

Instructor Resource Guide



Use of Force in a Jail Setting

Course ID# 3504

Continuing Education Requirement

Revised: April 2026

ABSTRACT

This course is designed to meet continuing education requirements put forth by the Texas Commission on Law Enforcement. Use of Force in a Jail Setting is designed to teach correctional officers the legal authorities for use of force, when use of force is necessary, and when use of force is considered excessive. The course covers the different use of force options available to correctional officers, disruptive behaviors within the jail setting, and employee liability regarding excessive use of force. This course is required to receive the Intermediate Jailer Proficiency certification.

Instructor Resource Guide:

This is an Instructor Resource Guide (IRG), not a lesson plan. The purpose of the IRG is to outline the minimum state requirements of what must be taught for a course to be considered compliant and receive TCOLE credit. The learning objectives provided in this IRG are the minimum state requirements for the training and must not be changed or altered.

- A qualified instructor **shall** develop the IRG into a lesson plan that meets their organization and student needs and must be kept in a training file for auditing purposes.

Please note: It is the responsibility of the Academy and/or Contractual Training Provider to ensure the IRG is developed into a complete lesson plan based on the requirements outlined in the IRG for a particular topic.

Lesson Plan:

Each organization is charged with creating their own lesson plan for how the organization will disseminate the information in the IRG.

- The IRG is designed to assist the instructor/subject matter expert in developing comprehensive lesson plans. The use of current statistics, best practice models, and scenario-based training should also be included in the lesson plan development. Instructors are encouraged to add additional activities.
- The institutions and instructors will determine how much time is spent on each topic/module, how many/what kind of examples or exercises are used during their presentation, and how in-depth they review each topic in the course they present.
- Any activity that is **suggested** is just that, an example or suggestion, and is not mandated for inclusion.
- Anything that is **required** must be included in the instructor's lesson plan.

Note to Trainers: This content must be implemented by (date pending)

It is the responsibility of the Academy and/or Training Coordinator to ensure this curriculum and its materials are kept up to date. Refer to curriculum and legal resources for changes in subject matter or laws relating to this topic as well as the Texas Commission on Law

Enforcement website at www.tcole.texas.gov for edits due to course review. Training providers must keep a complete training file on all courses reported for TCOLE credit.

Student Prerequisites:

- None.

Instructor Prerequisites:

An instructor must be a subject matter expert in the topic and must have documented knowledge/training/education and provide an instructor's biography that documents subject matter expertise. It is the responsibility of the training academy/training coordinator to select qualified instructors. A TCOLE instructor certification does not certify someone to teach any topic. If a documented subject matter expert does not hold a TCOLE instructor certification, the instructor must be approved in writing by the department's training coordinator or chief administrative officer and kept in the training file for the course.

- This course may be instructed by a licensed correctional officer that has at least three (3) years of documented experience working in a jail setting with direct involvement in inmate supervision, incident response, and facility operations, as well as experience instructing law enforcement professionals.
- This course may be instructed by a documented subject matter expert that has at least three (3) years of documented experience working in a jail setting with direct involvement in inmate supervision, incident response, and facility operations, as well as experience instructing law enforcement professionals.

Instructor Note:

Throughout this course, the training provider or instructor will reference national and state legislation and standards regarding use of force. Whenever applicable to the class demographic, ensure students are also exposed to any applicable department/agency policy.

Length of Course:

It is the training coordinator's responsibility to ensure the minimum hours are met. Students are required to attend all classroom hours as listed in this instructor resource guide, there is no 10% attendance rule. TCOLE Rule 218.1 (C)(4) states that failure to meet the minimum course length may be grounds for denial of training. This course shall be taught the minimum hours that are listed in this guide and the student shall attend the entire class to receive credit.

- 16 hours, minimum.

Assessment:

- Training providers are responsible for creating student assessments and documenting the mastery of all objectives in this course using various testing assessment opportunities.

- Assessment opportunities include oral or written testing, interaction with instructor and students, case study and scenario, and other means of testing student's application of the skills taught as the instructor or department deems appropriate.
- The minimum passing score shall be 70%.

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Unit 1 Statutory Authority for Use of Force

1.1 Explain the legal authorities for the use of force.

- A. Legal authorities
 - i. Penal Code, Sec. 38.01 (1) Definitions: Custody
 - ii. Penal Code, Sec. 38.01 (2) Definitions: Escape
 - iii. Penal Code, Sec. 9.01 (3) Definitions: Deadly Force
 - iv. Penal Code, Sec. 9.02 Justification as a Defense
 - v. Penal Code, Sec. 9.03 Confinement as Justifiable Force
 - vi. Penal Code, Sec. 9.04 Threats as Justifiable Force
 - vii. Penal Code, Sec. 9.05 Reckless Injury of Innocent Third Person
 - viii. Penal Code, Sec. 9.06 Civil Remedies Unaffected
 - ix. Penal Code, Sec. 9.51 Arrest and Search
 - x. Penal Code, Sec. 9.55 Use of Less-Lethal Force Weapon

1.2 Explain the justifications for the use of force.

- A. General justification
 - i. Penal Code, Sec. 9.21 Public Duty
 - ii. Penal Code, Sec. 9.22 Necessity
 - iii. Code of Criminal Procedure, Art. 15.24 What Force May Be Used
- B. Protection of persons
 - i. Penal Code, Sec. 9.31 Self-Defense
 - ii. Penal Code, Sec. 9.32 Deadly Force in Defense of Person
 - iii. Penal Code, Sec. 9.33 Defense of Third Person
 - iv. Penal Code, Sec. 9.34 Protection of Life or Health
- C. Protection of property
 - i. Penal Code, Sec. 9.41 Protection of One's Own Property
 - ii. Penal Code, Sec. 9.43 Protection of Third Person's Property
- D. Security and custody
 - i. Code of Criminal Procedure, Art. 16.21 Duty of Sheriff as to Prisoners
 - ii. Penal Code, Sec. 9.52 Custody
 - iii. Penal Code, Sec. 38.01(2) Escape
 - iv. Penal Code, Sec. 9.52 Prevention of Escape from Custody
 - v. Penal Code, Sec. 9.53 Maintaining Security in Correctional Facility

REQUIRED ACTIVITY:

The instructor must develop at least three scenarios that demonstrate the legal authorities for the use of force. The scenarios must cover correctional officers and inmate encounters involving the different circumstances covered by the legislation above.

Each scenario must be followed by a discussion in the format determined as most appropriate by the instructor. The discussion must focus on:

- Identifying appropriate level of force and under what legal authority.
- Identifying who, what, where, why and how it applies to communications, such as report writing and proper articulation of facts.
- Recognizing officer accountability if an inmate is injured, applicable civil remedies, and under what legal authority.

1.3 Discuss concepts regarding use of force.

- A. *Graham v. Connor*, 490 U.S. 386 (1989)
- B. *Whitley v. Albers*, 475 Ct. 312 (1986)
- C. *Hudson v. McMillian*, 112S. Ct. 995 (1992)
- D. *Tennessee v. Garner*, 105 S.Ct. 1694 (1985) – Fourth Amendment
 - i. The use of any significant degree of excessive force in effecting an otherwise constitutional arrest may constitute an unreasonable seizure.
- E. *Benton v. Maryland*, 395 U.S. 784 (1969) – Fifth Amendment
 - i. The double jeopardy prohibition of the Fifth Amendment is enforceable against the States through the Fourteenth Amendment.
- F. *Gates v. Collier*, 501 F.2d 1291, (5th Cir 1974) – Eighth Amendment
 - i. Cruel and unusual punishment prohibition of the Eight Amendment applies to county jails as institutions.
 - ii. The amendment is not limited to specific acts directed at selected individuals; it includes the general conditions of confinement that may prevail at a prison.
- G. *Grandstaff v. City of Borger*, 767 F.2d 161 (1985) – Fourteenth Amendment
 - i. The protection against deprivation of life without due process of law is violated when officers using deadly force, in conscious disregard of substantial risk of harm to innocent parties, kill an innocent third party.

1.4 Identify possible consequences from excessive use of force.

- A. Federal laws
- B. Conspiracy against rights of citizens
 - i. Title 18 USC Sec. 241
- C. Deprivation of rights under color of law
 - i. Penal Code, Sec. 39.04 Violations of the Civil Rights of Person in Custody; Improper Sexual Activity with Person in Custody or Under Supervision
 - ii. Title 18, Sec. 242 United States Code Annotated

- iii. Title 42, Sec. 1983 United States Code Annotated
- D. Federal civil rights complaints are investigated by the FBI.
 - i. Focus on clearly offensive, deliberate, and willful misconduct.
 - ii. If an agency is taking swift decisive action to punish misconduct, it may defer to that administrative process.
 - iii. No good faith defense for criminal violations.
- E. Penal Code, Sec. 39.05 Failure to Report Death of Prisoner

INSTRUCTOR NOTE: Locate current statistics from the aforementioned FBI report and share with learners as appropriate.

1.5 Explain employee liability regarding the use of force.

INSTRUCTOR NOTE: See department/facility policy on employee liability and use of force.

- A. Correctional officers can be held personally liable for using excessive force.
 - i. Factors used to determine excessive force include:
 - 1. The need for force, including the feasibility or availability of alternatives.
 - a. The 4th Amendment limits the level of force that may be used to reasonable force.
 - b. Reasonableness is based on individual facts and circumstances of the situation.
 - c. If an officer's conduct in using force creates a danger recognizable as such by a reasonable and similarly situated officer, they will be held accountable to others as the proximate result of their conduct.
 - 2. The extent of injury inflicted.
 - 3. Any department or facility written directives.
 - a. Written directives of a department or facility may be used both in support of and against the officer or facility.
 - b. An officer using more force than allowed by the facility's written directives increases their vulnerability to legal liability.
 - 4. The officer failed to follow prudent department or facility procedures prior to the decision to use force.
 - a. An officer can be found liable in their justified use of deadly force if their negligent conduct created a danger for themselves or others.
 - 5. Other possible considerations:
 - a. The nature of the offense.
 - b. Actions of present third parties.
 - c. An existing emergency situation.
 - d. Inmate's behavior.

- e. Inmate's physical size, strength, and weaponry.
 - f. Inmate's known character.
- B. Internal Investigation
- i. Departments may conduct internal investigations when there is the possibility of criminal charges being filed.
 - 1. Garrity v. New Jersey, 385 U.S. 493 (1967)
 - a. The U.S. Supreme Court ruled that statements obtained from an employee under threat of job loss cannot be used in a criminal trial.
 - 2. Miranda Rights
 - a. A correctional officer under arrest or is a suspect in a criminal investigation must be given the Miranda warning contained in Code of Criminal Procedure Article 15.17 and Article 38.22.
- C. Administrative Investigation
- i. In an administrative investigation, officers may be compelled to answer questions, participate in a line-up, or take a polygraph examination.
 - 1. If the officer is warned of the consequences of refusing to cooperate, they may be disciplined for non-compliance.
 - 2. This information is not admissible in a criminal trial under Garrity v. New Jersey.
- D. Texas statutes provide guidelines for investigations.
- i. Government Code, Sec. 614.021 Applicability of Subchapter
 - ii. Local Government Code, Chapter 143.001 Purpose
 - iii. Local Government Code, Chapter 157 Assistance, Benefits, and Working Conditions of County Officers and Employees
 - iv. Local Government Code, Chapter 158 County Civil Service

Unit 2 Decision-Making in Use of Force Encounters

2.1 Describe psychological aspects of the use of force.

- A. A correctional officer's use of force is based on self-defense.
- B. The role is defensive – using only the force needed to prevent or stop aggression or restore safety.
- C. Most issues stem from the use of reasonable force employed against a combative, but unarmed inmate.
 - i. A correctional officer needs a range of decision-making tools that permits use of exactly that degree of control which constitutes necessary force.
- D. Concept of Control
 - i. Control is the degree of influence the correctional officer must exert over the inmate to safely maintain or regulate them while in custody.

- ii. Control is a “two-way street.”
 - 1. An officer must have complete self-control to be able to control an inmate.
 - 2. Self-control is one of the greatest assets in dealing with an inmate.
 - 3. Self-control results from the development of confidence in one’s skills.
 - 4. Self-control is achieved through training and practice, both on and off duty.
- iii. The objective of using control is to elicit cooperation from the inmate.
- E. Emotions, behaviors, and prejudices
 - i. A custody situation can be a physical and emotional problem for the correctional officer and inmate.
 - ii. Emotional responses are often the direct result of uncertainty.
 - iii. Uncertainty may also result in compensating behavior, such as:
 - 1. Hesitation.
 - 2. Verbal abuse.
 - 3. Bluffing.
 - 4. Unnecessary force.
 - iv. An officer’s awareness of their own prejudices and behaviors can reduce the likelihood of conflict.
 - v. An officer’s commitment to firm, but fair behavior can reduce problems and danger associated with a physical altercation.

2.2 Identify deciding factors that justify the use of force.

- A. A professional correctional officer employs theoretical knowledge under constantly changing and unpredictable circumstances.
 - i. Core Abilities
 - 1. Communicate effectively with individuals outside of their professional field.
 - 2. Accurately assess the situation and define the problem.
 - 3. Know when to move from words to force.
 - a. Return to words and verbal strategies once the threat to an officer's safety (or other's safety) is over.
 - 4. Recognize indicators that inmates may be under the influence or experiencing a mental or physical disability.
 - 5. Ability to self-evaluate performance.
 - 6. Describe and characterize their own performance to superiors.
 - a. A correctional officer must be consciously competent to know the reasons for their actions in any given situation.
 - 7. There is no clear-cut simple answer.
 - ii. Characteristics

1. A correctional officer's use of force is:
 - a. Selective: The officer knows what kind of force and how much to use.
 - b. Appropriate: It is used in a controlled and purposeful manner.
- B. Readiness and Response
 - i. In every situation, the correctional officer must be firm and be prepared to protect themselves and others.
 - ii. A correctional officer must mentally prepare for the potential use of weapons or having weapons used against them.
 - iii. A correctional officer must rely on their training and experience to react instantly to violent acts by inmates within the correctional facility.
- C. Principles of Force Applications
 - i. Force must be controlled and used wisely with purpose.
 - ii. Only the amount of force reasonably necessary should be used.
- D. Factors to Consider When Assessing Reasonable Force
 - i. Inmate Factors
 1. Nature of the violation
 2. Size, age, and weight
 3. Apparent physical ability
 4. Whether they are peaceful or resisting
 5. If they are armed or unarmed
 6. Has a history or pattern of violence
 7. The number of inmates involved
 8. How much support is available from other correctional officers
 - ii. Officer Factors
 1. Size, physical ability, and defensive tactics expertise
 2. Number of officers present or available
 3. Immediate reaction in the case of sudden attack
 4. Weapons or restraint devices available
 5. Legal requirements
 6. Department/Facility policy

2.3 Identify communication strategies used when dealing with inmates.

- A. Correctional officers must communicate under uniquely stressful conditions.
 - i. Challenging behavior
 1. Inmates who do not want to talk or listen
 2. Emotionally charged inmates

- ii. High-pressure environments
 - 1. In dangerous circumstances
 - 2. Being watched by others
- iii. Varied responses to authority
 - 1. Some inmates may dislike and/or mistrust officers, affecting their response to authority.
 - 2. Most inmates respond positively to reasonable requests.
 - 3. Others may resist commands or orders and may not respond to appeals of reason. In these cases, a correctional officer must use tactics to redirect this behavior.
- B. Effective communication is a core part of a correctional officer's duties.
 - i. Verbal skills make up 97% of a correctional officer's duties.
 - ii. Only about 3% of contacts require physical force.
- C. Elements of communication
 - i. Words, touch, body movement
 - ii. Content
 - iii. Voice and tone
 - iv. Non-verbal: posture, body language
- D. Message perception
 - i. 7% of the time a message is received due to content.
 - ii. 33% of the time a message is received due to voice.
 - iii. 60% of the time a message is received due to non-verbal/body language.
 - iv. This means that approximately 93% of the time a message is received and interpreted based on how it is said rather than what is said.
- E. Improper listening
 - i. Not paying attention to what is being said.
 - 1. Example: Waiting for the opportunity to speak as soon as someone finishes talking.

2.4 Identify elements that a correctional officer must recognize and control in every encounter.

- A. In any interaction, the correctional officer must be aware of the four elements of confrontation:
 - i. Problem
 - ii. Audience
 - iii. Constraints
 - iv. Ethics

B. Problem

- i. Analyze and identify the problem.
 1. Enables an officer to plan an approach.
 2. Problems often change as confrontation progresses.

C. Audience

- i. Everyone encountered is part of the audience.
- ii. Consider the audience's reaction.
 1. Ex: receptive, hostile, critical etc.
- iii. Read audience and adapt tactics appropriately.
- iv. If the inmate has a friend in the audience, it may be useful to enlist their help to encourage the inmate to comply with the officer's orders.

D. Constraints

- i. Determine if there are any obstacles to effective communication and, if possible, eliminate them.
- ii. Examples include but are not limited to:
 1. Time of day
 2. Weather
 3. Location
 4. External noise
 5. Officer's own mood
 6. Inmate's values and beliefs
 7. Inmate's signs of physical or mental disability

E. Ethical Presence

- i. Remain calm and fair under pressure.
- ii. Use words to state purpose, not to express personal feelings.
- iii. Maintain professional attitude.
- iv. Behavior perceived as hasty, irrational, or unfair, makes an officer seem unethical.

2.5 Identify best practices in redirecting behavior using verbal persuasion.

A. Listen

- i. Differentiate the real problem from the symptoms of the problem.
- ii. Establish what priorities the officer must respond to.
- iii. Determine context of the event.

B. Empathize

- i. Understand the other individual's state of mind.

- ii. Consider the other individual's point of view.
- C. Ask
 - i. Use questions to gain control.
 - 1. Questions help direct attention away from the problem.
 - 2. Questions buy time.
 - 3. Questions demonstrate concern.
- D. Paraphrase
 - i. Restate the message to confirm understanding.
 - 1. Reinforces key information.
 - 2. Forces an individual to stop talking and listen.
 - 3. Helps ensure the correctional officer understands the situation.
- E. Summarize
 - i. State the resolution clearly.
 - ii. Allows the officer to conclude the situation.
 - iii. Officer provides the bottom line.
- F. Types of verbal appeals
 - i. Ethical
 - 1. Based upon position as a professional.
 - 2. Assures other individuals.
 - 3. Persuades others for a positive outcome.
 - 4. Useful when dealing with upset or highly emotional individuals.
 - ii. Rational
 - 1. Based on use of reasoning.
 - 2. Appeals to common sense, good judgement, or community standards.
 - 3. Shows that a solution is reasonable and most likely to produce results.
 - 4. Valuable when dealing with individuals experiencing a strong sense of right and wrong.
 - iii. Practical
 - 1. Based on an urgent need to change a particular circumstance.
 - 2. Based on the beliefs and value system of the individual.
 - 3. A short-term solution.
 - 4. Ignores long-term consequences.
 - 5. Allows for an individual to adapt and persuade others of their similarities.
 - iv. Personal
 - 1. Based on addressing an individual's needs and desires.

2. Allows an individual to set aside their personal values.
3. Useful when dealing with headstrong individuals who insist on getting their own way.

REQUIRED ACTIVITY:

The instructor must develop at least one scenario that highlights the ethical role of a law enforcement professional. The scenario must include an inmate insulting a correctional officer based on their personal appearance or lifestyle. As a result, the officer must act in a manner which escalates the conflict.

Each scenario must be followed by a discussion in the format determined as most appropriate by the instructor. The discussion must focus on:

- Identifying the ramifications of letting one's emotions affect their duty performance.
- Identifying what professionalism entails and how an officer's actions affect the facility's reputation.
- Identifying their ethical role as a law enforcement professional.

Unit 3 Use of Force Options and Alternatives

INSTRUCTOR NOTE: Refer to department/facility policy on use-of-force options, command presence, and when force is no longer authorized. Follow facility procedures regarding the use of any weapons.

3.1 List force options available to correction officers.

- A. Command presence
- B. Verbal communications
- C. Weaponless strategies
- D. Intermediate control devices
 - i. Soft – electrical weapons, chemical agents, riot shields, etc.
 - ii. Hard – batons, impact weapons, water hoses, etc.
- E. Deadly force

3.2 Identify the principal considerations in applying use of force.

- A. Ineffective control
 - i. The level of force is less than the individual's level of resistance.
- B. Excessive control
 - i. The level of force is unreasonably greater than the individual's level of resistance, potentially causing preventable injury.
- C. The force used should be no more than a reasonable officer would use under the total circumstances of the situation.
- D. Follow regulatory and facility policy and the law.

3.3 Identify basic concepts of weaponless control.

- A. Self-Control
 - i. If the officer cannot control themselves in a stressful situation, their skills will be neutralized.
 - ii. Self-control is attained through confidence, and confidence is gained through knowledge and ability.
- B. Balance
 - i. Do not allow the emotional level of the inmate or situation to overcome self-control and balance.
 - ii. Physical balance is the position that allows an officer the ability to move while maintaining balance, strength, and advantage.
 - iii. Mental balance is being prepared to:
 - 1. Control one's own emotional and physical self.
 - 2. Control the inmate.
 - 3. Control the situation.
- C. Awareness
 - i. Observe the entire situation and be specifically aware of some major hazards when approaching an inmate.
- D. Hand Position
 - i. If an inmate's hands are in their pockets, do not tell them to remove them.
 - ii. Avoid drawing attention to the concern.
 - iii. If possible, maneuver to a position that allows for safe removal.
- E. Weapons
 - i. Visually frisk inmate, especially the waistline area.
 - ii. Anything in the immediate area that could be used as a weapon in its natural state.
- F. Associates
 - i. Be aware of anyone who may come to the inmate's aid or assistance.
- G. Escape Routes
 - i. Be aware of possible escape routes the inmate may take when confronted.
 - ii. The inmate is likely to be as familiar with an area as the correctional officer. This includes:
 - 1. Doors
 - 2. Rooms
 - 3. Yards
 - 4. Day rooms
 - 5. Cell

3.4 Identify weaponless control techniques.

- A. When words do not control and the use of a weapon is not appropriate, weaponless control may be used.
 - i. Weaponless control and techniques can involve:
 1. Restraining holds.
 2. Impact or stunning blows.
 3. Pain compliance techniques to cause the inmate to cease resistance.
- B. The correctional officer's role in physical confrontation is essentially defensive.
 - i. It is neither offensive nor passive.

REQUIRED ACTIVITY:

The instructor must develop a scenario that demonstrates different force options and levels. The scenario must include an incident in which the inmate is being verbally combative and refusing to remove their hands from their pockets. The scenario must describe different potential officer responses, ranging in both force option and level.

The scenario must be followed by a discussion in the format determined as most appropriate by the instructor. The discussion must focus on:

- Can an officer demand a suspect to take their hands out of their pockets?
- What force can be used and under what authority?
- Are there any force alternatives to ordering an inmate to take their hands out of their pockets? What risks do they pose, if any?
- What was the most appropriate officer response in this situation? Under what authority is it possible?

Unit 4 Disruptive Behavior and Disturbances

4.1 Identify general patterns of disruptions in a correctional setting.

- A. Disruptive inmates may defy measures of control and/or appear to be unresponsive to measures of control.
- B. Disruptive inmates may respond to routine controls and sanctions, but only for a short time.
- C. They may be conditioned to a cycle of disruption, and though interventions may work, they are not a permanent fix.

4.2 Identify causes of disturbances in a correctional setting.

INSTRUCTOR NOTE: See Appendix A for a list of jail tension indicators often preceding riots and disturbances.

- A. The causes of disturbances are complex, with different variables contributing to a total problem that erupts into violence when left uncontrolled.
- B. Institutional Factors

- i. Institutional Environment: An unnatural environment which contributes to the emotional stress of the incarcerated.
 - ii. Substandard Facilities: Facilities that lack heating, lighting, ventilation and/or poor maintenance.
 - iii. Overcrowding: Facilities have high population numbers and limited space.
 - iv. Idleness and Lack of Programs: Inmates require something to do rather than being idle.
- C. Inmate Population Factors
- i. Personal
 - 1. Anti-Social Inmates and Inmates Experiencing Mental Illness: May refuse to cooperate, engage, or respond to others, increasing tension.
 - 2. Fear: Some violence results from inmates attempting to protect themselves from other inmates.
 - ii. Group Identity
 - 1. Racial/Ethnic Minorities: Racial and ethnic identity lead to the formation of groups which compete for power and control.
 - 2. Prison Gangs: Typically formed along racial lines, originally formed for self-protection, and may branch toward traditional organized crime.
 - 3. Revolutionary Organizations: Members of these groups are organized to spread their influence inside the correctional facility and consider themselves to be “political prisoners.”
 - iii. Collective Behavior
 - 1. When inmates become frustrated, it is easier for agitators to convince others to pursue violent or aggressive acts.
- D. Administrative Factors
- i. Staff Recruitment and Hiring: Pay is low and stress is high, which does not increase appeal to becoming a correctional officer.
 - ii. Inadequate Training: Correctional staff may enter service with little or no training.
 - iii. Frequent Turnover of Management: Changes in management cause inconsistency of programs.
 - iv. Frequent Turnover of Staff: Inexperienced staff may not address issues, especially crisis situations, as effectively as experienced staff.
 - v. Breach of Security: Personnel become lax in security procedures.
- E. Non-Institutional Causes
- i. Public Apathy: With little or no support from the community, morale suffers.
 - ii. Punitive Attitude: Staff can reflect a punitive attitude toward the inmates, increasing tension.

- iii. Social Unrest: The inmate population can reflect the outside community.
- iv. Inadequate Funding: Without funding to adequately provide for the inmate population, tensions can increase.
- v. Inequities in the Criminal Justice System: The disparity of sentencing can also increase tensions.

4.3 Identify methods for preventing disturbances in a correctional setting.

- A. Preventing disturbances in correctional facilities requires a proactive approach that emphasizes communication, security awareness, and effective inmate management.
- B. Communication Practices
 - i. Effective Communication: Disturbances can be prevented if both staff and inmates know exactly what is expected and allowed.
 - ii. Information Gathering: Staff should attempt to regularly communicate with inmates.
 - iii. Information Sharing: Staff and inmates should receive reliable information on policy changes and new programs.
 - iv. Communication Between Shifts: The exiting shift should inform the upcoming shift of the “current status” of the facility.
- C. Security Awareness and Prevention
 - i. Signs of Tension: Disturbances in correctional institutions can be prevented by being able to interpret and act on change in institutional atmosphere and behavior patterns.
 - ii. Classification of Inmates: Classification is a necessary security function.
 - iii. Searches: It is always necessary to search inmates and inmate areas periodically.
 - iv. Tool Control: A system for tool inventory must be followed.
 - v. Contraband Control: A system for identifying and preventing contraband must be followed.
- D. Inmate Management and Support
 - i. Programs for the Inmate Population: Organized programs can offer inmates activities to divert them from disruptive behavior.
 - ii. Grievances: Inmate grievances should be handled as quickly as possible.

4.4 Identify methods for controlling disturbances in a correctional setting.

- A. Emergency Response Teams: A designated, specially selected, and trained team that is used to contain and control a major disturbance within the correctional facility.
 - i. Team members are officers who are assigned to this duty either full or part time.
 - ii. Each team is prepared to use the force that is reasonable in each individual situation.

- iii. Teams typically are organized according to the level of force they are trained to use.
- iv. These teams are generally used for the following types of emergencies:
 1. Disburse groups of rioting inmates
 2. Force cell extractions
 3. Gain control of an unarmed inmate who is threat to themselves or others
 4. Gain control of an inmate or group of inmates who are assaultive or armed
 5. Hostage situations
 6. Escapee/Fugitive searches
 7. High risk inmate transports
 8. Establish perimeter security
 9. Utilize all levels of force applicable for the correctional setting
- B. The correctional facility should have a plan for necessary cell extractions.
 - i. See department/facility policy for necessary cell extractions.
- C. The correctional facility must have an emergency plan for riots or disturbances.
 - i. Texas Commission on Jail Standards Chapter 263.40 Plans
 - ii. Facilities may have their own written emergency plans, for example:
 1. Officer will stand within safe distance and observe, in an attempt to identify the inmates responsible. Officer must never enter cell block alone and attempt to contain the disturbance by locking down the run/floor.
 - a. A policy that specifies what constitutes an emergency, what personnel are to do in an emergency, including specialized personnel (such as hostage negotiation and special response personnel).
 - b. Personnel: Mobilization of on-duty personnel, call-up of off-duty personnel, notification of specialized hostage negotiation personnel, special response personnel, and other agencies.
 - c. Equipment:
 - Protective clothing
 - Communication devices
 - Weapons
 - Evidence gathering equipment
 - Fire suppression
 - Medical support

SUGGESTED ACTIVITY:

Develop a scenario involving a minor disturbance or refusal situation within a housing unit. The scenario should allow learners to apply concepts from Units 1-4, including legal authority, communication strategies, emotional control, and appropriate force options.

The scenario should include:

- A clear inmate behavior problem (e.g., refusal to lock down, verbal escalation, non-compliance).
- An audience or environmental factor that influences decision-making.
- A point where the officer must decide whether to escalate, de-escalate, or request assistance.
- A potential need for minimal force or continued verbal strategies.

After presenting the scenario, lead a structured discussion focusing on:

- Identifying the legal authority for any orders or actions.
- Assessing reasonable force factors.
- Applying communication and verbal persuasion strategies.
- Recognizing emotional triggers and maintaining ethical presence.
- Determining the least amount of force reasonably necessary.
- Articulating decisions and actions clearly.

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APPENDIX A

Riots - Jail Tension Indicators Often Preceding Riots and Disturbances

Disturbances in correctional institutions can be prevented if staff are able to interpret and act on change in institutional atmosphere and behavior patterns. Among the signs indicating growing tensions and potential disturbances are the following:

- Many inmates spending more time in their cells.
- Inmate groupings with point men facing away from the group.
- Increase in disciplinary cases.
- Increase in inmate/employee confrontations.
- Increase in inmates trying to intimidate officers who are in the process of writing up an inmate.
- Increase in veiled threats against officers.
- Increase in voluntary lockups.
- Increase in inmate sick calls.
- Increase in inmate violence.
- Increase in number of weapons found in shake-downs.
- Harsh stares from inmates.
- Drop in attendance at movies or other popular functions.
- Unusual and/or subdued actions by inmate groups.
- Reluctance on the part of inmates to communicate with staff.
- Inmates avoiding eye contact with staff.
- Inmates making excessive and/or specific demands.
- Appearance of inflammatory and anti-authority materials.
- Warnings to “friendly” officers to take sick leave or vacation.
- Increased safety demands from employees.
- Significant increase in employee resignations.
- Letters and/or phone calls from concerned inmate families demanding protection for inmates.
- Unusual number of telephone inquiries about prison conditions.
- Outside agitation.

APPENDIX B

Relevant court cases:

- Benton v. Maryland, 395 U.S. 784 (1969).
- Garrity v. New Jersey, 385 U.S. 493 (1967).
- Gates v. Collier, 501 F.2d 1291, (5th Cir 1974).
- Graham v. Connor, 109 S.Ct. 1865 (1989).
- Grandstaff v. City of Borger, 767 F.2d 161 (1985).
- Hudson v. McMillian, 112S. Ct. 995 (1992).
- Tennessee v. Garner, 105 S.Ct. 1694 (1985).
- Whitley v. Albers, 475 Ct. 312 (1986).

DRAFT

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