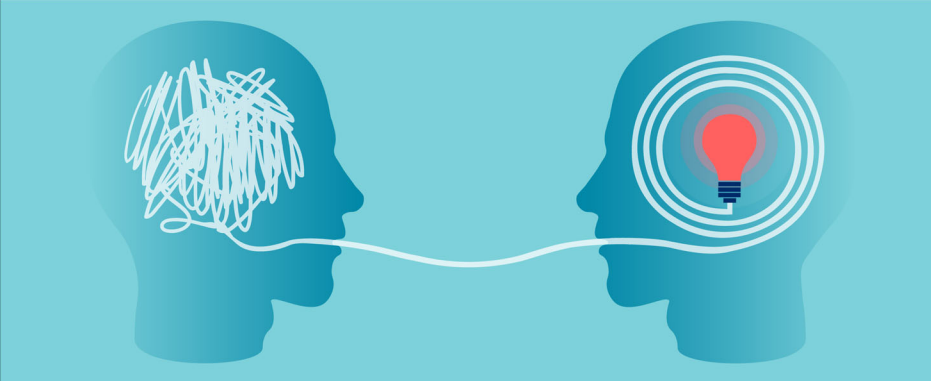
### Communicating with Ease


Authority

Active Listening

Expectations

Adapt to the situation



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**Communicating with Ease**

The following points are important when communicating with offenders:

- **Authority.** Also known as command presence. Communications should be clear, concise, confident, and correct. Make sure what you say is true. If you do not know what the facts are, admit that and commit to finding them.
- **Active listening.** You must hear what the other person is saying to respond appropriately. Active listening is making a conscious effort to understand what other people are saying to you.
- **Expectations.** Make your expectations clear and make sure you understand the other person's expectations.
- **Adaptability.** Adapt communications to the situation.

In emergency situations, it is especially important that your communication is direct and must be followed. During emergencies, there is no time for debate or delays.

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### Active Listening

**Active listening means we:**

- Try to understand from the speaker's point of view
- Fully concentrate on what is being said

*We are likely to "hear what we expect to hear rather than what is actually said."*

John Klein, former Provost of Air University



#### Active Listening

Communication is a two-way process. Most people focus on their role as speakers and forget their responsibilities as listeners. But listening may be a correction officer's most important communication skill.

Listening is as much a part of communication as is talking and harder to accomplish. Active listening means that we try to understand from the speaker's point of view. It includes letting the speaker know that we are listening and that we have understood what he or she said.

Active listening involves more than just hearing someone speak. When you practice active listening, you are fully concentrating on what is being said. You listen with all your senses and give your full attention to the person speaking. You must be non-judgmental and patient—i.e., you do not have to fill in the periods of silence. You can also respond back showing that you understand or are trying to understand by restating what was said.

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## Active Listening

**EXERCISE**

- One person in the pair will talk to the second person about something she is passionate about





Work in Pairs

➔

Share Response



5 min.

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Active Listening	
Duration	5 minutes
Purpose	Participants will learn more about active listening.
Materials	• None
Steps	<ol style="list-style-type: none"> <li>1. Work in pairs.</li> <li>2. One person in the pair will discuss something that she is passionate about—a trip, a new family member, etc. for approximately 10 minutes.</li> <li>3. The other person will listen.</li> <li>4. Be prepared to share with the class.</li> </ol>

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## Active Listening

### REGROUP

- What did you think about the exercise?
- How did you feel with your listener?



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### Active Listening

Regroup from the previous activity and discuss the responses as a group.

### NOTES

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# Communicating with Offenders الاتصال مع الجناه

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## NOTES

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### Being Aware of How Others Communicate

- Being aware of what is happening in any situation includes
  - ✓ Getting into a good position
  - ✓ Using good posture
  - ✓ Learning to observe offenders, their behaviors, and appearances
  - ✓ Listening



#### **Being Aware of How Others Communicate**

Being aware of how others communicate helps corrections officers anticipate and mitigate problems.

The first step is getting into a good position, which means to physically locate yourself in such a way that you can see and hear what is going on around you.

The second step is using good posture to project control.

The third step is to observe offenders' moods and attitudes.

The final step is listening so that you can be alert to warning signs of potential problems and proactively manage them.

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### Positioning

- Positioning allows staff to monitor the offenders and know the situation around them
- Three principles of positioning

Distancing



Facing the offender



Looking directly



### Positioning

Positioning means putting yourself in the best possible place to see and hear what is going on. Positioning maximizes the chances that you can observe suspicious behavior before problems escalate.

Distancing means selecting a position that is an appropriate distance from the offender or offenders you will be observing. Distance yourself far enough to be safe, but close enough to see and hear what's going on. The proper distance depends on the situation and the offender.

Face the offender to ensure the most effective line of vision; you can move around the area and still be facing the direction of the offender.

Looking directly at the offender or offenders often involves making eye contact. You will be able to read important messages from the offender's eyes and facial expressions.

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### Posturing

- Posturing is the way people carry themselves
- By using good posture, you let offenders know you're confident, strong, and capable
- You show them that you're in control
- Maintaining good posture involves three steps
  - ✓ Standing erect
  - ✓ Eliminating distracting behaviors
  - ✓ Inclining yourself forward



#### Posturing

By using good posture, you are letting the offenders know that you are aware, confident, and capable.

Maintaining good posture means standing erect, eliminating distracting behaviors, and inclining yourself forward.

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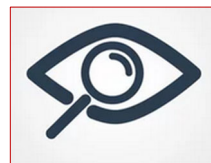
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### Observing

- Observing is the ability to notice and understand offender appearances and behavior
- Careful observation
  - ✓ Provides information that helps you anticipate offenders' behavior
  - ✓ Helps you understand the offenders, their feelings, and their problems
- That information will allow you to manage offenders more effectively



### Observing

For corrections officers, observing is the ability to notice and understand offender appearances and behavior. Careful observation will provide information about offenders—their feelings and their problems.

You'll be looking for non-verbal cues that tell you what's going on. Based on what you observe, you will start to draw inferences—making educated guesses—about the offender's feelings, energy level, and relationships with the staff and other offenders.

These insights will then help you decide whether the situation is normal or abnormal for an offender.

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# Use Communications to De-escalate

## استخدام الاتصالات لتخفيف التصعيد

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### Using Communication to De-escalate

- Show respect
- Start friendly
- Show empathy
- Reduce conflict



#### Using Communication to De-escalate

**Show respect:** No situation is appropriate for verbally belittling someone. A corrections officer can be respectful even while physically restraining or searching an offender.

**Start friendly:** Corrections officers set the tone for any interaction with the offender. Pay close attention to the body language but retain a friendly tone until the situation dictates otherwise.

**Show empathy:** Another important aspect to good communication is showing empathy to the offenders.

**Reduce conflict:** Although escalating a situation is sometimes necessary to maintain control, it is important that escalation happens only to reduce conflict in the end.

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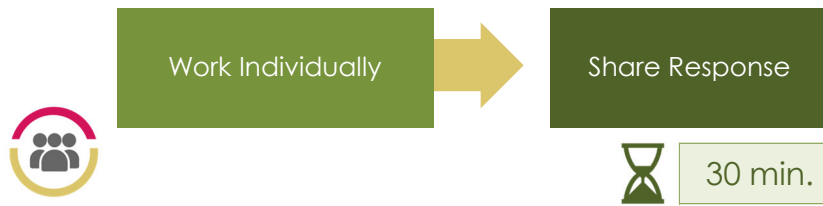
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### Performing a Self-Assessment

**EXERCISE**

- Complete a self-assessment on your strengths and weaknesses in communications
  - ✓ List at least 5 areas for each
- Create an action plan of steps you will take to:
  - ✓ Help others in areas in which you are strong
  - ✓ Become stronger in areas in which you could be stronger



Performing a Self-Assessment	
Duration	30 minutes
Purpose	To have participants reflect on what they have learned and create ways they can immediately start to incorporate strategies for improving communications
Materials	<ul style="list-style-type: none"> <li>• Pad</li> <li>• Pen/pencil</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work individually.</li> <li>2. Make a list of at least five areas in communicating that you feel you are strong in.</li> <li>3. Make a separate list of at least five areas in communicating that you feel you could be stronger in.</li> <li>4. Determine ways in which you can use your strengths to help improve communication in your prison.</li> <li>5. Determine ways in which you can become stronger in areas that you feel need strengthening.</li> <li>6. Be prepared to share with the class.</li> </ol>

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## Performing a Self-Assessment

**REGROUP**

- What are your strongest traits in communication?
- What are your weakest?
- How will you help others in the area you are strong?
- How will you seek to improve in areas you are less strong?



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### Performing a Self-Assessment

Regroup from the previous activity and discuss the responses as a group.

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## SUMMARY

Topics

- ✓ Communication
- ✓ Communicating with Authority
- ✓ Communicating with Offenders
- ✓ Using Communications to De-escalate



Knowledge Check

In your group, answer the following:

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

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**Summary**

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

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Tool and Key Control

التحكم في الأدوات والمفاتيح



### Tool and Key Control

**Purpose:** This module introduces participants to basic principles of tool and key control and accountability.

#### **Activities:**

- Tool Classification (20 min.)
- What Other Equipment Must Be Considered? (20 min.)
- Tool Accountability (30 min.)
- Key Control (15 min.)
- Restricted Key Access (15 min.)
- Designing Ways to Identify Emergency Keys (25 min.)

**Estimated Time:** 2 days

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### Learning Objectives



▪ Determine the tools that fit into each level of classification



▪ Describe best practices for tool storage for all 3 classifications



▪ Describe tool issuance systems

▪ Describe tool disposal procedures



▪ Explain the types of keys in a prison

▪ Describe proper handling of keys and locks

▪ Explain the accountability process for keys



#### Learning Objectives

These learning objectives are the essential steps to reaching the goal of the course—understanding the reasons for and principles of tool and key control.

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**Tool Control**  
**التحكم في الأدوات**

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### Tool Classification

Tools can be classified into one of three basic levels:



**Level 1**  
**Too dangerous** for an offender to handle without direct, uninterrupted staff supervision



**Level 2**  
Most likely to be used to **facilitate an escape** or as a weapon



**Level 3**  
Can be issued to staff or offenders with **proper accountability** measures in place



### Tool Classification

Every tool in a prison must be managed, tracked, and stored with an eye toward accountability and facility safety.

The classification of a tool determines the degree of control needed. However, those tools considered non-hazardous (level 3) still represent a risk to institutional security or personal safety if misused by an offender. Every tool must be considered as potentially hazardous and treated accordingly.

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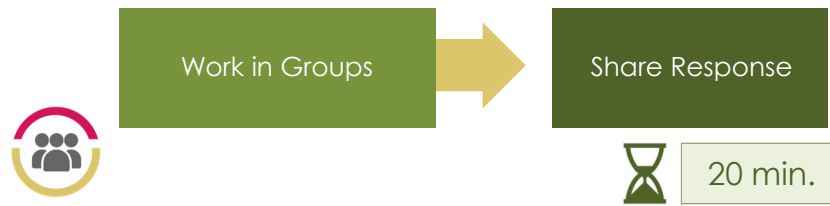
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### Tool Classification

#### EXERCISE

- Brainstorm within your group
- Determine which tools should be categories under:
  - ✓ Level 1
  - ✓ Level 2
  - ✓ Level 3
- Be prepared to explain your answer



Tool Classification	
Duration	20 minutes
Purpose	Participants will list the category that a variety of tools should be assigned.
Materials	<ul style="list-style-type: none"> <li>• Paper</li> <li>• Pen/pencil</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work in small groups.</li> <li>2. Brainstorm within your group the tools normally found in a prison.</li> <li>3. List those tools—as many as you can think of—in one of the three categories.</li> <li>4. Be prepared to share with the class.</li> </ol>

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### Tool Classification

**REGROUP**



Level 1?



Level 2?



Level 3?



#### Tool Classification

Regroup from the previous activity and discuss the responses as a group.

#### NOTES

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### Tool Storage



- All tools and hazardous equipment must be stored in designated tool rooms that:
  - ✓ Are constructed in such a way as to ensure security of the contents
  - ✓ Must remain secure under all conditions
  - ✓ Cannot be compromised during a riot or weather emergency

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#### Tool Storage

Tools and keys present a unique challenge in a corrections environment. Both are necessary to the prison's safety and good order, but both can be used to circumvent the prison's security infrastructure.

Tools should be kept only in designated, secure tool rooms and other approved storage areas. The location and design of these areas are determined by the facility's design.

#### NOTES

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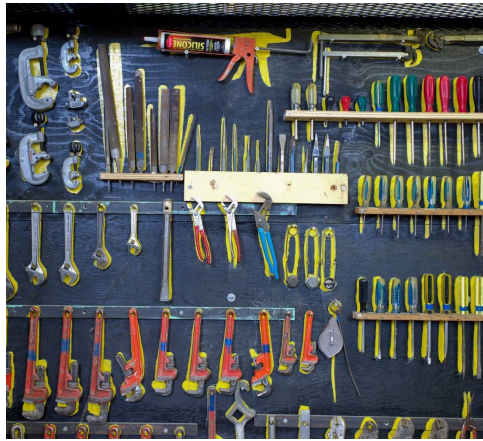
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### Tool Rooms and Tool Classification



 Level 1

- ✓ Tools must be removed from the prison at the end of the work period
- ✓ They must be stored in a safe (or equivalent)
- ✓ Tools must be stored on a shadow board and outlined in bright yellow
- ✓ These tools must be locked behind at least two locks

#### Tool Room and Tool Classification

Shadow boards are the best storage method for tools that can be suspended from a rack, hook, or peg. Each tool should have a pegged silhouette on the board. The silhouette should closely mimic the outline of each tool so that a quick inspection of the board will reveal any missing tools.

- Tools of the same type should be stored individually and never stacked
- All shadow boards accessible to offenders should be secured by an expanded metal locked screen
- Tools that cannot be adapted to the shadow board should be stored in a locked cabinet or safe and shadowed in place on the floor or in a safe/cabinet
- An accurate inventory should be maintained
- Tools on repair or checked out to a job site should be replaced by a tool chit
- Level 1 tools should also be stored separately from Level 2 and Level 3 tools
- A system should be in place to assure that new tools brought into the institution are placed on an inventory and properly etched before being put into service
- All tools will be etched with code for storage location—e.g., TR for tool room, FS for food service

#### NOTES

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### Tool Rooms and Classification



#### Level 2

- ✓ Tools may be stored inside a solid concrete room that features:
  - Security doors
  - Security door frames
  - Locked storage cages inside the room
- ✓ Tools must be stored on a shadow board and etched with location
- ✓ These tools must be secured behind two locks at all times when not in use
- ✓ Accurate inventory must be posted



#### Tool Room and Tool Classification

Tools may be stored inside a solid concrete room that features security doors, security door frames, and locked storage cages inside the room.

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### Tool Room and Classification



**Level 3**

- ✓ Tools may be stored within the prison
- ✓ Remote storage requirements must be appropriately secure, based on policy and procedure
- ✓ Tools must be stored on a shadow board and outlined in black.
- ✓ These tools must be secured behind two locks at all times when not in use.

**Level 3 Tool Rooms must:**

- Be solid concrete and have security doors, door frames, and locks
- Not contain any Level 1 or 2 tools



**Tool Room and Classification**

Level 3 tools can be stored remotely but must maintain security requirements. They must have inventories, shadows, etchings, and at least one lock securing them.

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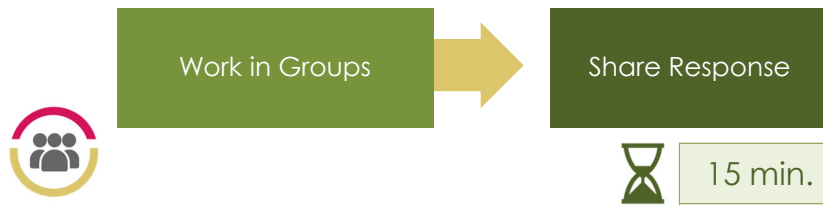
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### What Other Equipment Must Be Considered?

**EXERCISE**

- Think of at least 5 items that could be hazardous and must have controls in place
- Determine the classification that should be assigned to these items



#### What Other Equipment Should Be Considered?

Duration	15 minutes
Purpose	Participants will learn to recognize other items that can be considered tools/equipment that offenders can use as weapons or to help in an escape attempt and that should be accounted for.
Materials	<ul style="list-style-type: none"> <li>• Paper</li> <li>• Pen/pencil</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work in small groups.</li> <li>2. Brainstorm with your group at least 5 items that could be used as weapons and should be accounted for</li> <li>3. Determine the correct classification for each of these pieces of equipment.</li> <li>4. Be prepared to share with the class.</li> </ol>

#### NOTES

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## What Other Equipment Must Be Considered?

### REGROUP

A spokesperson from each group will present her group's response.



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### What Other Equipment Must be Considered?

Regroup from the previous activity and discuss the responses as a group.

### NOTES

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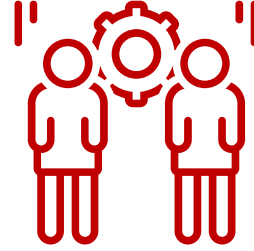
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### Tool Accountability

Accountability is vital in the management of a prison's tool inventory



**Discussion:**

What does the word **accountability** mean to you?



**Tool Accountability**

Think about what accountability means to you in terms of tool control.

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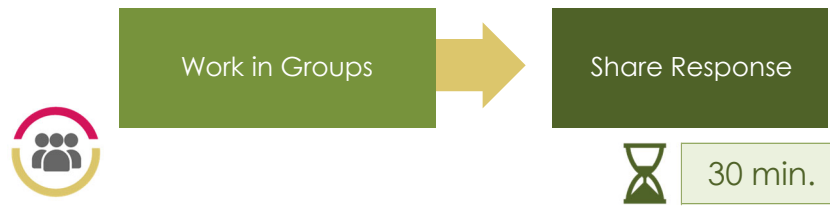
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### Tool Accountability

**EXERCISE**

- You are training a new staff member in the tool room
- Create a checklist for tool accountability for her to refer to as she acclimates to her job



Tool Accountability	
Duration	30 minutes
Purpose	Participants will work in their groups to develop a checklist to help a new hire learn tool accountability.
Materials	<ul style="list-style-type: none"> <li>• Paper</li> <li>• Pen/pencil</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work in small groups.</li> <li>2. Brainstorm within your group.</li> <li>3. Create a checklist for tool accountability for a new hire to refer to as she acclimates to her new job.</li> <li>4. Be prepared to share with the class.</li> </ol>

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## Tool Accountability

### REGROUP

- A spokesperson for each group will explain her group's checklist for the new hire



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### Tool Accountability

Regroup from the previous activity and discuss the responses as a group.

### NOTES

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### Tool Procedures

- For issuing tools:
  - ✓ Visual identification—chits
  - ✓ Tracking—logs
  - ✓ Verification—tags and identification numbers
  - ✓ Etching with location
  - ✓ Shift changes—exchanging chits or functional alternative



#### Tool Procedures

Tool issue procedures should be governed by written policy. This policy must ensure that tools are issued to authorized persons only and that a record exists for each time tools are issued.

**Visual identification:** When a tool is issued, an identification chit is hung in its place to allow for easy visual verification. The chit is returned to the person who issued it when the item is returned.

**Tracking:** A logbook or issue form should be maintained to track the date, time, staff member's name, signature, and other pertinent information.

**Verification:** When staff members are issued an item, they should verify that it is in good condition and that its number matches. For example, the number for a key ring should match the number listed on the key ring tag. The staff member is responsible for these items until they are returned.

**Shift changes:** In case the tools have to be passed on to a staff member who is relieving another on post, the relieving officer gives her key chit to the officer being relieved. That officer then goes to the location where the keys were issued and exchanges the key chit for her own chit.

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### Lost, Stolen, or Broken Tools or Keys

- ALL ACTIVITY STOPS
- Reporting
  - ✓ Date, time, and location of the loss
  - ✓ Circumstances surrounding the incident
  - ✓ Identification number of the lost, stolen, or broken item
- Searching
- Disposal



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#### Lost, Stolen, or Broken Tools or Keys

**Reporting:** Any tool or key that is lost, stolen, or broken must immediately be reported to the senior official on duty. The report should include the following:

- Date, time, and location of the loss
- Circumstances surrounding the incident
- Identification number of the lost, stolen, or broken item

**Searching:** Prison staff will detain any offenders who may have had access to the missing tool or key until a thorough search of the area has been conducted. When a tool cannot be located, the senior official in charge should be notified immediately. She will assess the danger/security risk posed by the missing tool to determine whether the search should be continued.

**Disposal:** Any broken or worn tool or key should be disposed of in an appropriate and secure manner. Documentation of all surveyed tools will be maintained until the tools are actually destroyed. Tools awaiting disposal must be kept in a secure storage area. Each facility should designate one employee to be responsible for destroying all surveyed tools.

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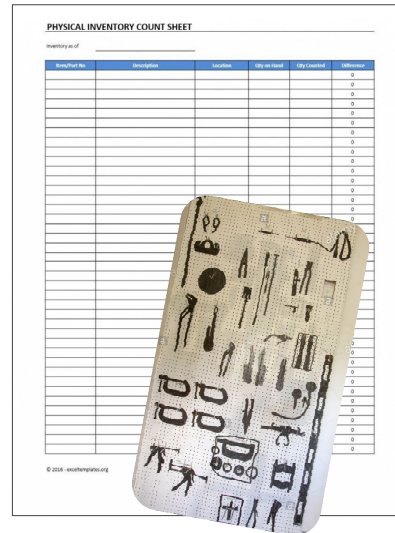
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## Tool Inventory

- Guidelines
  - ✓ Conduct inventories on regular basis
  - ✓ Log results in a permanent record
  - ✓ Frequency of inventory should be determined by policies/regulations



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### Tool Inventories

Tool and key inventories should be conducted on a regular basis with the results logged in a permanent record. The frequency of the inventories should be determined by policies and regulations. Consider:

- Operational cabinets/boards that hold the tools or keys you issue and use every day should be inventoried at the change of each shift.
- Conduct the inventory before the outgoing shift leaves so you can resolve any discrepancies while everyone is present. The same applies for keys that are maintained on post.
- If the emergency key cabinets are sealed, the seals should be checked at each change of shift. If the seal is unbroken, the key control officer or other authorized staff member should remove the seal and conduct an inventory on a regular basis. After the inventory is conducted, a new seal should be applied. Emergency key cabinets that are not sealed should also be inventoried at each change of shift.
- All tools brought into a prison by outside workers should be inventoried upon entry and exit. A copy of the inventory should remain at the entry point and a copy kept with the tools. Staff should supervise the workers to ensure tools are not accessible to offenders or left behind when the work is completed.

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### Offender on Work Crews

- Offenders assigned to work crews will require certain tools to accomplish their assigned tasks
- These offenders must be provided with **work passes** that list the tools they are authorized to use
- The passes must detail each offender's assigned area



**Discussion:**  
What are the benefits of these requirements?



#### Offenders on Work Crews

This accountability measure ensures that:

- The offender handles only those tools she is authorized to use
- The offender retains possession of the tools she was assigned
- The offender enters only authorized areas

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## Responsibility for Tool and Key Control

- The chief of security has primary responsibility for developing and supervising the tool-control program
  - ✓ Ensures that necessary checks and inspections occur
  - ✓ Sets the standards for tool control
- Every staff member is responsible for following established policies and procedures
- Every staff member should be training at regular intervals in tool and key control



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### Responsibility for Tool and Key Control

The chief of security is responsible for developing and supervising the tool-control program.

However, every staff member is responsible for following established tool-control policies and procedures.

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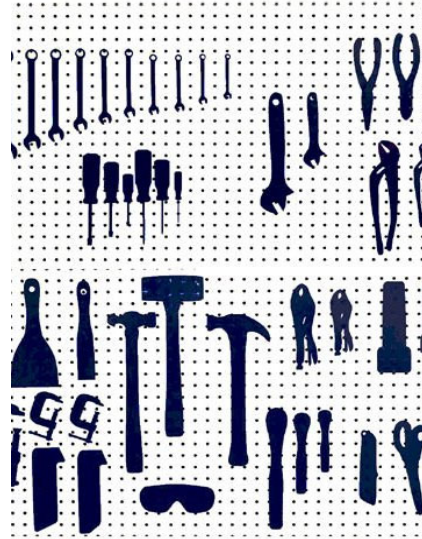


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**KSA Tool Control Procedures**

- Describe your tool control procedures.
- How are they similar to what we have discussed?
- How are they different from what we have discussed?



**KSA Tool Control Procedures**

Discuss KSA best practices in tool control and accountability.

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# Key Control

## التحكم في المفاتيح

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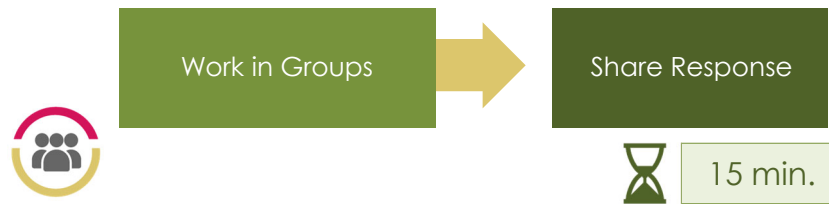
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## Key Control

### EXERCISE

- Brainstorm within your group
- Think of reasons for key accountability within a prison
- Create a list of at least five reasons



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### Key Control

Duration	15 minutes
Purpose	Participants will work in their groups to think of the issues that can exist if there is no accountability for keys in a corrections facility.
Materials	<ul style="list-style-type: none"><li>• Paper</li><li>• Pen/pencil</li></ul>
Steps	<ol style="list-style-type: none"><li>1. Work in small groups.</li><li>2. Brainstorm within your group.</li><li>3. Create a list of issues that could occur in a prison if there was no accountability for keys.</li><li>4. Be prepared to share with the class.</li></ol>

### NOTES

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## Key Control

### REGROUP

- A spokesperson for each group will explain her group's response.



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### Key Control

Regroup from the previous activity and discuss the responses as a group.

### NOTES

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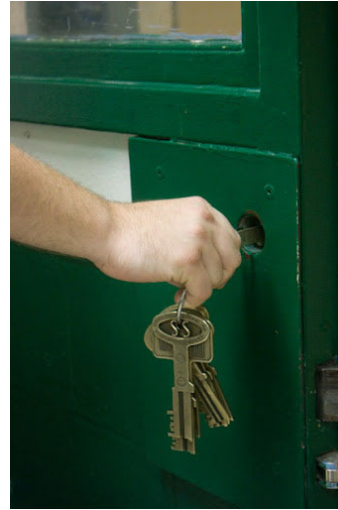
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Consequences of Lack of Accountability

- Poor tool and key control practices can have an immediate impact in a defined, constricted area
- Poor control practices can affect a larger area, such as a lost key ring for a prison infirmary or armory
- For certain categories of tools or keys, the entire facility can feel the impact



Consequences of Lack of Accountability

In 1977 in the U.S., a juvenile set fire to his padded cell. In a 12,000 square foot jail with a population of 40 offenders on the day of the fire, 33 offenders and 9 visitors died; 29 others were injured.

Witnesses described watching a thick plume of black smoke coming out of the padded cell go directly into the air supply duct .

The thick black smoke was then pumped out of vents throughout the jail. A deputy reached the cell quickly and was able to open the door, pull the juvenile out, and drag him to safety. However, the deputy was jostled by visitors running through the corridor trying to find safety. In the process, the deputy dropped the only available set of jail keys. In the smoke, he could not locate the keys. All five of the cell area doors had to be opened to release the offenders—but none were. The visitors were overcome by the thick smoke and were unable to escape the fire. Fire personnel were on the scene almost immediately but with no keys and no visibility, they were able to rescue only a few visitors. Their jack-hammers could not penetrate the reinforced concrete. Eventually, a D-9 Caterpillar was brought in to knock a large hole in the external wall and provide access. The firemen extinguished the fire, but too late to save those behind the locked doors.

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### Categories of Keys

- Backup keys
- Emergency keys
- Master keys
- Restricted keys
- Security keys
- Vehicle keys
- Handcuff keys

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### Categories of Keys

Policy must define the categories of keys used in the institution.

- **Backup keys:** limited number of critical areas (control center, armory, and locksmith shop) maintained in a separate, secure key repository outside the secure perimeter
- **Emergency keys:** maintained on key rings and kept separate from all regular-issue keys
- **Master keys:** cut so that one key may fit more than one locking device in a series of locks from a single manufacturer
- **Restricted keys:** allow access to sensitive areas in the institution. Special authorization is required before they are issued to anyone other than the employee designated to draw them on a regular basis
- **Security keys:** broad reference to keys that if lost or duplicated by offenders could facilitate an escape or jeopardize the security of the institution
- **Vehicle keys:** keys to motor vehicles operated by institution staff for official purposes
- **Handcuff keys:** keys to lock, unlock, and deadlock restraints

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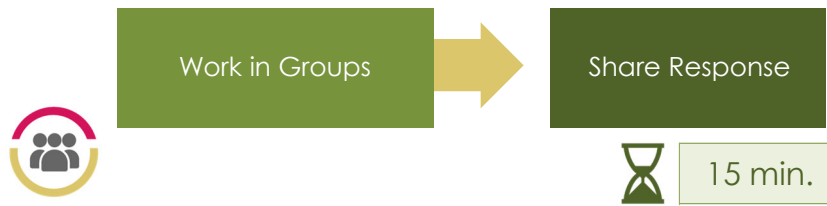
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## Restricted Key Access

### EXERCISE

- Brainstorm within your group
- Name the areas in your prison that should have restricted key access



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### Restricted Key Access

Duration	15 minutes
Purpose	Participants will work in their groups to list the areas in their institution that should have restricted key access.
Materials	<ul style="list-style-type: none"> <li>• Paper</li> <li>• Pen/pencil</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work in small groups.</li> <li>2. Brainstorm within your group.</li> <li>3. Create a list of areas that should have restricted key access.</li> <li>4. Be prepared to share with the class.</li> </ol>

### NOTES

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## Areas of Restricted Key Issue

### REGROUP

- A spokesperson for each group will explain her group's response.



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### Restricted Key Access

Regroup from the previous activity and discuss the responses as a group.

### NOTES

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### Restricted Key System

- Restricted keys should be in a separate, distinctly marked area and issued only to authorized staff with supervisory approval
- A record should be maintained to document issuance
- No restricted keys should ever leave the institution



#### Restricted Key System

Appropriate procedures must be established to restrict access to all key depositories, especially the storage cabinet used for restricted keys.

Keys to these areas should be maintained separately on separate rings, in glass lockboxes in the control center or key-issue room.

#### NOTES

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### Emergency Key System

- The emergency-key system must anticipate the worst—no:
  - ⊘ Power
  - ⊘ Lights
  - ⊘ Computers
  - ⊘ Hydraulic or pneumatic actuation of locks

The system must be designed so that anyone who is unfamiliar with the area can **quickly and easily identify which key fits** which lock



#### Emergency Key System

Emergency keys must be on hand for every area that might need to be entered or exited in an emergency. Emergency keys may be kept in a separate key cabinet or in a readily-identifiable area of the regular key cabinet. Best practice is to have a separate emergency key cabinet in the control center.

The emergency key cabinet must contain a hook for each key ring. If a specific emergency key ring is stored in a different location (either temporarily or permanently), that location should be indicated on a metal tag that is hung on the corresponding key ring hook in the emergency key cabinet.

Emergency key rings have tags that identify the location of the lock to be opened for each key on the ring. Numbers of keys are limited on each ring.

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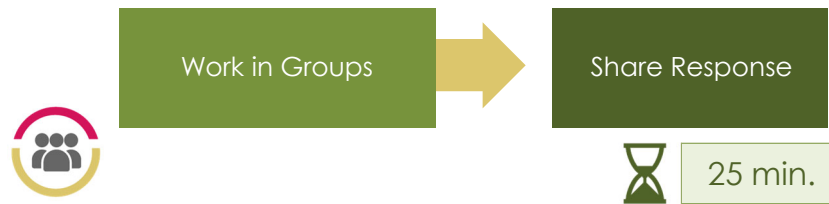
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## Designing Ways to Identify Emergency Keys

### EXERCISE

- Design an emergency key system that will help anyone quickly and easily identify which key fits which lock on ingress and egress doors



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### Designing Ways to Identify Emergency Keys

Duration	15 minutes
Purpose	Participants will work in their groups to brainstorm ways in which to design an emergency key system that will make the keys and locks easily identifiable on ingress and egress doors.
Materials	<ul style="list-style-type: none"> <li>• Paper</li> <li>• Pen/pencil</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work in small groups.</li> <li>2. Brainstorm within your group.</li> <li>3. Design a system that will allow anyone who is not familiar with the area identify which key goes to which lock on ingress and egress doors.</li> <li>4. Be prepared to share with the class.</li> </ol>

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## Designing Ways to Identify Emergency Keys

### REGROUP

- A spokesperson for each group will explain her group's response.



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### Designing Ways to Identify Emergency Keys

Regroup from the previous activity and discuss the responses as a group.

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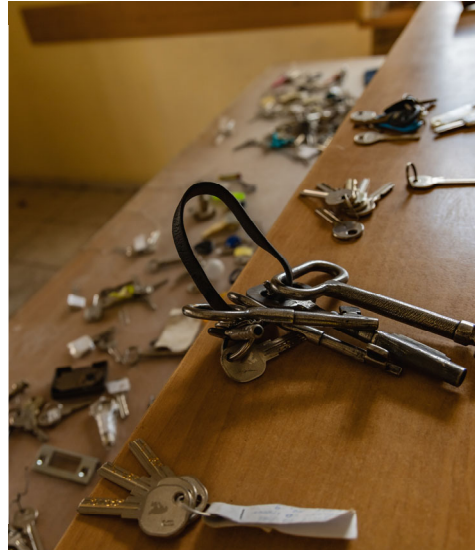
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### Key Control

- Good tool and key control programs start with four concepts in their procedures:
  - ✓ Identify every tool and lock in the prison
  - ✓ Conduct an inventory of all tools and keys
  - ✓ Tag or stamp the tool or key with a unique number to make it easily identifiable
  - ✓ Assign Chits



### Key Control

Having a clear policy framework on tool and key control means fewer misunderstandings about what to do in particular situations and more transparency and consistency in the way a prison is operated.

Good tool and key control programs start with three concepts in their procedures:

1. Identify every tool and lock in the prison. Use floor plans to note the locations of each tool or lock.
2. Conduct an inventory of all tools and keys. For keys, this should show which lock each fits and where the key and spare keys are kept.
3. Tag or stamp the tool or key with a unique number to make it easily identifiable. Tools that cannot be marked without damage, such as surgical instruments, micrometers, and small drill bits, must be inventoried and kept in locked storage areas when not in use.

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### Key Control Principles

- Keys are a major component of a prison's static security infrastructure
- Procedural and dynamic security must address the proper care and handling of keys and locks
- Key and lock accountability practices must ensure:
  - ✓ All staff are trained in the proper care and handling of keys and locks
  - ✓ All keys must be accounted for and controlled
  - ✓ Locks and locking devices must be continually inspected, maintained, and inventoried

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#### Key Control Principles

All staff must be trained in and accountable for following proper procedures for the care and handling of keys.

Initial training must be completed before staff are issued keys.

Ongoing and/or annual training must stress key control practices.

Training should be provided by the security officer/key control officer.

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Accountability Processes for Keys

- Each officer may be issued multiple chits for any given shift
- The chit should be labeled with the officer’s name (first initial, last name)
- This chit is exchanged for the tool/key ring being requested
- The officer’s chit is hung on the same hook used to store the key ring/tool
- All key/tool issues must be authorized, and no issuance can happen without the specific officer’s chit



**Accountability Processes for Keys**

The chit process for keys is the same as for tools.

An employee who reports to duty without chits may be issued temporary chits by the control room officer.

This practice will vary according to facility procedures.

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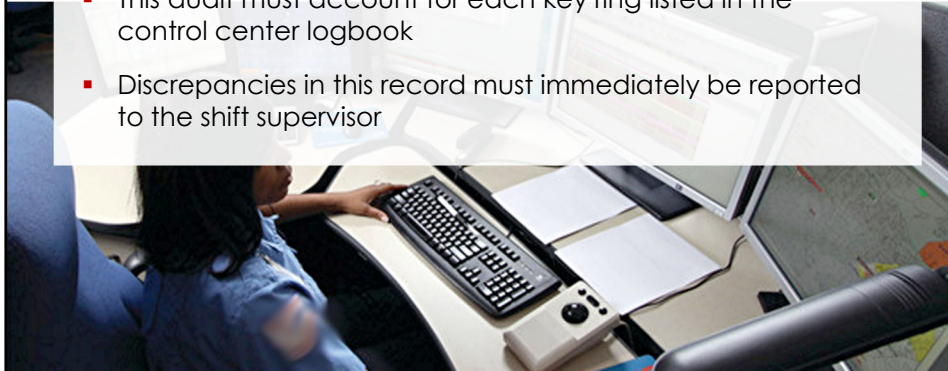


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### Control Room Officer

- The control room officer must:
  - ✓ Conduct a key ring audit at the start of each shift
  - ✓ Identify all broken/bent keys
- This audit must account for each key ring listed in the control center logbook
- Discrepancies in this record must immediately be reported to the shift supervisor



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#### Control Room Officer

Post orders should outline the facility-specific key-control responsibilities.

Keys and key rings are individually numbered or otherwise identified.

Key audits must ensure that keys are attached to the appropriate rings.

To ensure accountability, keys should be issued only on the assigned key rings.

#### NOTES

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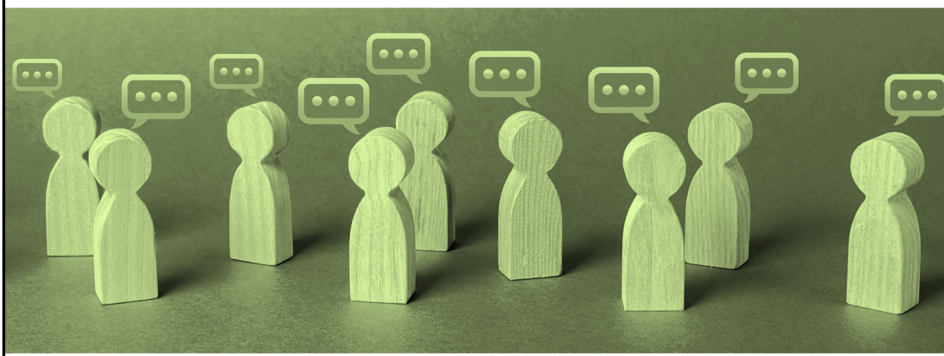
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### Discussion: What Do You Do?

- Discuss how you—individually—keep keys secure
- Share your best practices



#### What Do You Do?

Join in the discussion and share your best practices.

#### NOTES

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## SUMMARY

### Topics

- ✓ Tool Control
- ✓ Key Control

### 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

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Offender Supervision

الإشراف على الجناه



### Offender Supervision

**Purpose:** This module provides guidelines for various ways in which staff maintain control over the prison—including conducting formal and informal counts, assigning passes, and conducting patrols.

#### **Activities:**

- Procedures for Counting (20 min.)
- When to Count (20 min.)
- How Counting Works (30 min.)
- Creating a Pass System (20 min.)
- Enhancing Dynamic Security (20 min.)
- Procedures for Conducting Patrols (20 min.)
- Mix and Match (20 min.)

**Estimated Time:** 3 days

### NOTES

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## Learning Objectives



- Describe the importance of a duty logbook

- Explain the procedures for an official count

- Describe an outcount



- Explain census checks

- Explain the process for reconciling the master count record



- Describe a picture-card count and picture boards

- Describe a pass system



- Explain the controlled movement process

- Explain the purpose of patrols

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### Learning Objectives

These learning objectives are the essential steps to reaching the goal of the course—understanding the importance of conducting counts and patrols throughout the day to help maintain control over the prison.

### NOTES

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# Offender Accountability

## مساءلة الجناة

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### NOTES

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### Offender Accountability

- The ability to count all offenders at any time—day or night—is the heart of institution security
  - ✓ A count is a physical acknowledgement of the number of offenders in certain locations and comparing that number with the number of offenders assigned to that location
- Staff must verify daily the identity of all offenders through picture-card verification



#### Offender Accountability

The staff's ability to locate and identify offenders at any time is the heart of institution security.

The supervision and accounting for offenders is a vital part of dynamic security and one of the most important functions of correctional staff.

As an overarching mission, every offender should be accounted for 100% of the time she is in prison. Any offender should be able to be located within 10 minutes at any time.

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### Accountability Procedures

- Every correctional system needs:
  - ✓ An overarching accountability policy that complies with international standards
  - ✓ Clear, precise procedures to ensure accurate offender accountability
- Procedures should cover the two general categories:
  - ✓ Physically tracking and counting the number of offenders in custody
  - ✓ Providing interim accountability throughout the institution, such as pass systems, gate passes, and identity cards



#### Accountability Procedures

The system and procedures for accounting for offenders is crucial to the security of the prison and the safety of the public, staff, and offenders.

#### NOTES

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### Documentation

#### Duty Logbook

- Documents all activities throughout your shift
- A legal document: must be accurate
- Provides specific information for outcoming shift regarding:
  - Offender behavior, movement, accurate counts, any incidents, specific communication



**Discuss:**

Why is the corrections officer logbook so important?



**Documentation: Duty Logbook**

The corrections officer’s daily logbook is a legal document that records everything that happened during the shift. By law, it needs to be an accurate and specific record that relay information about offender behavior, movement, counts, and any incidents that may have occurred during the shift.

**NOTES**

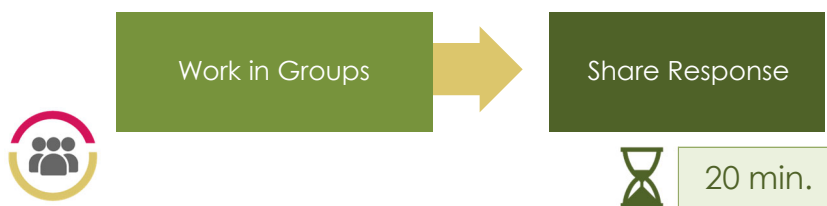
Lined area for notes, consisting of ten horizontal lines.



### Procedures for Counting

#### EXERCISE

- Think about procedures that will inform staff on conducting counts
- Determine everything these procedures should cover— e.g., when to count
- Write your answers on a flipchart



Procedures for Counting	
Duration	20 minutes
Purpose	Participants will brainstorm the types of procedures that are required to ensure a thorough, professional count system.
Materials	<ul style="list-style-type: none"> <li>• Flipchart/markers</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work in small groups.</li> <li>2. Brainstorm within your group what types of procedures should be in place for a professional count system.</li> <li>3. Make a list of procedures.</li> <li>4. Be prepared to share with the class.</li> </ol>

#### NOTES

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## Procedures for Counting

**REGROUP**

A spokesperson from each group will read the list of procedures that should be in place for a professional count system



### **Procedures for Counts**

Regroup from the previous activity and discuss the responses as a group.

### NOTES

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## Conducting Counts إجراء عمليات الحصر

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### NOTES

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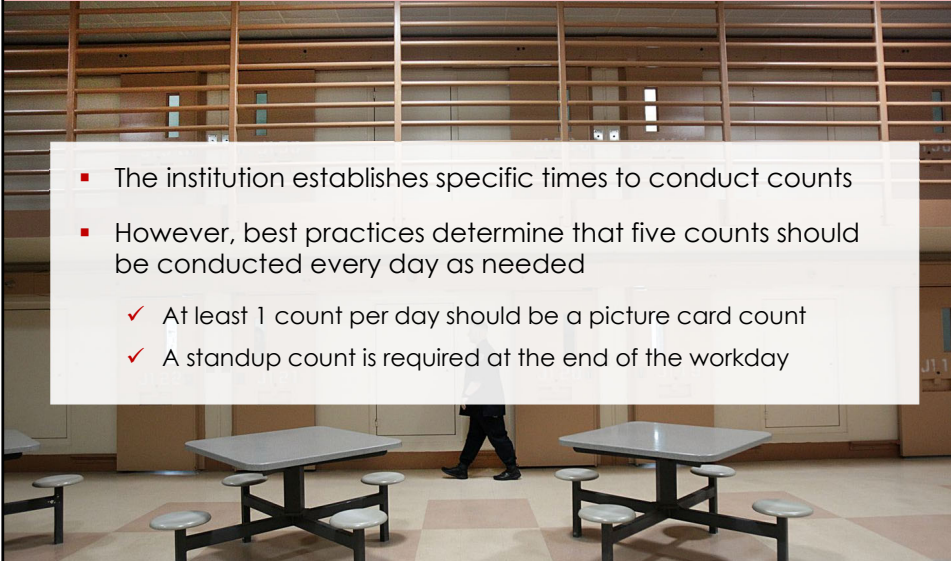
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### Conducting Counts



- The institution establishes specific times to conduct counts
- However, best practices determine that five counts should be conducted every day as needed
  - ✓ At least 1 count per day should be a picture card count
  - ✓ A standup count is required at the end of the workday

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**Conducting Counts**

Best practice is to conduct five official offender counts during every 24-hours. On weekends and holidays an additional count can be conducted mid-morning.

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## Census Checks

- Census checks are unofficial counts conducted throughout the day to ensure offenders are in their assigned areas
- Census checks are random and can be conducted during the mornings and afternoons
- They should be conducted both in housing units and on the site of all work details
- Anyone found to be in an unauthorized area is subject to discipline

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### Census Checks

Census checks should be conducted at random times. Procedures are to secure the work area, gather all offenders, and check to see whether all offenders assigned to that area are there.

Census checks should be conducted both in housing units and on the site of all work details. At a minimum, census checks should be conducted at the beginning and end of each work period, but they can be done at any time of the day.

### NOTES

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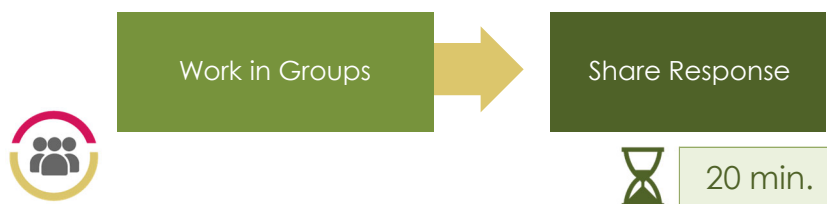


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## When to Count

### EXERCISE

- If you were establishing procedures to count offenders five times a day, when would you schedule those counts and why?
- When would you conduct census counts and why?
- Remember, security is the driving force.



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### When to Count

Duration	20 minutes
Purpose	Participants will reflect on the best times to conduct counts in their prison.
Materials	<ul style="list-style-type: none"> <li>• Paper</li> <li>• Pen/pencil</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work in small groups.</li> <li>2. Assuming you will conduct counts 5 times a day, determine the best times to conduct these counts</li> <li>3. Be prepared to share with the class.</li> </ol>

### NOTES

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## When to Count

A spokesperson from each group will read the times the five counts should occur and an explanation for why the counts should occur at those times

**REGROUP**



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### When to Count

Regroup from the previous activity and discuss the responses as a group.

### NOTES

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**Beginning the Count**

- Counts will be announced over the public address system
- No offender movement should be permitted during counts
- All televisions and other equipment should be turned off
- Institutions with secure cell space are required to lock the offenders in their cells for all official counts
- In larger units, offenders will remain near or on their beds



**Beginning the Count**

Counts are described to offenders in their handbook. Offenders are told that during a count, they are expected to stay quietly in their cells or by their bed area until the count is announced as clear. They are expected to be standing at bedside during official counts during non-bedtime hours.

Offenders are told that the staff will take disciplinary action if an offender is not in her assigned area during a count or fails to stand for count. Disciplinary action will also be taken against offenders for leaving an assigned area before the count is cleared.

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**Outcounts**

- Requests for outcounts should be submitted to the shift supervisor on a standard form at least one hour before count time
- If approved, shift supervisor submits the form to the control center so that the outcount can be included in the master count sheet
- Offenders being outcounted should not:
  - ✓ Be permitted to return to their assigned unit
  - ✓ Leave the outcount area until the count has been cleared



**Outcounts**

An outcount is a count of offenders who are officially listed on the facility master count but who are not being counted in the housing unit. An example of an outcount is an offender who is working in the kitchen or in the prison’s garage.

Outcounts should be submitted for supervisory approval on a standard form no less than one hour before the time of the account. Leadtime is necessary to ensure accurate compilation of the master count record.

The shift supervisor should be provided the name, register number, and unit of the offender who will be outcounted, and the remote location where the offender is being counted.

Once the outcount information is approved by the shift commander, the form should be taken to the control center and its figures should be included in the master count sheet being compiled.

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### Conducting the Count

- At least two officers will conduct each count
- One staff member will count while the second staff member stands in a position to observe
- When the first staff member completes the count, the two staff members change positions
- The second staff member will conduct the count while the other staff member observes



#### Conducting the Count

The count process will not be interrupted except for an emergency.

Each count will be conducted with at least two officers. There will be no offender movement during a count unless an offender is in the wrong place and has to be moved by staff escort to the proper place of count.

Staff must not be distracted during the count.

Staff must ensure they are positively observing living offenders before counting them.

When counting at night, staff should use a flashlight that provides enough light to leave no doubt that she is counting human flesh. Staff will not conduct a count based upon movements, sounds, or configurations from a covered bed.

#### NOTES

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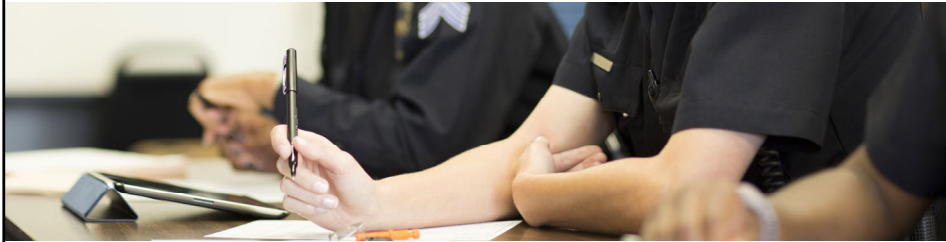


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### Reporting the Count

- Staff use a master count record to record the count (in black ink)
- Both staff members should sign the count record
- One of the staff members calls in the count to the shift commander
- The counting staff remain in the area until the institution count is officially cleared



#### Reporting the Count

The staff members conducting the count checks the offender's name off the roster. After the count, both staff members sign the master count record.

The count sheets then go to the master control location to be totaled for the whole facility.

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### Conducting a Recount

- If the staff members' count totals do not match, a recount will be conducted
- A supervisor may be dispatched to assist with the count
- She will observe while the two staff members simultaneously conduct a recount



#### Conducting a Recount

In the event, the count numbers do not match, the two staff members conduct a recount. If the numbers still do not match, a supervisor will be dispatched. She will observe while the other two officers conduct a recount simultaneously.

#### NOTES

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## Facilitator Demonstration

- The facilitator will demonstrate
  - ✓ Announcing the count
  - ✓ Conducting the count
  - ✓ Reporting the count
  - ✓ Recounting



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### Facilitator Demonstration

Facilitators will demonstrate the entire process of offender count, reporting the count, and recounting.

### NOTES

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## The Master Count Record

- The control location officer maintains a master count record
  - ✓ She is advised throughout the day of housing changes, work assignment changes, hospital admissions, etc.
- The master count record is subdivided by unit and outcount areas
  - ✓ The correct count in each unit is determined by subtracting the number of outcounts and empty beds from actual unit-capacity figures



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### The Master Count Record

Outcounts should be listed in a separate column on the master-count record. Unit count totals when added to outcomes should equal the total count of the institution.

No count can be considered cleared until all signed count slips are in and verified against the master-count record.

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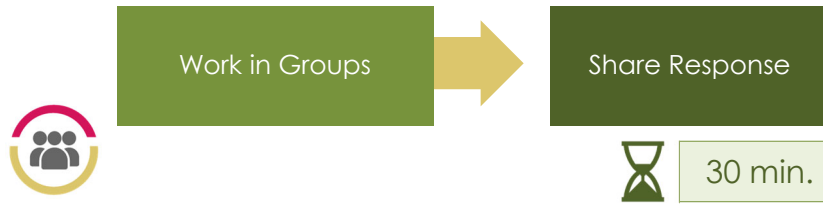
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### How Counting Works

**EXERCISE**

- You have a new staff member reporting to work, and you are her mentor
- Be prepared to explain in your own words how the counting process works—from the time the count is announced to the time the count has been approved
- Write your explanation on a flipchart



How Counting Works	
Duration	30 minutes
Purpose	Participants will reflect on what they have learned thus far about the counting process and teach it to others. This activity helps check for understanding.
Materials	• Pen/pencil
Steps	<ol style="list-style-type: none"> <li>1. Work in groups.</li> <li>2. Brainstorm with the group and reflect on what you have learned thus far about counting.</li> <li>3. Take notes on the process for your talking points.</li> <li>4. The facilitator will call upon one or more persons from each group.</li> <li>5. You will be expected to teach back what you learned to “newcomers” in the class.</li> </ol>

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## How Counting Works

### REGROUP

One or two persons from each group will be called upon to explain the counting process—from the time the count is announced to the time the count has been approved



### How Counting Works

Regroup from the previous activity and discuss the responses as a group.

### NOTES

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### Picture Card Counts & Picture Boards

- At least one count per day should be a picture card count
  - ✓ Involves a direct comparison of every offender with her photograph
- Offenders are required to stand at the doors of their cells or at the end of their beds
- Staff compare the picture from the offender's information card with the occupant of the cell or bed



#### Picture Card Counts

A prerequisite for picture counts is an accurate, up-to-date picture-card system.

All housing units should maintain a picture card for each assigned offender. The minimum information on the card should include; the offender's name register number, job, cell or bed assignment, and photograph.

At least one count per day should be a picture card count, wherein the staff compare the offender with her picture on an offender information card.

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### Emergency Counts

- Official counts taken at unscheduled times that can occur for any security-related reason



#### Discussion:

What types of security-related reasons would necessitate an emergency count in your prison?



### Emergency Counts

Prison officials can order an emergency count following:

- An offender reportedly missing
- Lengthy power failures
- Periods of heavy fog or inclement weather that might facilitate an escape

An emergency count is an official count taken at times other than that specified for a regular official count.

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### Pass Systems

- Pass systems can improve accountability between counts
- Passes can be required:
  - ✓ At specified times
  - ✓ For movements between specific parts of the institution
  - ✓ For selected categories of offenders



#### Pass Systems

Whether an institution's offender movement program is based on controlled movement, individual movement, mass movement, or a combination of methods, pass systems can improve accountability between counts. Passes can be required at specific times, for movement between specific parts of the institution, or for selected categories of offenders.

Under the pass system, staff are issued pass books from which they issue signed individual movement passes to offenders.

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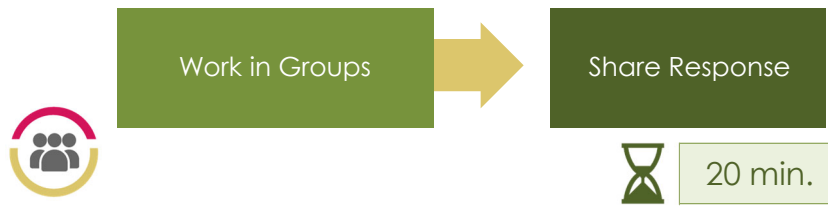
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### Creating a Pass System

#### EXERCISE

- You are creating a pass system for your institution
- List all the information that should be included on the pass
- Write your answer on a flipchart



Creating a Pass System	
Duration	20 minutes
Purpose	Participants will brainstorm on the type of information required to be included on a pass.
Materials	<ul style="list-style-type: none"> <li>• Paper</li> <li>• Pen/pencil</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work in small groups.</li> <li>2. Make a list of the type of information you believe should always be included on an offender's pass.</li> <li>3. Be prepared to share with the class.</li> </ol>

#### NOTES

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## Creating a Pass System

**REGROUP**

A spokesperson from each group will explain what type of information should be included on a pass



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### Creating a Pass System

Regroup from the previous activity and discuss the responses as a group.

### NOTES

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## Regulating the Pass System

- Policies and procedures should be developed for the pass system that regulate the number of offenders in any area at the same time
- The purpose of the policy is to reduce the buildup of large numbers of offenders

### Discussion Questions:

- ✓ Which areas in an institution may see a large number of offenders?
- ✓ What can happen if an offender has access to a pass book?

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### Regulating the Pass System

Staff must control their pass books strictly. Pass books should be issued from and returned to a central location, usually the control center.

The offender should surrender each pass upon return to the originating area. Staff members receiving offenders passes should examine them to determine whether the travel time was excessive and investigating all significant delays.

Institutional policy should establish that offenders moving without passes during periods of controlled movement are subject to disciplinary action.

At the end of the day, passes must be reconciled against all stubs to determine whether any offenders are missing and to ensure that no passes have been lost or stolen.

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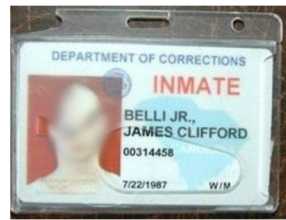


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### Gate Passes

- Gate passes with picture identifications should be required for every offender leaving the facility
  - ✓ Staff must not rely on personal knowledge to pass offenders through the perimeter
- The chief of security or deputy warden should approve the gate pass
  - ✓ Passes should be laminated or embossed to prevent forgery



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#### Gate Passes

Accountability systems for traffic points, such as perimeter gates should include a picture-card system that positively identifies every offender entering or leaving the facility. Offenders may need a gate pass to mow the grass, repair vehicles, pick up trash, etc. but must return to the secure perimeter at the end of each work period. An outside staff supervisor will watch the offenders when outside.

This picture card or gate pass must be approved by the chief of security or deputy warden and should bear the offender's name, register number, custody classification, job, and a current photograph. Passes should be laminated or embossed with a seal over the authorizing signature to prevent forgery.

To maintain these passes in an orderly manner, a gate-pass board should be used. The typical board has two sections—one for offenders who are in the facility, and the other for offenders who are outside the facility. When an offender passes through the gate, the gate pass should be moved to the corresponding section, providing a ready check on the status of all offenders with approved passes.

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### Controlled Movement

- Controlled movements: permitting offenders to move during the day only at certain specified intervals
- Doors and grilles will be locked at other times



#### Controlled Movement

Controlled movement is a concept where, based on the security level of the prison, offenders move from place to place in groups during a small-time window each hour.

If an offender is moving after the movement is closed and does not have a pass, she is considered out of bounds and subject to disciplinary action.

Offenders are provided information on the controlled movement process. The purpose of controlled movement is to ensure movement of offenders is safe and orderly.

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## Managing Different Types of Offenders

- Specific procedures should be developed for moving different types of offenders, such as
  - ✓ High-risk offenders
  - ✓ Groups of offenders
  - ✓ Vulnerable offenders
  - ✓ Mentally or physically ill offenders

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### Managing Different Types of Offenders

Specific procedures should be developed to manage different types of offenders when they are moving between secure and less-secure areas of a prison or to insecure external locations.

The security procedure should cover at least the following:

- Permitted movement times
- Reasons for movement
- Approved methods of movement
- Designated out-of-bounds areas

### NOTES

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### Special Accountability Issues

- A staff member must observe all offenders confined in continuous locked down status—administrative detention or disciplinary segregation—at least every 30 minutes
- These rounds are to be conducted on an irregular schedule
- All observations must be documented



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#### Special Accountability Issues

A staff member must observe on an irregular schedule all offenders confined in continuous locked down status—administrative detention or disciplinary segregation—at least every 30 minutes.

Staff must document all observations; they must conduct closer observation on an offender who is considered mentally ill or who demonstrates unusual or suicidal behavior.

#### NOTES

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## Requirements for Movement of Offenders

- Effectively managing the movement of offenders within a prison depends on:
  - ✓ Staffing levels being commensurate with the number of offenders
  - ✓ Level of staff skills and competency
  - ✓ Layout/configuration of the prison
  - ✓ Effectiveness of static security infrastructure
  - ✓ Ability to effectively classify and separate categories of offenders



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مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



### Requirements for Movement of Offenders

Before offenders can be effectively managed during movements, the level of staff have to be proportionate to the number of offenders. Staff have to be trained in managing the offenders. The layout and configuration of the prison have to be such that the safety and security of staff and offenders can be ensured during movement. Finally, offenders must be effectively classified and separated by level of threat.

### NOTES

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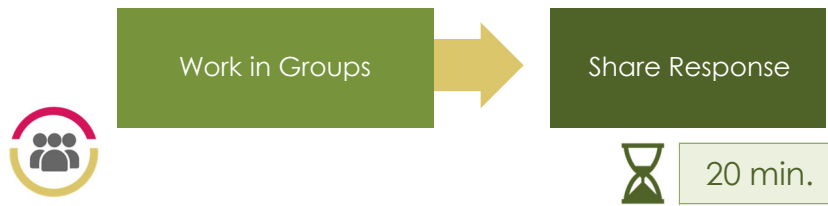
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### Enhancing Dynamic Security

**EXERCISE**

- Counting offenders and managing offender movement provide opportunities for staff to spend time with the offenders
- Brainstorm with your group ways in which you can enhance dynamic security during these times



Enhancing Dynamic Security	
Duration	20 minutes
Purpose	Participants will reflect on the requirements imposed on staff and on offenders during staff supervision and determine ways in which they can use these times to enhance security by forming a professional relationship.
Materials	<ul style="list-style-type: none"> <li>• Paper</li> <li>• Pen/pencil</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work in groups.</li> <li>2. Reflect on the interactions required between offenders and staff during offender counts and offender movements.</li> <li>3. Brainstorm with your groups steps that staff can take to use this time to enhance their relationship with offenders—to show respect and to be respected.</li> <li>4. Be prepared to share with the class.</li> </ol>

**NOTES**

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### Enhancing Dynamic Security

**REGROUP**

A spokesperson from each group will explain ways in which to enhance dynamic security during offender count and movement



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#### Enhancing Dynamic Security

Regroup from the previous activity and discuss the responses as a group.

#### NOTES

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**Patrols**  
**الدوريات**

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مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية 

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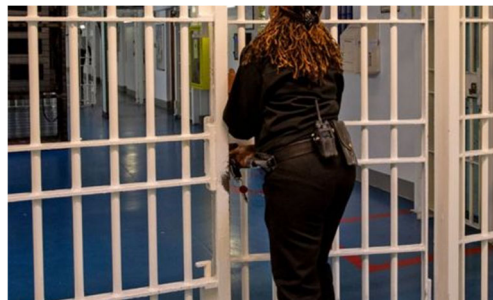
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Patrol

- Prison staff should conduct regular patrols of:
  - ✓ All areas within a prison
  - ✓ Inside and outside of the security perimeter



- Purpose of patrol:
  - ✓ Deter potential incidents
  - ✓ identify unauthorized movement or activity
  - ✓ Detect/prevent security breaches
  - ✓ Verify the integrity of static security elements
  - ✓ Detect prohibited or unauthorized items



Patrol

The purpose of patrol is to deter potential incidents by providing frequent staff presence; identify unauthorized movement or activity; detect or prevent security breaches and tampering with security infrastructure; verify the integrity of static security elements, such as locks, barriers, fences, walls, concertina wire, lighting, fire equipment, etc.; detect prohibited or unauthorized items, including items that may assist an escape (ladder, rope, wire, etc.), be used as weapons, and identify unsafe work conditions.

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**Patrols**

- The purpose of patrols is to detect suspicious activity within the premises and in its immediate surroundings
- Procedures should be in place covering every aspect of patrols
- The frequency of patrols is not disclosed to offenders
- Staff will use the duty log to record their patrol and any irregular activities and observations



**Patrols**

Procedures should be developed to provide staff instructions for all aspects of a patrol. Staff are required to record their patrol and any irregular activities and observations made.

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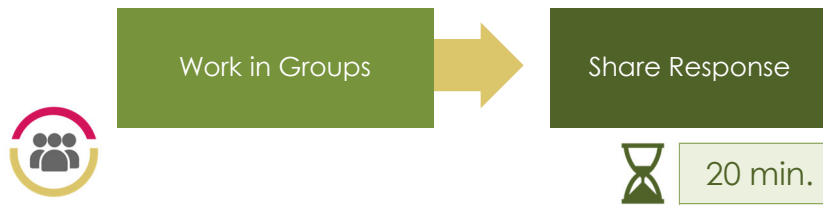
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### Procedures for Conducting Patrols

**EXERCISE**

- Think about procedures that will inform staff on conducting patrols
- Determine everything these procedures should cover— e.g., when to conduct patrols
- Write your answers on a flipchart



Procedures for Conducting Patrols	
Duration	20 minutes
Purpose	Participants will brainstorm the types of procedures that should be in place to provide staff guidance on conducting and reporting patrols.
Materials	<ul style="list-style-type: none"> <li>• Paper</li> <li>• Pen/pencil</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work in small groups.</li> <li>2. Think about the steps required in conducting patrols.</li> <li>3. Brainstorm within your group and determine the types of procedures that should be in place to provide staff guidance on conducting and reporting patrols.</li> <li>4. Be prepared to share with the class.</li> </ol>

**NOTES**

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## Procedures for Conducting Patrols

**REGROUP**

A spokesperson from each group will explain what types of procedures should be in place for conducting patrols



### Procedures for Conducting Patrols

Regroup from the previous activity and discuss the responses as a group.

### NOTES

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## Reviewing the Findings

The shift supervisor or equivalent will review duty logs and other reports of the patrol to determine:

- The frequency and duration of the security patrols
- Any patrols that were not completed
- Any irregularities
- The need for any follow-up action



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مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



### Review the Findings

The shift supervisor or equivalent will review the report of the patrol.

### NOTES

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### Radio Procedures

- Every staff member working inside a prison should be equipped with a two-way radio
- This radio system should be controlled by a centralized control center
- This center should be secure from offender access and should be staffed 24 hours a day



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#### Radio Procedures

Radios should be issued and accounted for from a central location.

A system to check out radios should be in place (such as the chit system) and be used for all equipment issue.

Staff should be taught to properly operate the radio and be aware of emergency communication protocols.

Staff should secure a new battery and have access to charged batteries each shift or before, if needed.

Radios should be tested with the main operator's station upon issue and after each battery change.

#### NOTES

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### General Rules for Using the Radio

- Do not interrupt if other people are talking
- Always respond when called
- Never transmit sensitive, confidential, financial, or offender information
- Ensure radio is in good working condition
- Speak lowly and clearly
- Always use the phonetic alphabet and the 24-hour clock
- Be brief
- Ensure you are on the correct frequency when transmitting (if multiple are supplied)

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#### General Rules for Using a Radio

Follow the guidelines listed in the slide.

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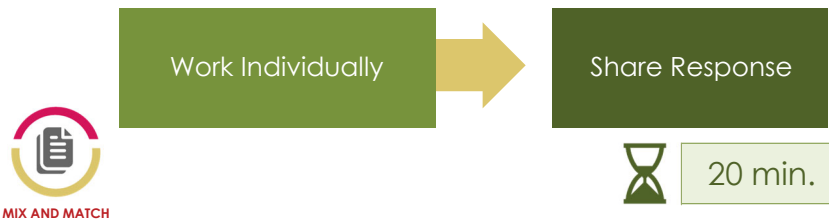
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## Mix and Match

### EXERCISE

- Refer to the Worksheet: Mix and Match
- Match the term in the left column to the correct definition in the right column



MIX AND MATCH

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### Mix and Match

Duration	20 minutes
Purpose	Participants will reflect upon what they have learned in the module and match the correct term to its definition.
Materials	<ul style="list-style-type: none"> <li>Worksheet: Mix and match</li> <li>Pen/pencil</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work in small groups.</li> <li>2. Read the term in the left column.</li> <li>3. Find the definition for the term in the right column.</li> <li>4. Write the correct term in front of its definition.</li> <li>5. Be prepared to share with the class.</li> </ol>

### NOTES

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## Mix and Match

Counts?

Outcounts?

Emergency counts?

Census?

**REGROUP**



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مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



### Mix and Match

Regroup from the previous activity and discuss the responses as a group.

### NOTES

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### SUMMARY

Topics

- ✓ Offender Accountability
- ✓ Conducting Counts
- ✓ Patrols

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.

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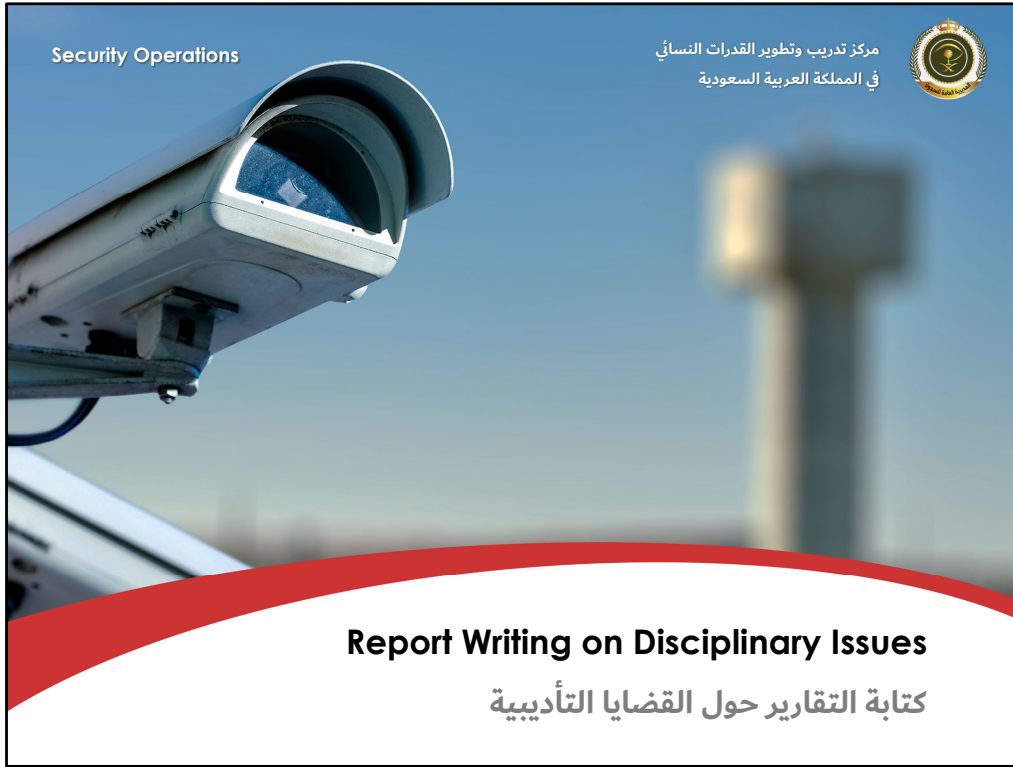
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Report Writing on Disciplinary Issues  
كتابة التقارير حول القضايا التأديبية



### Report Writing on Disciplinary Issues

**Purpose:** This module provides guidelines and best practices for writing effective reports with a focus on writing incident reports for disciplinary matters.

#### **Activities:**

- Selecting Accurate Words (15 min.)
- Selecting the Clearly Written Report (10 min.)
- Anticipating, Analyzing, and Articulating (1 hour)
- Offender-Related Incident Role-Play (1 hour)
- Mandela Rules that Apply to Discipline (1 hour)
- Disciplinary Boards (30 min.)

**Estimated Time:** 2 days

### NOTES

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## Learning Objectives



- Identify 10 rules for writing efficient reports



- Write an efficient report



- Demonstrate ability to observe and summarize an incident



- Discuss elements of an effective disciplinary system

- Describe principles of discipline in a prison environment

- Discuss international rules that apply to discipline in a prison environment

- Participate in a mock disciplinary trial based upon a written report

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مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



### Learning Objectives

These learning objectives are the essential steps to reaching the goal of the course—understanding the basics of writing effective, efficient reports, specifically reports dealing with disciplinary matters.

### NOTES

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## Introduction

- For many officers, the most powerful piece of equipment in their arsenal is their pen
- Officers are required to document each shift
  - ✓ These documents become part of the prison's official record
- A written report is often the first impression an officer makes on higher authorities
  - ✓ An accurate, well-written report can make a positive impression and can lead to new opportunities for the future
  - ✓ A poorly written report can bring into question the capabilities of the officer



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مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



### Introduction

Commanders/managers rely on accurate reports that:

- Are easy to read
- Are easy to understand
- Convey enough information to inform decisions
- Do not distract with extraneous details

### NOTES

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**Report Writing**  
**كتابة التقارير**

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مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



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### Relying on Reports

- An officer's reports will be used to:
  - ✓ Identify misconduct and those who engage in it
  - ✓ Launch or steer prison intelligence activities
  - ✓ Identify safety/security concerns
  - ✓ Create an investigative record of an event
  - ✓ Prepare for disciplinary or court proceedings
  - ✓ Evaluate the level of training/preparation of officers
  - ✓ Establish timelines of events



#### Relying on Reports

An individual officer may expect that her reports will be read by colleagues, shift commanders, management, and the upper levels of the justice ministry, which may include prosecutors, judges, and ministerial-level leadership.

#### NOTES

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### Basic Principles of Writing

Accurate words


Accurate thoughts

Logical progression

**Discussion:**  
Interpret these three items—what do they mean to you?

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مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية


**Basic Principles of Writing**

Officers have a professional and legal obligation to be truthful in reporting—but they also have an obligation to write the report as clearly and accurately as possible to ensure that it captures all that it is intended to capture and doesn't cause misunderstanding.

An officer's report may result in legal proceedings being initiated against an offender (or even a colleague), so the reporting must fit the facts and vice-versa.

**NOTES**

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## Accurate Words

- The reporting must fit the facts and the facts must fit the reporting
- Do not attempt to use higher-level vocabulary to impress
- If you do not completely understand the word, don't use it
- If you are unsure whether your audience (other officers, commander, etc.) will completely understand the word, don't use it
- Use simple common language to convey your thoughts and observations

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مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



### Accurate Words

Officers must choose the correct word or phrase to inform, document, or justify the action or event being described.

Word choice is important. Every word an officer writes will be scrutinized, which means absolute honesty in reporting is non-negotiable.

Which words, what phraseology, and what progression to use are critical issues in corrections report writing.

Saying that "it is a brown camera case" is more descriptive than saying, "it was a dark in color vinyl bag."

Another concept of accurate words is to write with absolute honesty.

### NOTES

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## Selecting Accurate Words

### EXERCISE

- Refer to the worksheet: Selecting Accurate Words
- Select the sentences that use accurate words

Work in Small Groups

Share Response



SELECTING  
ACCURATE WORDS

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15 min.

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



### Selecting Accurate Words

Duration	15 minutes
Purpose	Participants will recognize the difference between a poorly written and an accurately written statement.
Materials	<ul style="list-style-type: none"> <li>Worksheet</li> <li>Pen/pencil</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work in small groups.</li> <li>2. From each set of sentences, select the one that is written with accurate words.</li> <li>3. Be prepared to share with the class.</li> </ol>

### NOTES

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## Selecting Accurate Words

Each spokesperson will explain her group's selection of accurate words.

**REGROUP**



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مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



### Selecting Accurate Words

Regroup from the previous activity and discuss the responses as a group.

### NOTES

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### Accurate Thoughts

- Officers must document what they directly observe and what has been reported to them
- Officers must **NOT** editorialize their reports by, for example:
  - ✓ Expressing doubt about a witness's truthfulness
  - ✓ Amplifying or exaggerating what they observed
  - ✓ Adding emotion



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مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



### Accurate Thoughts

All documentation should provide only the facts of what was observed. Make sure the following are not included in a report:

- Personal opinion
- Rumors or speculation about the offender
- Theories about why the offender behaves a certain way
- Unsubstantiated accusations
- Promises or threats
- Words such as always or never

### NOTES

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# Searches

## عمليات التفتيش



### Searches

**Purpose:** This module provides a basic overview of searching for contraband, including the searching of offenders, offender property, housing units, common areas, non-offenders, and vehicles.

#### **Activities:**

- What Have You Found (15 min.)
- Contraband Classification (15 min.)
- Searching for Contraband (1-2 hours)
- Creating an Offender Property List (15 min.)
- Searching a Prison Recreation Area (1-2 hours)

**Estimated Time:** 2 days

### NOTES

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## Learning Objectives



- Define contraband



- Explain the purpose of conducting searches in a prison environment



- Discuss the types of searches that should be conducted



- Describe the differences between offenders and non-offenders

- Explain the need for policies and procedures in conducting searches

- Conduct searches of simulated cells, common areas, and outdoor recreation area

2

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مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



### Learning Objectives

These learning objectives are the essential steps to reaching the goal of the course—understanding the types of searches and where and when searches should be conducted.

### NOTES

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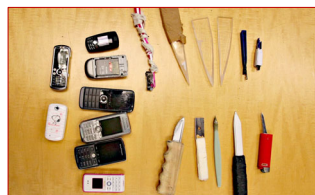


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### What Is Contraband?

- Anything introduced or found in a prison that is not permitted
- In a prison, almost anything can be contraband:
  - ✓ Property not issued by the prison
  - ✓ Excessive amounts of allowable property that create a health, safety, or fire hazard
  - ✓ Altered item from its original form or used for a purpose other than originally intended



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#### What Is Contraband?

To maintain control in an institution, staff must impose close controls on the introduction, fabrication, storage, and use of contraband.

Therefore, searches of the institution, offender, institution, vehicles, and visitors for contraband are an integral part of institutional security.

Institution policies should describe the types of items considered contraband.

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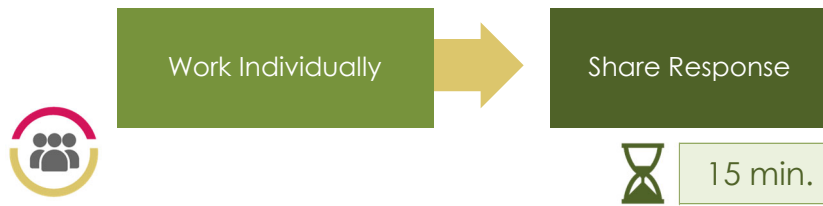
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### What Have You Found?

**EXERCISE**

- Think of contraband you have encountered or confiscated
- On an index card, draw one contraband on the card and then write the name of the object on the back of the card
- Drop the card in the basket



What Have You Found?	
Duration	15 minutes
Purpose	Think of your own experience with contraband in your prison system. Draw one object on the face of the card and name the object on the other side of the card. (Anonymous activity so no names required.)
Materials	<ul style="list-style-type: none"> <li>• Markers/Pen</li> <li>• 3 x 5 index cards</li> <li>• Basket or small container</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work individually.</li> <li>2. Think about an item of contraband you've seen in your prison system.</li> <li>3. Draw a picture on one piece of contraband on the card item.</li> <li>4. Write the name of the item on the back of the index card.</li> <li>5. Place the index card in the basket/container.</li> <li>6. The facilitator will pass the basket around for everyone to draw one card.</li> <li>7. Select a card.</li> <li>8. Be prepared to share with the class.</li> </ol>

**NOTES**

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## What Have You Found?

▪ Types of contraband and their threats

**REGROUP**

- ✓ Weapons: Used for attacking offenders and staff; silent weapons attract less attention than noisier weapons used in fights
- ✓ Tools: Used to escape or cause destruction
- ✓ Narcotics: Alcohol, cigarettes, and drugs
- ✓ Luxuries: Cell phones, excess foods, publications



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مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



### What Have You Found?

Regroup from the previous activity and discuss the responses as a group.

### NOTES

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## Classes of Contraband

- **Major contraband:** Items possessed by an offender that pose a threat to security or safety of offenders, staff, or public or disrupt the orderly operation of the facility
- **Minor contraband:** Nuisance items possessed by an offender and the:
  - ✓ Location in which these items are discovered is improper
  - ✓ Quantities in which an allowable item is possessed are prohibited
  - ✓ Method by which the item was obtained is improper
  - ✓ Allowable item is in an altered form or condition

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### Classes of Contraband

EXPLAIN that some contraband items pose a greater threat to safety and security than others. For example, a gun is much more dangerous than an excessive number of magazines.

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### Contraband Classification

**EXERCISE**

- In your group, read the list of materials that the prison systems in the U.S. classify as major and minor contraband
- List your country's major and minor contraband
- Add as many as you remember



CONTRABAND CLASSIFICATION



15 min.

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مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



#### Contraband Classification

Duration	15 minutes
Purpose	The purpose of this activity is to list what constitutes major and minor contraband in the KSA.
Materials	<ul style="list-style-type: none"> <li>• Worksheet: Contraband Classification</li> <li>• Markers/Pen</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work in small groups.</li> <li>2. Read the list of items that the prison systems in the U.S. classify as major and minor contraband.</li> <li>3. List items that are considered major contraband in your country.</li> <li>4. List items that are considered minor contraband in your country.</li> <li>5. Be prepared to share with the class.</li> </ol>

#### NOTES

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### Contraband Classification

**REGROUP**

- Compare your lists of contraband items
- Why is classifying the contraband as major and minor important?
- Why should the official in charge of the prison publish this list of contraband items where visitors, volunteers, and others enter the prison?



#### Contraband Classification

Regroup from the previous activity and discuss the responses as a group.

#### NOTES

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**Searches**  
**عمليات التفتيش**

9 Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



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### Balancing Security with Respect

- There is a delicate balance between the two opposing issues—prison security and human rights
- Policies and procedures ensure that all staff members conduct every search professionally



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#### Balancing Security with Respect

Effective searches cannot be performed only by remote surveillance or cursory inspections. Trained, professional staff should conduct searches that emphasize the following:

- Detection and prevention of the manufacture of weapons, escape paraphernalia, and other impermissible items
- Discovery and suppression of contraband traffic among offenders
- Recovery of stolen or lost items
- Discovery of waste or destruction of government property
- Discovery of hazardous areas or circumstances that otherwise might remain undetected in other inspection programs

Institution policies should describe the types of items considered contraband and should contain instructions on how to search particular areas.

#### NOTES

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### Conducting Searches

- Develop a systematic routine using a search plan
- Conduct routine, scheduled, or unannounced searches
- Document the search
- Use search equipment
- Conduct the search respectfully



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#### Conducting Searches

Establish a search plan that determines which type of search should be conducted, how often each type of search should be conducted, and searches that are initiated as a result of intelligence or other information.

Effective search plans establish:

- A systematic search routine for every search—the more methodical the search, the less likely something will be overlooked
- The pace and thoroughness of the search—the offenders have no time to find creative ways of concealing items
- Type of search equipment (gloves, mirror wands, flashlights, etc.)
- Guidelines for searching carefully in areas that cannot be seen clearly and for ensuring offenders do not observe the search

Conduct respectfully and in a manner that avoids unnecessary use of force, destruction of property, or embarrassment to the public, visitor, or offender.

#### NOTES

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### Types of Searches

- Facility-wide
- Cell and common area
- Offender
- Offender property
- Vehicle



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### Types of Searches

Search processes should be consistent with the United Nations Standard Minimum Rules for the Treatment of Prisoners, human rights principles, and prison legislation. Searches should be conducted with respect for gender, religious, and cultural consideration.

Basic principles of the Nelson Mandela Rules:

- Prisoners must be treated with respect for their inherent dignity and value as human beings.
- Torture or other ill-treatment is prohibited.
- Prisoners should be treated according to their needs, without discrimination.
- The purpose of prison is to protect society and reduce reoffending.
- The safety of offenders, staff, service providers, and visitors at all times is paramount.

### NOTES

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## Mandela Rules

### Rule 50

The laws and regulations governing searches of prisoners and cells shall be in accordance with obligations under international law and shall take into account international standards and norms, keeping in mind the need to ensure security in the prison.

Searches shall be conducted in a manner that is respectful of the inherent human dignity and privacy of the individual being searched as well as the principles of proportionality, legality, and necessity.



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### Mandela Rule 50

Mandela Rule on searches of offenders and cells.

### NOTES

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### Mandela Rules

#### Rule 50

Searches shall not be used to harass, intimidate, or unnecessarily intrude upon a prisoner's privacy.

For the purpose of accountability, the prison administration shall keep appropriate records of searches, in particular strip and body cavity searches and searches of cells, as well as the reasons for the searches, the identities of those who conducted them and any results of the searches.



#### Mandela Rule 51

Mandela Rule on not using searches to harass, intimidate, or unnecessarily introduce upon an offender's privacy.

#### NOTES

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### Searching Offender Property/Areas

Staff may search **without prior approval** an offender's:

- ✓ Housing and work area
- ✓ Personal items contained within those areas

The **intent** of the searches is to:

- ✓ Detect contraband
- ✓ Prevent escapes
- ✓ Maintain sanitary standards
- ✓ Eliminate fire and safety hazards
- ✓ Recover excess government issued property
- ✓ Establish and maintain control

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**Searching Offender/Property Areas**

Staff may search an offender's housing and work area and personal items contained within those areas without notice to or prior approval from the inmate and without the inmate's presence.

Staff conducting the search must leave the housing or work area as close to its original order as possible.

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## Cell and Common Area

### Cell

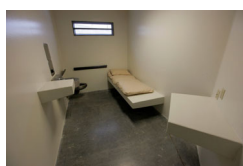
- Single cells should be searched/inspected prior to occupancy or upon the permanent removal of an offender from the cell
- Cells should also be searched on a random basis and any time staff reasonably believe that contraband is in the cell

### Common area

- Routine area searches are non-intrusive
- Used to detect contraband or unauthorized items that may be concealed within the prison—and that could jeopardize the safety and security of the prison



SEARCHING CELLS & COMMON AREAS



### Cell and Common Area

Conduct searches of housing areas when offenders are out of the unit; otherwise, inform them that you will be conducting a search. Follow a search plan to ensure that you do not miss anything.

Search all common areas for contraband on a regular basis. Offenders sometimes hide contraband in the common area so they cannot be held accountable if the contraband is found. These areas include:

- Work, recreation, and program areas
- Day rooms
- Classrooms
- Religious facilities

Conduct all searches on a frequent, but irregular, basis and in a manner that shows respect for the offenders, staff, and volunteers who use the area, while maintaining good correctional practices.

Use a search log to document the cells and common areas searched, contraband found, and any related incidents. Keep it on file for a period of time as determined by your prison's policies.

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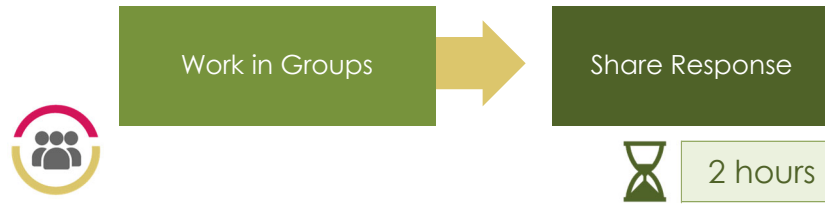
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### Searching for Contraband

**EXERCISE**

- Decide upon a systematic, structured way to conduct a search of the following:
  - ✓ Simulated cell
  - ✓ Common area
- Conduct the search (as organized by the facilitator)
- Document the search
- Report any contraband to the facilitator



**Searching for Contraband**

Duration	Up to 2 hours
Purpose	The purpose of this activity is to determine the best way to search the area and then conduct and document the search.
Materials	<ul style="list-style-type: none"> <li>• Flashlight, gloves, notepad, pencil, mirror</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work in small groups (as designated by the facilitator).</li> <li>2. Determine the best strategy for searching.</li> <li>3. Search the two areas, consecutively, as directed by the facilitator.</li> <li>4. If contraband is found, leave it where it is and document.</li> <li>5. Be prepared to share with the class.</li> </ol>

**NOTES**

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### Searching for Contraband

#### REGROUP

- Each group will have a spokesperson present the group's response for
  - ✓ Searching the simulated cell or common area
  - ✓ Reporting any contraband to the facilitator



#### Searching for Contraband

Regroup from the previous activity and discuss the responses as a group.

#### NOTES

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## Offender Searches تفتيش الجناه

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### NOTES

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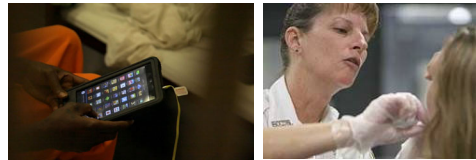
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### Types of Personal Searches

- Pat search
- Electronic search
- Visual search
- Digital search



#### Types of Personal Searches

**Pat searches.** An inspection of an offender using the hands does not require the offender to remove clothing. The inspection includes a search of the offender's clothing and personal effects. Staff may conduct a pat search of an offender on a routine or random basis to control contraband.

**Electronic searches.** Inspection of an offender's person using electronic devices (metal detector, ion spectrometry device, or body imaging search device) does not require the offender to remove clothing. The inspection may include a search of clothing and personal effects. Staff may conduct an electronic device search of an offender on a routine or random basis to control contraband.

**Visual searches.** A visual inspection of body surfaces and cavities. Staff may conduct a visual search where there is reasonable belief that contraband may be concealed on the person or a good opportunity for concealment has occurred. For example:

- Placement in a special housing unit
- Leaving the institution
- Re-entry into an institution after contact with the public (community trip, court transfer, or after a contact visit in a visiting room)
- Before and after periods of visitation with outside persons

#### NOTES

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The visual search must be done with as much privacy for the offender as practical.

**Digital searches.** Inspection for contraband or any other foreign item in a body cavity of an offender by use of fingers or simple instruments—otoscope, tongue blade, short nasal speculum, and simple forceps—may be conducted **only** by designated qualified health personnel upon approval of the warden when the warden has reasonable belief that an offender is concealing contraband in or on her person.



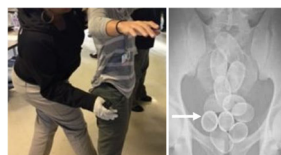
### Personal Search

- Conducted with respect for gender, religious, and cultural considerations
- Anyone who enters a prison facility, including staff and visitors, should be subject to search, which usually involves:
  - ✓ Passing through a metal detector
  - ✓ A visual search of items carried into the facility
  - ✓ Possibly a pat search

The **pat search** is the most frequently used search and is primarily used to detect weapons



If an offender refuses a pat search, this is a **red flag** - a **visual or digital search** may be ordered if policies allow



### Personal Search

Conduct these searches in a respectful manner that does not demean the person being searched. Never conduct a search to humiliate or harass. Personal searches should be systematic and follow a search plan. Procedures should be developed and followed for each type of search.

### NOTES

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**Bangkok Rules**

**Rule 19**

- ✓ Effective measures shall be taken to ensure that women prisoners' dignity and respect are protected during personal searches, which shall only be carried out by women staff who have been properly trained in appropriate searching methods and in accordance with established procedures

**Rule 20**

- ✓ Alternative screening methods, such as scans, shall be developed to replace strip searches and invasive body searches in order to avoid the harmful psychological and possible physical impact of invasive body searches



**Bangkok Rules**

Article 17 of the International Covenant on Civil and Political Rights guarantees all persons' right to privacy. The Human Rights Committee, in its General Comment 16 on Article 17 stated that "[s]o far as personal and body search is concerned, effective measures should ensure that such searches are carried out in a manner consistent with the dignity of the person who is being searched.

Where permitted, internal (body cavity) searches and strip searches should only be carried out if absolutely and legally necessary, and never on a routine basis. No prisoner – regardless of gender – should be humiliated or be required to strip completely during a search. Such searches can be carried out by exposing parts of the body only in turn to protect, to the extent possible, the dignity of the individual being searched.

Special sensitivity should be demonstrated in the case of women because they are likely to feel the humiliation of undergoing intimate searches particularly. The experience may be extremely distressing and traumatizing if they have been victims of sexual abuse. All searches, but strip searches and body cavity searches in particular, should be undertaken in accordance with pre-established procedures.

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## Offender Property Search

- Must be inspected for compliance and control of excess property to reduce the risk of a health, safety, or fire hazard
- An offender property list helps identify allowable property such as bedding, authorized clothing, personal property, medical devices, books, religious items, and documents
- Any property not listed should be deemed contraband and disposed of in accordance with policy and procedures



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### Offender Property Search

Rule 53. Prisoners shall have access to or be allowed to keep in their possession without access by the prison administration, documents relating to their legal proceedings.

Prior to conducting a search, staff should be familiar with the property offenders are allowed to possess. Allowable property would include items such as bedding, authorized clothing, personal property, medical devices, books, religious items, and documents.

If the facility has developed an offender property list, any property not listed should be deemed contraband and disposed of in accordance with policy and procedures.

If the staff break something during their search, have them document and report it according to the prison's policy.

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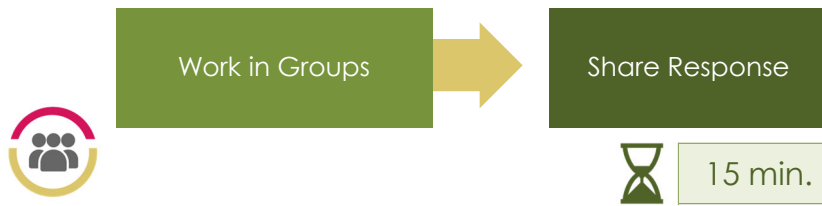
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### Creating an Offender Property List

**EXERCISE**

- Create a list of allowable items for your prison
- Consider how these items are obtained (issued, purchased, etc.)



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#### Creating an Offender Property List

Duration	15 minutes
Purpose	The purpose of this activity is to create a list of offender property that is allowed in your prison. Consider how the offender can have access to these items.
Materials	• Markers/Pen
Steps	<ol style="list-style-type: none"><li>1. Work in small groups.</li><li>2. Create a list of property that offenders are allowed to have in your prison.</li><li>3. List ways in which the offender can gain access to these items.</li><li>4. Be prepared to share with the class.</li></ol>

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## Creating an Offender Property List

- ✓ Toilet articles/cosmetics
- ✓ Food items
- ✓ Items purchased from an offender store
- ✓ Clothing or offender uniforms
- ✓ Necessary medical items
- ✓ Religious articles
- ✓ Recreational supplies
- ✓ Educational supplies (books, magazines, reading materials)
- ✓ Special clothing items issued to wear on a work duty

**REGROUP**



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### Creating an Offender Property List

Regroup from the previous activity and discuss the responses as a group.

### NOTES

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## Searching Non-Offenders تفتيش غير الجناة

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### NOTES

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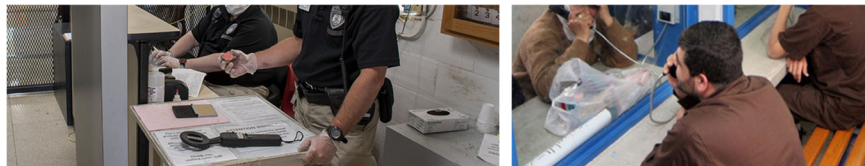
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Searching Non-Offenders

- Searches are conducted on non-offenders to prevent contraband from entering the facility
- If the outside person refuses to be searched, he/she must be denied access to the facility
- If she refuses to leave, an arrest can be made as set forth in KSA law/policy
- The personal property of any outside person must be searched before allowing entry into the facility



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Searching Non-Offenders

Searches are conducted on non-offenders to prevent contraband from entering the facility. If the non-offender refuses to be searched, he/she must be denied access to the facility. If he or she refuses to leave, an arrest can be made as set forth in KSA law/policy.

All personal property of any outside person must be searched before allowing entry into the facility. Metal detection should also take place, with the actual searching being conducted in a private area. The search should be conducted by a full-time staff member and should be the same sex of the person being searched.

Staff are generally subject to non-invasive daily searches upon entry to the prison.

Any targeted search of a staff member should be coordinated through the warden and applicable investigators.

Signs must be posted on the entrance roads, at all entrances/exits and on entrance buildings indicating that outside persons consent to being searched at any time if they enter the facility. In addition, that possession of contraband items is a prosecutorial offense (based on KSA law).

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### Searching Children

#### Bangkok Rule 21

Prison staff shall demonstrate competence, professionalism and sensitivity and shall preserve respect and dignity when searching both children in prison with their mother and children visiting prisoners

Such searches should only be carried out in circumstances that do not violate the human rights and dignity of the child



#### Searching Children

The emotional trauma experienced by a child if searched without professionalism and sensitivity, can be immense. Mothers have even refused to accept visits from their children to avoid putting them through the humiliating and potentially damaging experience of such practices.

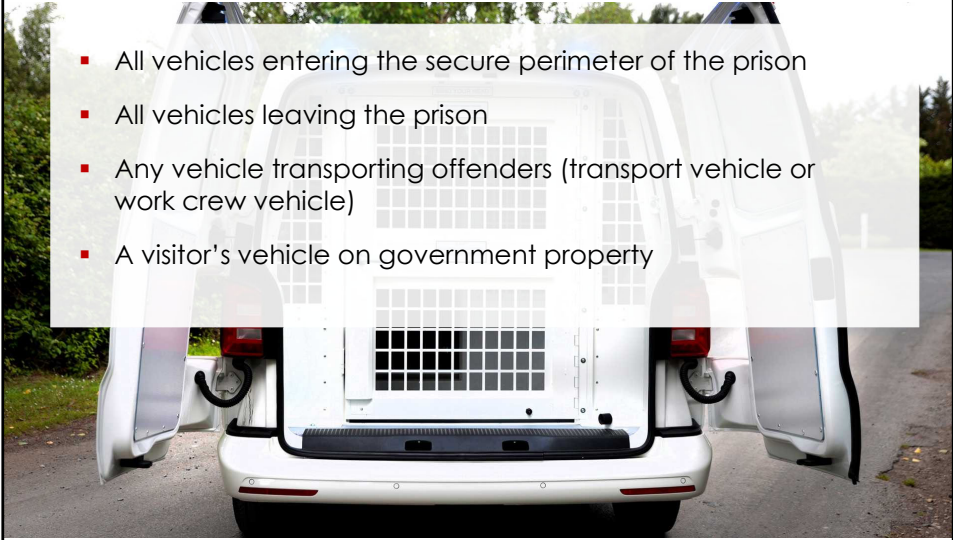
Children should not be strip searched except for exceptional circumstances. If they are to be strip searched, such searches should be carried out in line with established procedures and following the permission of the prison authorities.

#### NOTES

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### Searching Vehicles



- All vehicles entering the secure perimeter of the prison
- All vehicles leaving the prison
- Any vehicle transporting offenders (transport vehicle or work crew vehicle)
- A visitor's vehicle on government property

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#### Vehicle Searches

Vehicle searches, including searches of official vehicles, must be thorough and consistent to deter and detect dangerous items.

For incoming vehicles, normal search procedures at the gate include removal and storage of all hazardous items while the vehicle is inside the perimeter. Staff should search all compartments, visible frame components, the undercarriage (using a mirror, inspection pit, or other method) and the cargo area and cargo.

Staff should search vehicles leaving the institution. The search should start with the driver dismounting from the vehicle after it reaches the vicinity of the gate and standing away from it. Then staff should complete a search, using the same techniques as employed on the incoming search.

Pay particular attention to false compartments and other areas where an offender could be hidden.

Any tools or personal items that pose a security risk in the vehicle must be properly secured. Vehicles must be locked and secured at all times.

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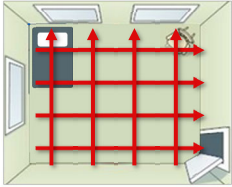
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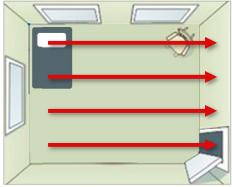
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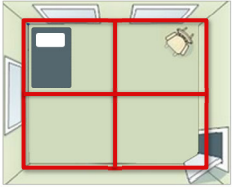
### Searching Large Areas




Grid search



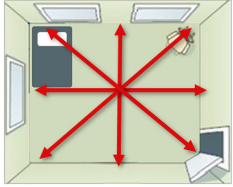
Line/strip search




Quadrant/zone search



Spiral search



Wheel/ray search pattern

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#### Types of Searches

**Grid search:** A search method employed by two or more people overlapping separate line searches forming a grid.

**Line/strip search:** A search method used by one or two investigators by walking in straight lines across the crime scene.

**Quadrant/zone search:** A search method in which the crime scene is divided into smaller sections (zones or quadrants) and team members are assigned to search each section. Each of these sections can be subdivided into smaller sections for smaller teams to search thoroughly.

**Spiral search:** A search method in which the investigator moves in an inward spiral from the boundary to the center of the scene or in an outward spiral from the center to the boundary of a scene.

**Wheel/ray search pattern:** A search method employed by several people moving from the boundary straight toward the center of the scene (inward) or from the center straight to the boundary (outward).

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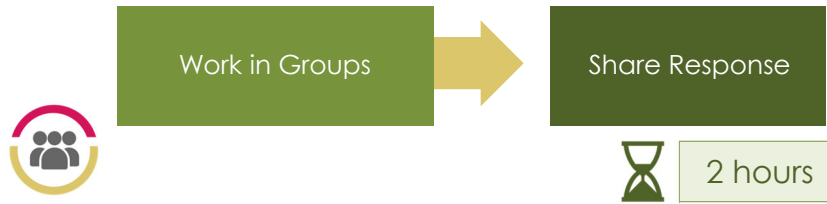


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## Searching a Recreation Area

### EXERCISE

- The facilitator will demonstrate each of the searches
- Form the search methods as directed by the facilitator
- Search for contraband that has been hidden in the simulated prison common area



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### Searching a Recreation Area

Duration	1 – 2 hours
Purpose	The purpose of this activity is to practice the various search methods in an open area.
Materials	<ul style="list-style-type: none"> <li>• Flags, pen, pad of paper</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work in large groups appropriate for the type of search.</li> <li>2. Watch the facilitator's demonstration.</li> <li>3. Practice searching for contraband using the type of search assigned.</li> <li>4. Mark and document any contraband found.</li> <li>5. Be prepared to share with the class.</li> </ol>

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### Searching a Prison Recreation Area

**REGROUP**









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#### Searching a Prison Recreation Area

Regroup from the previous activity and discuss the responses as a group.

#### NOTES

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## SUMMARY

### Topics

- ✓ Searches
- ✓ Offender Searches
- ✓ Searching Non-Offenders

### Knowledge Check

In your group, answer the following:

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



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### Summary

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

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# Offender Escort and Transportation

مرافقة الجناة ونقلهم



### Offender Escort and Transportation

**Purpose:** This module provides a basic overview of offender escort and transportation, including risks associated with various types of escorts, preparing the offender for the transport, and searching the offenders, holding cells, and vehicles before the transport.

#### **Activities:**

- Critiquing the Risk for Medical Escorts (30 min.)
- Critiquing the Risk for Courthouse Escorts (30 min.)
- Applying Restraints (2 hours)
- Tools for Transporting Officers (15 min.)
- Preparing the Offender (2 hours)
- Searching and Inspecting the Vehicle (2 hours)
- Placing the Offender in the Vehicle (2 hours)
- Transporting by Bus (2 hours)
- Returning to the Prison (30 min.)

**Estimated Time:** 4 days

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## Learning Objectives



- Name the two categories of escort trips
- Discuss the risks to the escort officers during transport
- Describe the tools necessary to mitigate the risks



- Identify the pre-trip planning process
- Apply selected restraints



- Follow procedures for conducting searches on offenders, offender's clothing, and cells
- Follow procedures for escorting offender to a vehicle



- Search a vehicle
- Describe process of transporting a female offender for childbirth



### Learning Objectives

These learning objectives are the essential steps to reaching the goal of the course—understanding the types of escorted transports and the procedures for each type of escorted transport.

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# Risks of Transporting Offenders

## مخاطر نقل الجناة

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### NOTES

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## Transporting Offenders Outside Perimeter

- Many experts consider the transportation of offenders the weakest point in prison security
- The officer is more vulnerable to:
  - ✓ An attack or escape attempt by the offender
  - ✓ External threats attacking to free the offender
- Prison staff are less trained for transport than they are for responding to threats inside the prison environment



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### Transporting Offenders Outside the Perimeter

Many experts consider the transportation of offenders the weakest point in prison security. Transportation presents vulnerabilities for escape or attack by the offender. It presents the risk of external threats attacking the officers to free the offender.

Prison staff are well trained to manage offenders in a prison environment. Outside escorted trips travel into an area with risks not commonly encountered inside a prison environment. Additional training is required and must match the threat level to be encountered.

### NOTES

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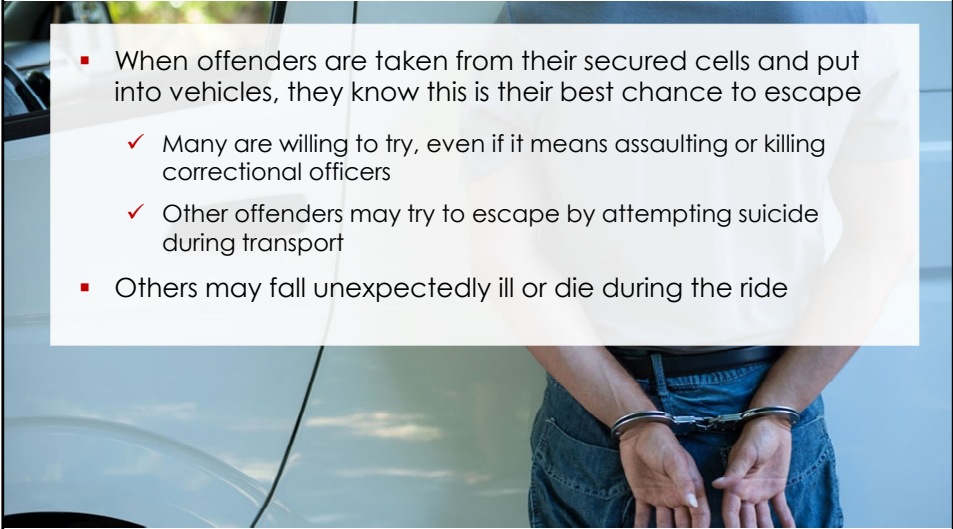


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### Why Are Escorted Trips Dangerous?



- When offenders are taken from their secured cells and put into vehicles, they know this is their best chance to escape
  - ✓ Many are willing to try, even if it means assaulting or killing correctional officers
  - ✓ Other offenders may try to escape by attempting suicide during transport
- Others may fall unexpectedly ill or die during the ride

#### Why Are Escorted Trips Dangerous?

When offenders are removed from a heavily secured environment and put into less secure environments, they know that is their best chance to escape. Many are willing to try, even if it means assaulting or killing correctional officers and innocent bystanders.

Offenders may fall unexpectedly ill or die during the ride. Others may feign illness.

With all these factors in play, eliminating all risks associated with offender transport is impossible.

#### NOTES

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## Mandela Rules

### Rule 73-1

- ✓ When prisoners are being removed to or from an institution, they shall be exposed to public view as little as possible, and proper safeguards shall be adopted to protect them from insult, curiosity and publicity in any form

### Rule 4-1

- ✓ The use of chains, irons or other instruments of restraint which are inherently degrading or painful shall be prohibited

### Rule 75-1

- ✓ All prison staff shall possess an adequate standard of education and shall be given the ability and means to carry out their duties in a professional manner



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### Mandela Rules

**Rule 73-1.** When prisoners are being removed to or from an institution, they shall be exposed to public view as little as possible, and proper safeguards shall be adopted to protect them from insult, curiosity and publicity in any form.

2. The transport of prisoners in conveyances with inadequate ventilation or light, or in any way which would subject them to unnecessary physical hardship, shall be prohibited.

3. The transport of prisoners shall be carried out at the expense of the prison administration and equal conditions shall apply to all of them.

Instruments of restraint

**Rule 4-1.** 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;

### NOTES

(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.

**Rule 75-1.** All prison staff shall possess an adequate standard of education and shall be given the ability and means to carry out their duties in a professional manner.

2. Before entering on duty, all prison staff shall be provided with training tailored to their general and specific duties, which shall be reflective of contemporary evidence-based best practices in penal sciences. Only those candidates who successfully pass the theoretical and practical tests at the end of such training shall be allowed to enter the prison service.

3. The prison administration shall ensure the continuous provision of in-service training courses with a view to maintaining and improving the knowledge and professional capacity of its personnel, after entering on duty and during their career.



## Categories of Escorted Trips فئات رحلات المرافقة

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### NOTES

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Two Categories of Escorted Trips



Medical



Non-Medical

❖ The need for an escorted trip may arise unexpectedly or be planned



**Two Categories of Escorted Trips**

Escorted trips fall into one of two categories: medical and non-medical.

An emergency medical trip occurs as the result of an unexpected life-threatening medical situation requiring immediate medical treatment not available at the institution. The required treatment may be on either an in-patient or out-patient basis.

A non-emergency medical escorted trip is a planned medical treatment not available at the institution. The required treatment may be on either an in-patient or out-patient basis.

A non-medical escorted trip can be for such purposes as allowing offenders to make a bedside visit to a member of her immediate family, attend a funeral, or participate in program-related functions—educational or religious activities—or work-related functions.

**NOTES**

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**Procedures for Requesting Medical Transport**

- Medical treatment recommendation
  - ✓ Prepared by medical staff
  - ✓ Forwarded through the appropriate staff for screening and clearance
  - ✓ Submitted to the warden for approval



**Procedures for Medical Treatment**

For out-patient medical treatment, staff seeking approval complete an Escorted Trip Authorization Form and route it and offender's file through the:

- Movement coordinator for screening and clearance
- Intelligence supervisor for identifying threats
- Head of security for appropriate action
- Unit supervisor and associate warden for review and recommendation

Approval for an emergency out-patient escorted trip during nonduty hours may be provided by the prison executive staff and security supervisor on duty, who must notify the warden immediately.

When treatment is expected to extend beyond the day of a transfer to a medical facility, the offender is considered transferred to the medical facility for in-patient care.

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## Disembarking at the Medical Facility

- Staff disembark at a predetermined door
  - ✓ Enter the facility after reviewing the immediate area from the ingress point to the examination room
  - ✓ Hospital security staff may also be involved in this process
  - ✓ Take the restrained offender to the examination room, close the door, and post an armed officer outside the door
- The unarmed staff member remains with the offender



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### Disembarking at the Medical Facility

Based on the security level of the offender, at least two officers should be utilized for escorted trips.

Staff disembark the escort vehicle at a predetermined door and enter the facility after reviewing the immediate area from the ingress point to the examination room. Hospital security staff may also be involved in this process. The staff then take the restrained offender to the examination room, close the door, and post an armed officer outside the door. The unarmed staff member remains with the offender during all medical treatment (even surgery).

The hospital security can be involved if armed, trained by prison staff, and vetted in advance.

### NOTES

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## Procedures for In-Patient Admission

- Prison authorities develop escort policies and post orders for escort officers covering offenders receiving in-patient care
- The escort officers sign a statement verifying understanding of the required procedures
- Escort officers maintain the **post orders** and **logbook procedures** during the admission and return them to the institution upon completing the escorted medical trip
- Constant and uninterrupted supervision is maintained at all times by staff

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### Procedures for In-Patient Admission

Prison authorities develop post orders and logbook procedures for correctional officers who provide coverage for offenders receiving in-patient care.

If an escorted trip for medical purposes is expected to result in the offender being admitted to a community medical facility for in-patient treatment, these procedures must be followed.

The designated officers sign a statement that they understand the required procedures set forth in the post orders.

Escort officers maintain the post orders and logbook procedures during the community placement and return them to the institution upon completing the escorted medical trip.

When medical treatment is expected to extend beyond one day, only the warden may approve reduction in restraints below the minimum requirements.

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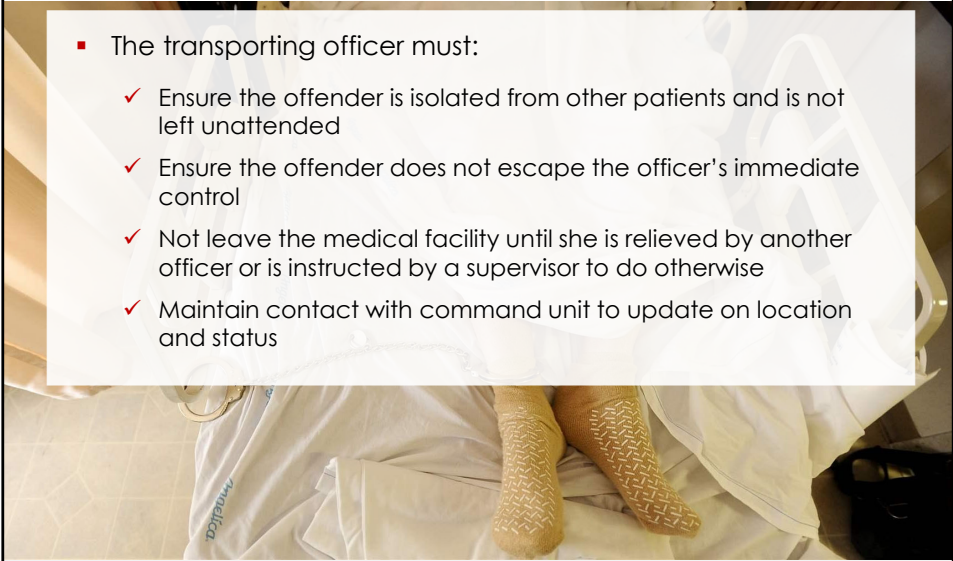
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### Procedures for In-Patient Care



- The transporting officer must:
  - ✓ Ensure the offender is isolated from other patients and is not left unattended
  - ✓ Ensure the offender does not escape the officer's immediate control
  - ✓ Not leave the medical facility until she is relieved by another officer or is instructed by a supervisor to do otherwise
  - ✓ Maintain contact with command unit to update on location and status

#### Procedures for In-Patient Care

The transport officer must ensure that the offender is isolated from other patients and is not left unattended or permitted to escape her immediate control.

The transporting officer will not leave the medical facility until she is relieved by another officer or is instructed by a supervisor to do otherwise.

Only the warden can authorize restraint removal. If restraints are to be removed, this approval is required. Medical staff cannot mandate restraint removal but can request (normally accomplished in advance where both parties agree and other security measures are in place, such as another staff member or different restraints).

If the offender is to be admitted to a hospital, the officer in charge of the prisoner will immediately notify the prison authorities.

The prison authorities will arrange for guarding the offender during her stay at the hospital.

Procedures for the safe transfer of weapons and ammunition (shift to shift, if admitted) must be created and in post orders.

#### NOTES

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### Procedures for Non-Medical Transports

**Unit staff:**

- Investigate & determine the merits of an escorted trip
- Prepare request
- Route the request and offender central file to:
  - ✓ Movement coordinator for screening and clearance
  - ✓ Head of security for appropriate action
  - ✓ Intelligence coordinator for identifying threats
  - ✓ Unit supervisor and associate warden for review and recommendation



### Procedures for Non-Medical Transports

Non-emergency, non-medical transport requests are considered for an offender who has been at the institution for at least 90 days and considered eligible for less secure housing and for work details with minimal supervision outside the institution's perimeter.

A recommendation for an offender to receive an escorted trip for non-emergency, non-medical reasons is prepared by the recommending staff, forwarded through the appropriate staff for screening and clearance, and then submitted to the warden.

### NOTES

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## Disembarking at a Courthouse

- Escort vehicle parks in a discrete location
- Transport officer and offender enter the courthouse through a secure entrance
- The offender is placed in a holding cell
- The transport officer is issued a transfer receipt
- After court proceedings, the offender is placed back in the holding cell and searched
- Prison staff escort the offender through the secure entrance to the vehicle and back to prison

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### Disembarking at the Courthouse

There should be secure holding facilities within the courthouse to temporarily hold offenders before and after their appearance in court.

Escort vehicle parks in a discrete location in the courthouse parking lot, and the transport officer and offender enter the courthouse through a secure entrance. The offender is placed in a holding cell. If the offender is not supervised by the transport officer, she must be signed over to another law enforcement entity (federal police, court police, etc.) for the duration of the trial. Normally, prison staff swap restraints with the police officers, who search and restrain the offender with their devices, sign the transfer receipt, and take possession of the offender.

After court proceedings, the offender is placed back in the holding cell and searched.

The transport officer escorts the offender through the secure entrance to the vehicle and back to prison.

### NOTES

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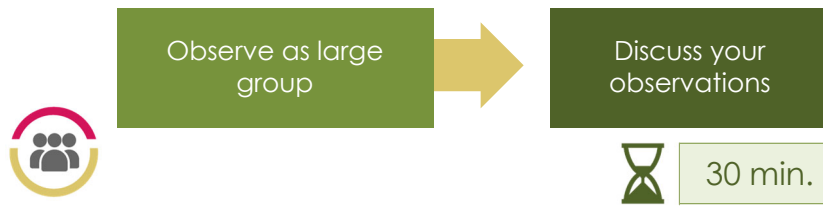
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### Critiquing the Risks for Medical Escorts

**EXERCISE**

- A group of volunteers will role-play the doctor, nurse, offender-patient, and two transport officers
- The rest of the class will observe and determine risks that are associated with in-patient medical escorts



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#### Critiquing the Risks for Medical Escorts

Duration	Up to 30 minutes
Purpose	The purpose of this activity is to have participants determine specific risks associated with in-patient medical escorts.
Materials	Role-players, room set up as hospital
Steps	<ol style="list-style-type: none"> <li>1. Work individually.</li> <li>2. Observe the role-play.</li> <li>3. Be creative and envision the scene at a hospital you know.</li> <li>4. Think of the circumstances and the environment.</li> <li>5. Determine what specific risks are associated with the in-patient transport.</li> <li>6. After the role-play is over, share your observations.</li> </ol>

#### NOTES

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### Critiquing the Risks for Medical Escorts

**REGROUP**

- What risks did you observe?
- What does the escorting officer need to do to mitigate the risks?



#### Critiquing the Risks for Medical Escorts

Regroup and discuss your observations.

#### NOTES

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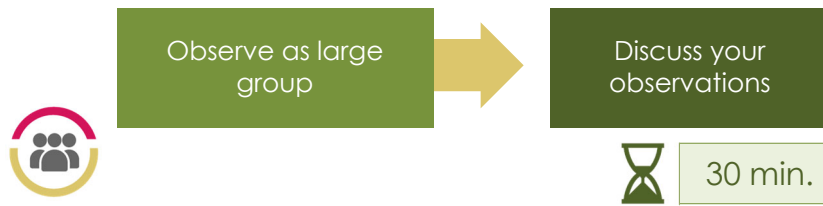
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### Critiquing the Risks for Courthouse Escorts

**EXERCISE**

- A group of volunteers will role-play the judge, lawyer, offender-defendant, and escorting officer
- The rest of the class will observe and determine risks that are associated with transports to a courthouse



Critiquing the Risks for Courthouse Escorts	
Duration	Up to 30 minutes
Purpose	The purpose of this activity is to have participants determine specific risks associated with courthouse escorts.
Materials	Role-players, room set up as a courthouse
Steps	<ol style="list-style-type: none"> <li>1. Work individually.</li> <li>2. Observe the role-play.</li> <li>3. Be creative and envision the scene at a courthouse you know.</li> <li>4. Think of the circumstances and the environment.</li> <li>5. Determine what specific risks are associated with a courthouse transport.</li> <li>6. After the role-play is over, share your observations.</li> </ol>

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## Applying Restraints تطبيق القيود

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### NOTES

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### Applying Restraints

- Offenders are normally handcuffed behind the back except for:
  - ✓ Elderly persons and juveniles arrested for minor offenses
  - ✓ Women in advanced stages of pregnancy
  - ✓ Other physical disability in which an offender would be injured if handcuffed behind the back
- If handcuffed in the front, a waist chain is required
- Leg restraints are required on all trips
- Note: keyhole should be facing up



#### Applying Restraints

Restraints may be amended, or substituted, but not removed. Offenders with special needs are identified and documented in the escort authorization, in advance.

Factors to be considered when determining types of restraints include:

- Criminal history of the offender
- Current and past demeanor
- Propensity/ability to interfere, escape, or impair the safety of the transport

Where immobility or other serious impediment exists, officers may request an ambulance for the transport. The transport officer will accompany the paramedic unit to the medical facility.

All offenders are to be restrained during transport. Normally this will be accomplished by handcuffing the offender behind the back. Leg restraints are to be used on all transports. If handcuffed in front, a waist chain is required.

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## Special Considerations

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



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### Special Considerations

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

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### Restraint Equipment

- Restraint equipment typically consists of:
  - ✓ Leg irons
  - ✓ Handcuffs & handcuff covers
  - ✓ Waist chains
  - ✓ Leg braces
- The offender should not be restrained to a stationary object in a moving vehicle



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#### Restraint Equipment

Agency policy should specify the circumstances under which black box restraint covers may be used. Often, this decision is linked to the offender’s custody level.

Black box restraint covers are black colored metal covers that enclose the center portion of the wrist restraints so that an offender cannot position her hands to tamper with the restraints. They are closed with a padlock.

#### NOTES

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### Flex Cuffs

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



#### Flex Cuffs

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

Flex-cuffs and leg restraints can be used also when there are special needs.

Flex-cuffs must be properly applied; they can cause lacerations, reduce circulation, or cause nerve damage if applied too tightly. Typically, these restraints cannot be adjusted once applied. A cutter must be available when using flexible restraining devices.

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## Waist Restraints

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



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### Waist Restraints

Waist restraints are used when transporting an offender outside the facility. They are also used when offenders are being removed from the special housing units. This allows offenders to sign documents for disciplinary hearings, unit team meetings, or attorney visits.

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## Leg Restraints

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



Source: Sofia Martinez Martinez



### Leg Restraints

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

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### Applying Restraints

**EXERCISE**

- Work in pairs
  - ✓ One person will role-play the offender
  - ✓ The other will role-play the officer
- Practice applying handcuffs, leg restraints, and waist restraints
- Switch roles



Applying Restraints	
Duration	2 hours
Purpose	The purpose of this activity is to gain proficiency in applying and removing restraints.
Materials	Handcuffs, waist restraints, leg restraints
Steps	<ol style="list-style-type: none"> <li>1. Work in pairs.</li> <li>2. One member of the pair will role-play the offender; the other will role-play the transport officer.</li> <li>3. The "transport officer" will practice applying and removing the three types of restraints.</li> <li>4. The transport officer and offender will switch roles.</li> <li>5. Continue practicing until you are comfortable and fluid with applying and removing restraints.</li> </ol>

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### Applying Restraints

- Handcuffs
- Leg restraints
- Waist restraints
- Black boxes and padlocks

**REGROUP**



#### Applying Restraints

Regroup and discuss your observations.

#### NOTES

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### Demonstration—Using a Wheelchair

- The facilitator(s) will demonstrate searching and restraining offenders confined to a wheelchair
- Participants will practice searching and restraining offenders confined to a wheelchair



**Demonstration**

Observe the demonstration and then practice searching and restraining an offender in a wheelchair.

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## Preparing for the Transport التجهيز للنقل

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### NOTES

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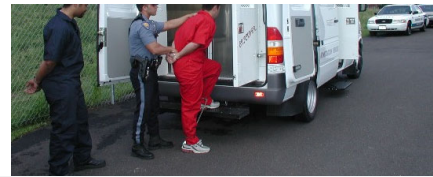
### Who Should Transport?

- Escorting officers should be selected by the chief of security and provided with detailed instructions
- Should have **at least one year** of service
- Officer-in-charge should have minimum of 3 years experience
- **Escort training** must be accomplished
- When 3 or more offenders are transported, a shift supervisor-level employee should be in charge



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#### Who Should Transport?

The chief of security, in consultation with the unit manager, or others as appropriate, selects the number of escorting staff.

The chief of security indicates on the approval form the specific staff member who serves as officer-in-charge. This person has decision-making authority and responsibility on the trip.

Escort training must be accomplished, with certification, in advance of taking any trip outside the prison. This includes weapons certification, less lethal training, emergency procedures, etc.

The designated staff, weapons, and restraint requirements for an escorted trip remain in effect while the offender is in in-patient status.

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### High-Risk Escort Staffing

- Minimum of 3 staff escorts required for each offender
- 2 staff officers must be in a backup car and backup routes
- At least 1 staff escort must be armed in the main vehicle, both staff in chase are armed, 1 armed supervisor required, staff are normally tactical staff
- Offenders must be restrained by handcuffs with black box, martin chains, padlock, and leg restraints
- Staff members must wear protective vests



### High-Risk Escort Staffing

A minimum of three staff escorts are required for each offender, with one staff member holding the rank of at least correctional supervisor. In addition, there must be staff in a backup car (follow vehicle). Two officers should occupy the back-up car.

The staff-offender ratio is maintained regardless of the number of offenders supervised. At least one escort in addition to the correctional supervisor must be a non-probationary staff member.

At least one staff escort must be armed. Staff in the follow vehicle must also be armed.

Handcuffs with the black box handcuff cover, martin chains, padlock, and leg restraints are used at all times.

Staff members escorting high-risk offenders must wear protective vests at a minimum.

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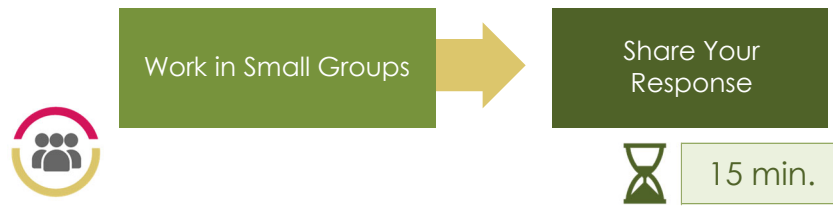
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### Tools for Transporting Officers

**EXERCISE**

- Each group will be assigned one of the following categories of tools a transport officer should have:
  - ✓ Preparedness—Describe steps the transport officer should take to be prepared
  - ✓ Training—Describe all training the transport officer should have
  - ✓ Procedures—Name procedures that should be followed
  - ✓ Equipment—List all equipment that should be included



Tools for Transporting Officers	
Duration	15 minutes
Purpose	The purpose of this activity is to brainstorm the tools transport officers should have to make the transport more secure (based upon what you have learned thus far).
Materials	Paper/pen
Steps	<ol style="list-style-type: none"> <li>1. Work in small groups</li> <li>2. The facilitator will assign each group one of the four categories mentioned in the slide.</li> <li>3. Brainstorm with your group everything that should be completed in your assigned category.</li> <li>4. Be prepared to share with the class.</li> </ol>

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### Tools for Transporting Officers

- Preparedness
- Training
- Procedures
- Equipment

**REGROUP**



#### Tools for Transporting Officers

Regroup and discuss your observations.

#### NOTES

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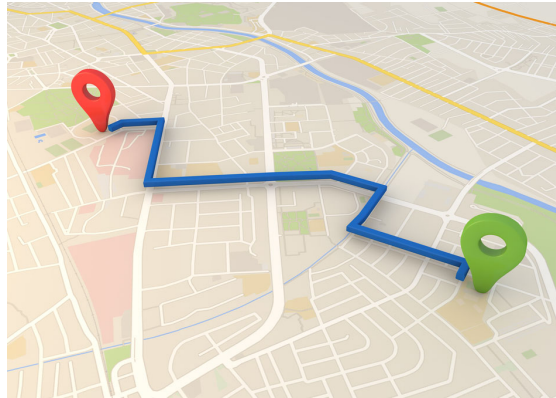
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### Pre-trip Planning

- Pre-trip planning should address:
  - ✓ Reason for the trip
  - ✓ Records review
  - ✓ Classification review
  - ✓ Coordination and communication
  - ✓ Post orders and emergency procedures
  - ✓ Trip authorization process
  - ✓ Alternative Routes



#### Pre-trip Planning

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

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

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

Before departing, the escort officer must ensure that:

- The warden or designee has signed the authorization
- All departments have reviewed and commented on the authorization
- The number of escorts, weapons, and special conditions have been identified in writing on the authorization

#### NOTES

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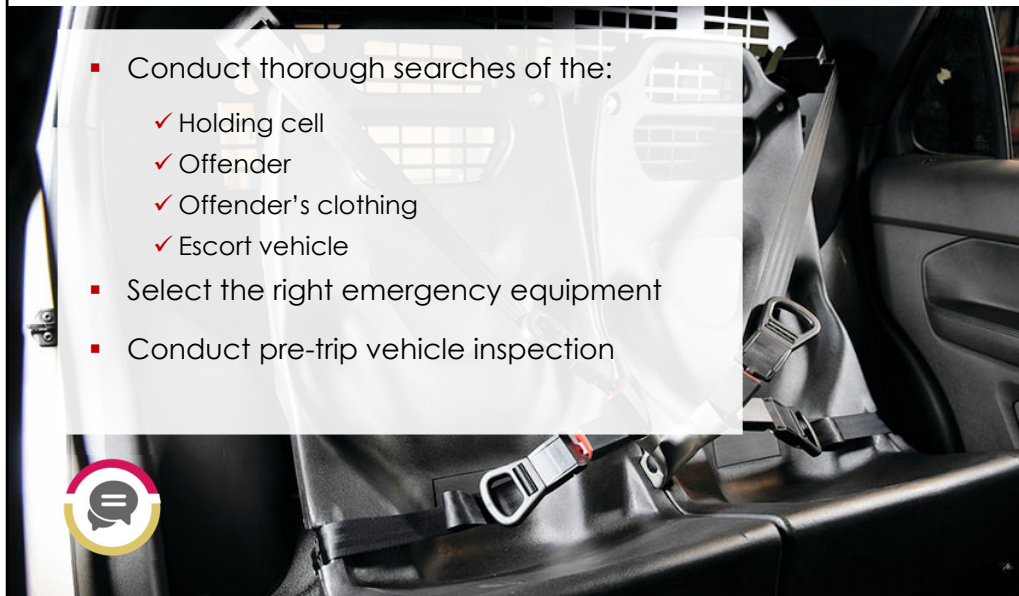
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## Preparing for the Transport



- Conduct thorough searches of the:
  - ✓ Holding cell
  - ✓ Offender
  - ✓ Offender's clothing
  - ✓ Escort vehicle
- Select the right emergency equipment
- Conduct pre-trip vehicle inspection



### Preparing for the Transport

The procedures used in offender escort are the application of best practices learned many times through unfortunate experience. Experience has taught that escort officers must approach each step in the offender movement chain as a potential security breach. Best practices dictate that officers search the offender, her clothing, the holding cell(s), and the escort vehicle prior to movement.

The transport vehicle can be the most vulnerable link in the movement chain. Vehicles are stored in motor pools, where they may not always be under constant supervision.

### NOTES

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## Searching Holding Cells

The holding cell must be searched before placing an offender when preparing for a transport



### Searching Holding Cells

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

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

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

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

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

Each search should be documented.

### NOTES

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## Search Offender and Clothing

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



### Searching Offender and Clothing

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

All personal searches should be conducted in a discreet and private area. Personal searches should be conducted in a respectful manner. Searches should never be conducted to humiliate or harass. Document the search.

Ideally the escorting officer should take a second set of inspected clothing for the offender. Staff should ensure that the offenders do not acquire any unauthorized items after their search. This is done through isolation of the offender who has been searched into an area that is secure and that has been searched prior to the arrival of the offender.

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

### NOTES

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## Communicating with the Offender

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

### Handcuffing:

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



### Un-handcuffing:

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



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### Communicating with the Offender

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

### NOTES

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### Preparing the Offender

**REGROUP**

- ✓ Searching and securing holding cell
- ✓ Conducting a pat or metal detection search of the offender
- ✓ Handcuffing and moving offender to holding cell
- ✓ Removing restraints
- ✓ Searching offender with metal detector



#### Preparing the Offender

Regroup and discuss your observations.

#### NOTES

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## Selecting the Equipment and Vehicle اختيار المعدات والمركبات

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### NOTES

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### Mode of Transportation

- Staff should judge the mode of transportation best suited for the situation and nature of the trip
- Normally bus or automobile (cars and vans) are most appropriate
- Once a vehicle is issued, the transporting officer must:
  - ✓ Search it, ensuring that it is free of contraband, weapons, or any article that might aid in escape attempt
  - ✓ Perform a safety check



### Mode of Transportation

The officer must perform a safety check of the vehicle and ensure that it is fully fueled and that all communication systems (radio and cell phone) are operating properly. To ensure that contraband is not put in a vehicle after this inspection has been complete, the vehicle should be locked and kept under supervision

Because of concerns for providing security and safety to the public, the offender, and the transporting officer, an offender is not to be allowed to communicate with anyone while being transported.

If possible, staff should establish several routes to frequently traveled destinations to not establish a predictable pattern. The chosen route should be finalized with institutional staff before departing.

### NOTES

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### Traveling by Cars and Vans

#### Cars



- One officer and no security screen:
  - ✓ Offender will be in the front passenger seat
- Security screen:
  - ✓ Offender will be in the rear passenger seat on opposite side of driver
- Second officer:
  - ✓ Offender will be in the rear passenger seat; second officer will sit beside the offender and behind the driver

#### Vans



- Offenders will be secured in offenders' compartment and handcuffed
- All offenders will be seat belted during transport
- Transport officers will be seated in the driver's area
- One officer will maintain visual surveillance



#### Traveling by Cars and Vans

If transported by one officer and the vehicle does not have a security screen, the offender will be placed in the front passenger seat with her arms handcuffed in front of her with a waist chain, and the seatbelt and shoulder harness fastened.

If the vehicle has a security screen, the offender may be placed in the rear passenger seat, with arms handcuffed in front of her with a waist chain and seatbelt and shoulder harness fastened.

If a second officer is required to transport an offender, the offender will be placed in the rear passenger seat, with hands handcuffed in the front with a waist chain, and with the seatbelt/shoulder harness fastened. The second officer will sit beside the offender and behind the driver.

Vans can be used for the transport of multiple offenders at the direction of a supervisor. Offenders transported in prisoner transport vans will be secured in the prisoners' compartment and handcuffed. The handcuffs will be double-locked. All offenders will be seat belted during transport. Transport officers will be seated in the driver's area. One officer will maintain visual surveillance on the offenders for the duration of the trip. Secure escort vans have external padlocks affixed to the entry doors behind the passenger to ensure they cannot get out.

#### NOTES

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## Searching the Vehicle

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



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### Searching Vehicles

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

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

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

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

### NOTES

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## Pre-Trip Inspections and Safety



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



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### Pre-Trip Inspections and Safety

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

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

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

Also inspect to ensure the following:

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

### NOTES

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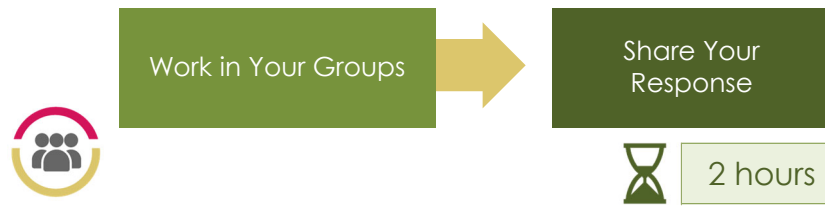


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## Searching and Inspecting a Vehicle

### EXERCISE

- Work in your groups
- Observe facilitator demonstration of search/inspection
- Conduct a search of the vehicle
- Conduct an inspection of the vehicle



Searching and Inspecting a Vehicle	
Duration	2 hours
Purpose	The purpose of this activity is to increase participants' knowledge on performing a vehicle search and maintenance check before a transport.
Materials	Flashlight, mirror, gloves
Steps	<ol style="list-style-type: none"> <li>1. Work in small groups.</li> <li>2. Observe the facilitator perform a search on the vehicle.</li> <li>3. As directed by the facilitator, conduct a search of the vehicle.</li> <li>4. Observe the facilitator perform a maintenance check on the vehicle, including safety equipment.</li> <li>5. As directed by the facilitator, conduct a thorough inspection of a vehicle, including any safety equipment.</li> <li>6. Be prepared to share your findings with the class—explain the condition of the vehicle and the safety equipment.</li> </ol>

### NOTES

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### Searching and Inspecting a Vehicle

**REGROUP**

Facilitators will demonstrate the following:

- ✓ Searching a car and/or van
- ✓ Conducting a safety inspection of the car/van
  - ✓ Gas and oil levels
  - ✓ Tires
  - ✓ Doors and locks
  - ✓ Radio equipment
  - ✓ Gun racks
  - ✓ Jack, jack handle
  - ✓ Spare tire
  - ✓ Seat belt



#### Searching and Inspecting a Vehicle

Regroup from the previous activity and discuss the responses as a group.

#### NOTES

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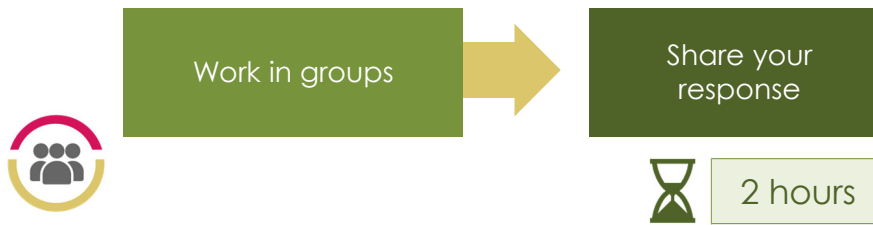




## Placing Offenders in the Vehicle

### EXERCISE

- Work in your group
- Search the offender using the metal detector
- Apply restraints to the offender
- Escort the offender from the holding cell to the vehicle
- Place the offender in the vehicle



### Placing Offenders in the Vehicle

Duration	2 hours
Purpose	The purpose of this activity is to practice the next step in offender transport, which is moving the offender from the holding cell to the vehicle.
Materials	Handheld metal detector, restraints, vehicle, holding cell
Steps	<ol style="list-style-type: none"> <li>1. Work in small groups.</li> <li>2. Half the group will be offenders and half the group will be transport officers.</li> <li>3. The transport officers will follow procedures to transport the offender from the holding cell to the vehicle.</li> <li>4. The transport officer will then place the offender inside the vehicle and accompany her.</li> <li>5. Switch roles.</li> <li>6. Be prepared to discuss your observations.</li> </ol>

### NOTES

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### Offender Management

- The bus is normally brought into a secure area near a prison exit (normally the receiving and discharge gate)
- Staff form a line while restrained offenders go from the sallyported gate to the bus



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#### Offender Management

All offenders should be handcuffed, even minimum custody offenders. Handcuffs should be used as a security measurement, not punishment. They should not be tightened to the point that they cause discomfort.

Leg irons and handcuff covers (black boxes) should be used according to a policy-driven, clearly defined standard.

The bus supervisor should be certain a thorough visual search is performed on each offender during processing and again before boarding the bus. A handheld metal detector should be used to determine whether offenders are hiding any metal objects.

No personal property should be given to offenders while on board the bus.

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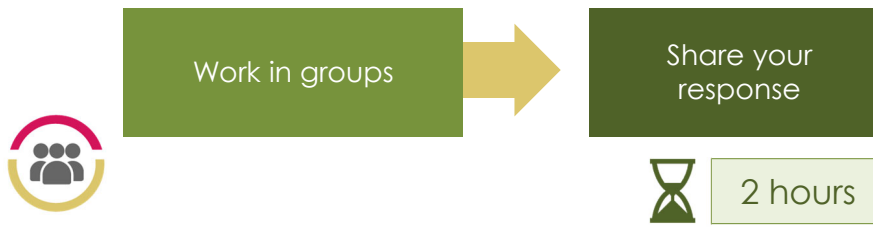




## Transporting by Bus

### EXERCISE

- One group will perform the following:
  - ✓ Search the bus
  - ✓ Transport offenders from the holding cell to the bus
  - ✓ Apply restraints on offenders, per procedures
- The other group will be the passenger-offenders on the bus
- Switch roles



Transporting by Bus	
Duration	2 hours
Purpose	The purpose of this activity is to have participants practice escorting multiple offenders to a bus and placing them on the bus.
Materials	Classroom set up as two buses, restraints, including bus chain long enough to handcuff 40 offenders to it
Steps	<ol style="list-style-type: none"> <li>1. Work in small groups assigned by the facilitator.</li> <li>2. Role-play offenders and transport officers.</li> <li>3. The transport officers will search the bus.</li> <li>4. They will then restrain and escort the offenders to the bus and place them in their assigned seats.</li> <li>5. Switch roles as directed by the facilitator.</li> <li>6. Be prepared to share your observations.</li> </ol>

### NOTES

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## Transporting by Bus

### REGROUP

- Search the bus
- Transport offenders from the holding cell to the bus
- Apply restraints on offenders, per procedures



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### Transporting by Bus

Regroup and discuss your observations.

### NOTES

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## Returning to the Prison العودة إلى السجن

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### NOTES

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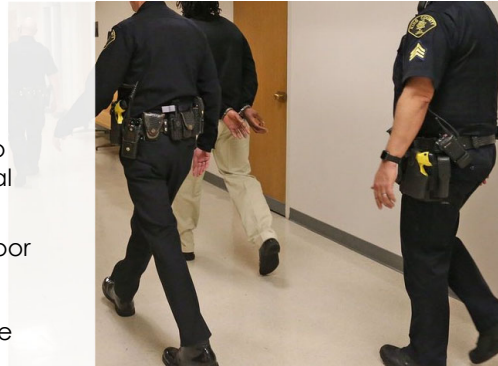
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### Leaving Hospital/Courthouse for Prison

- Transport officers:
  - ✓ Restroom check
  - ✓ Check the offender out
  - ✓ Get release paperwork to bring to the prison hospital unit
  - ✓ Bring vehicle to secure door
  - ✓ Check the area
  - ✓ Put the offender in vehicle
  - ✓ Secure the offender
  - ✓ Radio prison and advise you are en route



### Leaving Hospital/Courthouse for Prison

Follow the same procedures in reverse for leaving the location and returning to prison.

### NOTES

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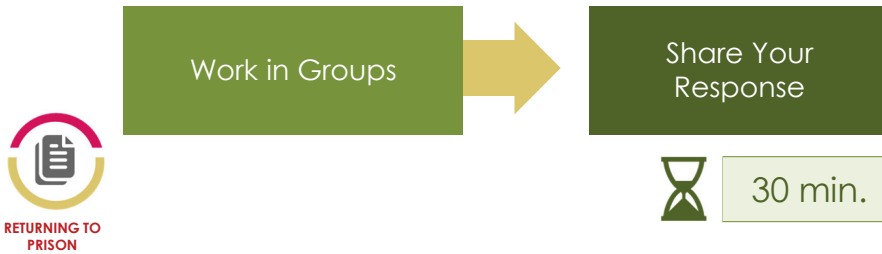
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## Returning to the Prison

### EXERCISE

- Work in your groups
- Refer to Worksheet 1: Returning to the Prison
- Read the short scenario
- Answer the questions that follow



### Returning to the Prison

Duration	30 minutes
Purpose	The purpose of this activity is to have participants apply knowledge gained to reflect upon actions they would take as a transport officer.
Materials	Worksheet: Returning to the Prison, pen, paper
Steps	<ol style="list-style-type: none"> <li>1. Work in small groups.</li> <li>2. Read the scenario.</li> <li>3. Write your responses to the questions that follow.</li> <li>4. Be prepared to share your response.</li> </ol>

### NOTES

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## SUMMARY

### Topics

- ✓ Risks of Transporting Offenders
- ✓ Categories of Transports
- ✓ Applying Restraints
- ✓ Preparing for the Transport
- ✓ Selecting the Equipment and Vehicle
- ✓ Moving Offender to the Vehicle
- ✓ Returning to the Prison

### 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

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# Worksheets



## Priority Intelligence Items

### Directions:

1. Read the items listed in the table.
2. Determine whether each item has intelligence value.
3. Place a checkmark in the correct column for each item.

Observed action or behavior	Has Intelligence Value	Has No Intelligence Value
Offender is seen limping		
Offender passes note to another offender		
Offender coughs 3 times while passing another offender		
Offender's uniform is sloppy		
Offender sits with a different group at mealtime		
Two offenders known to be friendly talking quietly in a corner		
Two offenders known to not get along talking quietly in a corner		
Offender shouts at another offender over a spilled drink		
Offender reports uniform item missing from cell		
Offender's cell is messy		
Offender receives letter from family		
A hand-drawn map of the prison found in offender's cell		
Screwdriver found in offender's cell		
Offender offers part of her meal to another offender		
Offender seen crying while walking away from another offender		
Offender shoves another offender		
Offender requests change in cell assignment		
Offender requests medical treatment for injury		
Offender known to be unfriendly starts conversation with staff		



Observed action or behavior	Has Intelligence Value	Has No Intelligence Value
Offender known to be friendly avoids conversation with staff		
Inventory shows items missing from kitchen		
Offender requests replacement bed linens		
Officer reports hearing noise in hallway during lights out		
Offender reports odd smell in cell block		
Lighting fixture in common area is broken		
Officer finds a shard of glass in shower block		
Incoming visitor found to be carrying a packet of drugs		



## Communicating

### Directions:

1. Role-play with a partner.
2. The first speaker is a direct communicator.
3. Read the sentences under Section 1A, one at a time.
4. Wait for a response.
5. The listener will respond however she thinks appropriate.
6. In the first 4 sentences, the partner (the listener) will role-play a co-worker.
7. In the second 4 sentences, she (the listener) will role-play a co-worker.

### Switch roles.

8. The second speaker is an indirect communicator.
9. The second speaker reads the sentences under Section 1B, one at a time.
10. Wait for a response.
11. The listener will respond however she thinks appropriate.
12. In the first 4 sentences (of Section 1B), the partner (the new listener) will role-play a co-worker.
13. In the second 4 sentences (of Section 1B), the partner will role-play an offender.
14. Discuss between the two of you how you felt with that style of communicating.
15. Respond to the questions that follow each type of communicator.
16. Be prepared to share with the class.

### SECTION 1A: Direct Communicator

The sentences below are your talking points. Read them one at a time and wait for the response:

#### Communicating with a co-worker

1. Why didn't you let me know you were going to be late taking over my shift?
2. Where were you? I was looking for you.
3. Why didn't you bring back my lunch? I asked you to.
4. You didn't fill out your paperwork last night.

#### Communicating with an offender

5. What else haven't you told me?
6. How can you be sure that is what you remember seeing?
7. How do I know you are telling me the truth?
8. I think you are hiding something.

### Discussion:

- Write down any pros for this type of communicating



- Write down the cons.
  - Explain how this type of communicating made you feel as a listener.
  - What do you think about the communicator?
- 

### SECTION 1B: Indirect Communicator

The sentences below are your talking points. Read them one at a time and wait for the response:

#### Communicating with a co-worker

1. Maybe you didn't know you were going to be late, so you weren't able to let me know.
2. You probably forgot that we were going to meet. I was looking for you.
3. Oops, I probably didn't make it clear that I wanted you to bring my lunch back with you.
4. I looked for the paperwork last night, but maybe I just don't see it.

#### Communicating with an offender

5. Is there something else that you would like to tell me?
6. Is it possible that you may not be sure that is what you saw?
7. Is there anything else you need to add to what you are telling me?
8. Is there anything here that I need to see?

#### Discussion:

- Write down any pros for this type of communicating.
- Write down the cons.
- Explain how this type of communicating made you feel as a listener.
- What do you think about the communicator?



## SECTION C: Guidelines for both styles of communicating

### For direct communicators

- Soften your statements and ease into topics gradually (indirect communicators can hear "between the lines" and get your meaning).
- Learn to "listen between the lines" (indirect communicators often phrase important information in softer terms that may be missed by direct communicators).
- Avoid outright demands for answers such as "Why?" "Why not?" "When can you have this?"
- "Could you give us a little background on this," or "Can you explain your take on this," is more effective and far more diplomatic.
- Be patient if you don't get your answers right away. Express that you would like to hear more from them on that issue and let them get back to you.

### For indirect communicators

- Realize that direct communicators are reassured when they hear sincere answers instead of a gentle letdown. Expressing your true position is a sign of trust and respect.
- Indirect communicators are not being aggressive when they have very specific questions or requests.
- Direct communicators sometimes struggle to understand the true meaning behind indirect communications. Keep your diplomacy, but make sure that your direct communicator fully understands what you are saying.
- If you cannot give immediate responses to the concerns of direct communicators, reassure them that you will respond as soon as possible. Provide a timeframe.



## Mix and Match

### Directions:

1. Read the terms in the left column.
2. Find the matching definition for each term in the right column.
3. Place the term in front of the correct definition.

Terms	Definitions
<p>A. Patrol</p> <p>B. Census checks</p> <p>C. Count</p> <p>D. Pass systems</p> <p>E. Controlled movements</p> <p>F. Outcount</p> <p>G. Emergency counts</p> <p>H. Picture-card count</p>	<p>1. _____ A physical acknowledgement of the number of offenders in certain locations and comparing that number with the number of offenders assigned to that location</p> <p>2. _____ A count of offenders who are officially listed on the facility census but who are not physically present on the premises</p> <p>3. _____ Official counts taken at unscheduled times that can occur for any security-related reason</p> <p>4. _____ Staff compare the picture from the offender's information card with the occupant of the cell or bed</p> <p>5. _____ Unofficial counts conducted throughout the day to ensure offenders are in their assigned areas</p> <p>6. _____ Staff provide signed individual movement passes to offenders</p> <p>7. _____ Permitting offenders to move during the day only at certain specified intervals</p> <p>8. _____ Moving around to detect suspicious activity within the premises and in its immediate surroundings</p>



## Facilitator Guidelines: Offender-Related Role-Play

### Directions:

- Two facilitators role play.
- One facilitator will play the role of Offender A.
- One facilitator will play the role of Offender B.
- At the designated time, facilitators will change roles:
  - One facilitator will play the role of Corrections Officer
  - One facilitator will play the role of Offender A, then switch to Offender B during an interview
- Note: this activity carries through to the final exercise, which is a disciplinary "hearing."
- It is recommended to print two copies of this role play scenario, one for each facilitator.
- After the role-play, participants will work in small groups to write an incident report. Their incident reports will be used later in the module at a disciplinary "hearing."

**Note: Make this scenario real by using your own professional experience.**

### Part 1:

Offenders A and B are housed in the same housing unit. Offender B is called out of her cell for a pre-arranged appointment. While Offender B is away, Offender A enters her cell and removes a magazine. Offender B returns in time to see Offender A hiding the magazine in her blouse.

*Offender B: Hey, thief! That's mine, give it back!*

*Offender A: I wasn't doing anything, what do you mean?*

*Offender B: (getting agitated) You stole my magazine! Give it back.*

*Offender A: (defensive) You're crazy, I don't have anything of yours!*

- Offender B grabs Offender A and attempts to retrieve the magazine.
- A scuffle ensues, and Offender B punches Offender A.

### **ROLE SWITCH--Facilitator to play role of Corrections Officer responding to incident**

### Part 2:

Corrections Officer is interviewing Offenders A and B about the incident.

**Note: Be sure to separate Offender A from the area of the incident and away from Offender B's simulated location.**

### Witness statement questions for Offender A:

- What happened?
- Why did Offender B hit you? (**Note: Offender A lies and says Offender B gave her the magazine, then later changed her mind**)
- Who else was at the scene?
- Have you and Offender B had any problems?
- Are you sure Offender B gave you that magazine?

**Note: At this point, return to Offender B's simulated location and switch roles. Facilitator who played Corrections Officer will now role play as Offender B, while facilitator who played Offender A will now role play as Corrections Officer.**

### Witness statement questions for Offender B:

- What happened?
- Why did you hit Offender A?
- Offender A says you gave her that magazine; is this true? (Note: Offender B answers truthfully, "No.")
- Who else was at the scene?
- Have you and Offender A had any problems before this?
- Are you sure you didn't give Offender A that magazine?



## Selecting Accurate Words

### Directions:

1. Read the sentences below.
2. Place a checkmark for the sentences that are accurately written.
3. Rewrite the other sentences to make them accurate.

### Sentences:

1. \_\_\_\_ I think it was around 1:30 because I had just returned from lunch with a co-worker when this officer was dispatched to break up an argument between two offenders.
2. \_\_\_\_ At approximately 1:30, I was dispatched to break up an argument between two offenders.
3. \_\_\_\_ Offender 1 hit Offender 2 because she always seems jealous of her.
4. \_\_\_\_ I heard a rumor that Offender 1 was upset because Offender 2 has more visitors than she does, so I think that is why she hit her.
5. \_\_\_\_ Offender 1 was trying to hide a small, white purse.
6. \_\_\_\_ This officer noticed an individual who turned out to be Offender 1 in what looked like she was trying to keep from my sight a small item that looked like a light-colored purse. I think it was white.



## Two Reports

### Directions:

1. Below are two incident reports about the same incident.
2. Read both reports.
3. Select the one report that is clearly and accurately written.
4. Be prepared to explain why one report is clearly written and the other is not.

### Incident Report

Who: Officer H. Layla, Officer M. Arif, Offender Q. Hussein, Offender L. Rafiq

What: Altercation between Q. Hussein and L. Rafiq

Where: Dining facility

When: During mid-day meal

How: Q. Hussein slapped L. Rafiq

Why: Argument over portion size

### Report 1

Officer M. Arif and I were overseeing the mid-day meal in the dining facility when we saw offenders Q. Hussein (#number) and L. Rafiq (#number) arguing. As we made our way to the lunch line, Hussein slapped Rafiq in the face.

We separated the two offenders; I interviewed Hussein while Arif interviewed Rafiq. Hussein claimed that Rafiq didn't give her as much food as other offenders received, and that Rafiq insulted her when she asked for more. Rafiq said that Hussein was verbally aggressive and demanded more food, even though she received the same serving as other offenders.

### Report 2

This officer was stationed at the east door leading from the KSA Facility 2 meal service area, along with Officer M. Arif. During the mid-day meal service, this officer observed one offender (Q. Hussein, named as Offender 1 in this report) in a verbal altercation with another offender (L. Rafiq, named Offender 2 in this report). This officer observed Offender 1 to physically assault Offender 2 in the region of the left side of Offender 2's head and shoulders area. Officer M. Arif and this officer responded to the scene and physically separated the involved parties in preparation for taking statements from each. Officer M. Arif escorted Offender 2 to an area out of earshot of Offender 1 (north side of KSA Facility 2 meal service area) at which point this officer was unable to ascertain their conversation. This officer escorted Offender 1 to a secure location out of earshot of Offender 2 (south side of KSA Facility 2 meal service area) in preparation for taking her statement.



Offender 1 stated that Offender 2 had given her less food than was provided to other offenders in the meal service line. Offender 1 further stated that Offender 2 became verbally abusive when questioned. Offender 1 claims that she did not intend to strike Offender 2 but did so in self-defense against Offender 2's verbal aggression. Note: This officer reviewed the meal plan for the meal in question and found that Dietician established a baseline portion size of 150g for the food item in question. Offender 2 (interviewed by Officer M. Arif) stated that Offender 1 demanded more food (above the 150g designated) and became verbally aggressive when refused. Offender 2 claims that Offender 1 struck her in the face without provocation.



## Procedures for Searching Cells

	Search the cells the same way each time to promote efficiency and thoroughness
	Remove the offender from the cell; search and escort her to another secure area; when the search is complete, search the offender again before returning her to the cell
	Before entering the cell, secure the cell door in the open position to avoid being accidentally locked in the cell
	Before searching the cell, look at the items that are about to be searched; determine whether anything is out of the ordinary
	Start the search with the bed and use it as a workbench when finished searching it
	Remove the mattress and other bedding and examine above and below the bunk and in any crevices between the bunk frame and the wall
	Look under the bed and check for items suspended from springs or fastened to the bed frame
	With the mattress removed, examine the upper side of the bed frame and springs
	Examine the bedframe supports to ensure they have not been partially sawed through for easy removal
	Examine the mattress and pillows by rolling them lengthwise and widthwise
	Check the sides and ends of the mattress and pillows for cuts or tears in their covering <ul style="list-style-type: none"> <li>• Any indication of re-sewed seams calls for a more careful examination, including opening the seams for extensive probing</li> <li>• A handheld metal detector is very effective in finding metallic contraband in these items</li> </ul>
	Examine the remaining bedding, paying special attention to any seams or double thickness of the cloth
	Search the locker, one shelf at a time and return all items to their original positions
	Examine all surfaces of the locker (contraband may be taped to the underside of shelves or concealed in shelf ledges, supports, legs, or false sides or backs of the shelves)
	Examine any paper used to line the shelves
	Check all clothing (including dirty laundry) piece by piece; pay special attention to seams, double thickness of material, and pockets
	Open and check individually every item (letters, books, magazines, toilet articles, etc.)
	Examine coat hangers (certain types of plastic hangers are excellent places to conceal contraband)



	Check all footwear, including linings, soles, and heels; feel inside shoes all the way to the toe and remove the inner soles and any removable arch supports
	Remove a small portion of the contents of commonplace items to check for illegal substitutes <ul style="list-style-type: none"> <li>• Shake talcum-powder containers and squeeze toothpaste tubes</li> <li>• Check to see that bars of soap have not been hollowed out</li> </ul>
	Look in, under, and between the washbasin and in the drain, overflow, and gooseneck water seal (if accessible) (contraband may be suspended in the pipes or hollows on wires or threads, or stuck on with glue or tape)
	Examine the toilet carefully, inside and out (because offenders are aware of the officer's reluctance to examine these fixtures, they use these fixtures as favorite hiding places <ul style="list-style-type: none"> <li>• Check under the base of the toilet, behind the toilet where it connects to the wall, and the toilet drain.</li> </ul>
	Examine the toilet paper holder and all rolls of toilet paper to make certain that currency or other contraband is not rolled up within the roll
	If there are electrical outlets or other similar access panels in the room, remove them and inspect the cavities
	Examine any brooms or mops for items concealed in broom straws and mop heads
	If there is a radio, examine it carefully by removing the back, checking the battery well, and examining the electric cord
	Carefully remove any pictures from frames and examine the frame and the backing material
	Remove all wall coverings; remember even steel walls may be cut, with cuts concealed behind calendars and pictures
	Carefully scrutinize the walls, ceiling, and floor for indications of sawing, digging, cutting, defacing, or other possible signs of escape attempt
	Check heat or ventilation duct openings for indications of tampering or concealed contraband <ul style="list-style-type: none"> <li>• Look for strings, thread, or wire holding something suspended in the duct</li> </ul>
	Look around interior and exterior window frames and outside window ledge
	Examine window bars for evidence of tampering <ul style="list-style-type: none"> <li>• Be alert for any wires, strings, or thread fastened to the bars and suspended outside the window</li> </ul>
	Carefully examine the cell door or grille and the wall to which it is set <ul style="list-style-type: none"> <li>• Check with the door in open and closed positions</li> </ul>



## Searching Nonhousing Areas

<b>SEARCHING NONHOUSING AREAS</b>	
	Visiting Areas: Thoroughly search trash, furniture, shakedown areas, and toilets before and after visits
	Perimeter: Search for items hidden next to or under fences
	Yard Areas: Use metal detectors to search for buried weapons and other contraband
	Institutional Buildings and Crawl Spaces: Check for evidence of tunnels; check desks, file cabinets, and shelving
	Visitor-Traffic Points: Search for items hidden or thrown by visitors
	Ductwork and air chambers: Search on a regular basis for signs of breaches in security and for contraband
	Tunnels: Search tunnels, utility corridors for unauthorized access
	Docks, Ramps, etc. Search regularly for contraband or escape equipment
	Shops, Vocational Training, and Industrial Areas: Search vents, block and brick walls, workbenches, machinery, bins, toolboxes, covered openings, elevator shafts, outbuildings, lockers, and staff-only areas
	Kitchen equipment: Search routinely for missing or loose parts that can be used or fashioned into a weapon; check food service equipment



## Contraband Classification

Complete the sections below.

### Contraband in the U.S.

Major	Minor
<ul style="list-style-type: none"> <li>- Weapons</li> <li>- Flammable substances</li> <li>- Vessels containing urine, feces, or other bodily fluid</li> <li>- Any illegal drug or controlled substance unless prescribed by a physician</li> <li>- Smoking materials or tobacco products</li> <li>- Any unauthorized locking device, key, lock pick, or other device capable of destroying, altering, or damaging any security equipment</li> <li>- Cellular telephones and accessories.</li> </ul>	<ul style="list-style-type: none"> <li>- Unauthorized clothing</li> <li>- Glass containers</li> <li>- Sexually explicit materials</li> <li>- Gambling paraphernalia</li> </ul>

### What is considered major and minor contraband in your country?

Major (your country)	Minor (your country)
1	1
2	2
3	3
4	4
5	5

### What other items would you consider?

Major	Minor
1	1
2	2
3	3
4	4
5	5



## Returning to Prison

1. Read the short scenario.
2. Respond to the questions that follow.
3. Be prepared to share with the class.

### Scenario:

The offender you brought to the hospital has had hip surgery and will need a wheelchair to get back to the prison. The doctor ordered medication and has given the offender a bag of medication, to include narcotics, which are needed for a positive recovery.

You overhear the doctor telling the offender he will see her next Tuesday. He will ask the prison authorities to bring her over after lunch.

The doctor then tells you not to restrain the offender's legs because of possible swelling.

Your trip authorization required full restraints.

### Questions:

1. What escort issues are evident?
2. How would you resolve the escort security problems?
3. Explain the process used to take the offender from the hospital and return to the prison.
4. Explain how to search hospital equipment provided to offender (wheelchair, crutches, canes, braces, etc.).

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: Security Operations

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.

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*Thank You and Congratulations!*