



Instructor Guide

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Acknowledgment

The basic communications skills model which has been used by correctional agencies for more than thirty-five years to train officers and counselors was developed by Dr. Robert R. Carkhuff, Chairman of the Board of directors, Carkhuff Institute of Human Technology, and his associates.

In 1977, this model was further refined because of increased experience and new insight into correctional officer training. The description of this refined model is contained in two resources—*IPC: Interpersonal Communications Skills for Correctional Management*, Blakeman, J.D., Pierce, R.M., Keeling, T., and Carkhuff, R.R., HRD Press, Inc., Amherst, Mass., 1977; and *IPC: Interpersonal Communications Skills for Correctional Management Trainers Guide*, Blakeman, J.D., Pierce, R.M., Keeling, T., and Carkhuff, R.R., HRD Press, Inc., Amherst, Mass., 1977. Permission has been given by the publisher to use the bulk of the material in these two resources in the development of this correctional training material. We gratefully acknowledge the contributions of the authors mentioned above and the publisher.

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Preface to the Trainer

Traditional Training in Corrections

Most training programs for correctional staff have focused on what could be best described as security skills: conducting a count, shakedown procedures, riot control and report writing. Even with such specific skill training, many correctional people concede that the employee learns the “real” skills, for better or for worse, from experienced staff he or she initially encounters and by trial and error on the job. In addition to security responsibilities, staff are required to supervise inmates. The typical employee becomes a logistics specialist, keeping track of the whereabouts of inmates in his or her assigned area and insuring that the inmates get to and from a variety of activities within the institution. In addition, correctional staff serve as postmen, insurers of sanitation, etc.

Omission of Skills Training

Training programs developed for correctional staff often omit “skills” training that focuses on enhancing the relationships between line staff and inmates, and between correctional workers and their peers. This omission occurs in spite of the obvious importance of human relations skills. Even when training does attempt to effect positive relations between staff and inmates, it tends to be conceptually based rather than skills based. Such training usually involves lecturing to staff about what they “should” think and how they “should” act. Typically, little opportunity is provided for staff to “try out” new ways of handling inmates which might help reconstruct the inmate’s attitudes and contribute to an eventual successful adjustment in the institution and on the street. Such training leads to correctional staff attitudes about inmates that typically remain either what they were prior to training (frequently negative) or unduly influenced by the staff whom they encounter during their probationary period (frequently negative). When there is any form of human management skill presented in the correctional training provided line staff, it tends to be of short duration (seldom more than 20 hours), and often is given low priority, even though the realities of institutional supervision will place inmates and staff in frequent daily interpersonal contact.

Lack of Follow Through

An additional problem confronting those who offer such training is the lack of follow through to insure that the learning, which is translated into employee behavior, is sufficiently rewarded. Too often, the trainee hears the statement from an old hand: “You can forget what they told you at the training academy. You’ll learn how to handle these inmates from me.” It is apparent that those who wish the employee to be skilled must pay the price to insure that those in positions of formal and informal authority also learn and accept the skills as well. You cannot be anointed with the skills. They must be learned and they must be accepted as valid by a majority of the employee’s peers and supervisors.

The Need for Skills Training

There is no need to restate that correctional institutions can be—and often are—stressful places to be, for staff and inmates alike. Staff have to face and cope with ever-changing roles and increased responsibilities. The scenario that develops is one in which the line employee must struggle under tremendous pressure to secure the institution and provide the inmates with what they are entitled to by law and institutional regulations.

The IPC Course

None of this, of course, is news to you. But the materials in this *Instructor Guide* may be news to you! This guide has been developed for trainers, like yourself, so that you can provide line staff with skills that will relieve them of the pressure they must deal with. The skills presented here have been specifically tailored to aid correctional workers in being more effective in carrying out their major functions: first and foremost, to keep the institution secure; and then to help inmates make the constructive choices necessary to live within the rules of the institution and of society.

Training in interpersonal management skills will make a difference in correctional institutions for staff and inmates. The techniques presented in this program go beyond the traditional interpersonal skills that should have been taught in the past but, in fact never were. Now through your training experience, employees (and especially new employees) can acquire these new skills that they need to do the job you want them to do. In the past, staff have been asked to put themselves on the line without all the knowledge and skills they really needed. They have had to cope with ever-increasing legal, physical and emotional demands. Now, by equipping staff with these skills, we will keep more of the control where it belongs: with the line employee.

Sources of the IPC Course

This IPC course is based on correctional training programs that have been systematically implemented in federal, state, and local correctional systems for many years. The materials are derived from nearly three decades of research into the effectiveness of staff interpersonal skills training intended to provide meaningful assistance to inmate and other populations in need of help. This program itself is an application of such skills training and is designed to aid staff in managing inmate populations. The course is the end result of the teaching and learning experiences of thousands of individuals who are deeply concerned with improving the interpersonal climate in correctional institutions. You and the trainees you will be working with will share the benefits of all the effort that has gone into the development of these materials.

Method of Training

The basic format for teaching the IPC course is “Tell-Show-Do-Input.” Using this format, you will first tell the trainees about the skills they will be expected to learn. Then you will show your trainees the skill by use of video segments and by demonstrating the skill yourself. Then the trainees will do the steps necessary to learn the skills by working through exercises in their manuals and by participating in activities you will direct from

the *Instructor Guide*. Finally, trainees will have the opportunity to contribute input about the training since you will ask for feedback about their experience and carefully listen to their comments. By using this “Tell-Show-Do-Input” approach, you will insure that all types of learners will acquire the skills. The remainder of this guide will show you step-by-step how to conduct a successful training class using this format.

Teaching the Course

Course Materials

All of the materials necessary for teaching the Interpersonal Communications in the Correctional Setting course are contained in this package. The materials include the following items:

- 1) ***Instructor Guide***. This resource is a step-by-step handbook that will provide you with detailed instructions for conducting each session.
- 2) ***Participant Manual***. Each participant should have his/her own manual since it is a personal workbook as well as a reference book. The manual is designed specifically to be used during the training. Symbols indicate video segments, background information, written exercises, and class activities. Participants are to use space provided in the manual to record their responses to questions and activities. Instructions in the *Instructor Guide* are clearly keyed by page number to the *Participant Manual* so that you can guide the trainees’ use of the manual during the class.
- 3) **Video**. The video segments of the course are of two types—narrative introductions to the individual skills and dramatized scenes from jails that demonstrate the presence or absence of the specific skill under study. Notes in the *Instructor Guide* explain when and how to use each segment. Discussion questions are included in the *Instructor Guide* as well as in the *Participant Manual*.
- 4) **Competency Test**. A sample test and answer key are provided in this guide. Local reproduction is permitted. Instructors should exercise care that the test is not compromised. The answer key must be carefully controlled and all copies of the test should be collected.

In preparing to teach the course, you should study all these materials carefully. They have been tested and have proven effective with a variety of correctional groups. By using these materials coupled with your own enthusiasm, experience, and creativity, you should be able to conduct a dynamic and successful training program.

Organization of *Instructor Guide*

The remainder of this *Instructor Guide* is divided into the sessions which comprise the course. You will find that the materials for each session contain the following parts:

- 1) **Learning Objectives for the Session.** The objectives serve as a guide to the points that need to be stressed and the skills that should be learned in each session. If time permits, you may wish to achieve additional objectives during the program. However, do not compromise on the objectives given or else the cumulative nature of the skills training will be seriously impaired.
- 2) **Outline of Teaching Suggestions.** This outline contains ideas for explanatory remarks, notes for when to use the *Participant Manual* exercises and video scenes, possible answers to discussion questions, and instructions for group activities. The notes are keyed to the *Participant Manual* and the video segment to assist you in coordinating the class.

No time frames are given for specific activities since the needs, background, and interest level of different groups will vary widely. You should use your best judgment to establish time frames. If possible, gather information about your group prior to the beginning of the training program to assist you in laying out a schedule, keeping in mind that adjustments may have to be made after the class begins.

In preparing for a session you should review all of the materials in the *Instructor Guide*, in the *Participant Manual*, and on the video. You may wish to write additional teaching notes in your own guide. These should be actual situations, incidents, and examples from your own experience. Personalizing the course in this way will make you more credible as an instructor and make the training more relevant for the participants.

Evaluation

Pre- and post-evaluation of the training is essential to meet the following objectives:

Pre-Training Evaluation

- 1) Determining the strength and weakness of entry level skills.
- 2) Identifying areas that need emphasis during the course.
- 3) Raising trainees' awareness of their own skill level.

Post-Training Evaluation

- 1) Demonstrating change or growth in trainee skill level.
- 2) Bolstering trainee confidence by showing skills development.
- 3) Determining areas of the course that need improvement.

In conducting the evaluation, the test supplied should be administered before and after the training. Extreme care should be taken to control the test and the answer key so that the instrument is not compromised. Trainees should be personally advised of their strengths and weaknesses as demonstrated by the evaluation instrument and the judgment of the instructor. An overall report on the training should be prepared and kept on file in the appropriate office, i.e., personnel or training. The report might include a list of participants, beginning and end dates, and class scores on the competency test.

Training Suggestions

The following ideas come from the experience of other IPC trainers. You may find them helpful in planning for your class. Of course, every class is different; teaching techniques must be adapted to local conditions. However, after thinking over these ideas, you may find some that you wish to incorporate into your own methods.

Practice What You Teach

The IPC course, first and foremost, is a skills course. Participants need good models to learn from. Your example is the best model they have. Therefore, it is imperative that in planning for each session, you look for ways to demonstrate the skill under study during the class. For instance, in the session on identifying feeling, you may consciously greet participants as they arrive with a responding observation like, “You seem up today, John, things must be going your way” or “Gwen, you look tired this afternoon...”

Further, as you become familiar with the IPC model, you will begin to incorporate the concepts and techniques into your own interpersonal style. The more you practice the skills, both in class and out, the more likely your participants are to learn from you and to take the training seriously.

Leading Class Discussions

One of the ways that participants integrate what has been presented to them—by you, by the video, by their manual—is by talking about it. By talking, they personalize concepts for themselves, they make them their own. Thus, class discussions are very important. Your role as a group discussion leader is a primary responsibility. The individual exercise section of the *Participant Manual* provides excellent material for group discussion. Normally, trainees will be eager to share what they have written down, to compare their answers with others. In leading a group discussion, here are some pointers:

- 1) In the initial stages of a discussion period, avoid making judgments about what an individual has to offer. Your job, particularly in the beginning, is to get ideas out into the open, not to tell the participant whether he or she is right or wrong.
- 2) Encourage trainees to challenge one another’s ideas. This stimulates the kind of give-and-take and in-depth questioning that is at the heart of real learning.

- 3) Encourage all members of the class to participate.. Do not let a few individuals dominate the group. You may have to call on reluctant members to get them to actively participate. When doing this, try to ask questions which you know the reluctant trainee can answer successfully, then offer positive reinforcement for good performance. The idea is to provide opportunities for all participants to be successful so that they will feel comfortable in participating voluntarily rather than hanging back.
- 4) When you feel that a topic has been sufficiently explored and that all trainees have been given the chance to contribute what they want to, you can conclude the discussion period by formulating a consensus statement. A consensus statement sounds like this: “It seems that most of you are saying that...while a few seem to think that...” Getting total agreement from a class is often not possible nor is it particularly desirable. However, accurately summarizing the various positions expressed is important to let all participants know you have heard and respect their point of view. Once this has been done, the group is usually ready to move on.

Seating

A good seating arrangement can contribute to setting a positive climate for an IPC session. A semi-circular arrangement in which all participants can see each other is much preferable to the typical “row-behind-row” arrangement of most classrooms.

Conducting the Role Play Activities

People learn by doing! The only way your trainees are going to actually put the IPC skills to use is by practicing them. Practice in the non-threatening environment of the classroom provides the confidence they need to try the skills on the job. The role play activities described in the manual provide the opportunity for this essential practice. Here are some suggestions for conducting role plays successfully:

- 1) Give the role play activities top priority. If you find that they are getting short shrift because of time, then your planning is faulty.
- 2) To initiate a role play activity, particularly at the beginning of the course, select individuals to begin the activity whom you know to be cooperative and competent. This should get the activity off to a good start.
- 3) Make it a clear policy that all trainees participate in the role plays, not just volunteers. If you establish this as a standard procedure, then those who are reluctant (who probably need the practice most) will not feel singled out when required to participate.

- 4) Initially the role plays should be done by one officer/inmate pair in front of the whole class. You as the Instructor should involve the rest of the class as observers and solicit feedback from them on points provided in the manual. After soliciting group feedback, you should provide feedback as well. As the class gains experience in role playing, you might wish to divide them up into triads (groups of three). Members of the triads then change roles as inmate/officer/observer. This gives trainees more opportunities for practice. Your role in this configuration is to circulate among the group to offer advice or feedback as necessary.

Keys to Success

The two essential prerequisites for a successful IPC course are: (a) your conviction that the skills work and (b) good planning for each session. If you bring these two ingredients to the classroom each time the group meets, you can be sure that, like hundreds of other workers who have participated in similar programs, your trainees will leave better equipped to handle their job with less stress and more likely to achieve greater personal satisfaction from their work. You can be proud of the important role you play in achieving these praiseworthy goals. Congratulations and good luck!

Interpersonal Communications in a Correctional Setting

Sample Agenda

Day 1

Time	Module	Instructor
8:00 a.m.	Introduction to the Course and IPC Model/ Pretest	
9:00 a.m.	Introduction to the Basics	
9:30 a.m.	Positioning	
10:30 a.m.	Posturing	
12:00 noon	Lunch	
1:00 p.m.	Observing	
1:45 p.m.	Listening	
2:30 p.m.	Introduction to the Add-Ons	
3:00 p.m.	Identifying Content	
4:00 p.m.	Identifying Feeling	
5:00 p.m.	Adjourn	

Day 2

Time	Module	Instructor
8:00 a.m.	Identifying Meaning	
9:30 a.m.	Asking Questions	
10:30 a.m.	Introduction to the Applications	
11:00 a.m.	Handling Requests	
12:00 noon	Lunch	
1:00 p.m.	Making Requests	
2:30 p.m.	Reinforcing Behavior	
3:30 p.m.	Conclusion	
4:30 p.m.	Post-test	
5:00 p.m.	Adjourn	

IPC Competency Test

- 1) Which of the following is not a basic skill of sizing up the situation?
 - a) listening
 - b) positioning
 - c) responding
 - d) posturing

- 2) An inmate request is best evaluated when the officer:
 - a) knows the rules
 - b) is a skilled responder
 - c) defers to his superior
 - d) sets up a helpful climate

- 3) Inferences can be made most accurately when you have:
 - a) good positioning, posturing, and listening
 - b) a valid psychological test
 - c) observations about environment, behavior, and appearance
 - d) several years of experience

- 4) Suspending personal judgment temporarily means:
 - a) agreeing with inmates
 - b) not allowing your personal attitudes and values to shut inmates off
 - c) giving inmates second chances on rules violations
 - d) you are going to be easily conned

- 5) Content means:
 - a) what the inmate said or did
 - b) feelings and emotions
 - c) attitudes and values
 - d) basics

- 6) One important reason to respond to an inmate's feelings is that:
 - a) it encourages inmates to talk
 - b) it is the inmate's civil right
 - c) it stops the inmate from complaining
 - d) it shows that you're not playing favorites

- 7) Establishing whether or not an inmate's request is legitimate is mostly a result of:
 - a) good listening
 - b) good observation
 - c) knowing the inmate
 - d) knowing the rules and regulations

- 8) Drawing inferences, determining implications (trouble, no trouble), deciding normal or abnormal and looking at behavior, appearance and environment are all procedures for:
 - a) attending
 - b) listening
 - c) motivating
 - d) observing

- 9) Communications in corrections is most clearly related to:
 - a) security
 - b) officer-inmate relations
 - c) society's mandate
 - d) inmate reform

- 10) Two steps in handling requests skillfully are:
 - a) ask relevant questions and reflect
 - b) identify feeling and ask 5W's and H
 - c) identify content and identify feeling
 - d) check out inmate and situation and respond with a reason

11) Which of the following is not an important principle of positioning?

- a) dress functionally
- b) look directly
- c) face the inmate
- d) establish appropriate distances

12) Reinforcing inmate behaviors means:

- a) setting up a token economy
- b) agreeing with most behavior
- c) rewarding and punishing appropriately
- d) giving up control

13) Responding accurately to an inmate demonstrates that you are:

- a) soft on security
- b) skilled in communication
- c) vulnerable to manipulation
- d) demonstrating approval

14) Asking yourself questions like “How does he look?” “What’s he doing?”, “What did he say?”, are good examples of:

- a) relevancy
- b) 5W’s and H
- c) thinking about content
- d) assessing intensity

15) In developing good listening skills, observing and posturing are important. Another prerequisite for good listening is:

- a) learning to use “street” language
- b) positioning
- c) asking relevant questions
- d) developing a “command” voice

16) Officers should demonstrate confidence to inmates and fellow officers. Posturing is one important way to accomplish this. Posturing involves all of the following except:

- a) inclining forward
- b) standing erect
- c) eliminating distracting behaviors
- d) drawing inferences

17) Identifying inmates' intense feelings leads to:

- a) intensifying them
- b) inmate embarrassment
- c) coddling
- d) defusing them

18) Appropriate distance in corrections first means:

- a) being close
- b) being safe
- c) being properly postured
- d) being able to hear

19) For an officer to listen effectively, it is important to:

- a) get answers
- b) reflect on the "gut" feeling
- c) help the inmate adjust properly
- d) suspend judgment

20) Which does not give information about energy level?

- a) body build
- b) grooming
- c) posture
- d) non-verbal expressions

21) Adding meaning to feeling results in:

- a) interpreting
- b) understanding content
- c) understanding the reasons for feeling
- d) keeping inmates under control

22) An inmate stoops and picks up an empty milk carton while passing near an officer in the housing area. He is unaware of the officer's presence. The officer gives him a genuine smile as they make eye contact immediately after the incident. This would be an example of:

- a) verbal reinforcement
- b) good attending skill
- c) non-verbal reinforcement
- d) a good inmate-officer relationship

23) Your text has three major sections. Which heading is not one of them?

- a) managing behavior
- b) inmate management
- c) sizing up the situation
- d) communicating with inmates

24) In seeking information from a reluctant or hostile inmate, an important first step is to:

- a) use 5W's and H questions
- b) identify the inmate's content, feeling, and meaning
- c) threaten with consequences
- d) question the inmate in front of witnesses

25) Which is an example of a request in a mild or polite format?

- a) "Look, Jones, get that floor swept now!"
- b) "Jones, the floor sure is dirty. It would be good if somebody swept it."
- c) "Jones, would you please sweep the floor?"
- d) "Jones, I want you to sweep the floor."

IPC Competency Test

Answer Key

- 1) c
- 2) a
- 3) c
- 4) b
- 5) a
- 6) a
- 7) d
- 8) d
- 9) b
- 10) d
- 11) a
- 12) c
- 13) b
- 14) c
- 15) b
- 16) d
- 17) d
- 18) b
- 19) d
- 20) a
- 21) c
- 22) c
- 23) b
- 24) b
- 25) c



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Session 1: Introduction to the IPC Model

Learning Objectives

At the end of this unit of study, each participant will be able to:

- 1) List the three basic components of the IPC model and the elements that are included in each component.

The Basics: Sizing Up the Situation		The Add-Ons: Communicating with Inmates	The Applications: Managing Behavior
<ol style="list-style-type: none">1. Position2. Posture3. Observe4. Listen		<ol style="list-style-type: none">1. Respond to Inmates2. Ask Questions	<ol style="list-style-type: none">1. Handle Requests2. Make Requests3. Reinforce Behavior

- 2) List at least five characteristics of effective managers.

- fair
- gives orders respectfully
- backs you up
- makes you feel appreciated
- makes you feel like part of the organization
- predictable and consistent
- listens
- has knowledge of job
- is a good role model

- 3) List at least three purposes of this training program.

- to give trainees practical skills
- to equip trainees to apply those skills to management of people
- to develop each trainee so that he/she can make effective use of his/her strengths as a communicator

Explanation

Establish the basic arrangements and procedures for the training:

- 1) Introduce self.
- 2) Class administration.
 - breaks
 - use of cell phones and/or pagers
 - smoking arrangements
- 3) Administer pre-test. (A copy of the pre-test is located as an appendix in the *Participant Manual*.)

- 4) Introduce course.

This course is composed of three primary elements: your *Participant Manual*, a video/DVD which complements your manual, and the instructor. As instructor, my job is to serve as a catalyst who can bring together the first two elements and help you combine them with your own experiences, ideas, and good common sense.

A word about the video may be useful. It includes overview material which helps you understand the concepts addressed in this program. More importantly, it includes a great many vignettes or situations drawn from actual correctional incidents which will give you practice in applying IPC concepts.

- 5) Build base and skill training.

The most important aspect of this program is that it gives you actual skills that you apply on the job. It is far more critical that you be able to relate to/communicate with people than it is for you to be able to “parrot back” terminology. Hopefully, this program will both give you the skills and help you understand and apply the terminology.

- 6) Skills explanation personalized.

The skills we discuss in this program fall into three primary areas. There is nothing “magical” or “mystical” about them. They are based on simple common sense and are used all the time by people who are effective in dealing with others. Those skills will be discussed in greater detail in a few minutes.

- 7) Management model—not “helping” model.

Many of you may have already had training in using these skill in a “helping” or “counseling” role or you may have heard the program referred to as a “counseling” program. This program takes a somewhat different approach—it equips you to use the same skills in managing people—specifically, people who are housed in correctional facilities. Since we must first communicate with people before we can manage them, it is relatively easy to make the step from “communicating interpersonally” to “managing interpersonally.”

- 8) Interpersonal dynamics in everything we do.

To summarize the overall purpose of this program: in order to accomplish anything, we must communicate with other people. The more effectively we can do so, the more we can “build success” into our efforts as correctional professionals and as functional human beings.

Individual Exercise

- 1) Have participants read the “Overview of the Training Plan” on page 1 of the *Participant Manual*.
- 2) Make sure they understand the symbols.

Video

Introduction

Individual Exercise

- 1) Tell participants to read pages 3-4 in *Participant Manual*.
- 2) Tell participants to do the exercise on page 4.

Class Discussion

- 1) Have class discuss the exercise.
- 2) Write their responses on board or flip chart.

This is the trainer’s opportunity to demonstrate interpersonal skills and to get participant involvement. Do not try to change participants’ initial opinions but rather use this time to build relationships and demonstrate your skills. You build your relationships and demonstrate your skills in using IPC techniques by providing a model of what you want the participant to do. For example, listen to what the participants are saying and demonstrate that you understand by reflecting back to them and asking questions, etc. Reinforce their contributions by smiling, verbal approval, etc. And, initially, watch your own positioning and posture and eye contact and, by doing so, demonstrate your interest in what’s going on.

- 3) Your board may have the following:
 - feels like part of the organization
 - gives orders respectfully
 - fairness
 - feeling appreciated
 - backs you up predictable—consistent
 - listener
 - has job knowledge
 - good role model

- 4) Select a participant (whom you have sized up as having a fairly good skill level) for a quick demonstration of skills.
 - Set up a low intensity situation. A typical example of a low intensity situation would be to ask the participants to respond to a feeling of discontent about being in training. Get participant reaction.



Session 2: The Basics

Sizing Up the Situation

Learning Objectives

At the end of this session, each participant will be able to:

- 1) List, and briefly describe, the four “sizing up” skills.
 - position
 - posture
 - observe
 - listen
- 2) List at least four things that a staff member might look for if he/she toured the work area prior to going on a shift:
 - changes in routine
 - groupings of inmates
 - noise levels
 - changes in inmates’ physical appearance

Video

The Basics

Individual Exercise

- 1) Tell participants to read page 5-6.
- 2) Observe class and answer questions.

In teaching this segment of the program, an instructor should be aware of the situations that have occurred at the trainees’ institutions which illustrate breakdowns in communication between staff and inmates, staff and staff, etc. Use these to add credibility/ validity to the training program. Among typical questions that one can expect are:

Isn’t it possible to come across as “phony” if I concentrate on the skills?

It probably is, unless the individual practices the skills until they become natural to him/her.

What’s wrong with just being myself?

Nothing—so long as you make sure you cover the sizing up skills adequately.

Do you always use the sizing up skills?

You should try to, but common sense should prevail. If it is obvious that what would normally be a good position makes the individual you are talking to uncomfortable, shift position.

- 3) Instruct participants to complete the exercise on page 7.

Class Discussion

- 1) Have class discuss the exercise on page 7.
- 2) Why do you think that sizing up the situation is important?
 - to know what's going on
 - to be able to spot trouble before it starts
- 3) If you were to walk the area of your responsibility prior to going on duty, what would you be looking for?
 - changes in routines
 - noise level
 - grouping of inmates
 - physical changes
- 4) Which of the basic skills do you think would be most helpful for you to get that information?
 - observing
 - listening



Session 3: Positioning

Learning Objectives

At the end of this session, each participant will be able to:

- 1) List the two major elements of positioning.
 - keeping a safe distance
 - being able to see and hear groups and individuals
- 2) List the three major parts of positioning and be able to briefly describe each.
 - distancing
 - facing the inmate
 - looking directly
- 3) Explain why it is important to be “unpredictable” in positioning oneself.

It is always important to change the order of doing things, especially when supervising a large area or when you cannot always remain in one position, so that your behavior cannot be easily predicted.
- 4) List, and briefly describe, at least two duty stations with the appropriate location for positioning oneself identified for each duty station.
- 5) List two situations when direct eye contact with an inmate is appropriate and two situations when such contact is not appropriate.

Explanation

Positioning means putting yourself in the best possible position to see and hear individuals and groups. You should distance yourself (i.e., place yourself far enough away to be safe) while still remaining close enough to see and hear what is going on. Obviously, there is no absolute rule regarding how far or how close you position yourself—as an experienced staff member, use your experience, knowledge of the situation and/or individuals involved, and common sense to pick an appropriate distance.

Video

Positioning

Class Discussion

- 1) Ask one participant to take a position to supervise a group of inmates.
- 2) Lead discussion about the officer’s positioning skills.

Distancing. Should be adequate to allow for both safety and seeing/hearing a particular situation.

Facing the inmate. Positioned for the most effective line of vision; i.e., so that officer can observe everything he/she wants and needs to.

Looking directly. In order to really understand what is happening, officer needs to look directly at a situation. In addition, such direct observation—eye-to-eye with inmates for example—gives a very positive psychological message: “I am not afraid; I am going to find out what’s going on,” etc. Looking directly allows for closer observation; closer observation provides clues to use in analyzing situations (the inmate’s facial expression, for example).

Individual Exercise

- 1) Tell participants to read pages 9-10, up to the exercise.
- 2) Observe class and be available for questions. Questions you can anticipate might include:

Are there certain cultural traits that affect eye contact?

Yes, it is important to know something about the various groups that you come in contact with—for example, native Hawaiians and some other cultural groups consider close eye contact to be very inappropriate behavior.

If an inmate is upset, emotional, has a dull, vacant stare, etc., what do you do about eye contact?

Use your common sense; if trying to establish eye contact further upsets an individual, don’t worry about eye contact until the situation has gotten less tense. Remember, it is not a staring contest—it is an attempt to establish your presence with the other individual. Establishing that presence may not take a great deal of time.

(Prior to training, it is a good idea to identify specific areas in the local institution where positioning and observing are difficult. Such areas can be addressed in class, along with techniques for overcoming the positioning problems they present.)

- 3) Instruct participants to complete the exercise on pages 10-11.

Class Discussion

- 1) Have class discuss the exercise on pages 10-11.
- 2) You probably have duty stations other than housing units. Think of some of these other stations. Describe where you would position yourself to size up the situation.
 - recreation area
 - back against a wall where you can see as much as possible

List two situations in which you think it would be a good idea to look an inmate directly in the eye.

- when you want inmate to know that you mean business
- when you want to know what is going on

List two situations in which you think it would not be a good idea to look an inmate directly in the eye.

Explanation

We can sometimes set up a self-fulfilling prophecy by looking an inmate directly in the eye. We say to ourselves, “I’ll bet this guy is about to blow up,” and we look into his eyes, noticing that it seems to produce a lot of hostility. If we keep looking, he does blow up—and we have proven ourselves right. (Being right—in this case—can also be painful.)

Watching too much is as phony and unproductive as never looking at the individual; the key is to balance your eye contact so that you and the other party are both comfortable with it.

In some cases, another individual will not want any eye contact. Don’t force it—try, from time to time, to establish such contact. When the individual is comfortable with you, he will be comfortable with allowing eye contact to take hold. Give some time for a level of comfort to develop before you get extremely concerned about eye contact.

Video

Positioning Scenarios: Positioning Scenario #1

Scene Summary: The officer is working at her desk. Inmates are playing cards in the dayroom. One inmate approaches the officer. The officer is concentrating on her paperwork and doesn’t respond to the inmate.

- 1) Have participants write responses to questions on page 11.
- 2) Discuss the questions with the class.
 - How could the officer’s position be improved?
 - What might be the consequences of bad positioning in this case?

Video

Positioning Scenario #2

Scene Summary: The officer is working at her desk. Inmates are playing cards and moving about the dayroom.

- 1) Have participants write responses to questions on page 12.
- 2) Discuss the questions with the class.
 - How does the officer change her position in response to the card players?
 - How does the officer change her position when new inmates come into the dayroom?

Role Play

Conduct the class activity from page 12 of the *Participant Manual*.

Select one trainee to role play an inmate. Instruct the “inmate” to do something normally done in the dayroom. Select another trainee to role play an officer. When you give the signal, the officer positions correctly. After 20-30 seconds, solicit evaluation and feedback from the group on distancing, facing squarely, and looking directly. Have all trainees role play inmate and officer.

<u>Inmate</u>	<u>Officer</u>	<u>Group</u>
Role-play inmate for 20 seconds.	Position for 20 seconds.	Judge each officer on distancing: yes/no Facing the inmate: yes/no Looking Directly: yes/no If not, why not?



Session 4: Posturing

Learning Objectives

At the end of this session, each participant will be able to:

- 1) Define the term “posturing.”
 - holding your body in such a way that shows strength, confidence, interest, and control
- 2) List the three components of good posturing.
 - standing erect
 - eliminating distracting behaviors
 - inclining slightly forward
- 3) List at least three distracting behaviors that he/she has observed other staff exhibit and three distracting behaviors that he/she personally exhibits upon occasion.
- 4) Identify why good posturing is important in interpersonal communication.
 - If you appear strong and confident through the way you carry yourself, inmates will be more likely to react to you as if you were strong and confident.

Video

Posturing

Individual Exercise

- 1) Tell participants to read pages 13-14.
- 2) Instruct them to complete the exercise on page 14.

Class Discussion

- 1) Have class discuss the exercise on page 14.
- 2) List some distracting behaviors that other staff sometimes display.
 - leaning against ledge, wall, etc.
 - too rigid
 - exaggerated shifting
 - eye contact
- 3) What are some distracting behaviors that you sometimes display?
- 4) Write trainee responses on board and see if others agree that they are distracting. Add behaviors that you exhibit as well.

Video

Posturing Scenarios: Posturing Scenario #1

Scene Summary: The officer gets up from her desk to speak with an inmate.

- 1) Have participants write responses to the questions on page 15.
- 2) Discuss the answers with the class.
 - Describe the officer's posture.
 - How could the officer improve her posture?
 - What distracting behaviors did the officer exhibit?
 - What kind of impression would this officer make on inmates?

Video

Posturing Scenario #2

Scene Summary: The same officer gets up from her desk to speak with an inmate

- 1) Have the participants complete the questions on page 15.
- 2) Discuss the answers with the class.
 - Describe the officer's position as she gets ready to talk to the inmate:
 - What distracting behavior did she eliminate?
 - What impression do you think the officer's posture would make on the inmate?



Session 5: Observing

Learning Objectives

At the end of this session, each participant will be able to:

- 1) List the four primary components of observing.
 - looking at behavior, appearance, and environment
 - drawing inferences
 - deciding normal/abnormal
 - deciding trouble/no trouble
- 2) List the three things considered during the first part of observing.
 - behavior
 - appearance
 - environment
- 3) List at least four “clues” that can be used to develop inferences.
 - inmate feelings
 - inmate relationships
 - inmate energy levels
 - inmate values
- 4) Select the appropriate term which describes an inmate or person whose behavior is clearly spelled out in instructional examples.
- 5) List the three categories or relationships and feelings.
 - positive
 - negative
 - neutral
- 6) List at least two examples of negative relationships and two examples of positive relationships by describing specific behaviors that might be observed.

- 7) Describe the major characteristics of low, moderate, and high energy levels.
- Low:** an appearance and actions indicating defeat, slow movements, head hangs down, every movement seems to require great effort
- Moderate:** active involvement in most activities
- High:** participates in all that is required, also makes use of physical equipment and participates in voluntary activities (High energy inmates require constructive involvement in positive activities.)
- 8) List two behaviors exhibited by a high energy level inmate and two behaviors exhibited by a low energy level inmate.
- 9) List three things in relation to environment that might reflect inmate values.
- 10) List the three types of visual cues that are used in making inferences. Visual cues related to:
- behavior
 - appearances
 - environment
- 11) Define how to best insure that inferences are accurate:
- Inferences stand the best chance of being accurate if they are based on detailed and concrete observations, rather than vague, general ones.
- 12) Define how to evaluate/determine whether things are normal or abnormal for a given inmate at a given time:
- Compare present observations of the inmate with any past ones/or with any comments which other officers may have made about the inmate. Determine if current behavior is normal for that particular inmate.
- 13) Define how to evaluate/determine whether a situation indicates there will be trouble or not:
- This decision should be based both on observations and the officer's knowledge of the correctional environment in general.

Explanation

Not all communication is verbal; in fact, a considerable amount of the information we react to during the course of a day is nonverbal. For example, when an inmate fails to carry out a job assignment, that is a fairly strong statement. Why he failed to carry it out is subject to interpretation and analysis. The purpose of this session is to give trainees some observation techniques that will help them develop a good base for conducting such an analysis.

- 1) We look carefully for non-verbal cues, such as lack of performance, body language, facial expressions, changes in normal or expected behaviors, etc. (The inmate acted angry throughout his job assignment.)
- 2) Based on a collection of information, coupled with our past experience and common sense, we make an inference as to what the inmate is communicating and what is likely to happen as a result. (The inmate has normally been a good worker, but he recently got a “Dear John” letter from his wife.)
- 3) In considering the information we make an assumption, again based on prior experience, that a situation is either normal or abnormal and that we can expect either trouble or no trouble in carrying out our duties. (The inmate’s world is suddenly different; he may feel insecure or that he has no control over his live. He’s going to need assistance to handle his wife’s actions.)

Making inferences is not a skill that can be directly taught; what can be taught is the value of observing—and of basing any inferences that are made on as much factual materials as possible. This is especially critical in a correctional setting since many inmates are not known for their honesty in communicating desires, intentions, or information.

Video

Observing

Individual Exercise

- 1) Tell participants to read pages 17-22.
- 2) Observe class and be available for questions.
- 3) Instruct them to complete the exercises on pages 18, 19, 20, and 21.

Class Discussion

Have the class discuss the exercises.

- 1) Exercise 1 (from page 18):

What feeling word would you apply to the following examples?

- a) An inmate is sitting on her bed, head hanging down, slowly rocking back and forth.
 - Negative feeling words: “depressed,” “blue,” “withdrawn”
- b) An inmate is looking at the GED certificate that he just received in the mail. He is smiling and motioning for other inmates to come and see the certificate.
 - Positive feeling words: “proud,” “elated,” “happy.”

2) Exercise 2 (from pages 18-19):

- a) List two behaviors and/or appearances that would tell you that two inmates have a negative relationship.
 - Name calling
 - Refusing to make eye contact
- b) What might result from these behaviors and/or appearances?
- c) List two behaviors and/or appearances that would tell you that two inmates have a positive relationship:
 - engage in activities together
 - laugh and joke a lot with each other

3) Exercise 3 (from pages 19-20):

- a) List two behaviors that show a high energy level:
 - participation in activities
 - good posture
- b) List two behaviors that show a low energy level:
 - sleeping
 - no activity
- c) List two circumstances that might cause inmate energy levels to change:
 - visits
 - holidays

4) Exercise 4 (from page 20):

- a) List three things (in relation to environment) that might reflect inmate values:
 - hygiene/personal appearance
 - who he interacts with
 - what activities he is involved in (recreation, reading, etc.)

5) Exercise 5 (from page 21):

A new, young inmate is sitting alone at a table in the dayroom. Several older, longer-term inmates sit down and start talking with the new inmate. He looks down, and after a few minutes, gets up, goes into his cell, and returns with several commissary items. Leaving the commissary on the table, the young inmate goes to his cell and shuts the door.

- a) Write down the feelings of the young inmate, his relationship to the group, and his energy level. Cite reasons for your inferences. (The reasons should be descriptions of the appearances and behaviors demonstrated.)

Feeling: _____
(angry, scared, happy, sad)

Reason: _____

Relationship: _____
(positive, negative, neutral)

Reason: _____

Energy level: _____
(high, moderate, low)

Reason: _____

Video

Observing Scenario

Scene Summary: Four inmates are in the dayroom—two watching TV and two playing cards. A fifth inmate (Billy) enters, mumbling about his lost picture. He first approaches the TV watchers and then the card players, asking about his picture. Billy wanders away muttering to himself.

Questions After Viewing (from pages 22-23)

- 1) What inferences would you make about the **TV watchers**? Include reasons based on visible cues about behavior, appearance, and environment.
 - Inferences about relationship:
 - Reasons:
 - Inferences about energy levels:
 - Reasons:

- 2) What inferences would you make about the **card players**? Again, include reasons based on observed clues.
 - Inferences about relationship:
 - Reasons:
 - Inferences about energy levels:
 - Reasons:
- 3) What inferences would you make about Billy?
 - Feelings:
 - Reasons:
 - Energy level:
 - Reasons:
- 4) Relationship between Billy and the card players:
 - Reasons:
- 5) Concerning the business of the missing picture:
 - What clues do you have that this situation is either normal or abnormal?
 - What clues do you have that this situation is either trouble or no trouble?

Role Play

- 1) Have trainees use the format in their manual (page 24) to evaluate the role plays.

Feeling? _____ Reason? _____

Relationship? _____ Reason? _____

Energy Level? _____ Reason? _____

What knowledge or principles do you have that would apply to the situation? _____

Normal or abnormal? _____

Trouble or no trouble? _____
- 2) Role play an inmate in a cell for 20-30 seconds. Be very sad, with a low energy level. Mutter audibly negative references about a correctional officer or correctional staff member.
- 3) Go over class responses from their recorded data.
- 4) After your demonstration, select trainees to carry out the role play. Have class use the evaluation format for each pair.



Session 6: Listening

Learning Objectives

At the end of this session, each participant will be able to:

- 1) List the four steps in listening.
 - suspend judgment
 - pick out key words
 - identify intensity
 - reflect on mood
- 2) Verbally, or in writing, explain how the other basic skills support good listening techniques.
 - A good position will help an individual hear better; proper posturing gives appropriate signals to the inmate and will encourage him to speak; observing his behavior while speaking may give some cues as to the validity of what he's saying.
- 3) List at least ten words or phrases that would be key words in a correctional environment.

• snitch	• hostage	• thug	• kill
• get out of here	• gang	• depressed	• shank
• coke	• you'll pay	• escape	• grass
- 4) List the three degrees of intensity and the three degrees of mood.
 - intensity: high, moderate, low
 - mood: positive, negative, neutral
- 5) List three things that may be used to determine intensity.
 - volume
 - emotion
 - voice pitch

Video

Listening

Individual Exercise

- 1) Tell participants to read pages 25-27.
- 2) Observe and be available for questions.

Possible questions:

- I frequently have seen (or heard of) mental health staff who never say anything when talking to somebody except “uh huh,” or something similar. Is that a good approach?
- It is a good idea to allow the person talking enough freedom and time to say what he wants (and needs) to say. At some point, there is absolutely nothing wrong with asking questions, trying to get additional information, etc. Don’t jump right in, however, and begin making suggestions or remarks that might be considered “turn offs” like “That will never work,” “That’s a stupid way to feel,” etc.
- Reinforce the idea that to listen correctly, you have to concentrate on what’s being said. In some cases—especially if a problem is really complex—you may have to ask the inmate to come back at a time when you can give him the concentration he deserves. If, for example, you are supervising a particularly sensitive area, you may not be able to immediately focus all of your attention on a particular inmate.

Let common sense and your own experience be your guide.

- 3) Instruct participants to complete the exercise on page 26.

Class Discussion

Discuss the exercise with the class.

- List some words or phrases that signal danger or trouble in your own particular environment.

Video

Listening Scenarios: Listening Scenario #1

Scene Summary: An inmate is talking about another inmate.

Questions After Viewing (from page 27)

From the inmate’s statement, identify:

- Key words:
- Mood:
- Intensity:

Video

Listening Scenario #2

Scene Summary: An inmate is talking about his wife.

Questions After Viewing (from page 28)

From the inmate's statement, identify:

- Key words:
- Mood:
- Intensity:

Video

Listening Scenario #3

Scene Summary: An inmate is talking about an officer.

Questions After Viewing (from page 28)

From the inmate's statement, identify:

- Key words:
- Mood:
- Intensity:

Role Play

In the following small group assignment, have one participant play an inmate, another play a staff member, and one or more participants play observers. The “inmate” will decide on a setting (“I’m working in food service,” “I’m in the visiting room,” etc.), and describe it to the staff member and observer(s). The various role players will then proceed through steps one to six.

Inmate	Officer	Group
1. Describe setting.	1. Position, posture, observe, suspend judgment, say nothing.	1. Position for paying attention
2. Role play for 20-30 seconds.	2. Pull out key words.	2. Write own answers.
3. Provide verbal cues for conveying information.	3. Identify intensity: (high, medium, low).	3. Rate officer on sizing up skills (#1).
	4. Define mood: (positive, negative, neutral).	4. Rate officer on sizing up skills (#1).
	5. Mood: (normal or abnormal).	5. Rate officer on #2-6 (yes/no).
	6. Why?	



Session 7: Summary of the Basics

Learning Objectives

There are no specific objectives for this session. As a part of your review, however, make sure you have covered all of the objectives spelled out for sessions 1 through 6. In order to measure your progress and effectiveness up to this point in the program, you may want to pull some questions directly from the objectives and ask the class to respond to them.

Individual Exercise

- 1) Have participants read page 29 in the *Participant Manual*.
- 2) Answer any questions.

Review

- 1) Ask for questions from previous sessions.
- 2) Reinforce learning from previous sessions.
- 3) Tell participants that they're now going to go beyond the basics to the add-ons.

These skills add on to what they already know. Just sizing up is not sufficient. They must also talk to and with inmates.



Session 8: The Add-Ons

Communicating with Inmates

Learning Objectives

At the end of this session, each participant will be able to:

- 1) Identify the two add-on skills and define their primary use in interpersonal communication.
 - Responding to inmates
 - Asking questions
- 2) List at least two qualities/skills displayed by staff members who are good communicators.

Video

The Add-Ons

Individual Exercise

- 1) Tell participants to read pages 31-32 in the *Participant Manual*.
- 2) Tell participants to complete the exercise on page 32.

Class Discussion

- 1) Have class discuss the exercise.
- 2) We have all met officers who are better at communicating with inmates than other officers. What qualities or skills did these good communicators have that made them effective? List two.
 - Good listener
 - Genuine concern
 - Not over-reacting
 - Posture
 - Asks questions
 - Relaxed



Session 9: Responding to Inmates

Identifying Content

Learning Objectives

At the end of this session, each participant will be able to:

- 1) Define the term “identifying content.”
 - Identifying content is the skill of seeing and hearing what is really happening and the ability to mirror that understanding back to the inmate.
- 2) List the two steps in identifying content.
 - Think about the content
 - Reflect back
- 3) List two ways in which an employee might verbally respond to content.
 - “You’re saying...”
 - “You look (or it looks)...”
- 4) List at least two situations in which an officer might respond to content in order to get more information.

Video

Responding to Inmates: Identifying Content

Individual Exercise

- 1) Have participants read pages 33-35 of the *Participant Manual*.
- 2) Have participants complete the exercise on page 34.

Class Discussion

- 1) Have class discuss the exercise.
- 2) List two examples of situations in which you might respond to content in order to get more information.

Video

Identifying Content Scenarios: Identifying Content Scenario #1

For the video scenarios, it may be helpful to remind participants that the officers are isolating the specific responding skills; challenge participants to come up with their own responses.

Scene Summary: An inmate complains about a job request she's made; the officer identifies the content of the inmate's statement.

Questions after Viewing (from page 35)

Has the officer identified the content accurately?

What other ways could the officer respond?

Class Discussion

- 1) Ask several participants to read their suggested response.
- 2) Critique—look for key words.

Video

Identifying Content Scenario #2

Scene Summary: An inmate asks an officer how long it takes to be moved out of the unit; the officer identifies the content of the inmate's statement.

Questions after Viewing (from page 35)

- 1) Has the officer identified the content accurately?
- 2) What other ways could the officer respond?

Class Discussion

- 1) Ask several participants to read their suggested responses.
- 2) Critique—look for key words.

Video

Identifying Content Scenario #3

Scene Summary: An inmate talks with an officer about the GED test; the officer identifies the content of the inmate's statement.

Questions after Viewing (from page 36)

- 1) Has the officer identified the content accurately?
- 2) What other ways could the officer respond?

Class Discussion

- 1) Ask several participants to read their suggested responses.
- 2) Critique—look for key words.

Role Play

- Pair participants off.
- Have each pair role play.
- Remind them that goal is to “hear and reflect.”
- Group completes instructions on page 36 of the *Participant Manual*.
- Critique.

Group Exercise Directions

Inmate	Officer	Group
<ol style="list-style-type: none">1. Gives the setting.2. Role play 20-30 seconds.	<ol style="list-style-type: none">1. Attends.2. Waits 30 seconds.3. Gives responses: “You’re saying...” “You look (it looks)...”	<ol style="list-style-type: none">1. Position, observe, listen.2. Write own responses.3. Rate officer’s response. “Yes” if accurate, “no” if not, including reason.4. Rate officer’s attending.



Session 10: Responding to Inmates

Identifying Feeling

Learning Objectives

At the end of this session, each participant will be able to:

- 1) List the two steps in identifying feeling.
 - Think about the feeling
 - Reflect back
- 2) Define “identifying feeling.”
 - Identifying feeling is the ability to capture in words the specific feeling experience being presented by an inmate.
- 3) List five basic feeling words.
 - Happy
 - Angry
 - Confused
 - Sad
 - Scared
- 4) List the three levels of intensity for feeling, and give an example of each.
 - high intensity—boiling mad (anger)
 - medium intensity—frustrated (confusion)
 - low intensity—up-tight (scared)
- 5) List two situations where it would be useful to defuse negative feelings by making an appropriate response.

Video

Responding to Inmates: Identifying Feeling

Individual Exercise

- 1) Tell participants to read pages 37-39 in *Participant Manual*.
- 2) Tell participants to complete exercises on page 38 and 39.

Class Discussion

- 1) Have class discuss the exercise on page 38.
- 2) List two situations where it would be important and useful to defuse negative feelings:
 - Threat of physical harm
 - Really depressed person
- 3) Have the class discuss the exercise on page 39.
 - Take each of the five basic feeling words (happy, angry, confused, sad and scared), and write a high, medium and low intensity word for each.

Video

Identifying Feeling Scenarios: Identifying Feeling Scenario #1

For the video scenarios, it may be helpful to remind participants that the officers are isolating the specific responding skills; challenge participants to come up with their own responses.

Scene Summary: An inmate talks with an officer about taking the GED test; the officer identifies the feeling of the inmate's statement.

Questions after Viewing (from page 39)

- What is the inmate feeling?
- How intensely?
- Does the officer capture the essence of his feeling?

Video

Identifying Feeling Scenario #2

Scene Summary: An inmate talks about getting out of jail

Questions after Viewing (from page 39)

- How would you describe the inmate's feeling?
- How would you respond (identifying feeling)?

Role Play

Have participants do the class activity on page 40.

Communicator	Responder	Group
<ol style="list-style-type: none">1. Shares real problem.2. Rates responses after group rating.	<ol style="list-style-type: none">1. Positions, observes, listens.2. Pauses 10-12 seconds.3. “You feel...”	<ol style="list-style-type: none">1. Positions, observes, listens.2. Writes own “You feel...”3. Rate “Yes/No” on officer’s response and why.4. Give individual response to group.5. Rate “Yes/No” on sizing up.



Session 11: Responding to Inmates

Identifying Meaning

Learning Objectives

At the end of this session, each participant will be able to:

- 1) Define the term “identifying meaning.”
 - Identifying meaning requires you to paraphrase the content of an inmate’s statement in such a way as to provide a meaningful reason for the inmate’s feeling.
- 2) List the two steps in identifying meaning
 - Think about meaning
 - Reflect back
- 3) Give at least two examples of effective responses that clearly demonstrate meaning.
- 4) Define when it is appropriate to refer the inmate to a mental health worker or other specialist
 - When a communication interchange goes deeper than you feel you can manage.

Video

Responding to Inmates: Identifying Meaning

Individual Exercise

- 1) Tell participants to read pages 41-43.
- 2) Tell participants to complete the exercise on page 42.

Class Discussion

Have class discuss the exercise.

For example, an inmate has told the officer about gambling in the housing unit. Now, the inmate suspects that the officer has told other inmates how he found out about the gambling. The inmate confronts the officer, his eyes narrowed and his hands trembling.

“You jerk! You promised the other inmates wouldn’t find out who told you! Now they know about me. You really screwed me over!”

Video

Identifying Meaning Scenarios: Identifying Meaning Scenario #1

For the video scenarios, it may be helpful to remind participants that the officers are isolating the specific responding skills; challenge participants to come up with their own responses.

Scene Summary: An inmate is talking about visiting being cancelled.

Questions after Viewing (from page 44)

How would you respond to this inmate (identifying meaning)?

Video

Identifying Meaning Scenario #2

Scene Summary: An inmate is talking about taking the GED test.

Questions after Viewing (from page 44)

How would you respond to this inmate (identifying meaning)?

Role Play

Have participants do the class activities on page 45.

Exercise 1

Communicator	Responder	Group
<ol style="list-style-type: none">1. Gives real stimulus.2. Gives spontaneous reply following each response.3. Rates responder after group rating.	<ol style="list-style-type: none">1. Positions, observes, listens.2. Pauses 10-20 seconds.3. Gives response: "You feel..."4. Pauses 10-20 seconds.5. Gives response: "You feel...because..."	<ol style="list-style-type: none">1. Position, observe, listen.2. Write down own response.3. Rate "Yes/No" for last response. If no, why not?4. Give individual response to group.5. Feedback on sizing up.

Exercise 2

Communicator	Responder	Group	Trainer
<ol style="list-style-type: none">1. Gives stimulus.2. Gives feedback.	<ol style="list-style-type: none">1. Positions, observes, listens.2. Pauses 10-20 seconds.3. Gives response: "You feel..."4. Pauses 10-20 seconds.5. Gives response: "You feel...because..."	<ol style="list-style-type: none">1. Position, observe, listen.2. Write down own response.3. Rate "Yes/No" for last response. If no, why not?4. Give individual response to group.5. Feedback on sizing up.	<ol style="list-style-type: none">1. Stops interchange if two in a row off, restructures.



Session 12: Asking Questions

Learning Objectives

At the end of this session, each participant will be able to:

- 1) List the three techniques used in asking questions.
 - Using the 5 W's and H method
 - Thinking about what was said or not said
 - Responding to the answer
- 1) Identify the components of the 5W's and H method.
 - Asking who, what, why, where, when, and how
- 2) Identify how you use questions effectively to open up conversation with an inmate rather than shutting off communication.
 - You use questions in addition to the basic skills and responding techniques covered in interpersonal communications training.
- 3) Define "thinking about what was said or not said"
 - Being able to make sense out of the inmate's answers/responses, and also recognizing the answers that you are still not getting. Thinking carefully about what the inmate has said in answering your question.
- 4) List four questions you can ask yourself when thinking about what was said or not said.
 - How does he look?
 - What's he saying?
 - What did he say?
 - What didn't he say?

Video

Asking Questions

Individual Exercise

- 1) Tell participants to read pages 47-50 in the *Participant Manual*.
- 2) Have participants complete the exercises on page 49.

Class Discussion

- 1) Have class discuss the exercise.
- 2) For each of the following situations, first make a response and then ask an appropriate question.
 - a) You have found an inmate with lots of extra commissary in his cell. You know he can't have enough money on his books to purchase all that stuff. When you inquire about the commissary, the inmate says the following:

“Come on, man, can't a guy buy some things without being harassed? I used my money to buy these things. I've been saving this stuff for a while. You just haven't looked before.”

 - Respond: “You feel....because...”
 - Question (5W's and H):
 - b) “I know I'm stuck on the stuff. I know it's killing me.”
 - Respond: “You feel....because...”
 - Question (5W's and H):
 - c) “School is really moving. I read my first novel the other day. Really good stuff. I never knew reading could be exciting.”
 - Respond: “You feel....because...”
 - Question (5W's and H):

Video

Asking Questions Scenarios: Asking Questions Scenario #1

Scene Summary: An officer is questioning an inmate about an incident in the recreation area.

Questions after Viewing (from page 50)

- What does the officer learn from this exchange?
- How could the officer improve his questioning technique?

Video

Asking Questions Scenario #2

Scene Summary: The officer is questioning the inmate about the same incident in the recreation area.

Questions after Viewing (from page 50)

- What does the officer learn from this exchange?
- Where in his questioning technique does he use his responding skills (identify content, feeling, and/or meaning)?
- Where in his questioning does he use the 5W's and H technique?

Video

Asking Questions Scenario #3

Scene Summary: An inmate is upset about a letter stolen from his cell. The officer questions him, trying to find out exactly what happened and how much the inmate knows.

Questions after Viewing (from page 51)

- What does the officer learn from this exchange?
- Where does she identify the content of the inmate's statements?
- Where does she identify the feeling and meaning of the inmate's statement?
- Where does she use the 5W's and H technique?
- What has the officer accomplished through this communication?

Role Play

Have the participants do the class activity on page 51.

Communicator	Inmate/Staff	Group
<ol style="list-style-type: none">1. Positions, observes, listens.2. Pauses and responds.3. Ask questions after reflecting (5W's and H).4. Pauses, reflects, and responds again on answer to question.	<ol style="list-style-type: none">1. Role-plays or real stimulus.2. Reacts to responses and answers questions.3. Gives feedback.	<ol style="list-style-type: none">1. Position, observe, listen.2. Reflect own response and questions.3. Rate officer reflecting.4. Question attached to reflection: "Yes/No."5. Present each response and question.6. Feedback on sizing up.



Session 13: Summary of the Add-Ons

Learning Objectives

There are no specific objectives for this session. This is a review of Sessions 8 through 12. Have participants read the “Summary of the Add-Ons” on page 53 in the *Participant Manual*. Ask questions to ascertain that they understand and can use the skills.



Session 14: The Applications Managing Behavior

Learning Objectives

At the end of this session, each participant will be able to:

- 1) List the three application skills used in managing behavior.
 - Handling requests
 - Making requests
 - Reinforcing behavior
- 2) Briefly define “managing behavior” and explain its importance in an institutional setting.
 - Managing behavior means taking charge; in an institution, inability to manage behavior means that all other efforts are wasted. Appropriate behavior is necessary to serve the interests of the institution, the individual staff member, and the individual inmate.

Video

The Applications

Individual Exercise

- 1) Tell participants to read pages 55-57 in *Participant Manual*.
- 2) Have them complete the exercise on page 57.

Class Discussion

- 1) Have class discuss the exercise.
 - Why is control important for inmate management?
 - What does an inmate gain when he learns to control his own behavior?



Session 15: Handling Requests

Learning Objectives

At the end of this session, each participant will be able to:

- 1) List and describe the two steps in handling requests.
 - Check things out
 - Give a response and a reason
- 2) List at least two necessary elements in checking things out.
 - Use basic skills
 - Know rules and regulations
 - Decide if requests are legitimate
 - Check out inmate and situation
- 3) List at least three reasons for giving an inmate a reason for your response.
 - He won't be able to complain that he wasn't told why he was turned down.
 - It minimizes future gripes.
 - If request is granted, he will know that it was for a good and clear reason this time—it may not be granted again in the future.
- 4) Describe a staff member's options in taking care of an inmate's basic needs.
 - Basic needs cannot be withheld; taking care of basic needs is a must. Thus, treat those requests for things that an inmate is entitled to by law, policy, or procedure very seriously.

Video

Handling Requests

Individual Exercise

- 1) Tell participants to read pages 59-62 in the *Participant Manual*.
- 2) Have participants complete exercises on pages 60 and 62.

Class Discussion

- 1) Have class discuss the exercise on page 60.
 - a) Inmate request: "Officer Smith, I feel sick. My stomach is real upset and I've been sweating more than usual. Can I go see the nurse?"
 - What skills would be important to use in this situation?
 - What rules or regulations must be considered?

b) Another inmate makes this request five minutes before count:

Inmate request: “Officer Smith, may I go back to the recreation area? I left my t-shirt there and it will be ripped off if I don’t get it.”

- What skills would be important to use in this situation?
- What rules or regulations must be considered?

c) By knowing which of the sizing up and communicating skills to use, you can ensure that you really know what’s happening with a particular inmate who has a request. And by reviewing the appropriate rules and regulations, you’ll have a good idea of whether the inmate’s request is or is not legitimate. Now you’re ready to respond to the request itself.

2) Have class discuss the exercise on page 62.

- List four legitimate requests inmates could make.
- List four non-legitimate requests and explain why they are not legitimate.

Video

Handling Requests Scenarios: Handling Requests Scenario #1

Scene Summary: An inmate asks the officer to take her commissary order form even though it’s late, and the officer denies the request.

Questions after Viewing (from page 62)

- What skill did the officer use in denying this request?
- What is the effect on the inmate of using this skill?

Video

Handling Requests Scenario #2

Scene Summary: An inmate asks the officer to take her commissary order form even though it’s late, and the officer approves the request.

Questions after Viewing (from page 63):

- What skill did the officer use in denying this request?
- What is the effect on the inmate of using this skill?

Video

Handling Requests Scenario #3

Scene Summary: Inmates are watching a game on television and ask the officer to delay their lockdown.

Questions after Viewing (from page 63):

- What special circumstances could affect an officer's response?
- Respond to these inmates' request, giving a reason for your response.

Role Play

Have the participants do the class activity on page 63.

Inmate	Officer	Group
<ol style="list-style-type: none">1. Gives set to group.2. Makes requests.3. Gives feedback after group has finished their assignment.	<ol style="list-style-type: none">1. Positions, observes, and listens.2. Check things out.3. Pauses 30 seconds to assess request (legitimate or not).4. Gives action plus reason.	<ol style="list-style-type: none">1. Positions, observes, and listens.2. Check things out.3. Rates officer: action plus reason "Yes/No"; action and reason—if no why?; sizing up.4. Give action plus reason for feedback.



Session 16: Making Requests

Learning Objectives

At the end of this session, each participant will be able to:

- 1) Identify the two steps involved in making requests.
 - Check things out
 - Take appropriate action
- 2) Define taking action and spell out at least three techniques to use in taking action.
 - Taking action means selecting the best way to make your request.
 - Techniques: Be specific; Use mild/polite format or direct format; Get stronger when necessary;
 - Use your responding skills
- 3) Define mild and direct request format and give an example of each.
 - A mild format is simply a polite request: “I would appreciate it if you would...” “Would you please,” etc.
 - A direct format is simply to identify what you want done: “I want you to...”
- 4) Define “softening a request.”
 - Toning it down and making it more palatable by putting it in the form of a request rather than a direct order; i.e., “I’d like you to stop (or please stop)...”

Video

Making Requests

Individual Exercise

- 1) Tell participants to read pages 65-66 in *Participant Manual*.
- 2) Have participants complete the exercise on page 67.

Class Discussion

- 1) Have class discuss the exercise.
- 2) There may be times when you want to start right out with a direct order or take immediate action. List two examples when you would give a direct order or take immediate action without making a request. Give the reason why you would do this.
 - Direct order first:
 - Immediate action first:

Video

Making Requests Scenarios: Making Requests Scenario #1

Scene Summary: An officer asks an inmate to mop up some water.

Questions after Viewing (from page 67)

- What request format does the officer use?
- What technique does she use when the inmate wants to postpone the mopping?
- What is the effect of her technique on the inmate?

Video

Make Requests Scenario #2

Scene Summary: An officer asks an inmate to clean up his cell.

Questions after Viewing (from page 67)

- What request format does the officer use?
- Why do you think the officer warned the inmate of the consequences of failure to do as she requested?

Role Play

Have participants do the class activity on page 68.

Inmate	Officer	Group
<ol style="list-style-type: none">1. Gives set to group.2. Role-plays inappropriate behavior.	<ol style="list-style-type: none">1. Leaves room.2. Enters and uses basic skills during the 30-second pause, then makes request.	<ol style="list-style-type: none">1. Positions, observes, and listens.2. Records own version of request and the way it should be made.3. Rates officer "Yes/No" on content and style of request, then gives own versions of request.4. Rates Basics.



Session 17: Reinforcing Behavior

Learning Objectives

At the end of this session, each participant will be able to:

- 1) Define reinforcing behavior.
 - The ability to administer negative and positive consequences effectively to control behavior.
- 2) List the two parts of reinforcing behavior.
 - Reinforce positively and negatively use verbal and non-verbal techniques.
- 3) Describe when physical force should be used to correct negative behavior.
 - Physical force should be used only when there is a threat of physical harm to you, the inmate, or other staff or inmates. It should be used as a last resort.
- 4) List at least four negative reinforcements that can be used.
- 5) List at least four positive reinforcements that can be used.

Explanation

- 1) Rewards which reinforce your behavior positively are money, appreciation, etc.
- 2) Punishments which negatively reinforce your behavior are loss of pay, no appreciation from spouse, etc.

Video

Reinforcing Behavior

Individual Exercise

- 1) Tell participants to read pages 69-71 in the *Participant Manual*.
- 2) Have participants complete the exercises on pages 70-71.

Class Discussion

- 1) Have class discuss the exercise.
- 2) List some negative reinforcements you can administer and/or take part in personally and the behavior for which you might give them.
 - Negative reinforcements:
 - Behaviors you might negatively reinforce:

3) List some positive reinforcements you can personally give and/or take part in and the behavior for which you would give them.

- Rewards you might give:
- Behaviors you might reward:

Video

Reinforcing Behavior Scenarios: Reinforcing Behavior Scenario #1

Scene Summary: The officer talks to the inmate after she has mopped up.

Questions after Viewing (from page 71)

How does the officer use positive reinforcement?

Video

Reinforcing Behavior Scenario #2

Scene Summary: The officer talks to the inmate after discovering that the cell has not been cleaned up.

Questions after Viewing (from page 72)

- How does the officer use negative reinforcement?
- What other technique does she use to defuse the inmate's possible anger?

Role Play

Have participants do the class activity on pages 72-73.

Inmate	Officer	Group
<ol style="list-style-type: none"> 1. Gives setting and trust level in existence. 2. Role-plays; appropriate or inappropriate behavior. 3. Reacts to officer responses. 4. Gives feedback. 	<ol style="list-style-type: none"> 1. Responds, observes, and listens. 2. Responds. 3. Reinforces. <ul style="list-style-type: none"> • If you do not ... then... • If you do ... then... • Since you are ... then ... • Since you are not ... then ... <p>Some personal verbal reinforcement (positive or negative).</p>	<ol style="list-style-type: none"> 1. Respond, observe, and listen. 2. Write own reinforcement and why. 3. Rate officer "Yes/No" on correctness of reinforcement. Why? 4. Gives responses for feedback. 5. Rate use of Basics.

Inmate	Officer	Group
<ol style="list-style-type: none"> 1. Gives role and setting. 2. Role-plays. 3. Reacts to officer responses. 4. Gives feedback. 	<ol style="list-style-type: none"> 1. Uses all appropriate skills. 	<ol style="list-style-type: none"> 1. Position, observe, and listen. 2. Assess the use and accuracy of management skills. 3. Write own responses if appropriate. 4. Give feedback. 5. Rate Basics.



Session 18: Summary of the Applications

Individual Exercise

Have participants read page 75 in the *Participant Manual*.

Video

Summary

Scene Summary: An inmate approaches the officer, somewhat agitated, asking to see the Captain. The officer uses skills in handling the situation.

Questions after Viewing (from page 75)

What interpersonal skills can you identify in this scene?

- Basic Skills:
- Add-On Skills:
- Application Skills:



Session 19: Conclusion

Individual Exercise

Have participants read page 77 in the *Participant Manual*.

Video

Conclusion

Post-Test

Administer Post-Test. (Same as the pre-test; a copy of the post-test is located at the back of the *Participant Manual*.)

Class Discussion

- 1) Discuss the course with the class.
- 2) Answer any final questions.

Close Out

- 1) Present certificates to trainees.
- 2) Thank them for participation and attendance.
- 3) Dismiss class.

