

Florida Correctional Basic Recruit Training Program

Instructor Guide

Version 2024.07

July 1, 2024

Criminal Justice Standards and Training Commission
Florida Department of Law Enforcement

© Copyright 2024 Florida Department of Law Enforcement

FLORIDA BASIC RECRUIT TRAINING PROGRAM: CORRECTIONS
VERSION 2024.07
ATMS #1190

VOLUME 1—FLORIDA BASIC RECRUIT TRAINING PROGRAM
CORRECTIONS

Chapter	Course Title	Hours	Course Number
Chapter 1	Introduction to Corrections	32	CJK_0300
Chapter 2	Communications	40	CJK_0305
Chapter 3	Officer Safety	16	CJK_0310
Chapter 4	Facility and Equipment	8	CJK_0315
Chapter 5	Intake and Release	18	CJK_0320
Chapter 6	Supervising in a Correctional Facility	40	CJK_0325
Chapter 7	Supervising Special Populations	20	CJK_0330
Chapter 8	Responding to Incidents and Emergencies	16	CJK_0335
	Subtotal	190	

VOLUME 2—FLORIDA BASIC RECRUIT TRAINING PROGRAM
HIGH LIABILITY

Chapter	Course Title	Hours	Course Number
Chapter 2	First Aid for Criminal Justice Officers	40	CJK_0031
Chapter 3	Criminal Justice Firearms	80	CJK_0040
Chapter 4	Criminal Justice Defensive Tactics	80	CJK_0051
Chapter 6	Criminal Justice Officer Physical Fitness Training	30	CJK_0340
	Subtotal	230	

PROGRAM TOTAL: 420

INSTRUCTIONS FOR USING THE INSTRUCTOR GUIDE (IG)

Instructor guides are designed to make teaching and lesson planning simpler for the instructor. They clarify what components of the curriculum are mandatory and what lessons they correspond to. Required components of the curriculum appear in the shaded boxes in the instructor guide.

The required components of an instructor guide include:

- Vocabulary
- Objectives
- Communication Exercises
- Role-Plays

Instructor guides also contain suggested activities. Suggested activities are not required and are only meant to supplement your lesson plan. You are encouraged to alter and adjust the suggested activities to fit the needs of your recruits. Suggested activities appear in outlined boxes.

These suggested activities often include:

- group work
- scenarios
- writing assignments
- discussion questions

INTRODUCTION TO CORRECTIONS

Course Number: CJK_0300

Course Hours: 32 hours

Course Structure: 2 units, 10 lessons

Course Outcomes:

At the end of this course, students will be able to:

- ✓ obtain a Florida correctional officer certification and understand how to avoid losing it
- ✓ make ethical decisions in all personal and professional situations
- ✓ behave professionally and effectively within a chain of command
- ✓ work within the larger Criminal Justice System by understanding their role
- ✓ make decisions and act appropriately based on the guidance of the U.S. Constitution
- ✓ respect and protect inmates through their actions
- ✓ recognize contraband and react to it appropriately
- ✓ recognize and identify different crimes that may be committed in a correctional facility and the proper way to handle any evidence
- ✓ decide when and how to use force appropriately and avoid using excessive force
- ✓ make decisions and act carefully to avoid liability and its consequences

Required Activities

Suggested Activities

Notes to the Instructor

LESSON VOCABULARY

COURSE OUTLINE

Introduction to Corrections 4

Course Outline 5

Unit 1 Introduction 6

 Lesson 1 Correctional Officer Training Program Overview 6

 Communication Exercises: Ice Breakers 11

 Lesson 2 Criminal Justice Values and Ethics..... 12

 Handout: CJSTC Officer Discipline Case #25540 16

 Handout: CJSTC Officer Discipline Case #26803 17

 Handout: CJSTC Officer Discipline Case #37897 18

 Handout: CJSTC Officer Discipline Case #37787 19

 Communication Exercise: Disgruntled Sergeant 20

 Lesson 3 Professionalism and Chain of Command..... 22

 Communication Exercise: Disheveled Officer 27

Unit 2 Legal 29

 Lesson 1 Criminal Justice System and Components..... 29

 Handout: Florida’s 67 Counties 33

 Handout: Florida’s 20 Circuit Courts..... 34

 Handout: Florida’s Five Appellate Court Districts..... 35

 Lesson 2 Constitutional Rights 36

 Lesson 3 Inmate Rights..... 39

 Lesson 4 Legal Issues With Contraband 42

 Lesson 5 Criminal Acts..... 45

 Lesson 6 Use of Force..... 49

 Communication Exercise: Inmate Provoking an Officer 52

 Lesson 7 Criminal and Civil Liability..... 54

 Communication Exercise: Trainee Insubordination 58

Core Communication Competencies Handout 60

Communication Exercise Instructions..... 61

UNIT 1 INTRODUCTION

LESSON 1 CORRECTIONAL OFFICER TRAINING PROGRAM OVERVIEW

Lesson Goal

This lesson tells students how to obtain their Florida correctional officer certification and how to avoid losing it.

Materials

Florida Basic Recruit Training Program: Corrections, Vol. 1 (Chapter 1)

Florida Administrative Code (F.A.C.)

Florida Model Jail Standards (FMJS)

Florida Statutes

Handout: Core Communication Competencies

Communication Exercise: Ice Breaker Exercises

Distribute copies of the Core Communication Competencies to students.

Conduct Communication Exercise: Ice Breaker Exercises

CO111.1. Know the responsibilities of a correctional officer

Discuss the role of a correctional officer.

Have students summarize Florida Statute 943.10(2) and identify the key responsibilities of a correctional officer in Florida.

CO111.2. Know the personal characteristics supervisors look for in new officers

Ask students what characteristics they think a supervisor would look for when hiring a correctional officer. Record their responses on a whiteboard or flip chart. Discuss the responses as a group and remember to add any characteristics that students may have missed.

Describe personal characteristics supervisors look for in new officers.

CO111.3. Know the regulations that define your authority and job

Discuss the role of [Florida Administrative Code \(F.A.C.\)](#) and the [Florida Model Jail Standards \(FMJS\)](#) in overseeing the role of correctional officers.

Compare the rules and mandates that govern the Florida Department of Corrections officers with those that govern county agency facilities.

Have students complete the following sentences to develop an understanding of the regulations that define the authority of a correctional officer.

- Florida Department of Corrections officers are governed by the _____ and _____ (answer: Florida Statutes, Florida Administrative Code (F.A.C.))
- County agencies and facilities are governed by the _____ and _____ (answer: Florida Statutes, Florida Model Jail Standards (FMJS))
- What do F.A.C. and FMJS stand for? (answer: Florida Administrative Code, Florida Model Jail Standards)
- Who sets the standards within the Florida Model Jail Standards? (answer: Florida Sheriffs Association)

This may also be a good time to discuss that this program is designed for both Florida Department of Corrections (DOC) employees and sheriffs' office employees.

 CO111.4. Understand the statutory role of the CJSTC

Discuss with students the role of the Criminal Justice Standards and Training Commission (CJSTC), and its primary responsibilities.

Have students state in their own words the primary responsibilities of the Criminal Justice Standards and Training Commission.

Divide the class into groups and have each group answer the following questions pertaining to the statutory role of the CJSTC:

- What is the role of the CJSTC?
- What are the primary responsibilities of the CJSTC?
- How does the CJSTC affect the role or job of a corrections officer?

Use this website for reference: [CJSTC Professional Compliance \(Disciplinary\) Process](#)

CO111.5. Know the requirements to become a certified officer in Florida

Describe the officer certification process.

Have students recall the requirements to become a correctional officer in Florida.

Ask students to place the following requirements in order:

- Pass the State Officer Certification Examination (SOCE).
- Meet all minimum requirements and standards.
- Become actively employed with a correctional facility in an auxiliary, a part-time, or a full-time officer position.
- Complete the approved Basic Recruit Training.

Emphasize that completing the Basic Recruit training and passing the certification exam does not designate a student as a certified officer.

During the discussion of the certification requirements, emphasize that per s. 943.13, F.S., officers may not have received a dishonorable discharge from any of the U.S. Armed Forces.

Read the scenarios below to the class and have students answer the following questions:

- Johnny New Recruit is trying to become a correctional officer in Florida and is not sure of the requirements. He is 18, a permanent resident, and has graduated from high school. Johnny was a member of the U.S. Army; however, he received a dishonorable discharge. Can Johnny be a correctional officer candidate in Florida?
- Sarah New Recruit is 26, a U.S. citizen, and did not graduate from high school but completed her GED. However, when Sarah was a teenager, she knowingly gave false information to a law enforcement officer; this was a misdemeanor. Can Sarah be a correctional officer candidate in Florida?

Describe procedures for taking the SOCE. More information about the exam can be found on the [FDLE website](#).

Discuss that to successfully complete the Basic Recruit Training Program, students must:

- get a passing score on each of the end-of-course examinations, and
- demonstrate proficiency in the high liability courses (First Aid, Firearms, and Defensive Tactics). Have students recall the requirements to become a correctional officer in Florida.

CO111.6. Know when the CJSTC will discipline an officer

CO111.7. Know the penalties the officer discipline process can impose

Describe the officer discipline process, including reasons officers may be disciplined.

Read the provisions of Florida Statute 943.13 to the entire class to emphasize when the Commission will discipline an officer.

Ask students to explain the reasons the Commission may take action against an officer's certification.

Explain the penalties that may result from a discipline process.

Have students identify the penalties that may result from a discipline process.

Discuss the following CJSTC Officer Discipline case and determine which type of penalty should be imposed:

A law enforcement officer initiated a traffic stop on a correctional officer's vehicle after he observed him going 85 mph in a 60-mph zone. The CO submitted to two breath tests, which registered .138 and .143. He pleaded nolo contendere to the DUI charge and was adjudicated guilty. He was placed on probation for one year and ordered to enter a drug and alcohol evaluation program. His driver's license was also suspended for six months, and he was ordered to pay \$500 in court costs. Since he was issued a Letter of Guidance several years ago for a previous DUI, a recommendation was provided that the officer receive a greater penalty than was provided earlier by the Commission. Using the four types of penalties, discuss which penalties should not be imposed and which one is more suitable.

Have students answer the following question:

True or False: An officer can hold a certification in another discipline if the Commission revokes their certification in accordance with section 943.1395(6), F.S.

When discussing disciplinary action, note that an officer cannot hold certification in any discipline if the Commission revokes their certification in accordance with section 943.1395(6), F.S.

LESSON VOCABULARY

correctional officer

Florida Administrative Code (F.A.C.)

Florida Model Jail Standards (FMJS)

nolo contendere

COMMUNICATION EXERCISES: ICE BREAKERS

Communication Exercise 1

Ice Breaker #1 (perhaps morning, Day 1 of the academy)

Break the class into pairs, and have the students ask their partner three questions:

- What is your name?
- Where are you from?
- Where do you see yourself in five years?

This is a one-on-one exercise, conducted simultaneously in pairs. At the end, you may ask some of the students to tell the class about their partner.

Communication Exercise 2

Ice Breaker #2 (perhaps after lunch, Day 1 of the academy)

Break the class into groups of five maximum, and have the students introduce themselves to their individual groups by answering the following questions:

- What is your name?
- Where are you from?
- Why did you choose this profession?
- What is one interesting fact about you?

Allow students to ask additional questions within their group, but limit the time.

Communication Exercise 3

Ice Breaker #3 (perhaps Day 2 of the academy)

Instruct the individual students to stand up in front of the entire class and talk about themselves for no more than two minutes. Allow other students to ask questions. You have the option of conducting this exercise throughout teaching Chapter 1.

LESSON 2 CRIMINAL JUSTICE VALUES AND ETHICS

Lesson Goal

Students will be equipped to make ethical decisions in all personal and professional situations.

Materials

Florida Basic Recruit Training Program: Corrections, Vol. 1 (Chapter 1)

Instructor Material: CJSTC Officer Discipline Cases

Have the class read the opening scenario, or create your own, and discuss their thoughts:

“Please, just let me go. I promise I won’t do it again. C’mon, this is my first offense,” Inmate Jones begs. Officer Roberts has just caught Inmate Jones stealing some books that belong to Inmate Michael. Officer Roberts returns the books, but instead of reporting the incident, Officer Roberts only verbally reprimands Inmate Jones. Later that night, Inmate Jones is caught trying to steal the books again. Only this time, he is caught by Inmate Michael. Inmate Michael severely beats Inmate Jones. Now, a formal investigation has to be conducted, a crime scene has to be processed, and Inmate Jones needs medical attention. Could Officer Roberts have done something different in this situation? Could his actions have prevented Inmate Jones’ injuries or the issues this caused in the facility?

CO112.1. Understand how values and ethics apply to a correctional officer's behavior

Discuss the concepts of values, ethics, and ethical behavior.

Discuss how ethics is important for correctional officers.

Ask students to explain personal stories of unethical behavior or news stories that they have seen of unethical behavior.

CO112.2. Know the American Correctional Association's Code of Ethics

Ask students how the American Correctional Association’s Code of Ethics impacts them as correctional officers.

CO112.3. Know the factors that influence your ethics and decision-making

Ask for suggestions from students about what things could affect an officer's ethics and decision-making. Record these on a whiteboard or flip chart; place good attributes on one side and bad attributes on the other side. Go through the list and ask students how bad attributes can be addressed.

Have students recall the four factors that affect an officer's ethics and decision-making:

- childhood/adult history
- home life
- co-workers
- time in the academy

Read the following scenario and have students discuss:

Your co-worker is having problems at home with her marriage. She has been on edge lately and easily breaks down in tears. You notice that she regularly talks privately with the same offender when she is on duty. You see her hand the offender a small folded piece of paper. Later, you overhear the offender saying he got the officer's phone number.

Explain the following scenario and ask students to discuss it in a group setting:

Mike has completed all of the requirements to become a correctional officer in Florida and is excited that he has just passed the state exam. After applying for a job at several local facilities, Mike will be hired at a county facility. Mike's parents were supportive with everything that he did. He was a good high school student who stayed out of trouble. However, there was an incident in school in which Mike was beaten up and his belongings taken from him by members of a local gang. This incident led Mike to withdraw from friends at school. How might this situation affect Mike as a new correctional officer?

CO112.4. Understand the consequences of stereotyping

Discuss the behaviors that correctional officers should avoid:

- stereotyping
- bias or prejudice
- discrimination
- assumptions

Describe the consequences when officers use stereotyping.

CO112.5. Understand why you should treat all people fairly and with dignity

Discuss the importance of being professional and treating others fairly, with dignity and respect.

 CO112.6. Know inappropriate and unprofessional behaviors that you must avoid in the performance of your duties

With the entire class, or the class broken into groups, discuss the following behaviors. Use a whiteboard or flip chart to determine which are non-professional or unethical behaviors:

- intimidation (threats and bullying)
- sarcasm, excessive criticism
- complaining
- falsifying records
- introducing contraband
- excessive use of force
- sabotaging other employees or departments
- open hostility toward management
- officer/offender relations
- sexual harassment
- cursing and swearing
- gossiping
- humor that demeans individuals or groups

Use the CJSTC Officer Discipline Cases (see handouts) or other similar cases to relate the most common reasons for disciplinary action against officers by the CJSTC: giving false statements, DUI, unprofessional relationships, perjury, larceny, official misconduct, sexual offenses, domestic violence, assault, and battery.

The FDLE [Professional Compliance Bulletin](#) is available from the [FDLE website](#). These bulletins are published quarterly and summarize the cases brought against criminal justice officers before the CJSTC. For each case, the report gives the charges, a summary of the circumstances, and any disciplinary action by the CJSTC. These cases are excellent training resources for instructors and provide real-life learning opportunities for students about ethical conduct.

 CO112.7. Use the Ethical Decision-Making Tool to make ethical decisions while on or off duty

Walk students through the Ethical Decision-Making Tool with the scenario from the beginning of the lesson. Have a student go to a whiteboard and draw a flowchart that represents the Ethical Decision-Making Tool.

List difficult ethical situations in which the Ethical Decision-Making Tool can help students make decisions.

Conduct Communication Exercise: Disgruntled Sergeant

LESSON VOCABULARY

assumption

bias or prejudice

discrimination

ethical behavior

ethics

stereotyping

values

HANDOUT: CJSTC OFFICER DISCIPLINE CASE #25540

Below is an example of an officer disciplinary case that was brought before the Criminal Justice Standards and Training Commission. You may also use case studies from local corrections facilities.

Positive Drug Test for Cocaine

The respondent was referred to the Employee Assistance Program for drug treatment by the Department of Corrections pursuant to a positive drug test for cocaine. On August 14, 2007, the respondent submitted a urine sample during random drug testing at his facility. The test results showed positive results for cocaine metabolites. On August 14, 2007, the respondent submitted an incident report to DOC in which he admitted that he had a substance abuse problem. He stated that he had an alcohol problem that had recently escalated into cocaine use. He stated that he had used cocaine on two recent occasions before the drug testing. He indicated that he had already enrolled in an outpatient substance abuse program at a local hospital on August 9, 2007.

Penalty Guideline: Prospective suspension to revocation

Staff recommended revocation of the correctional officer's certification.

Disciplinary Action by the Commission: The Commission accepted staff's recommendation.

HANDOUT: CJSTC OFFICER DISCIPLINE CASE #26803

Below is an example of an officer disciplinary case that was brought before the CJSTC.

Unprofessional Relationship with an Inmate; Introduction of Contraband at a County Detention Facility

The respondent resigned from the sheriff's office during an internal investigation, which ultimately sustained charges of Failure to Follow General Orders, Contraband Control, Staff Sexual Misconduct, Association with Criminals, and various other violations. On October 10, 2007, an internal investigation was opened based on a supervisor receiving information that a correctional officer was possibly providing an inmate with cigarettes. Supervisors conducted a search of the involved inmates' bunks and discovered cigarettes and lighters. During questioning, one of the inmates stated that the cigarettes were brought into the facility by the respondent. At that time, the respondent denied any involvement in introducing contraband. No further investigation was conducted at that time. On April 28, 2008, another internal investigation was opened based on an anonymous report that the respondent was having an unprofessional relationship with an inmate. The investigation uncovered numerous monetary deposits to the same inmate who was previously found with contraband cigarettes. These deposits were made by a woman named "Lisa Jones," later discovered to be an alias used by the respondent. An audit of the inmate's phone conversations revealed conversations in which the respondent states that she would deposit money in the inmate's account. A further audit of phone conversations discovered numerous phone conversations between the respondent and another inmate. During one of those conversations, the respondent and the inmate discussed a sexual encounter that had recently occurred between them. During another of their conversations, the respondent indicated that the other inmate was put in disciplinary confinement since he would not admit that the respondent had brought the inmate cigarettes. The investigation revealed that she had had an unprofessional relationship with inmates from about August 2007 until April 2008. The respondent appeared for an interview with internal investigators on April 14, 2008, with legal counsel. However, after being presented with the evidence, she resigned in lieu of participating in an internal interview. No criminal charges were filed in this case.

Penalty Guideline: Revocation; Suspension to revocation

The respondent agreed to voluntarily relinquish her criminal justice certification.

Disciplinary Action by the Commission: The Commission accepted the voluntary relinquishment.

HANDOUT: CJSTC OFFICER DISCIPLINE CASE #37897

Below is an example of an officer disciplinary case that was brought before the CJSTC.

False Official Statement

The respondent was terminated from the Department of Corrections for submitting a false doctor's note. From August 20, 2014, to August 22, 2014, the respondent was absent from work on sick leave. He later submitted a note from a doctor written to the Department. The note was on the letterhead of a medical practice, listed the dates the respondent was out of work, and contained a doctor's signature. The Department of Corrections contacted the doctor's office to verify the information. According to the doctor's office, the respondent was not a patient, had never been a patient, and that the office did not issue the note. No criminal charges were filed.

Penalty Guideline: Prospective suspension to Revocation

Staff recommended a 30-day prospective suspension; one-year probation to begin at the conclusion of the suspension period; provide staff with proof of successful completion of a Commission-approved ethics course before the end of the probationary period.

Disciplinary Action by the Commission: The Commission accepted staff's recommendation.

HANDOUT: CJSTC OFFICER DISCIPLINE CASE #37787

Below is an example of an officer disciplinary case that was brought before the CJSTC. You may also use case studies from local corrections facilities.

Excessive Use of Force

The respondent resigned from a local sheriff's office after an internal investigation that sustained conduct unbecoming. On July 19, 2014, while in county jail, the respondent used more force than necessary when placing a hostile inmate, who was in handcuffs, into a holding cell. A video recording showed that the inmate pushed out his chest toward the respondent. In turn, the respondent pushed the inmate with both hands, causing the inmate to fall back onto a bookshelf. When the inmate bounced off the bookshelf, the respondent used both hands to push the inmate into the holding cell without provocation. The push caused the inmate to fall, striking the side of his forehead against the wall. Upon review of the case, the state attorney's office declined to file charges.

Penalty Guideline: Suspension to Revocation

Staff recommended a 30-day prospective suspension; one-year probation to begin at the conclusion of the suspension period; provide staff with proof of successful completion of Commission-approved use of force training before the end of the probationary period.

Disciplinary Action by the Commission: The Commission accepted staff's recommendation.

COMMUNICATION EXERCISE: DISGRUNTLED SERGEANT

Objective (DO NOT READ OUT LOUD): Students will demonstrate effective communication skills when working with a disgruntled supervisor.

Exercise Set-Up: Classroom with two chairs simulates an officer station.

Participants: one officer, one sergeant (housing supervisor)

Facilitator Overview (DO NOT READ OUT LOUD): The officer and the sergeant are sitting in a dormitory officer station. The sergeant is extremely angry and disgruntled.

Stop the exercise when the officer:

- redirects the conversation or expresses feeling uncomfortable, or
- agrees with the sergeant or encourages further anti-agency, angry, or “freedom of speech” expressions, or if the officer becomes argumentative with the sergeant.

Sergeant Instructions (READ ONLY TO SERGEANT): You are a sergeant with 15 years with the department and are recently passed up for promotion. You are angry, because the shift supervisor verbally reprimanded you in the presence of the facility administrator regarding your recent angry, anti-agency posts on social media. Your facility administrator told you to write a report regarding the situation. You believe that your facility administrator is infringing on your freedom of speech. You provoke and pressure the officer to agree with you.

Officer Instructions (READ TO CLASS): You are an officer, and you and the sergeant (housing supervisor) are sitting in a dormitory officer station having a conversation.

Post-Exercise Instructions

Ask the officer:

- How did the exercise go?
- What went well for you?
- What could you have done better?
- Were there any alternative actions you could have taken?

Ask the class:

- What questions could the officer have asked that might be more clear, concise, and open-ended?
- How did the officer show active listening and check for understanding?
- How did the officer pause and reset their response?
- What non-verbal communication did the officer and supervisor display?
- How did the officer change their communication style based on who they were communicating with?

- How did bias influence the interaction?
- When did the officer allow adequate, or inadequate, time for the supervisor to respond?
- How did the supervisor control the officer's behavior?
- How did the officer demonstrate that they acknowledged the supervisor's responses?
- How could the officer have concluded the communication more appropriately, leaving the supervisor with their dignity?

Post-exercise discussion questions are found at the end of this chapter's instructor guide, titled "Core Communication Competencies." This exercise should take less than 10 minutes, including class feedback and discussion.

LESSON 3 PROFESSIONALISM AND CHAIN OF COMMAND

Lesson Goal

Students will be able to behave professionally and work effectively within a chain of command.

Materials

Florida Basic Recruit Training Program: Corrections, Vol. 1 (Chapter 1)

Have the class read the opening scenario, or create your own, and discuss their thoughts:

Place yourself in the shoes of an inmate for a moment. You are trying to find an officer who would be willing to sneak in a cell phone for you. You narrow down your search to two officers, Officer James and Officer Smith. Officer James is never late for a shift. His uniform is pressed and straight. He always looks well-rested and alert. He seems focused on his job, and many other officers often come to him with questions. Officer Smith, on the other hand, usually arrives five to 10 minutes late. He has to be reminded to tuck in his shirt, and can be heard mumbling under his breath whenever he is given a direction by a supervising officer. He spends a lot of his shift talking to the inmates about the previous night's game or complaining about his girlfriend. Which of these two officers would you approach to sneak in a cell phone? Why?

CO113.1. Understand why professionalism is important to your role as an officer

Discuss the concept of professionalism as used in corrections. Maintaining professionalism with a correctional facility can:

- protect officers from inmate manipulation
- maintain safety of officers and their co-workers

Read the following scenario to the class and discuss what was unprofessional and what issues it caused.

You are responsible for 15 inmates in the rec yard. While out in the yard, another officer approaches and mentions that one of the inmates is being visited by their attorney. The officer yells to the inmate while looking directly at him, "Hey, boy, come here!" The inmate responds, "Don't call me boy." The officer replies, "I'll call you whatever I want to call you, and there's nothing you can do about it!" The inmate pushes the officer, and the two begin to fight. You are armed with pepper spray and tell the inmate to lie down. The inmate complies, and there is no further incident. The captain later hears about the fight and asks you what happened.

Ask students to define professionalism. Have them also list the characteristics of professionalism and how they contribute to their job or role as a correctional officer.

Conduct Communication Exercise: Disheveled Officer

CO113.2. Know why you should be dependable and fulfill obligations

Split the class into two groups. Have one group create a list of appropriate, professional behaviors for a correctional officer. Have the other group create a list of inappropriate behaviors for a correctional officer. Create two columns on a whiteboard or flip chart and record each group's responses.

Discuss the importance of knowing what an officer's obligations are.

CO113.3. Know why you must exhibit self-control in performing your duties

Read the following scenario to the class. Discuss what can happen when an officer loses control and doesn't respond professionally.

Within Get Better Prison the following policy must be adhered to by all inmates at all times:

All clothing must fit properly and be worn in a proper manner. Sagging pants will not be tolerated.

On several occasions, Officer Springs noticed that Inmate Corner would routinely sag his pants, which is

against policy. On Tuesday morning, Officer Springs noticed that Inmate Corner's pants were sagging once again, and Officer Springs simply approached him in a professional manner and asked him to pull his pants up.

Around noon, Officer Springs was working his post in the cafeteria and noticed Inmate Corner in line waiting to be served; once again Inmate Corner's pants were sagging. Being loud and abrasive, Officer Springs approached Inmate Corner and reminded him that sagging pants are not tolerated. Inmates in the cafeteria felt that Officer Springs disrespected Inmate Corner and that he was loud and abrasive for no reason. Having reached a level of frustration, Inmate Corner grabbed his tray and hit Officer Springs in the face, causing the officer to fall to the floor. Then Inmate Corner grabbed Officer Springs from behind and began to choke him. Other inmates responded by engaging against the other officers in the cafeteria.

After the incident was contained, Officer Springs and several fellow officers needed extensive medical care and missed weeks of work to recover.

Discuss the importance of officers identifying their emotional triggers. Then use the situations below to allow students to determine which ones act as emotional triggers for them.

- someone rejecting you
- someone leaving you (or the threat that they will)
- helplessness over painful situations
- someone discounting or ignoring you
- someone being unavailable to you
- someone giving you a disapproving look
- someone blaming or shaming you
- someone being judgmental or critical of you
- someone being too busy to make time for you
- someone not appearing to be happy to see you
- someone trying to control you
- someone being needy or trying to smother you

Create a scenario where a police officer stops a person and is disrespectful. Ask students how they would feel and react. Use this scenario as an example of treating another person properly.

“The Last Time” exercise: Ask students, “When is the last time you lost it?” Then apply this to working in a facility. “How would you react on the job if this happened with an inmate?” This exercise tests how a student would react when an inmate sets off one of their emotional triggers.

Ask students to identify the problems that inappropriate behaviors can cause in a facility. This would also be a good time to discuss any previous experience you have had with fellow officers who have engaged in some of these behaviors and the consequences that followed.

CO113.4. Know the chain of command as it is used in a criminal justice agency

Define a common chain of command with the rank structure of a correctional agency.

Demonstrate an agency’s rank structure by:

- drawing a simple chain of command structure on a whiteboard or flip chart, or
- using an official agency’s organizational chart.

Have as many students as possible recite the common chain of command within the rank structure of a correctional agency. Each student should be able to rank them from highest to lowest.

Ask the following questions to determine if students understand the levels within the chain of command:

- Who is the highest-ranking officer?
- Second in command?
- Lowest in command?
- Who is above a captain?
- Who is below a lieutenant?
- Who is above a major?

CO113.5. Understand how chain of command facilitates communication within the organization

CO113.6. Understand why chain of command within a criminal justice agency should be followed

Read the following scenario and decide whether the officer acted correctly. Determine if the officer used the organizational structure, or chain of command, properly in this situation.

It's third shift, and there is a standard skeleton crew for the night. An emergency code is called. With limited staff, Sgt. John Michael leads the response team to the area of disturbance, a dorm, and then has the team wait so he can evaluate the situation. The situation is brutal. One inmate is on the floor, while 10 other inmates are assaulting him. For safety reasons, the sergeant decides that he needs a secondary response team. He calls for three unit officers to suit up and come to assist. Two of the unit officers quickly arrive on scene, but the third officer never shows. Eventually, the sergeant makes the call to enter the dorm with the response team and, with luck on their side, they are able to control the situation.

After the code has been cleared, the sergeant finds his way to the unit where the officer who did not respond is stationed. The sergeant tells the officer that he ignored a direct order to respond, and the sergeant now wants the officer to write a statement. However, the officer felt that the order violated policy, because it required him to leave his post unstaffed. Instead of writing the report and understanding that the sergeant does not see the situation the same way, the officer decides to contact the warden and explain his side of the story.

Discuss how the lines of the communication should flow through a correctional organization.

Ask the class why it is important for the lines of communication to remain open. Ask why it might be a problem if positions are skipped.

LESSON VOCABULARY

chain of command

insubordination

organization

professionalism

COMMUNICATION EXERCISE: DISHEVELED OFFICER

Objective (DO NOT READ OUT LOUD): Students will demonstrate effective communication skills when responding to a confrontational inmate.

Exercise Set-Up: Classroom simulates a housing unit.

Participants: one officer (with shirttail untucked) and one inmate (with shirttail untucked)

Facilitator Overview (DO NOT READ OUT LOUD): The officer is at the entrance/exit of a housing unit and notices an inmate with a uniform that is not in compliance. The officer stops the inmate to address the situation, and the inmate argues with the officer. The inmate points out that the officer's shirttail is untucked.

Stop the exercise when the officer:

- acknowledges their own shirttail is untucked and tucks the shirt in, or
- reprimands the inmate for telling the officer what to do.

Instructions the Inmate (DO NOT READ OUT LOUD): The officer reprimands you for failing to have proper uniform compliance. You confront the officer, as the officer's shirttail is untucked, but DO NOT escalate the situation.

Officer Instructions (READ TO THE CLASS): In this exercise, you will have your shirttail untucked. You are an officer standing at the entrance/exit of a housing unit, and you notice an inmate with a uniform that is not in compliance because his shirttail is untucked.

Questions to Consider Asking for Class Discussion

Ask the officer:

- How did the exercise go?
- What went well for you?
- What could you have done better?
- Were there any alternative actions you could have taken?

Ask the class:

- How did the officer explain the reason for contact or rule infraction?
- What questions could the officer have asked that might be more clear, concise, and open-ended?
- How did the officer show active listening and check for understanding?
- How did the officer pause and reset their response?
- What non-verbal communication did the officer and inmate display?
- How did the officer change their communication style based on who they were communicating with?

- How did bias influence the interaction?
- What questions could the officer have asked more clearly and concisely?
- When did the officer allow adequate, or inadequate, time for the inmate to respond?
- How did the inmate control the officer's behavior?
- How did the officer acknowledge the inmate's responses?
- How could the officer have concluded the communication more appropriately, leaving the inmate with their dignity?

UNIT 2 LEGAL

LESSON 1 CRIMINAL JUSTICE SYSTEM AND COMPONENTS

Lesson Goal

Students will be able to work within the larger Criminal Justice System by understanding their important role.

Materials

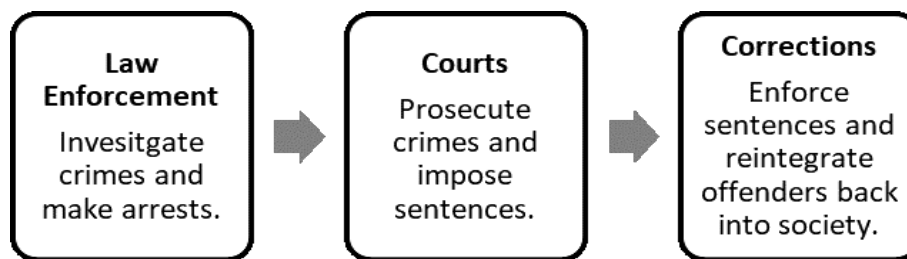
Florida Basic Recruit Training Program: Corrections, Vol. 1 (Chapter 1)

- CO121.1. Know the role of the correctional officer as it relates to the criminal justice system**
- CO121.2. Know the major components of the U.S. criminal justice system**

Explain the importance of understanding the corrections portion of the criminal justice system, and the other two portions, law enforcement and the courts.

Explain to students the role that a correctional officer plays within this larger picture. Discuss the opening paragraph of this lesson and how a correctional officer might interact with law enforcement and the courts.

Draw a diagram similar to the one below on a whiteboard or flip chart:



Describe how an offender might proceed through this system.

Discuss the major components of the criminal justice system: law enforcement, court, and corrections.

CO121.3. Know the basic types of U.S. law enforcement agencies

Have students identify the four levels of law enforcement.

Spend some time discussing law enforcement. Some questions you might ask students include:

- What is the main purpose of law enforcement officers?
- What is the difference between a police department and a sheriff's office?
- Who operates the jails throughout the state?

If possible, show students some of the websites of different levels of law enforcement. Some ideas could be the Tallahassee Police Department, Leon County Sheriff's Office, Florida Highway Patrol, and the Federal Bureau of Investigation.

Summarize the court system (local, county, state, federal courts).

Ask students to produce a list of situations in which a correctional officer might be involved with the court system and why that interaction is important.

 CO121.4. Know the structure and duties of the U.S. and Florida court systems

Summarize the structure of the Florida court system.

Have students explain the differences between each of the Florida county, circuit, district, and supreme courts.

Use the maps at the end of this lesson as handouts or, if possible, display the PowerPoint version for the class. These maps show the divisions of the different courts in Florida.

Ask students to look through the map handouts, and make sure that they understand the types of cases each level of court addresses.

Discuss the components of the U.S. Federal Court System.

Make sure that students understand that federal courts handle the prosecution of federal crimes.

If possible, display the Supreme Court of the United States website. Indicate that this court decides cases in constitutional interpretation.

Compare the U.S. District Courts, Courts of Appeal, and Supreme Court.

CO121.5. Understand the function of the correctional system

Have the class define in their own words the function of the correctional system.

Discuss how the correctional system affects your role as an officer.

Split the class into groups. Ask each group to discuss the functions of the correctional system. Have each group come up with three functions of corrections. Then, have each group select the most important function of corrections. Have each group present its findings. Record each group's top priority function, and then ask the class to discuss the results.

Ask the class to explain the difference between prisons and jails. If possible, display the websites of local jails and prisons.

Give an overview of the other types of correctional programs, such as holding facilities, evaluation centers, and juvenile assessment centers. If possible, display the [Department of Juvenile Justice website](#).

Give examples of known treatment centers in your area.

CO121.6. Know the components of the correctional system in Florida

Provide an overview of the Florida Department of Corrections.

If possible, display and navigate the [Department of Corrections website](#).

Have students discuss the two main divisions within the Department of Corrections: Office of Institutions and Office of Community Corrections. The DOC organization chart is available

online and helpful for seeing the different responsibilities of the Office of Institutions and Office of Community Corrections as well as others.

If possible, arrange to have the class take a tour of a local correctional facility.

LESSON VOCABULARY

community control

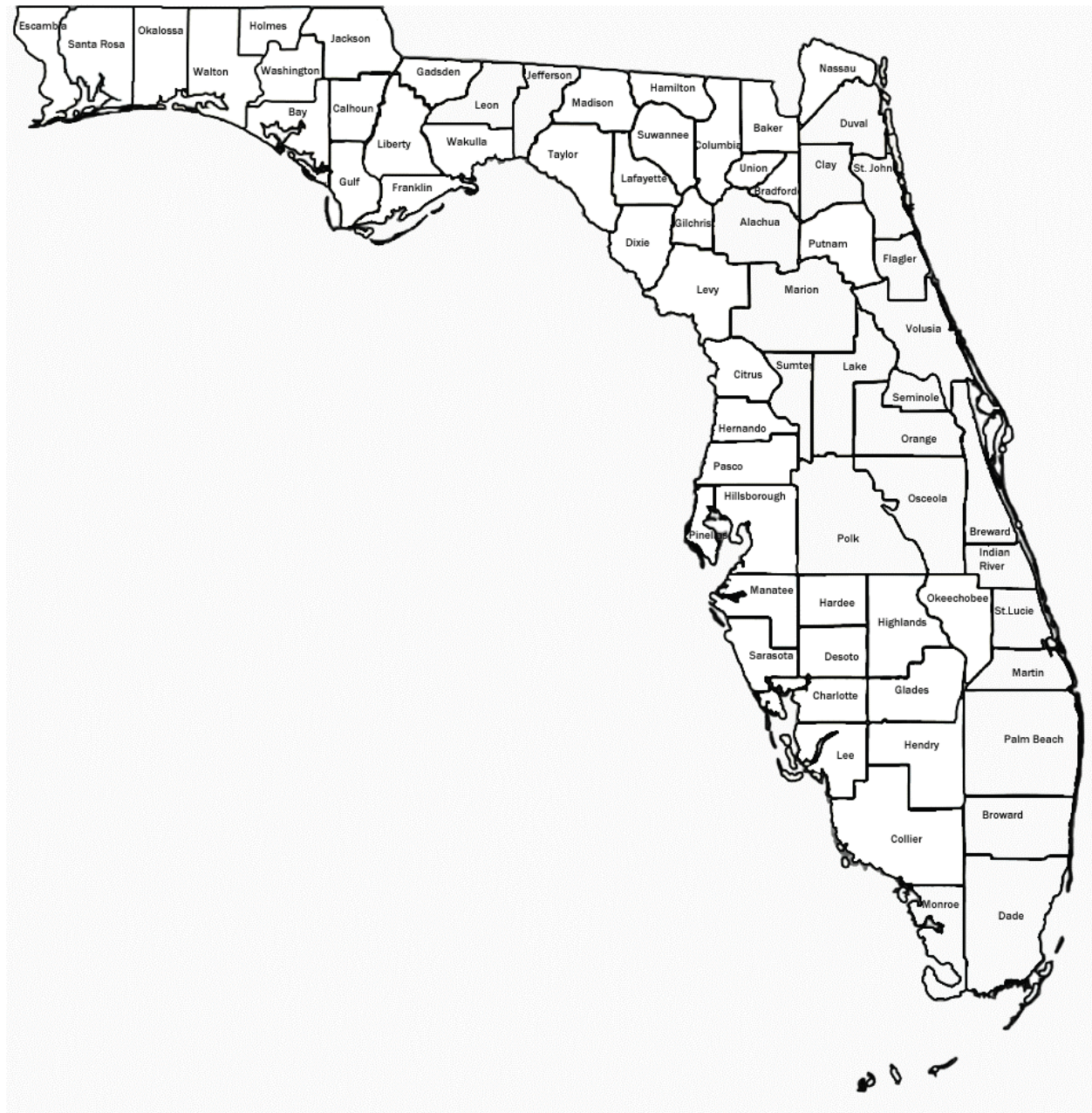
criminal justice

jurisdiction

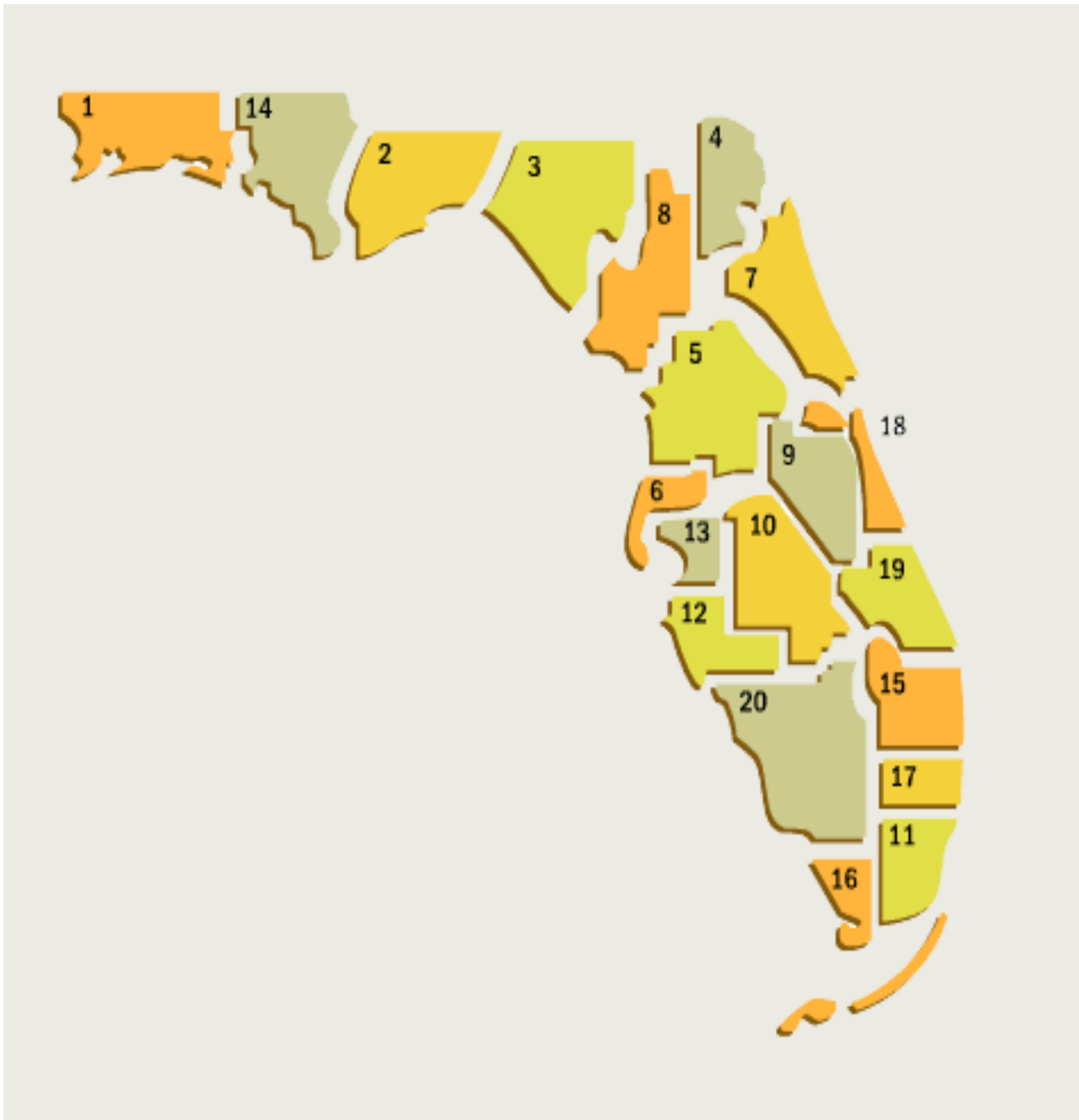
parole

probation

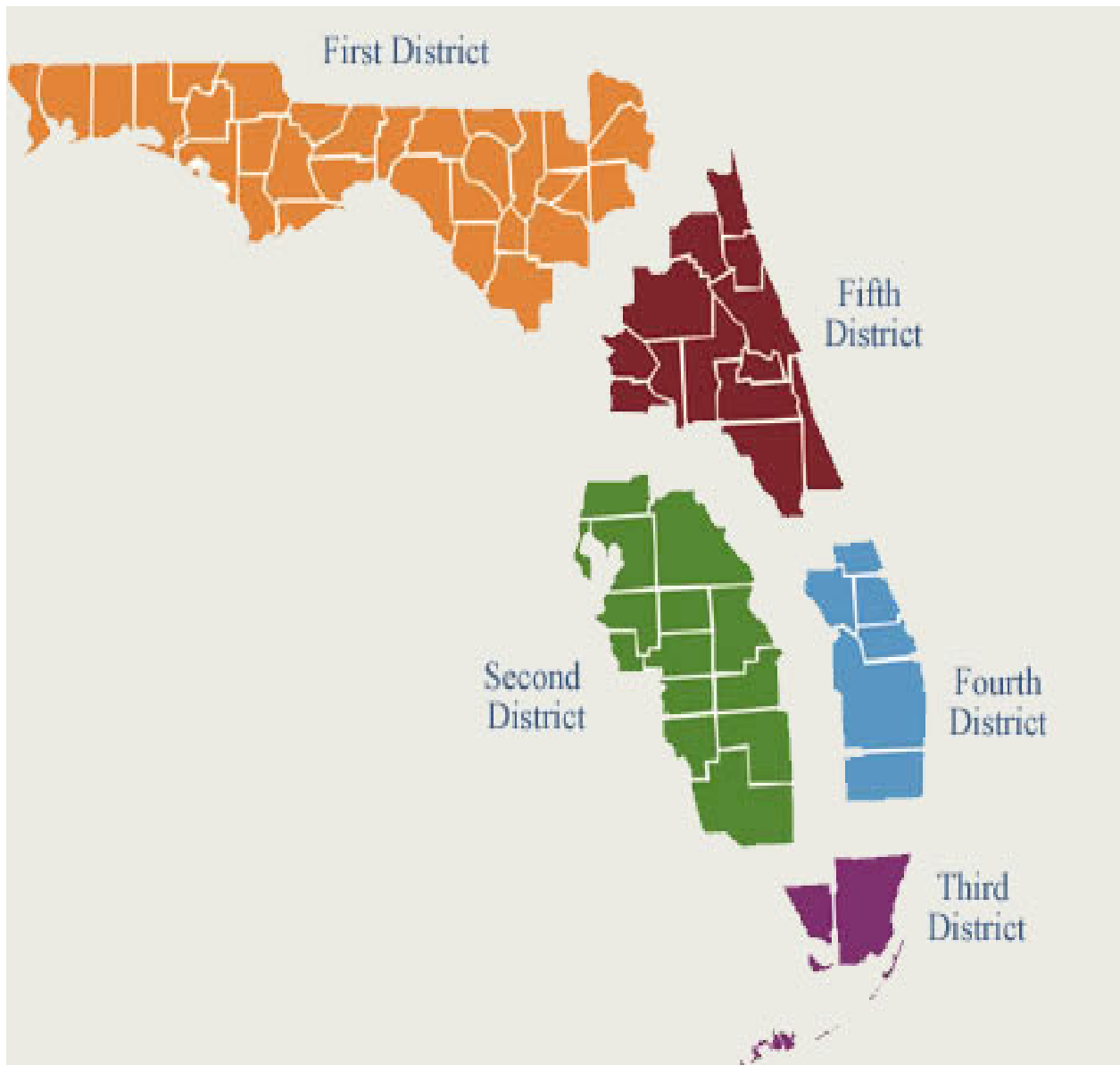
HANDOUT: FLORIDA'S 67 COUNTIES



HANDOUT: FLORIDA'S 20 CIRCUIT COURTS



HANDOUT: FLORIDA'S FIVE APPELLATE COURT DISTRICTS



LESSON 2 CONSTITUTIONAL RIGHTS

Lesson Goal

Students will be able to make decisions and act appropriately based on the guidance of the U.S. Constitution.

Materials

Florida Basic Recruit Training Program: Corrections, Vol. 1 (Chapter 1)

Have the class read the opening scenario, or create your own, and discuss their thoughts:

Officer Adams attempts to make a random search of Inmate Charles' cell, but Inmate Charles yells at Officer Adams, "You can't search my cell! You have no proof I've got anything illegal in here! You can't search whenever you want!" Officer Adams counters, "The officers here can search your cell whenever it is deemed necessary. We do not need probable cause." Who is right in this situation?

CO122.1. Understand the role of the amendments to the U.S. Constitution and the Bill of Rights in relation to corrections

Explain why being familiar with the Constitution is helpful for correctional officers.

Discuss the basic concepts of the U.S. Constitution and how they relate to corrections, focusing on the First, Fourth, Fifth, Sixth, and Eighth Amendments.

- First Amendment: Protects freedoms of speech, press, and religion, and peaceful assemble
Corrections: limited access to religious practice and the press
- Fourth Amendment: Prohibits unreasonable search and seizure
Corrections: no privacy and no requirement for a search warrant
- Fifth Amendment: Guarantees due process, which protects your legal rights
Corrections: No due process
- Sixth Amendment: Guarantees a speedy and public trial, counsel, impartial jury, be informed of charges
Corrections: right to file papers and meet with lawyers and access to law library
- Eighth Amendment: Prohibits excessive bails and fines, and cruel and unusual punishment
Corrections: protection from physical brutality, right to decent conditions and medical care

Using a whiteboard or flip chart, write the numbers of each of five amendments on the left side of the board. Ask the class to agree on one to three words associated with each of the amendments.

Example:

- First—Speech/Religion
- Fourth—Search/Seizure
- Fifth—Self-Incrimination
- Sixth—Speedy Counsel
- Eighth—Unusual Punishment

Split the class into groups. Assign each group one of the following amendments: First, Fourth, Fifth, Sixth, or Eighth. Have each group review its assigned amendment. Then, have a spokesperson from each group explain to the rest of the class how their group’s amendment would relate to performing the duties of a correctional officer. Provide feedback to the class and clear up any confusing information.

- CO122.2. Know what a search is and how it relates to corrections**
- CO122.3. Know what probable cause is and how it relates to corrections**
- CO122.4. Know what seizure is and how it relates to corrections**
- CO122.5. Know the types of searches used for visitors entering and exiting a correctional setting**

Split the class into groups. Assign each group one of the following sections in the textbook:

- search
- probable cause
- seizure
- visitor searches

Have each group review its section in the textbook. Then, have a spokesperson from each group explain to the rest of the class the concept and how it relates to corrections. Provide feedback and correction if needed.

Have students complete the following sentences:

- “A search is ……………” having them explain how it relates to corrections.
- “Probable cause is ……………” having them explain how it relates to corrections.
- “A seizure means ……………” having them explain how it relates to corrections.

Ask students to name the types of searches and when a correctional officer uses each of the different types of searches.

Identify which type of search may be used to find contraband.

- If an inmate has drugs on them and in their possession, a correctional officer may use what type of search? (answer: pat search, canine, body scan).
- If an inmate has a weapon in their possession and is walking throughout the facility, what type of search would find the contraband? (answer: body scan, metal detector)

Make sure that the class understands the rights of visitors who enter and exit a correctional facility.

CO122.6. Understand how and when a *Miranda* warning is issued in a correctional setting

Provide students an understanding of the importance of *Miranda*.

Explain that *Miranda* warnings provide protection of Fifth Amendment rights for an inmate in custody.

Ask students the following questions:

- What amendment does the *Miranda* warning provide protection for?
- Can a correctional officer issue *Miranda* warnings?
- If a crime occurs in a correctional setting who can issue *Miranda* warnings?

LESSON VOCABULARY

Bill of Rights

contraband

Miranda warning

probable cause

search

seizure

LESSON 3 INMATE RIGHTS

Lesson Goal

Students will be able to respect and protect inmates through their actions.

Materials

Florida Basic Recruit Training Program: Corrections, Vol. 1 (Chapter 1)

CO123.1. Know which rights inmates retain within a facility

Ask students a true or false question: Do inmates have rights? Ask what role correctional officers should play in these rights.

Explain inmate rights.

Split the class into groups and ask each group to do the following:

- Develop a list of rights that inmates have even though they are incarcerated.
- For each right listed, have students discuss the best way that a correctional officer might protect those rights while still maintaining facility control and safety.

Use a whiteboard or flip chart to help students recall and understand the rights that inmates retain.

CO123.2. Understand how the requirements of the Health Insurance Portability and Accountability Act operate in a correctional setting

Discuss the following scenario and determine if the nurse properly followed HIPAA laws.

A registered nurse (RN) who works at a county jail calls the hospital for discharge information for an inmate who will be transported back to the prison infirmary from the local hospital. The inmate's jaw was wired after a fight in the rec yard. The emergency room nurse refused to provide any information, stating it would be a violation of HIPAA and instructs the prison RN to obtain any information they need from the patient.

- Did the hospital nurse provide the correct advice to the prison RN?
- Does the prison RN have the right to obtain the discharge information?

- What if the inmate had chicken pox and the transport officer asked if the inmate had any known issues that would require them to wear personal protective equipment? At this time, would it have been appropriate for the hospital nurse to disclose it to the transport officer and not be concerned with HIPAA privacy laws?
- Should a nurse be reprimanded for telling a housing officer that one of the inmates is a diabetic and needs his evening snack on time each day?

CO123.3. Know how PREA relates to your duties

Discuss with students why the Prison Rape Elimination Act is important to a correctional facility.

Have students state in their own words what PREA is and the role it plays for correctional officers.

Show students Joe's Story (4:13 minutes) https://www.youtube.com/watch?v=aLqL_Dvohjs a video explanation of why correctional officers should follow PREA protocols.

Read the following scenario to the class on implementing PREA protocols and determine who is right, who is wrong, and what should have been done.

Maj. Nicole Farrell is the PREA coordinator for her prison. She has done an excellent job in implementing the PREA protocol when deemed necessary, but last night an issue occurred that left her perplexed. Two male inmates were caught in a sexual act. Instantly, Farrell implemented PREA protocol: the two inmates were separated, the crime scene preserved for evidence, and medical and mental health evaluations conducted on the two inmates.

When she goes to work the next day, Farrell and the head investigator of the incident get into a heated argument. The head investigator states that the PREA protocol never should have been implemented, because both inmates said that the sexual act was consensual.

Farrell argues that there can never be consent between two inmates. Therefore, PREA protocol was needed. Also, since custody cannot interview the would-be aggressor, how could she have known that both parties agreed to the sexual act?

The investigator then restates that PREA protocol does not apply if both inmates consent to sex.

CO123.4. Understand inmates' rights to privileged communication

Ask students if inmates have a right to privacy in a facility. Indicate that most communication for inmates is recorded and regulated, with the exception of communication between inmates and their attorneys.

LESSON VOCABULARY

Prison Rape Elimination Act (PREA)

privileged communication

LESSON 4 LEGAL ISSUES WITH CONTRABAND

Lesson Goal

Students will be able to recognize contraband and react to it appropriately.

Materials

Florida Basic Recruit Training Program: Corrections, Vol. 1 (Chapter 1)

Florida Statutes

Florida Model Jail Standards (FMJS)

CO124.1. Understand why contraband is a problem

CO124.2. Know what items are regarded as contraband

Give a brief description of contraband in a correctional facility. Be sure to mention the common types of contraband found and why there are problems in a corrections environment.

Have students give examples of what items can be regarded as contraband in a correctional facility.

Divide the class into four groups as equally as possible. Present each group with one of four items:

- hand sanitizer
- cough drops
- coffee creamer
- picante sauce

Have each group discuss among themselves to determine if the item they have is considered contraband. If the group decides that the item is contraband, have them explain why it would be dangerous to have in a facility. If they decide it is not contraband, have them explain why they believe it would not be dangerous.

Have a spokesperson from each group present the group's findings to the rest of the class. Use this time to provide feedback on the groups' responses and to list other items you or your co-workers have discovered while on the job.

Ask the class to explain what would happen if an inmate possesses any of the following as contraband:

- shank
- gum
- tobacco
- narcotics
- cell phones

Ask students to explain why contraband in a correctional setting poses a risk to safety and security.

Have students recall the items listed in ss. 944.47 and 951.22., F.S., that are considered contraband in a correctional facility.

CO124.3. Know how the Florida Model Jail Standards address managing contraband

Have students explain the role FMJS plays in addressing contraband.

Select a student to read Chapter 14—Contraband from the FMJS to the class and have students explain the meaning.

- (14.01) No person shall introduce or cause to be introduced into or upon the property of a detention facility, or give to any inmate, any article of contraband; or give to any inmate anything which is not specifically authorized by written detention facility directive, or which has not been specifically authorized by the Officer-in-Charge or designee. The Officer-in-Charge or designee will establish and provide a list of articles or items that inmates may have in their possession. All other items in the possession of an inmate shall be considered contraband.
- (14.02) Confiscated monies shall revert immediately to the inmate welfare fund, or be deposited into the inmate's canteen account, unless it is needed as evidence in a trial or disciplinary hearing. If a detention facility does not have an inmate welfare fund, confiscated monies shall be receipted and placed in the inmate's personal property or inmate bank account. If the inmate is to be charged under the contraband statute, s. 951.22, F.S., any contraband shall be disposed of in accordance with s. 932.704, F.S.

CO124.4. Understand how contraband is brought into or removed from a facility

Ask the class to list who, other than inmates, might introduce contraband into a facility. Some points to remember include:

- Be sure to mention that staff members can introduce contraband.
- Discuss where visitors and others would hide contraband.
- Discuss the types of contraband others might bring into the facility.

This would be a good time to mention experiences you or your co-workers have had with contraband being brought into a facility.

Explain to students that new technology is necessary to expose how contraband is brought into correctional facilities.

CO124.5. Dispose of contraband properly

Use the contraband examples from the earlier exercise to briefly describe the legal procedure for disposition of contraband. This topic will be revisited in more depth in Chapter 3.

Review with students the ways of disposing of contraband.

Divide the class into groups. Assign each group one of the following contraband items. Have each group discuss among themselves how their assigned contraband item should be disposed of. Then, have a spokesperson from each group explain to the rest of the class the appropriate procedure to dispose of the contraband.

- extra food from the canteen
- linens
- clothing
- pens
- shank
- tobacco

LESSON VOCABULARY

introduction of contraband

LESSON 5 CRIMINAL ACTS

Lesson Goal

Students will be able to recognize and identify different crimes that may be committed in a correctional facility and the proper way to handle any evidence.

Materials

Florida Basic Recruit Training Program: Corrections, Vol. 1 (Chapter 1)

CO125.1. Know the categories and classes of offenses

Explain to students that inmates may commit new crimes in a facility and that as officers they may be involved in these investigations.

Briefly define the major classes and categories of offenses in the state of Florida. If possible, display chapter 784, as an example of differences between similar sounding offenses (for example differences between assault, battery, and aggravated battery, etc.).

Ask the class the following questions:

- What are the two categories of offenses?
- What are the different classes of felony offenses?
- How many classes fall within a misdemeanor, and can you name them?

CO125.2. Know the common crimes committed by inmates in a correctional setting

CO125.3. Know the common crimes committed by staff and visitors in a correctional setting

Discuss the types of crimes committed in a correctional facility.

Have students list the common crimes mentioned in the textbook.

Divide the class into groups:

- Have each group create a list of common crimes committed in facilities by both inmates and others (staff, visitors).
- Have the groups compare lists.

- Provide feedback on the master list created. Give some examples of the types of offenses you or your co-workers have witnessed in a correctional environment.

Ask the class to identify the three crimes often committed by staff and visitors.

CO125.4. Understand the elements of crimes

Briefly describe the elements of a crime.

Read the following elements of crime for the two forms of assault. Allow students to decide if there are different elements of crime between them.

Assault s. 784.011, F.S., Misdemeanor

The state of Florida must prove the following elements to convict a suspect of assault:

1. The defendant intentionally and unlawfully threatened, either by word or act, to do violence to the victim.
2. At the time, the defendant appeared to have the ability to carry out the threat.
3. The act of the defendant created in the mind of the victim a well-founded fear that the violence was about to take place.

The level of the crime can be enhanced when it is done on certain individuals or professions, such as a law enforcement officer or a firefighter.

Aggravated Assault s. 784.021, F.S., Felony

The state of Florida must prove the following elements to convict a suspect of aggravated assault:

1. The defendant intentionally and unlawfully threatened, either by word or act, to do violence to the victim.
2. At the time, the defendant appeared to have the ability to carry out the threat.
3. The act of the defendant created in the mind of the victim a well-founded fear that the violence was about to take place.
4. The assault was made with a deadly weapon, or the assault was made with a fully formed, conscious intent to commit the crime charged upon the victim.
5. Aggravated assault on certain individuals or professions, such as a law enforcement officer or firefighter, can enhance the level of the crime.

Allow students to determine which crime is committed based on the elements of crime for second degree murder and second degree manslaughter. Read the scenario below to students then inform them of the elements for each. Finally, provide feedback on the class' responses.

Jim, a teenager, is driving down the freeway when he spills a bag of candy onto the front passenger floor. Not wanting to lose a piece of candy, Jim leans down to retrieve a handful of them. While trying to reach, he takes his eyes off the road for roughly eight seconds. When making a last attempt to reach a few more pieces, Jim inadvertently jerks the steering wheel which veers his car into the next lane. Jim's car strikes another car, forcing it into the ditch. Upon entering the ditch, the other car flips into the air and lands on its roof. All three occupants are crushed to death.

Second Degree Murder: A person is guilty of murder in the second degree when, with intent to cause the death of another person but without premeditation, he or she causes the death of such person or of a third person.

Second Degree Manslaughter: A person is guilty of manslaughter in the second degree when, with criminal negligence, he or she causes the death of another person.

The answer to the above scenario is "second degree manslaughter"

CO125.5. Know the major types of evidence found in a correctional setting

Discuss types of evidence, and give examples of each.

Ask students to identify the five types of evidence found in a correctional setting and request examples of each type.

Provide students with the following examples of types of evidence and place them in their appropriate category:

- DNA samples
- cell phone
- weapons/drugs
- money
- statement from a witness
- evidence from a victim
- evidence from a suspect
- call out log
- written property receipt
- letter
- recording

Give an overview of issues related to evidence, being sure to cover:

- the importance of documentation
- problems in handling evidence

CO125.6. Know the components of the chain of custody in a correctional setting

Explain the importance of maintaining evidence through the chain of custody.

Ask students to identify the different components of proper chain of custody and explain each.

Have students explain what could happen if the chain of custody is broken within a correctional facility.

LESSON VOCABULARY

chain of custody

criminal act

evidence

felony

fruits of a crime

instrumentalities of crime

misdemeanor

LESSON 6 USE OF FORCE

Lesson Goal

Students will be able to decide when and how to use force appropriately and how to avoid using excessive force.

Materials

Florida Basic Recruit Training Program: Corrections, Vol. 1 (Chapter 1)
Florida Statutes

Have the class read the opening scenario, or create your own, and discuss their thoughts:

Officer Dalton works for the state prison system. Inmate Foster is refusing to go into his cell at lights out. Officer Dalton repeatedly asks Inmate Foster to go into his cell. Eventually, Inmate Foster begins to personally insult Officer Dalton and his family. While Inmate Foster has not made any aggressive movements, his voice is steadily rising. If you were Officer Dalton, how would you handle this situation?

CO126.1. Understand reasonable force and how it is applied in a correctional setting

Discuss the concepts of, and legal basis for, the use of force.

Discuss objective reasonableness in the following court cases:

- [Graham v. Conner, 490 U.S. 386 \(1989\)](#)
- [Hudson v. McMillian, 503 U.S. 1 \(1992\)](#)

CO126.2. Know the questions you will need to answer in any use of force incident

Have students recite the two questions that they will need to answer in a use of force situation.

Read the following scenarios to the class and have students answer the questions that should be asked in any use of force situation.

Example (1): An inmate is throwing rocks at an officer who is standing 40 feet out of range; there is no imminent danger of the inmate hitting the officer with the rocks. The inmate begins saying, "I will hit you tomorrow" and "I will hit you one day when I want to, and it's going to hurt." The officer does not feel threatened by the comments, uses verbal judo techniques, and then decides to create distance between the inmate and himself.

Example (2): There is an apparent dislike between an inmate and a new officer. It is believed that the officer has mistreated and disrespected this inmate on numerous occasions in front of other inmates, and the inmate did not like it. While in the cafeteria and unannounced, the officer is rapidly approached by the inmate who is armed with a shank. Now, holding the shank in a threatening manner and looking intently at the officer, the inmate begins moving toward the officer, making stabbing and slicing motions as he moves. The officer draws his pepper spray and begins spraying the inmate.

Have a student summarize the U.S. Supreme Court case *Hudson v. McMillan* and explain what the case determined for use of force in a correctional setting.

CO126.3. Know the factors used in the objective reasonableness standard for use of force

Explain the factors used in the objective reasonableness standard for use of force.

Conduct Communication Exercise: Inmate Provoking an Officer

CO126.4. Know when correctional officers can use force

Ask the class to brainstorm some situations in which a correctional officer may use force to handle a situation. Record the student responses on a whiteboard or flip chart. Discuss the responses with the class and provide feedback as necessary.

Discuss ss. 776.07(2) and 944.105(4), F.S., and the circumstances under which force may be used. Make sure to clarify the situations in which correctional officers are authorized to use force to prevent escape from a facility or any other place where the inmate is under supervision.

CO126.5. Know the liabilities and penalties for excessive use of force

Consider starting this section by asking students if correctional officers can be personally sued or face criminal charges for excessive use of force, as opposed to just their agencies. This can be used to make students aware of the possibility of personal liability and how important it is to correctly apply use of force on the job.

Explain liabilities and penalties related to use of force. Make certain that students understand that this also applies to the documentation of use of force incidents.

☑ CO126.6. Know the liabilities and penalties for failure to report use of force

Ask students the following questions to help them understand the liabilities and penalties for failure to report use of force:

- What are the penalties for not reporting use of force?
- How should you report a use of force?
- Why should you report use of force incidents?
- When should you report it?
- Where can you find the procedures for reporting a use of force within a correctional facility?

If possible, provide students with a sample use of force incident report to review.

This lesson focuses on the legal aspects of the use of force. The application of proper use of force will be taught in Defensive Tactics and in Firearms.

LESSON VOCABULARY

reasonable force

COMMUNICATION EXERCISE: INMATE PROVOKING AN OFFICER

Objective (DO NOT READ OUT LOUD): Students will demonstrate effective communication skills when gaining compliance with a verbally abusive inmate.

Exercise Set-Up: Classroom simulates a visitation area.

Participants: one officer, one inmate

Facilitator Overview (DO NOT READ OUT LOUD): An inmate is visiting with his wife in the visitation area. The officer instructs him that his time is up and he must go back to his housing unit. The inmate proceeds to leave the visiting area; however, he is verbally abusive to the officer.

Stop the exercise when the officer:

- calmly communicates with the inmate to escort him to the housing unit, calls another officer to help escort the inmate, or initiates cuffing the inmate, or
- loses composure and begins to return the verbal abuse or initiates hands-on contact.

Inmate Instructions (DO NOT READ OUT LOUD): You are an inmate visiting your wife in the visitation area. The supervising officer informs you that your time is up and instructs you to return to your housing unit. You proceed to comply with the officer; however, you are verbally abusive and disrespectful to the officer. You can verbally escalate the situation. Do not yell, but continue to give the officer a hard time as you walk to your housing unit.

Officer Instructions (READ TO THE CLASS): You are an officer supervising in a visitation area. You will instruct an inmate that his time is up and that he must go back to his housing unit.

Questions to Consider Asking for Class Discussion

Ask the officer:

- How did the exercise go?
- What went well for you?
- What could you have done better?
- Were there any alternative actions you could have taken?

Ask the class:

- How did the officer explain the reason for contact, rule infraction, or instructions?
- What questions could the officer have asked that might be more clear, concise, and open-ended?
- How did the officer show active listening and check for understanding?
- How did the officer pause and reset their response?
- What non-verbal communication did the officer and inmate display?

- How did the officer change their communication style based on who they were communicating with?
- How did bias influence the interaction?
- When did the officer allow adequate, or inadequate, time for the inmate to respond?
- How did the inmate control the officer's behavior?
- How did the officer demonstrate that they acknowledged the inmate's responses?
- How could the officer have concluded the communication more appropriately, leaving the inmate with their dignity?

Post-exercise discussion questions are found at the end of this chapter's instructor guide, titled "Core Communication Competencies." This exercise should take less than 10 minutes, including class feedback and discussion.

LESSON 7 CRIMINAL AND CIVIL LIABILITY

Lesson Goal

Students will make decisions and act carefully to avoid liability and its serious results.

Materials

Florida Basic Recruit Training Program: Corrections, Vol. 1 (Chapter 1)

Florida Statutes

It may be a good idea to have a local attorney instructor teach this lesson.

CO127.1. Understand liabilities in a correctional setting

Discuss the differences between civil and criminal liability.

Give examples of the types of actions that may cause an officer to be held civilly or criminally liable.

Initiate a brief class discussion regarding *Graham v. Connor* and the associated possibilities of civil or criminal liability. Discuss the reasonable person standard and the totality of circumstances.

Divide the class into two groups. Provide one of the following scenarios to each group:

An inmate walks down a hallway, and slips on a wet spot on the floor. Just 15 minutes before this, an inmate had mopped the floor and placed a “wet floor” caution notice in the hallway at the direction of an officer.

While supervising lunch, an officer takes a personal call. During the call, a fight breaks out between two inmates. The officer does not see this fight until one inmate is badly injured.

Instruct students to answer the following questions for each scenario. Have a spokesperson from each group present their answers to the entire class or record their answers on a whiteboard or flip chart.

- Has someone done something wrong?
- What was the wrongdoing?
- Has someone or something been harmed?
- If there is a victim, should the victim be compensated?
- Who will provide compensation?
- What types of compensation could be provided?
- What is the totality of the circumstances?
- Provide feedback to each group's responses.

Discuss the difference between a tort and negligence as it relates to an officer.

CO127.2. Know the elements of negligence

Ask students, "What are the four elements of negligence?"

Discuss how an officer might reduce liability.

CO127.3. Know the two main categories of damages that may be awarded in a civil lawsuit

Explain the two main categories of damages and the differences between them.

Conduct Communication Exercise: Trainee Insubordination

CO127.4. Understand civil liability under federal laws

Explain civil rights violations and how a correctional officer may avoid violating an inmate's civil rights.

Initiate a class discussion regarding the following case law, [Mapp v. Ohio, 367 U.S. 643, 643-45 \(1961\)](#)

CO127.5. Know the consequences if you are found civilly or criminally liable

Using a whiteboard or flip chart write the consequences that a correctional officer may receive for a conviction of civil or criminal liability.

Ask students to explain the different consequences associated with being civilly and criminally liable.

Have students answer the following questions so they may become familiar with their legal protections if faced with potential civil or criminal liability:

- Can you be suspended from work?
- Could you lose your job as a correctional officer or lose your state officer certification?
- Could you be incarcerated?
- Can you face paying large amounts in damages?

CO127.6. Understand that your agency may be liable for your acts as a correctional officer

Discuss how a correctional facility can be found liable for acts committed by a correctional officer.

Ask students to explain the reasons a correctional agency may be held liable for an officer's actions.

Discuss the possible consequences of both agency and officer liability.

CO127.7. Know the legal protections available if you are faced with a potential civil or criminal liability

Ask students the following:

- What does it mean that an officer may be protected under federal and state laws?
- Can you name the ways that a correctional officer may be protected?
- Have students explain in their own words what being under the protection of Chapter 111, F.S., means.
- Discuss what it means to be acting within the scope of employment and present examples.

Emphasize the importance of officers performing their job duties within the scope of their employment.

CO127.8. Know the effect of the sovereign immunity law outlined in s. 768.28, F.S., regarding state civil actions

Summarize s. 768.28, F.S., and explain how it protects correctional agencies.

Ask students to explain what the sovereign immunity law is and what its purpose is in Florida.

CO127.9. Understand the concept of qualified immunity

CO127.10. Know the legal defenses that may protect you from civil and criminal liability

Split the class into groups. Assign each group one of the following topics:

- Acts Done in Good Faith
- Acts Done in a Reasonable Manner
- Acts Justified Under the Law
- Emergency Doctrine

Have each group discuss their topic. Then, have each group prepare a short presentation on its topic to present to the rest of the class. Provide feedback and correction if needed.

List the legal defenses available for civil and criminal liabilities and explain under what circumstances they can be used.

LESSON VOCABULARY

acting within the scope of employment

civil liability

civil rights violation

color of law

criminal liability

negligence

qualified immunity

sovereign immunity

COMMUNICATION EXERCISE: TRAINEE INSUBORDINATION

Objective (DO NOT READ OUT LOUD): Students will demonstrate effective communication skills when faced with correcting inappropriate behavior of a coworker.

Exercise Set-Up: Classroom simulates a housing unit.

Participants: one senior officer, one trainee

Facilitator Overview (DO NOT READ OUT LOUD): The officer is a senior officer in the housing unit. The officer instructs a trainee to conduct a mandatory security round. The trainee refuses to conduct the security round stating that it is not needed, that the senior officer cannot tell the trainee what to do, and that the officer should do it themselves.

Stop the exercise when the officer:

- communicates their role as a supervisor to ensure security rounds occur, or
- unprofessionally orders the trainee to conduct the security round.

Trainee Instructions (DO NOT READ OUT LOUD): You are a trainee in a housing unit. The senior officer will instruct you to conduct a mandatory security round. You will refuse to conduct the security round, state that it is not needed, argue that the senior officer cannot tell you what to do, and tell the senior officer to do it him- or herself.

Senior Officer Instructions (READ TO THE CLASS): You are a senior officer in a housing unit. You will instruct a trainee that it is time to perform a mandatory security round.

Questions to Consider Asking for Class Discussion

Ask the senior officer:

- How did the exercise go?
- What went well for you?
- What could you have done better?
- Were there any alternative actions you could have taken?

Ask the class:

- How did the officer explain the reason for the instructions?
- What questions could the officer have asked that might be more clear, concise, and open-ended?
- How did the officer show active listening and check for understanding?
- How did the officer pause and reset their response?
- What non-verbal communication did the officer and trainee display?
- How did the officer change their communication style based on who they were communicating with?

- How did bias influence the interaction?
- When did the officer allow adequate, or inadequate, time for the trainee to respond?
- How did the trainee control the officer's behavior?
- How did the officer demonstrate that they acknowledged the trainee's responses?
- How could the officer have concluded the communication more appropriately, leaving the trainee with their dignity?

Post-exercise discussion questions are found at the end of this chapter's instructor guide, titled "Core Communication Competencies." This exercise should take less than 10 minutes, including class feedback and discussion.

CORE COMMUNICATION COMPETENCIES HANDOUT

Communication: the exchange of ideas, messages, or information between two or more people through speaking, writing, or behavior to bring about some kind of action

Active Listening

- maintain eye contact
- face the speaker
- keep an open mind
- avoid bias
- identify key words
- identify speech intensity
- paraphrase
- ask questions

Introduction: How did the officer introduce themselves and explain the reason for contact?

Appropriate Questions: What questions could the officer have asked that might be more clear, concise, and open-ended?

Active Listening: How did the officer show active listening and check for understanding? Did the officer allow adequate time for the victim, witness, and subject to respond? If not, provide suggestions.

Self-de-escalation: How did the officer pause and reset their response?

Non-Verbal Communication: What non-verbal communication did the officer, victim, witness, and subject display?

Environment and Audience Consideration: How did the officer change their communication style based on who they are communicating with?

Implicit Bias: How did bias influence the interaction? How could implicit bias have impacted this interaction?

Response Time: When did the officer allow adequate, or inadequate, time for the inmate to respond?

Self-Awareness: How did the victim, witness, and suspect control the officer's behavior?

Procedural Justice: In what ways did the officer display procedural justice during the interaction?

Appropriate Conclusion: How did the officer conclude the communication and take appropriate action?

COMMUNICATION EXERCISE INSTRUCTIONS

Unless labeled optional, all Communication Exercises are mandatory.

Communication Exercises focus on officers using the 10 Core Communication Competencies and de-escalation skills. De-escalation through verbal communication is an important component of gaining compliance. Therefore, officers need to be comfortable talking with the inmates. The Communication Exercises begin with practicing simple conversations in routine situations and progress to more complex conversations. The Communication Exercises give students a chance to practice verbally de-escalating incidents. They give the facilitator prompts to encourage students to think about their actions from differing perspectives. Over the course of the Basic Recruit Training Program, give all students opportunities to participate in as many Communication Exercises as possible.

Prepare for Communication Exercise

- Before you build your lesson plan, read the exercise.
- Determine when to conduct the exercise, for example, at the beginning, middle, or end of the unit, lesson, or topic of instruction. You could build the lesson around the exercise. You could also repeat the exercise, changing the instructions for various participants but not the officer role.
- Determine how all students will eventually participate in the exercises. You may use, for example, a student participation log.
- Ensure that you have any equipment needed for classroom simulations, for example, chairs, desks, or an entranceway.

Facilitate Communication Exercise

- Ensure that the students review the 10 Core Communication Competencies handout before conducting the exercise.
- Provide the participants instructions privately. Read the officer instructions to the whole class and to the officer at the same time. Do not tell the class and the officer the title and objective of the exercise. Allow the class and the officer to discover the information themselves.
- Ensure classroom safety. The exercises do not include physical contact or any use of force. Stop any exercise immediately if the officer responds with physical force. Debrief their use of force by asking them to articulate why they used force, and how they would explain their use of force in court.
- You can instruct a participant—but not the officer role—to escalate the situation without resorting to physical contact or use of force in any of the exercises.
- Be aware of the time limit. Conduct the exercises within the allotted time of instruction.

Facilitate Discussion

- Use the 10 Core Communication Competencies as questions to elicit class feedback and discussion.
- Allow students time to respond to questions when gaining feedback from the class and encourage all students to participate in the discussion.

COMMUNICATIONS

Course Number: CJK_0305

Course Hours: 40 hours

Course Structure: 4 units, 8 lessons

Course Outcomes:

At the end of this course, students will be able to:

- ✓ interact professionally with inmates, visitors, and staff in a correctional setting
- ✓ identify the root causes of miscommunication
- ✓ use, understand, and interpret non-verbal communication
- ✓ use radio equipment
- ✓ prepare for and conduct interviews
- ✓ obtain statements when appropriate
- ✓ identify types of correctional officer reports
- ✓ take notes
- ✓ arrange information in chronological order
- ✓ sort information by category
- ✓ use standard English mechanics in writing
- ✓ follow correct format and content to write a report
- ✓ use proper elements of report writing
- ✓ write, edit, and proofread reports

Required Activities

Suggested Activities

Notes to the Instructor

LESSON VOCABULARY

COURSE OUTLINE

Communications 62

Course Outline 63

Unit 1 Interpersonal Communication 64

 Lesson 1 Interpersonal Communication..... 64

 Communication Exercise: Internal Escort..... 71

 Role Play Exercise #1: Trusty Refusing to Work 73

 Role Play Exercise #2: Conflict Resolution..... 74

Unit 2 Radio Communications 75

 Lesson 1 Radio Procedures..... 75

 Role Play Exercise # 3: Proper Radio Usage..... 77

Unit 3 Interviewing 78

 Lesson 1 Preparing for and Conducting an Interview 78

 Communication Exercise: Housing Concern..... 84

 Role Play Exercise #4: Altercation in the Dayroom 86

Unit 4 Report Writing..... 87

 Lesson 1 Report Considerations and Following Up..... 87

 Lesson 2 Preparing to Write 90

 Lesson 3 Mechanics..... 92

 Student Handout 1: Mechanics and Tips for Effective Writing 96

 Student Handout 2: Commonly Misspelled Words 106

 Student Handout 3: Commonly Misused Words..... 109

 Lesson 4 Elements of Effective Reports 111

 Role Play Exercise #5: Possession of Contraband..... 113

 Lesson 5 Evaluating the Report..... 114

 Student Handout 4: Editing and Proofreading Exercise 116

 Instructor Attachment: Answers to Editing and Proofreading Exercise..... 117

Core Communication Competencies Handout 118

Communication Exercise Instructions..... 119

Role Play Instructions..... 120

UNIT 1 INTERPERSONAL COMMUNICATION

LESSON 1 INTERPERSONAL COMMUNICATION

Lesson Goal

Students will be able to use communication skills with inmates and others.

Materials

Florida Basic Recruit Training Program: Corrections, Vol. 1 (Chapter 2)

Handout: Core Communication Competencies

Communication Exercise: Internal Escort

Distribute copies of the Core Communication Competencies to students.

Conduct Communication Exercise: Internal Escort

Have the class read the opening paragraph in the textbook and discuss their thoughts:

In a world filled with technology, many people communicate by texting or using social media. Communicating by texting or using social media can reduce face-to-face communication. As a correctional officer, you will be required to communicate face to face with inmates and others every day. This lesson will help you develop your interpersonal communication skills.

- CO211.1. Understand the concept of interpersonal communication**
- CO211.2. Know the elements of effective communication**

Allow students to complete a personality test to help them understand how they communicate. This activity can be used as an icebreaker. You can find many personality tests online

Ask students to define interpersonal communication.

Describe the importance of interpersonal communication.

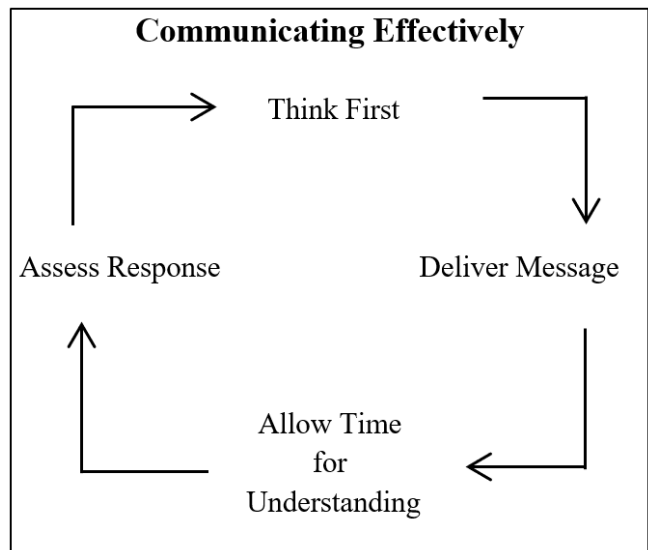
Ask students to list the basic elements of communication.

Discuss the basic elements of communication.

Read or provide this scenario to the class.
 Two inmates are involved in an intense argument, and you begin yelling as you charge at them.
 How do you think they will respond to your approach?

Discuss the importance of communicating appropriately with inmates to help de-escalate a situation.

Draw or discuss the diagram below and ask students how it can be useful in their career.
 Provide feedback and correction if needed.



CO211.3. Know how to recognize the signals of non-verbal communication when interacting with others

CO211.4. Know how to analyze an inmate’s non-verbal cues and provide an appropriate response

Have students list five examples of non-verbal communication.

Have students list the non-verbal behaviors that send a strong message when interacting with others.

Emphasize the importance of recognizing and understanding non-verbal behaviors and responding appropriately.

Divide the class into groups. Provide one of the following scenarios to each group:

An inmate is breathing rapidly and pacing back and forth briskly. The officer approaches the inmate and says, "What's your problem?" The inmate is reluctant to communicate with the officer, so the officer says, "Oh well," and walks away.

An inmate approaches two officers while they are talking. He walks behind one officer with fists and teeth clenched. The officer turns around, speaks to the inmate and continues his conversation with the other officer.

An officer recognizes that an inmate is sitting with her arms crossed and rocking back and forth. The officer assumes the inmate is cold and ignores her.

Have students answer the following questions:

- What is wrong with the scenario?
- Did the officer respond appropriately?
- What would you have done differently?

Have a spokesperson from each group share the responses with the class. If time permits, allow students to role-play the scenarios with correct responses. Provide feedback and correction if needed.

CO211.5. Know the barriers to effective communication

Discuss barriers to effective communication.

Explain how barriers to communication can result in miscommunication.

Ask the class to provide examples of barriers to communicating effectively. Discuss how these barriers can lead to miscommunication.

Think of a phrase and write it on a piece of paper. For example, use a sentence from the textbook. Arrange students in a circle, straight line, or horseshoe. Give the paper to the first student (who will start the game of telephone) and ask them to read it silently. Give the student about five seconds to read the phrase. That student will whisper the phrase to the student next to them. This will continue until the last person has heard the phrase. The last person will tell the class what they heard. Allow other students to share and compare what

they heard. Discuss the importance of effective communication with the class. Discuss the barriers that existed during the activity and what the students could have done differently.

CO211.6. Know how to interact with inmates in a diverse environment while applying officer safety

Distribute cards to the class with one to two sentences that repeat a specific letter. For example, Felix found four out of five files located on his desk and was horrified. Ask students to identify the number of "f's." Based on how the specific letter appears in the sentences, answers may vary. Follow up with a discussion of how students arrive at different answers to illustrate how these differences reflect different perspectives and values. Encourage students to think outside the box.

Have students explain why they have enrolled in the training academy or Department. This explanation will allow students to see the diversity that exists in their class.

Ask students to hypothetically discuss their religious values (or other values), as they reflect their cultural values. For example, the way a person was raised can alter their view on certain topics and possibly their behaviors. Students need to understand that there are different ways of seeing and understanding things.

Designate a time to talk about food students eat with their families. Emphasize that they will work with diverse populations from various cultures and food is often tied to culture.

Ask students to define cultural diversity and provide examples of how it can impact their job.

Ask the class to provide examples of different cultural styles of communication or messages. For example, in the United States, direct eye contact can mean honesty and openness, but in other cultures, that same behavior may signify arrogance or disrespect if a young person is engaged with someone significantly older.

Introduce a lifeboat situation in which only nine of 12 people can be rescued. These 12 are all identified as different people with different races, cultures, political importance, religions, pregnant woman, etc. Discuss who they decide to rescue and why.

Ask students to describe the methods to use when interacting with a diverse population of inmates.

Read or provide this scenario to the class:

An older female officer is preparing to question a young male inmate. The officer is not aware that in the inmate’s culture, eye contact is considered inappropriate. As the officer asks questions, the inmate lowers his head and avoids eye contact. All of the inmate’s responses begin with “man...” as he elevates his voice at the beginning of each response. The officer becomes upset and yells “I am not a man, and you are being disrespectful with your tone of voice!” in the inmate’s face. The inmate has a puzzled look on his face, looks down, and refuses to answer any questions. As the officer is talking to him, he ignores her and looks at the ceiling.

Start a class discussion from the answers to the following questions:

- What were the barriers to the officer and inmate communicating effectively?
- Explain whether you think miscommunication existed.
- Why do you think the inmate had a puzzled look on his face once the officer started yelling at him?
- Did the officer consider the inmate’s culture before responding?

Provide suggestions on how the officer should have responded.

CO211.7. Know how to communicate using command presence and verbal command

Discuss the importance of command presence and demonstrate it for the class.

Discuss ways to enhance officer positioning, posture, listening, verbal command, and command presence.

Explain that there are situations when direct commands are necessary and preferred (deadlines, emergencies, etc.).

Have the class identify three examples of command presence.

Conduct Role-Play Exercise #1: Trusty Refusing to Work

Conduct Role-Play Exercise #2: Conflict Resolution

CO211.8. Understand how courtesy impacts your behavior and interaction with inmates and others

Ask students to define courtesy in their own words.

Describe behaviors that convey courtesy.

Demonstrate how you should not interact with others. For example, address an inmate with contempt and disregard the inmate's reaction. This could be a short scenario.

Demonstrate how to interact respectfully with others. This could be a short scenario.

Discuss the importance of maintaining a professional and courteous relationship.

CO211.9. Understand how active listening is used in effective communication

CO211.10. Know the elements of active listening

Have students explain the elements of active listening.

Ask for two volunteers to demonstrate the scenario below.

- Instruct volunteer A to write down five hobbies or interests and why they enjoy each one. Or you could ask them to share two exciting and memorable stories from their childhood. Volunteer A will need to be very specific as they communicate with volunteer B.
- Privately instruct volunteer B to stop listening to volunteer A after 20 seconds. If volunteer A tries to regain volunteer B's attention, they will pay attention for five seconds and look at their nails, untie and tie their shoe, and anything else that will prevent them from paying attention.
- Monitor volunteer A's reaction and at the end of the role-play, provide feedback on how you would respond if you were in that situation. Allow time for the class to provide feedback.
- Inform the class that volunteer B's behavior was planned. Discuss the purpose and importance of active listening as a correctional officer (for example, giving full attention, not interrupting, and identifying key words). Remind students that sometimes they may be tempted to interrupt an inmate or avoid making eye contact while they are talking because they are trying to multitask. Students should be aware of the messages they send to inmates and vice versa. Students should focus on listening actively to practice good listening skills for effective communication.

Have a student demonstrate listening while also trying to be mindful of what is going on around them. When the student is talking to another student, keep them at a 45-degree angle to watch what is going on. (This is also an officer safety issue and threat assessment.) Remind students that inmates watch them and their behavior and can use it against them. Also, remind students not to assume the “CO stance” (hands in pockets).

Have students list the elements of active listening.

Discuss the elements and importance of actively listening when communicating.

Conduct multiple exercises requiring students to demonstrate positioning, posture, listening, non-verbal communication, verbal command, command presence, and courtesy skills. Assist students in applying these skills correctly. Critique, review, and provide feedback of the demonstrations.

LESSON VOCABULARY

active listening

command presence

courtesy

interpersonal communication

verbal command

COMMUNICATION EXERCISE: INTERNAL ESCORT

Objective (DO NOT READ OUT LOUD): Students will demonstrate effective communication skills when escorting an argumentative inmate.

Exercise Set-Up: Classroom simulates a hallway.

Participants: one officer; one inmate

Facilitator Overview (DO NOT READ OUT LOUD): The officer is escorting an argumentative inmate who is a known gang member with a history of disciplinary infractions. The inmate is in hand and leg restraints. During the escort, the inmate attempts to draw the officer into an argument.

Stop the exercise when the officer:

verbally de-escalates the situation and maintains a calm demeanor, or

allows the inmate to draw the officer into the argument and escalates the situation.

Instructions the Inmate (DO NOT READ OUT LOUD): You are an inmate, a known gang member, and have a history of disciplinary infractions. You are in hand and leg restraints. During the escort, you will attempt to draw the officer into an argument by asking the officer why they wrote that disciplinary report (DR) on you. If the officer responds with a calm justification for the DR, redirects the conversation, and maintains a professional demeanor, stop arguing. If the officer is unprofessional or escalates the situation, continue with the argument.

Officer Instructions (READ TO THE CLASS): You are escorting an inmate who is a known gang member with a history of disciplinary infractions.

Ask the officer:

- How did the exercise go?
- What went well for you?
- What could you have done better?
- Were there any alternative actions you could have taken?

Ask the class:

- How did the officer explain the reason for contact, rule infraction, or instructions?
- What questions could the officer have asked that might be more clear, concise, and open-ended?
- How did the officer show active listening and check for understanding?
- How did the officer pause and reset their response?
- What non-verbal communication did the officer and inmate display?
- How did the officer change their communication style based on who they were communicating with?

- How did bias influence the interaction?
- When did the officer allow adequate, or inadequate, time for the inmate to respond?
- How did the inmate control the officer's behavior?
- How did the officer demonstrate that they acknowledged the inmate's responses?
- How could the officer have concluded the communication more appropriately, leaving the inmate with their dignity?

Post-exercise discussion questions are found at the end of this chapter's instructor guide, titled "Core Communication Competencies." This exercise should take less than 10 minutes, including class feedback and discussion.

ROLE PLAY EXERCISE #1: TRUSTY REFUSING TO WORK

Notes to Facilitator: The students in this scenario have completed the Interpersonal Communication lesson. The purpose of a Role Play Exercise is to have the students demonstrate the interpersonal communication skills that have been discussed in the lesson.

This is an interpersonal communication exercise, with the desired outcome being the discovery of the underlying problem of why the trusty is refusing to work. The fundamental issue is that the inmate has experienced a death in the family and has been denied permission to attend the funeral service, which is scheduled for that day. The officer should concentrate on reading the trusty's non-verbal cues, listening, and using follow-up questions to resolve the situation. No physical force will be used in this exercise. At the end of the exercise, lead a guided discussion.

Exercise: An inmate who is normally a good trusty and cooperative with officers is refusing to report to work. The officer must communicate with the inmate to resolve the situation.

The officer initially gives verbal commands while demonstrating command presence, good posturing, and positioning. After observing the inmate's non-verbal behavior, the officer must employ effective interpersonal communication and listening skills. The officer should be able to obtain additional details from the inmate about his or her uncooperative behavior to resolve the situation.

Equipment Issued to Officer: Standard equipment

Props: None

Participants: one officer; one inmate

Behaviors

The inmate should not attempt to conceal the fact that he or she is emotional and upset (exhibiting non-verbal indicators such as hands visibly shaking, tears filling the eyes, etc.).

Expected Officer Behaviors

- Demonstrate officer safety.
- Demonstrate interpersonal communication.
- Demonstrate proper positioning and posturing.
- Recognize and understand non-verbal communication.
- Show effective listening skills.
- Demonstrate professionalism.
- Resolve the situation.

ROLE PLAY EXERCISE #2: CONFLICT RESOLUTION

Notes to Facilitator: The students in this scenario have completed the Interpersonal Communication lesson. The purpose of a Role Play Exercise is to have students demonstrate interpersonal communication skills.

This is a communication exercise, with the desired outcome being an acceptable resolution to the conflict. As the argument begins, the cleaning trusty holds a mop or broom continually unless instructed by the officer to put it down. The cleaning trusty should not use the mop or broom in a threatening manner. No physical force will be used in this exercise. At the end of the exercise, lead a guided discussion.

Exercise: A trusty is getting ready to clean the bathroom area, which includes cleaning and mopping the shower area. A second trusty, assigned to the kitchen, is getting ready to report to work on the midnight shift. It is 22:02 and the kitchen trusty wants to take a shower before going to work. However, no showers are permitted after 22:00, because the showers are closed for cleaning. The officer must communicate with the inmates to resolve the situation.

Equipment Issued to Officer: Standard equipment

Props: Mop (or broom if mop is not available)

Participants: one officer; two inmates

Behaviors

As the kitchen trusty tries to enter the bathroom area, the cleaning trusty blocks his entrance and states that showers cannot be taken at this time.

An argument ensues between the two trusties.

The cleaning trusty continues to hold a mop or broom in a non-threatening manner unless instructed by the officer to put it down.

The kitchen trusty insists that he needs to take a shower before reporting to work.

Expected Officer Behaviors

- Demonstrate officer safety.
- Demonstrate interpersonal communication.
- Demonstrate proper positioning and posturing.
- Recognize and understand non-verbal communication.
- Show effective listening skills.
- Demonstrate proper use of verbal commands.
- Demonstrate professionalism.
- Resolve the situation.

UNIT 2 RADIO COMMUNICATIONS

LESSON 1 RADIO PROCEDURES

Lesson Goal

Students will be able to use a radio to communicate effectively with other officers.

Materials

Florida Basic Recruit Training Program: Corrections, Vol. 1 (Chapter 2)

Have the class read the opening scenario in the textbook and discuss their thoughts.

Officer Perkins used his radio to communicate with other officers concerning an emergency incident in the recreation area. Since Officer Reynolds was close to the incident, he was able to respond quickly. Can you imagine what could have happened if Officer Reynolds experienced difficulty with the radio transmission?

CO221.1. Follow the guidelines for using a radio

Conduct Role-Play Exercise #3: Proper Radio Usage

Discuss the purpose of using a radio.

Describe the procedures for using a radio and what to do in the event of a malfunction.

List the prohibitions from the Federal Communications Commission (FCC) when using a radio.

Provide a visual model and demonstrate the proper way to use a radio (for example, wait to make sure there is no other radio traffic and use a normal tone of voice).

Conduct multiple exercises requiring students to demonstrate radio usage in communication. Assist students in using the portable radio unit correctly. Critique, review, and provide feedback of communication equipment demonstrations.

Discuss the types of radio equipment.

Discuss the components of a portable radio unit.

CO221.2. Understand the purpose and types of radio codes that you may be required to use

Discuss the importance of transmitting radio messages in plain English.

Discuss the types of radio signals and codes.

Discuss the importance of using radio codes.

Have students list and describe the four types of radio codes.

Have students learn to spell their full names using alpha codes. You can allow them to quiz each other.

Demonstrate transmitting radio messages using radio codes. You can provide a copy of a local agency's ten codes.

CO221.3. Understand the purpose of a radio base station

Discuss where radio base stations are typically kept and the purpose of the location.

Discuss the importance of a radio base station.

Arrange for students to visit a local jail or correctional facility control room or emergency command center.

LESSON VOCABULARY

squelch

ROLE PLAY EXERCISE # 3: PROPER RADIO USAGE

Notes to Facilitator: The students in this exercise have completed the Radio Procedures lesson and should be familiar with proper radio handling and transmissions. The purpose of this exercise is to have the students use proper radio procedures, including proper radio handling and transmission. No physical force will be used in this exercise. At the end of the exercise, lead a guided discussion.

Exercise: Two officers are assigned to Housing Unit 3; however, one officer has just left Unit 3 on a break. The remaining officer hears raised voices and looks to see two inmates arguing, followed by one inmate pushing the other. Other inmates are encouraging them to fight. The officer uses the radio to get the second officer to return to assist him and to request backup. By the time the officer returns and two backup officers arrive, one inmate has a bloody nose (or any other injury). A backup officer calls medical and escorts the injured inmate to medical. The remaining backup officer calls and then escorts the other combative inmate to administrative confinement.

Equipment Issued to Officers: The officers will be issued a portable radio.

Participants: four officers; two inmates; class members may be used as instigating inmates

Behaviors

Two inmates will be arguing verbally and simulate physical fighting while the other inmates observe and encourage them.

Expected Officer Behaviors

- Demonstrate proper radio usage in calling back the officer on break, requesting backup, and notifying medical and administrative confinement.
- Demonstrate how to correctly handle and speak into the radio.
- Demonstrate officer safety.
- Demonstrate interpersonal communication.
- Demonstrate proper positioning and posturing.
- Recognize and understand non-verbal communication.
- Show effective listening skills.
- Demonstrate professionalism.

UNIT 3 INTERVIEWING

LESSON 1 PREPARING FOR AND CONDUCTING AN INTERVIEW

Lesson Goal

Students will be able to interview inmates and visitors to obtain important information.

Materials

Florida Basic Recruit Training Program: Corrections, Vol. 1 (Chapter 2)

Communication Exercise: Housing Concern

Conduct Communication Exercise: Housing Concern

Have the class read the opening paragraph in the textbook and discuss their thoughts.

Have you ever been interviewed by someone? If so, do you remember what it was like? Were you nervous? Did you feel prepared? Consider these things when you conduct interviews. Be prepared before conducting an interview to allow for a smooth process. The interviewee may be nervous or unwilling to answer questions; however, you will learn questioning strategies to ensure an effective interview.

CO231.1. Know the goal of an interview

Discuss the importance of interviewing. Discuss the importance of officer safety (throughout the lesson).

Describe the goal of an interview.

Have students think of various questions to ask an inmate or visitor during an interview.

Have students write interview questions and interview each other.

Students will conduct interviews with each other to discover something unique about the interviewee. The interviewer is not allowed to ask the interviewee what's unique about them. However, the interviewer has to ask five questions to determine what's unique about the interviewee. Allow students to explain whether it was difficult or easy to discover something unique about the interviewee.

Ask students to predict what could have happened if they had asked different questions.

CO231.2. Understand the purpose of an interview

Discuss the purpose of interviews.

Ask students to give examples of how interviews may be used.

 CO231.3. Know when to conduct an interview

Explain how students will know when to conduct an interview.

Keep in mind that whatever information (verbal or non-verbal) an officer gathers from inmates can be considered part of the officer's formal or informal interview.

Have students list five factors that influence an interview (whether positively or negatively). Ask them to explain how the factors can influence an interview and what can be done to have a successful interview. Allow a class discussion if necessary.

Discuss factors that contribute to a successful interview based on your experience.

Explain why the location of the interview can be critical to obtaining information.

Ask students to compare the results of removing an interviewee from the scene of an incident before conducting an interview versus conducting an interview on the scene.

Ask students to explain what to do before obtaining information from an interviewee with autism (or special needs). Note: This depends on whether the officer is aware of what medical issues, such as autism or special needs, an interviewee might have or whether they have an advocate to speak on their behalf. Sometimes inmates will tell you their medical issues.

Show the YouTube video below or one of your choosing and discuss the character with autism. Explain to students that they may encounter an inmate or visitor with autism, and they will need to know how to communicate with them. Provide tips on how to communicate with and obtain information from a person with autism.

Talk about what students should do before obtaining information. For example:

- remove the interviewee from the scene of the incident
- find a location to conduct the interview
- keep all parties separate
- follow agency policy when interviewing a person with autism
- recognize the importance of asking non-threatening questions
- be alert and safety conscious

CO231.4. Know the basic questioning techniques to use while conducting an interview

Conduct Role-Play Exercise #4: Altercation in the Dayroom

Discuss basic questioning skills and techniques.

Have students list and explain the five effective questioning techniques.

Conduct multiple exercises requiring students to demonstrate questioning techniques. Assist students in using correct questioning techniques. Critique, review, and provide feedback of demonstrations.

Read or provide the following scenarios to the class.

- Officer Brown is conducting an interview with an inmate. When Officer Brown begins to ask questions, the inmate folds her arms, looks away and refuses to answer any questions. Officer Brown immediately ends the interview.
- While Officer Jackson is conducting an interview, the inmate seems uninterested. Officer Jackson becomes frustrated and only asks questions that require a yes or no response. Officer Jackson quickly concludes the interview.
- Start a class discussion about the scenarios by asking the following questions:
- How would you handle this situation?
- Did the officer use effective questioning techniques?

The instructor can emphasize the difference between closed and open questions.

CO231.5. Know how to obtain a statement

Ask students to define a statement.

Discuss how statements are used.

Discuss how to obtain a statement from an interviewee.

Have students list the important points to remember when obtaining a statement.

Read or provide the following scenarios to the class.

- Officer Pudlo is interviewing an inmate. She asks the inmate to provide a statement. As the inmate begins to write, she tells him to include certain details. Also, she instructs him to use certain words in his statement to make it sound better.
- Officer Nimo asks a visitor for a written statement during an interview. After waiting for 30 minutes, the officer sees the visitor has only written one sentence. He takes the visitor's statement and finishes writing it because it is almost time for him to leave.

Start a class discussion by asking the following questions:

- What's wrong with the scenarios?
- What would you have done differently?

Provide feedback and correction if needed.

CO231.6. Know how to recognize the common signs of deception during questioning

Ask students to describe their first reaction or thought when they witness an interviewee displaying the following:

- increased perspiration
- flushed or pale skin
- dry mouth
- increased pulse rate
- change in breathing rate
- nervous movements
- voice inflections
- avoidance of eye contact
- rehearsed answers
- inconsistent responses
- over-eagerness to help
- repeated insistence that simple questions are not understood

Note: Does the inmate begin to excessively curse or do they begin to swear using family members? (“I swear on my mother’s life...”)

Tell students these physiological and behavioral signs can represent deception during questioning. Ask students what they would do if they recognize signs of deception. Provide feedback and correction if needed.

Discuss the common signs of deception by an interviewee.

Have students recall the common signs of deception during an interview.

Discuss a time when you recognized deception during an interview and how you handled it.

Ask students how verbal and non-verbal cues can help them recognize deception during an interview.

Have students tell three short statements about themselves. One statement will be a lie. The other students will observe for signs of deception and determine which story is a lie. Discuss the challenges in detecting deception.

This activity will cover everything the students learned in this lesson. Ask for volunteers and pair students together. Present one scenario to each pair and allow them to role-play. Afterward, provide feedback and allow time for students to compare and discuss the scenarios.

Scenario:

One volunteer will be the officer and the other will be an inmate. The officer thinks the inmate is nervous or scared based on the inmate’s demeanor. The officer begins the interview with a polite and informal introduction to allow the inmate to feel comfortable sharing details that will be important to the interview. The officer:

- locates the inmate to a safe and quiet environment
- obtains information
- incorporates various effective questioning techniques
- obtains a written statement
- watches for deceptive behaviors

Scenario:

One volunteer will be the officer and the other will be a visitor. The officer will conduct the interview and focus on these points:

- arrive late
- seem unorganized
- not be prepared for the interview
- stumble over words
- ask close-ended questions
- instruct the visitor to write certain statements so that the officer can go and pick up his daughter

The visitor will answer questions with three words or less and occasionally look at the officer strangely (because the officer is unorganized, etc.).

Scenario:

One volunteer will be the officer and the other will be an inmate. The inmate will thoroughly answer questions and seem engaged in the conversation with the officer. The officer should focus on these points:

- arrive early
- be very organized
- be prepared for the interview
- speak clearly
- ask informal open-ended questions
- allow the inmate to write a statement pertaining to a recent incident

LESSON VOCABULARY

interview

statement

COMMUNICATION EXERCISE: HOUSING CONCERN

Objective (DO NOT READ OUT LOUD): Students will demonstrate effective communication skills when interacting with an inmate with a housing concern.

Exercise Set-Up: Classroom simulates a housing area.

Participants: one officer, one inmate

Facilitator Overview (DO NOT READ OUT LOUD): While standing in the medical line, an inmate overheard a nurse and a sergeant openly discussing another inmate's medical information. The inmate is alarmed and approaches the officer in the housing unit, insisting that they will not be housed with the inmate.

Stop the exercise when the officer:

- calms the inmate and asks appropriate questions regarding where the medical information came from, or
- unprofessionally discounts the inmate's concerns.

Instructions for the Inmate (DO NOT READ OUT LOUD): You are an inmate who, while standing in the medical line, overheard a nurse and a sergeant discussing another inmate's medical information. When you return to the housing unit, you are alarmed and frantic and insist that you no longer want housing with the inmate. You do not initially disclose where you learned the other inmate's medical information. If the officer begins to ask appropriate questions, eventually disclose this information.

Officer Instructions (READ TO THE CLASS): You are an officer in the housing unit, and an inmate approaches you regarding a housing concern.

Ask the officer:

- How did the exercise go?
- What went well for you?
- What could you have done better?
- Were there any alternative actions you could have taken?

Ask the class:

- How did the officer respond to the initial inmate contact?
- What questions could the officer have asked that might be more clear, concise, and open-ended?
- How did the officer show active listening and check for understanding?
- How did the officer pause and reset their response?
- What non-verbal communication did the officer and inmate display?
- How did the officer change their communication style based on who they were communicating with?

- How did bias influence the interaction?
- When did the officer allow adequate, or inadequate, time for the inmate to respond?
- How did the inmate control the officer's behavior?
- How did the officer demonstrate that they acknowledged the inmate's responses?
- How could the officer have concluded the communication more appropriately, leaving the inmate with their dignity?

Post-exercise discussion questions are found at the end of this chapter's instructor guide, titled "Core Communication Competencies." This exercise should take less than 10 minutes, including class feedback and discussion.

ROLE PLAY EXERCISE #4: ALTERCATION IN THE DAYROOM

Notes to Facilitator: The students in this exercise have completed the Preparing for and Conducting an Interview lesson. The purpose of this exercise is to have students use proper interviewing techniques.

This is an investigative exercise, with the desired outcome being an effective interview with only the victim of the incident, due to time constraints. The severity of the rule violation may be altered by the facilitator. Other participants could become involved as distractors to demonstrate the officer's ability to handle distractions. No physical force will be used in this exercise. At the end of the exercise, lead a guided discussion.

Exercise: The officer is making security checks on their assigned area when they receive a call via radio that there is an altercation in B-Dormitory. When the officer arrives at B-Dormitory, they see one inmate sitting on the floor and another inmate yelling at him about staying on the phone too long. No weapons were used and no injuries were sustained. This incident is being handled as a rule violation.

Equipment Issued to Officer: The officer will be equipped with a portable radio and a duty belt.

Props: Simulated telephone

Participants: one officer; one inmate victim; one inmate aggressor

Behaviors

- When first dealing with the officer, the victim should be nervous, mad, and more concerned about whether or not he is still going to finish his phone call.
- The inmate victim should question the officer about how long the interview will take.
- If the officer uses appropriate interviewing skills and techniques, the victim should become more cooperative and provide the needed information.

Expected Officer Behaviors

- Demonstrate proper interview skills, such as questioning the two parties separately and asking open-ended questions.
- Demonstrate officer safety.
- Demonstrate interpersonal communication.
- Demonstrate proper positioning and posturing.
- Recognize and understand non-verbal communication.
- Show effective listening skills.
- Demonstrate proper use of verbal commands.
- Demonstrate professionalism.
- Resolve the situation.

UNIT 4 REPORT WRITING

LESSON 1 REPORT CONSIDERATIONS AND FOLLOWING UP

Lesson Goal

Students will be able to recognize the type of report to create and the basic information to include.

Materials

Florida Basic Recruit Training Program: Corrections, Vol. 1 (Chapter 2)

Have the class read the opening scenario and discuss their thoughts.

Officer Lee witnessed a fight between two inmates in a cell. After the fight ended, Officer Lee prepared an incident report. He included his name, the names of the inmates involved, and the date and time the fight happened. What other information should he include in the report?

CO241.1. Understand the importance of preparing reports

CO241.2. Understand why you should prepare reports with care and truthfulness

Ask the class to define a report.

Discuss how corrections reports are used and how writing reports will be an important part of their responsibilities.

Ask the class to describe the importance of preparing a report.

Have the class explain what they think could happen if they are not truthful when writing a report.

Ask the class why it is important to be truthful when writing reports.

CO241.3. Know the common types of reports that you will prepare

Describe types of correctional reports and common forms used in documentation. Bring a sample of the types of reports discussed in the lesson.

Have students recall and describe the commonly used report forms.

Give students general notes and have them complete a report. Discuss the reports with the class and provide feedback as necessary.

Have students match the report form description with the report form. For example, this report is used in many correctional facilities to report in detail any incidents involving inmates. Name the report.

Have students work in pairs to write a scenario for each report form. One student from each group will share the scenario with the class. Provide feedback as needed.

CO241.4. Know the types of activities to include in reports

Discuss types of activities that require reports.

Discuss types of information included in reports.

Have students recall the activities that an officer may need to document. See which student can recall the most activities.

CO241.5. Know the specific rule, activity, or law violation committed when writing reports

CO241.6. Know the follow-up actions you may be required to perform

Quiz students on what to include in a narrative report (who, what, where, when, how, and why).

Include follow-up actions.

Discuss the following with the class. If time permits, invite a correctional officer to discuss the following:

- the importance of reports
- types of reports (rule, activity, or law violation)
- how to prepare a report
- information included in reports
- follow-up actions they may be required to perform

Students should have at least two questions prepared to ask the officer.

Ask students to describe and explain what a narrative report should answer.

Have students recall the follow-up actions they may be required to perform.

LESSON VOCABULARY

report

LESSON 2 PREPARING TO WRITE

Lesson Goal

Students will be able to gather, organize, and review facts before writing a report.

Materials

Florida Basic Recruit Training Program: Corrections, Vol. 1 (Chapter 2)

Have the class read the opening scenario and discuss their thoughts.

Recall from the previous lesson our discussion about the fight that Officer Lee witnessed. Officer Lee decided not to immediately write down any details from the incident, because he thought he had a good memory. When he had the opportunity to sit down and prepare his report, he could not remember all the details that were necessary to include in the report. What should he have done differently?

CO242.1. Follow the basic steps to prepare a report

Discuss basic steps involved in writing a narrative report.

- Gather information.
- Record facts.
- Organize facts.
- Write the report.
- Evaluate the report.

CO242.2. Understand how note-taking is used when preparing a report

Discuss the purpose of note-taking.

Discuss types of information to record in notes.

Ask students to list ways to ensure they have taken the best notes.

CO242.3. Know the types of critical information to record when taking notes

Ask students to list and describe critical information to record when taking notes.

Conduct demonstrations or video exercises requiring students to practice note-taking. Assist students in using correct note-taking skills. Critique, review, and provide feedback.

CO242.4. Know how to organize facts

CO242.5. Understand the importance of reviewing facts before writing a report

Discuss how to arrange facts in chronological order.

Discuss how to sort facts by category.

Discuss the importance of ensuring that all relevant facts are collected.

Divide the class into groups. Find a story or use the information on [this link](#) and print them. Cut paper into horizontal strips, shuffle the strips, and place them in an envelope. Instruct students to organize the strips, matching posts with descriptions, and review the information for accuracy. Provide feedback as necessary.

Distribute mock notes and have students organize the facts in categorical and chronological order.

Have students observe activities around the training academy, follow the rules of note taking, and record all relevant information. Collect and provide feedback.

LESSON VOCABULARY

categorically

chronologically

note-taking

LESSON 3 MECHANICS

Lesson Goal

Students will be able to use proper grammar and sentence structure to write a report.

Materials

Florida Basic Recruit Training Program: Corrections, Vol. 1 (Chapter 2)

Have the class read the opening scenario and discuss their thoughts.

Officer Lee began writing the incident report and this was the first sentence in the report: "I had seen them Inmates fighting at approximately roun too o'clock." What's wrong with this sentence? How can this sentence be written free of mechanical errors?

CO243.1. Understand the difference between standard and non-standard English

Ask students to differentiate between standard and non-standard English.

Ask students to list examples of slang. Students will translate the words to the class and rephrase using standard English.

Provide examples of non-standard English and ask the class to rewrite using standard English. For example:

- If he hadn't've pushed the inmate, the fight wouldn't've started.

Have students search for sentences written in non-standard English and answer the following questions. Then have students demonstrate how to rewrite these sentences using standard English. You could print and distribute copies of sentences written in non-standard English examples/ sentences and allow students to construct new sentences using standard English.

Ask students:

- How professional does this seem to you?
- Would you trust this person's knowledge of a subject based on their communication skills?
- Is this the type of communication you want to represent you or the organization you work for?

Discuss grammar rules that students should be conscious of when writing reports. For example:

- nouns, verbs, and subjects
- irregular verbs
- adjectives and adverbs

Ask students to list the parts of speech and give examples.

Explain the parts of speech using the chart in the textbook.

Have students write sentences and identify the parts of speech used.

Using a white board or flipchart write a statement that without the proper grammar could mean something completely different. For example: Woman without her man is nothing vs. Woman, without her, man is nothing).

CO243.2. Understand the importance of applying proper sentence structure when writing a report

Have students define a sentence and contrast with a sentence fragment.

Have students give an example of a sentence with proper sentence structure.

Ask students to explain why it is important to apply proper sentence structure when writing a report.

Have students give examples of sentence fragments.

Have students explain why they should avoid using sentence fragments when writing reports.

CO243.3. Use proper spelling and capitalization rules when writing a report

Have students give an example of a sentence with proper spelling and capitalization rules.

Pair a student with a classmate. One person will read off 10 words from the commonly misspelled words list in the textbook. The other student will create a short report using the commonly misspelled words. Once the student is finished, they will check their own spelling for correctness. Repeat this process until both students have completed the activity.

Give students a spelling test and allow them to grade their own test. If a student scores low on the test, you can allow them to review the words and retake the test. Provide feedback as necessary.

Choose words from the list of commonly misspelled words and quiz students each day throughout the next lessons. At the end of the chapter, conduct a spelling bee. You could give a small prize to the winner.

Have students recall and give examples of the capitalization rules. Provide feedback as necessary.

Have students define and give examples of homophones.

Have students explain how they would know which homophone to use when writing reports. For example, accept vs. except.

CO243.4. Use proper punctuation when writing a report

Have students explain why it is important to use proper punctuation when writing a report.

Have students give an example of a sentence with proper punctuation.

Have students recall:

- when to use a comma
- when to use a semicolon

Review and discuss the following handouts with students.

- Mechanics and Tips for Effective Writing
- Commonly Misspelled Words
- Commonly Misused Words

Show a video and allow students to write a report based on what they witness.

Students will need to include the following:

- proper content
- standard English
- correct grammar
- proper sentence structure
- correct spelling and capitalization
- correct punctuation

Give students a timeframe for completing the reports. Once students are finished with the reports, allow them to switch with a classmate to critique their report. Provide feedback as necessary. Allow time for students to discuss the comments from their classmate.

LESSON VOCABULARY

homophones

sentence

sentence fragment

STUDENT HANDOUT 1: MECHANICS AND TIPS FOR EFFECTIVE WRITING

Voice

Write in the active voice, not passive voice—the subject of the sentence is doing the action.

In active voice, the subject generally appears in the first part of the sentence, so the subject of the sentence does the action: “Inmate Sean struck Officer Stevens with a stick.”

In passive voice, the subject generally appears in the last part of the sentence, so the action is done to the subject of the sentence: “Officer Stevens was struck with a stick by Inmate Sean.”

Passive voice is often considered wordy and weak while active voice is more direct, coherent, natural, and lively in content.

Passive Voice

The inmate was handcuffed. (Who did the action?)

The inmates were seen fighting by the officer.

Count was conducted by Officer Jones.

The riot was started by the inmates.

Active Voice

Officer Smith handcuffed the inmate.

The officer saw the inmates fighting.

Officer Jones conducted count.

The inmates started the riot.

However, passive voice may be used when the actor is not known or when the action is more important than the actor. For example, consider the following sentence:

A new fingerprint scanner was installed today. (passive)

Compare this to an active sentence where the actor is known:

Lt. Phillips installed a new fingerprint scanner. (active)

Tense

Write in past tense, not present tense—because the events have already occurred.

Present tense: I see Inmate Jones punching Inmate Adams in the face.

Past tense: I saw Inmate Jones punch Inmate Adams in the face.

Write in the first or third person, depending on agency policy.

First person (I).

Poor: This officer counseled Inmate Burns on the minor violation.

Better: I counseled Inmate Burns on the minor violation.

Third person (He, she, it or their equivalents; the officer/inmate).

Poor: That officer arrived at the scene of the fight.

Better: The officer (he) arrived at the scene of the fight.

Word Choice

Avoid the use of too many words—state what happened with the fewest words.

Wordy: We conducted an investigation of the incident.

Concise: We investigated the incident.

Substitute descriptive or illustrative verbs for vague verbs.

Vague verb: He indicated that he was not going into his cell.

Descriptive verb: He yelled that he was not going into his cell.

Substitute simpler and familiar words for difficult to interpret words.

Difficult word: Everyone should be cognizant of the dangers that COs face.

Simpler word: Everyone should be aware of the dangers that COs face.

Be precise and specific when writing.

Poor: There were a bunch of inmates in the recreation yard.

Better: There were six inmates in the recreation yard.

Use simple, short, and clear sentences.

Completeness

Write complete sentences that contain a subject, verb, and express a complete thought.

Incomplete: After completing my count.

Complete: After completing my count, I started my investigation.

Sentence Structure

A sentence is a group of words that contains a subject (a noun), a verb, and expresses a complete thought. Understanding the parts that make up a sentence will help officers become better writers. Some sentences may contain an object, which is the target of the subject's action. The subject of a sentence is what or who does the action, and the verb shows the subject's action or tells something about the subject. Modifiers such as adjectives, adverbs, phrases, or clauses help add information to the thought.

An example of a good sentence structure is as follows:

I saw the inmates arguing

subject predicate (verb) modifier object added information

The subject of the sentence—I—is doing the action.

The action of this sentence is expressed by the verb “saw.”

Who did the officer see? He saw “inmates,” which is the object of the sentence.

Example of a good sentence structure is:

Six inmates were playing basketball.

Modifier subject predicate (verb) object

The subject of the sentence—inmates—is doing the action.

The action of this sentence is expressed by the verb phrase—“were playing.”

What were the inmates playing? They were playing—basketball—object.

Sometimes a verb will express “being” or “existence” instead of action.

Example: The officers are well-trained.

The verb in this sentence—are—does not express action; instead, it expresses being or existence. The subject—officers—is doing the existing or being; well is an adverb that modifies trained and trained is an adjective modifying officers.

Sentences written with the subject at the beginning like the above, followed by the action, and the object at the end, will be an active voice sentence. Since active voice is usually clearer than passive voice, correctional officers should strive to write in active voice.

Sentence Fragment

A sentence fragment is a group of words that lacks a subject or verb, or fails to express a complete thought. Sentence fragments are among the most common errors found in correctional reports.

Examples:

“Walked into the cell.” — Who walked into the cell? There’s no subject.

“The loud inmate.” — What about the loud inmate? There’s no verb.

You could convert the above fragments into complete sentences as follows.

“The officer walked into the cell.”

“The loud inmate was arguing with his cellmate.”

Grammar

Grammar is defined as the rules and guidelines used by writers to make their messages clear and understandable to the reader. Be aware of and use the following recommended basic grammar rules when writing reports.

Recognize the main parts of speech and use them properly to produce well-written reports.

Part of Speech	Description	Example
noun	name of a person, place, or thing— inmate, cellblock, handcuff, officer	Officer Andrew responded to the inmates' disturbance in the dormitory .
verb	describes action or state of being—ran, walked, ordered, appeared, seemed	The fire started in the laundry room.
pronoun	a substitute for a noun, such as—I, me, she, her, he, him, it, you, they, them	The inmate said she was not coming out of her cell.
adjective	describes a noun or pronoun—large, dangerous, blue, and burly	The officer tried talking to the disrespectful inmate.
adverb	describes, identifies, or quantifies a verb, adjective, or another adverb—easily, warmly, quickly, mainly, freely, often	Backup officers arrived quickly to assist with the situation.
preposition	shows how something is related to another word or phrase and shows spatial (space), temporal (time), or logical relationship of an object to the rest of the sentence—above, near, at, by, after, with, from	The fire started in the garbage can near the door.
conjunction	word that joins other words, phrases, clauses or sentences—and, as, since, but, or, because, so, until, and while	The officer didn't go to work today because he was needed in court.

Word Usage

Word usage—is the use of appropriate and correct words that will convey the intended meaning. Some misused words found in correctional reports include the following:

a vs. an

a: goes before all words that begin with consonants.

a cat, a dorm, a purple onion, a prison, a big apple

Exception—use “an” before an unsounded h.

an honorable judge, an honest inmate mistake

An: goes before all words that begin with vowels.

an apricot, an egg, an Indian, an orbit, an uprising, an inmate

Exception—when “u” makes the same sound as the “y” in “you,” use “a.”

a union, a united front, a unicorn, a used napkin, a U.S. ship

accept vs. except

accept: to receive, to acknowledge

We will accept your proposal to transfer the inmate.

except: excluding, but

Everyone attended the meeting except Officer Smith.

I will gladly accept more inmates, except that I cannot begin processing them for intake until Monday.

advice vs. advise

advice: recommendation; it is a noun.

I should have taken Officer Smith’s advice.

advise: to counsel; it is a verb.

I would advise you to stop causing trouble in this facility.

affect vs. effect

affect: to change, to influence

Has the reduction in personnel affected your plans to ask for new intakes?

Nothing the inmate said could affect my decision to discipline him.

effect: a result, or to bring about

The effect of the shakedown yesterday was clearly visible.

We will try to effect a change in the procedure of assigning work groups.

its vs. it’s

it’s (noun + verb): contraction for “it is”

Do you think it’s too early to tell the inmates to eat?

its (adjective): possessive form of “it”

At the end of your shift, put back the radio in its charger.

lay vs. lie

lay: to put down

The officer was going to lay the paperwork on the table.

lie: to recline or rest

The inmate went to lie down after lunch.

they're vs. their vs. there

they're: contraction of "they are"

They're our two best officers in writing good reports.

their: possessive form of them

The officers like to use their own weapons at the range.

there: in that place (Hint: There has "here" in it as a reminder that it is about a place.)

Please put the contraband in there.

two vs. to vs. too

two: the number 2

Inmate Doe has two towels.

to: most commonly used for direction

I am walking to the booking room.

too: means "also" or "in excess" or too "many." Remember this: too has an "extra" o

Inmate Ramirez was given two pairs of pants; Inmate Winston was given two pairs, too.

Inmates have too many privileges.

you're vs. your

you're: is always used as a contraction for "you are."

You're going to be assigned to work in the inmate transportation section.

your: is the possessive of you

Is your radio charged?

Rules of Capitalization

A regular error found in correctional reports is the improper use of capitalization. The following are some helpful capitalization rules:

- Capitalize the first word of every sentence.
All inmates are sleeping now.

- Capitalize a proper noun.
Brevard County Jail, John, Thomas, Supreme Court
- Capitalize the pronoun “I.”
- Capitalize days of the week, months, and holidays.
Friday, April, Christmas
- Capitalize names of countries, nationalities, and specific languages.
United States, Canadian, English, Spanish
- Capitalize the first word in a sentence that is a direct quote.
I once read, “If you see a man at the top of a mountain, he didn’t fall there.”
When the officer told him to mop the floor, the inmate stated, “My hand hurts; do it yourself!”
- Capitalize titles and ranks when they precede names.
Officer Franks ordered Inmate Boggs to report to Lt. Harrison’s office.

Note: Do not capitalize titles or ranks when they do not precede names.
The sergeant went to speak to the lieutenant about the inmate’s behavior.

Rules of Punctuation

Improper punctuation can result in confusing or misleading correctional reports. The period, comma, and quotation mark are most regularly used in writing correctional reports.

The period is an end mark. An end mark signifies a stop. The period is used after making a statement or point: “The inmate is running.” It is also used after words that are abbreviated: “Capt.,” “Sgt.,” “Lt.”

The comma gives detail to the structure of sentences, especially longer ones, and helps make their meaning clear by marking off words that either do or do not belong together. It usually represents the natural breaks that occur in speech. It separates parts of a sentence, such as clauses, and lists of three or more things.

People often have problems using commas correctly. The notion that a comma is inserted whenever the writer desires a pause is not always correct.

The following are some specific rules for using commas:

- Use a comma and a coordinating conjunction (for, and, nor, but, or, yet, so) to separate two independent clauses or sentences.

The public seems eager for correctional reform legislation, but Congress has not enacted any effective measures.

Note: If the two sentences being connected are short, the comma may be omitted, though using the comma is always correct.

The inmate was angry and he was upset.

- Use a comma to set off introductory elements in a sentence.

While conducting a security count, I found two inmates in the wrong cell.

Note: If the introductory element is brief, and the sentence can be read easily without the comma, the comma can be omitted.

Example: In 2008 we opened the new inmate mental health unit.

- Use commas to set off the elements of a series (three or more things).

The inmate said his donuts, potato chips, and shampoo had been stolen from his property.

- Use a comma to set off parenthetical elements. A parenthetical element is added information—something that can be removed from a sentence without changing the essential meaning of the sentence.

Sergeant Tipton, the assigned booking supervisor, ordered all inmates to be placed in the holding cells.

- Use a comma to separate coordinate adjectives (more than one word in a row to describe something).

The inmate used a small, metal object to cut his own arm.

- Use a comma to set off quoted language.

The inmate said, “Justin threw the first punch.”

- Use a comma to set off cities and states, titles, and dates.

Jane Phillips, the on-duty supervisor, took charge of the incident.

The training will take place at the Correctional Academy in Ocala, Florida.

The date for the correctional officers’ awards ceremony is Friday, May 18, 2014.

Quotation Marks

Quotation marks are used when directly quoting someone and using the exact words spoken by that person. They mark the beginning and end of a passage or statement attributed to another and repeated word for word:

Inmate Tobi told Officer James, “I saw Inmate Andrew jump over the fence at 3:30 a.m.”

Incorrect: Inmate Perez said, “He didn’t take Inmate Longa’s towel.”

The writer is paraphrasing what Inmate Perez said, not directly quoting him.

Correct: Inmate Perez said, “I didn’t take Inmate Longa’s towel.” The exact words by inmate Perez are used.

Apostrophes

An apostrophe is another punctuation mark that is usually misused. An apostrophe shows possession or creates a contraction. Possession here means that certain objects or qualities belong to a person or thing. A contraction is the result of combining two words; however, as much as possible, avoid using contractions (don't, can't, won't) in correctional reports. The following examples demonstrate proper use of apostrophes:

An officer's size and skill are factors to consider when deciding to use force.

Officer Bloom put the inmate's excess property into storage.

Spelling Errors

Another widespread problem found in correctional reports is misspelled words. If the spellcheck feature of a computer has been used, it does not indicate whether a correct word has been used, only if a word has been misspelled. For example, "The inmates took there commissary" would not be flagged by spell check, since "there" is a correct word, but it is not the correct spelling of the word to be used in this sentence (their). Having another person proofread the report will help ensure that correct words have been used.

If unsure of the spelling of a word, consider using a different word. Instead of "penitentiary," use "prison;" instead of "contusion," use "bruise." Not all correctional officers have access to a computer for spellchecking; using a dictionary or thesaurus can be useful. The following basic rules should help improve spelling skills:

Spelling Rules

1. "i" before "e" (achieve, believe, hygiene, grief, chief),
Except after "c" (ceiling, receipt, conceit, receive, conceive)
There are some exceptions to this rule, such as neigh.
2. A final "y" changes to "i" when an ending is added.
Supply becomes supplies.
Worry becomes worried.
Merry becomes merrier.
Except when the ending is "ing" (crying, studying, surveying, and when the "y" is preceded by a vowel, such as obeyed, saying)
3. A silent "e" is dropped when adding an ending that begins with a vowel.
Advance + ing = advancing
Surprise + ing = surprising
It is kept when the ending begins with a consonant.
Advancement, likeness

The silent “e” is omitted if it is preceded by a vowel.

Example: argue + ment = argument true + ly = truly

4. Adding a prefix seldom changes the spelling of a word.
misspelled, unnecessary, disinterested, misinform
5. We form plurals in English by adding “s” or “es” (shoes, porches, boxes)
For words ending in a consonant plus “y,” change the “y” to “i” and add “es.” For proper nouns, keep the “y.”
companies, Kennedys, missionaries
6. When adding an ending to a word that ends in a consonant, we double that consonant when the ending begins with a vowel and the last syllable of the word is accented, and that syllable ends in a single vowel followed by a single consonant.
Admit is accented on the last syllable and the final consonant is preceded by a vowel, so we double the “t” before adding the ending.
admit + ed = admitted, admit + ing = admitting
7. Flap contains only one syllable, which means that syllable “has” to be accented. The final consonant is preceded by a vowel, so we double that final consonant.
flap + ed = flapped, flap + ing = flapping
8. Counsel contains two syllables, and the final consonant is preceded by a vowel, but the word is accented on the first syllable, so do not double the consonant before adding an ending.
counsel + ing = counseling (the “l” is not doubled)

STUDENT HANDOUT 2: COMMONLY MISPELLED WORDS

absence	argument	collectible	definitely
acceptable	arraignment	collision	delinquent
accessory	arrest	colonel	describe
accident	assault	column	develop
accidentally	assistance	commit	developed
accompanied	barbiturate	committed	development
accomplice	barrel	committing	disarm
accused	barricade	complainant	discipline
acknowledgment	battery	complied	disciplinary
acquire	believe	concealed	discretion
acquit	beverage	condemn	disperse
address	bribery	confinement	disturbance
admissible	brief	conscience	ecstasy
admitted	bulletin	conscientious	efficient
adolescent	bureau	conscious	embarrass
affidavit	burglar	consensus	embezzlement
aggravate	burglary	consent	emergency
aggressive	calendar	consistent	en route
alcohol	captain	conspiracy	environment
alleged	category	convenience	equipment
amateur	certain	convenient	especially
ambulance	changeable	counselor	evidence
amphetamine	chaplain	counterfeit	exceed
anonymous	characteristic	crisis	exhaust
apparent	chocolate	curfew	existence
apprehend	cigarette	defendant	expense
approximately	cocaine	definite	experience

explosive	incarceration	kneel	ninety
facing	incident	knelt	ninth
felon	incoherent	knowledge	noticeable
felony	independent	laboratory	notorious
field	indict	laceration	nuisance
forcible	individual	lascivious	obscene
foreign	inebriated	leisure	obscenity
forfeit	influence	lewd	occasion
forgery	institutional	liaison	occasionally
fortieth	integration	library	occur
forty	intelligence	license	occurred
fourteen	interfere	lieutenant	occurrence
fraud	interrogation	liquor	offense
fugitive	interrupt	loitering	official
gauge	intoxicated	lying	omit
government	intoxication	maintain	omitted
grievance	investigate	maintenance	ordinance
guarantee	investigation	maneuver	paraphernalia
harass	irrelevant	marijuana	penitentiary
height	its/it's	Miranda	perseverance
heroin	jealousie	miscellaneous	personal
hesitate	jealously	misdemeanor	personnel
homicide	jewelry	mustache	petit
hostage	judgment	narcotics	plea
hypodermic	judicial	necklace	possession
illegal	justifiable	negligent	precede
immediate	juvenile	negligence	prejudice
immunity	kidnap	neighbor	principal/principle
incarcerate	kidnapper	ninetieth	privilege

probable	seize	supersede	twentieth
proceed	seizing	surprise	unconscious
procedure	seizure	surround	unoccupied
proficiency	separate	surveillance	until
proficient	sergeant	suspicion	vacuum
publicly	sheriff	suspicious	vehicle
quarantine	shiny	testified	verified
ransacked	signature	testify	verify
recommend	significant	testimony	vicious
receipt	sobriety	their/there/they're	violation
received	sought	threat	warrant
receiving	staggered	threatening	weapon
recognize	statute	threshold	weather
reference	statutory	trafficking	weight
referred	stepped	transfer	weird
referring	stopped	transferred	whether
relevant	stumbled	transient	withheld
rescue	subpoena	trial	witness
safety	substantiate	truly	yield
schedule	succeed	twelfth	youthful

STUDENT HANDOUT 3: COMMONLY MISUSED WORDS

accept

receive; approve

except

exclude; omit

all ready

prepared

already

previous time

any way

any means or method

anyway

anyhow

capital

seat of government

investment money

capitol

the building

cancel

to end

council

governing body

counsel

legal adviser, advice

elude

to flee

allude

to refer to indirectly

access

means of entry

excess

extra

all together

in one group

altogether

entirely

breath

respiration

breathe

to inhale and exhale

cite

quote

sight

see

site

place

credible

believable

creditable

praiseworthy

farther

a greater distance

further

additional

advice

opinion;

recommendation

advise

give advice

all ways

every method

always

all the time

bring

to someone

take

away from someone

close

to shut

clothes

wearing apparel

cloths

fabrics

deceased

dead person

disease

sickness

its

belonging to it (an object)

it's

contraction of "it is"

affect

influence; change

effect

result

any one

one person or thing

anyone

any person

canvas

tent cloth

canvass

soliciting information

coarse

rough

course

direction of going

area where golf is

played

deposition

legal testimony

disposition

temperament

lie

to tell an untruth

to recline

lay

to put, to place

laid

past tense of lay

loose
not tight
lose
unable to keep

medal
badge of honor
meddle
to interfere
metal
substance

ordinance
local law
ordnance
military supplies

personal
private
personnel
employees

principal
primary; main; school head
principle
rules

quiet
not noisy
quite
to a degree

sense
mental health; awareness
since
the time after
cents
coins

set
to put or place
sit
take a seat

stationary
not moving
stationery
writing paper

statues
sculptures, models
statutes
enacted laws (Florida Statutes)

suit
clothing
suite
office or hotel unit

than
compares things
then
at that time

there
indicates a location
their
belonging to more than one person
they're
contraction of "they are"

wait
stop briefly
weight
measurement of mass

waive
give up rights or claim
wave
hand motion; ocean motion

weather
atmospheric conditions
whether
if

your
belonging to you
you're
contraction of "you are"

LESSON 4 ELEMENTS OF EFFECTIVE REPORTS

Lesson Goal

Students will be able to write an accurate and complete report that others can understand and use.

Materials

Florida Basic Recruit Training Program: Corrections, Vol. 1 (Chapter 2)

Have the class read the opening paragraph in the textbook and discuss their thoughts.

Do you remember the process for writing essays in high school? Writing a report is very similar, because it includes an introduction, body, and conclusion. Make sure that your report is detailed and professional. This lesson provides tips to help you write an effective report.

CO244.1. Know how to write a report with relevant content using proper format

Conduct Role-Play Exercise #5: Possession of Contraband

Have students compare and contrast format and content.

Have students list and explain the three parts of a report.

Ask students to recall the information included in the introduction of a report.

Discuss the importance of proper format and content when writing a report.

Present an incorrectly formatted report and have students rewrite it using an appropriate format. Provide feedback as necessary.

CO244.2. Understand why you should avoid unprofessional writing

Explain why students should avoid unprofessional writing.

Provide examples of mistakes that you've made or witnessed when writing or reading a report and explain the consequences of the mistakes.

Have students compare jargon, slang, and textspeak.

Give examples of jargon, slang, and textspeak and have students provide alternatives.

CO244.3. Check a report for accuracy

Read and discuss the elements of effective report writing with the class.

Have students list and explain the elements of an effective report.

Discuss methods of ensuring that information is accurate.

Give students examples of methods that helped you write your first reports.

Have students write a report based on the scenario presented in Role-Play Exercise #5: Possession of Contraband.

Review students' work and offer feedback to guide them in writing effective reports.

CO244.4. Use the elements of an effective report when writing

LESSON VOCABULARY

content

format

jargon

slang

textspeak

ROLE PLAY EXERCISE #5: POSSESSION OF CONTRABAND

Notes to Facilitator: The students in this exercise have completed the lesson on Elements of Effective Reports and should be familiar with the essential components of writing reports.

The uninvolved students will act as observers. Set the stage by telling the students that an officer is supervising food service trusties. No physical force will be used in this exercise.

At the end of the exercise have the students, including the participants, write a report to demonstrate the elements of report writing they have learned in this lesson.

Exercise: As food service trusties leave, one tries to sneak out the side door to avoid pat down. The officer stops the trusty and inquires what the trusty is doing and where they are going. The inmate denies any wrongdoing but acts nervous. The officer pats down the trusty and finds bread and fruit in the trusty's left front pants pocket. The officer confiscates the items and calls for a backup officer to take the inmate to administrative confinement.

Equipment Issued to Officer: Radio (or simulated radio)

Props: Simulated bread and fruit

Participants: one officer; one inmate

Behaviors

- The officer will stop a trusty who is trying to sneak out of the food service area without being searched.
- The trusty acts nervous but does not resist the officer.
- The trusty denies concealing anything.
- The officer searches the inmate and finds bread and fruit hidden in the inmate's left front pants pocket.
- The officer will call for backup to escort the trusty to administrative confinement.

Expected Officer Behaviors

- Demonstrate professionalism.
- Demonstrate officer safety.
- Demonstrate interpersonal communication.
- Demonstrate proper positioning and posture.
- Recognize and understand non-verbal communication.
- Show effective listening skills.
- Demonstrate proper use of verbal commands.
- Demonstrate report writing skills.

LESSON 5 EVALUATING THE REPORT

Lesson Goal

Students will be able to evaluate and edit their reports before submitting them.

Materials

Florida Basic Recruit Training Program: Corrections, Vol. 1 (Chapter 2)

Have the class read the opening scenario and discuss their thoughts.

Officer Petersen misspelled an inmate's name as she was writing an incident report. She wrote "Inmate Spites was involved in the fight," instead of Inmate Speights. What could have happened because of the misspelling?

CO245.1. Use editing and proofreading to evaluate a report

Discuss editing and proofreading and why it can be difficult. Provide examples on how to edit and proofread. (Along with the built-in spell-checking programs, you can read documents out loud or ask someone else to read it to help catch mistakes. Use the "Speak" or "Command" feature on your computer to proofread your document.)

Ask students to name the methods for capturing mistakes.

Instruct students to locate the narratives at the end of the chapter in the textbook. Have students cover the second narrative (they will use it later). Students will read the first narrative to check for and correct any errors. They will need to follow the methods to check for errors and the actions for finalizing reports that are given in the textbook. Once students are finished, they can check their work using the second narrative.

- Have an open discussion on how many students did not catch all the errors until they checked their work.
- Discuss why they didn't catch the errors and what they can do differently to find errors in the future.

Search for other poorly written narratives and allow students to practice evaluating them.

Allow time for students to complete the Editing and Proofreading Exercise on Handout 4.

CO245.2. Finalize a report

Ask students to list the actions to follow when evaluating and finalizing a report.

Bring examples of well and poorly written reports (with names redacted) to show to the class.

Discuss how to check for completeness in a written report.

Conduct exercises requiring students to write various types of reports (for example, incident, disciplinary, use of force, formal counts, equipment check, and special watch). Review and provide feedback to each written report as needed.

Have students review their written report on Role-Play Exercise #5: Possession of Contraband from Unit 4, Lesson 4 and rewrite a more complete, accurate, and error-free report based on the scenario.

LESSON VOCABULARY

editing

proofreading

STUDENT HANDOUT 4: EDITING AND PROOFREADING EXERCISE

Edit and proofread the following report using proper grammar, capitalization, punctuation, and spelling.

On April 29 2010 at approx. 1513 hours, while having a discussion with SGT James Kirkland in the Dorm A Office. I hear yelling coming from Echo Cellblock and both SGT Kirkland and I ran to the cellblock and heard the words he's hanging, he's hanging being shouted by several inmates. I order Control to call for back up and medicals personal as we entered the cellblock an everyone in the dayroom were pointing to Cell 365. Up on arriving at Cell 365, i seen Inmate Bill Jones hanging from the top bunk with a nose made from torn strips of sheet and one end of the nose is around his neck and the other was atatched to the bed frame. Having seen an heard what was going on. Corrections Officer Phelps also assigned to Dorm A, arrives with the cutting tool as SGT Kirkland and I put Jones on the floor. Jones had no pulse however SGT Kirkland and I begins CPR and phelps was placing all inmates in lockdown in there cells as back-up and medical personnel arrived. medical personnel takes over conducting CPR and instruct Control to call 9-1-1. Jones was unable to be revival. Investigation revealed that 6 innates was playing cards in the dayroom including Jones and Jones suddenly got up without saying anything and went to his cell and the inmates playing cards assumed he went to use the john. After approx. fifteen min., when Jones had not return. Jones' cellmate Samuel Smith goes to see if Jones was coming back to continue playing cards and as he walked to the 365 cell door, smith sees Inmate Jones hanging and started yelling and all inmates in the cellblock were interveiwed and no one claims to have hear Jones talking about suicide, nor had he been acting strangely. the inmates playing cards with Jones was: Smith, Samuel and Davis, John and Louis Brain and Clark, James; and Stone, Michael.

INSTRUCTOR ATTACHMENT: ANSWERS TO EDITING AND PROOFREADING EXERCISE

On April 29, 2010, at approximately 1513 hours, while having a discussion with Sergeant Kirkland, James in the Dorm A office, I heard yelling coming from Echo Cellblock. Sergeant Kirkland and I ran to the cellblock and heard the words, "He's hanging! He's hanging!" being shouted by several inmates. I ordered Control to call for back-up and medical personnel as we entered the cellblock. Everyone in the dayroom was pointing to Cell 365. Upon arriving at Cell 365, I saw Inmate Jones, Bill, hanging from the top bunk with a noose made from torn strips of sheet. One end of the noose was around his neck and the other was attached to the bed frame. Having seen and heard what was going on, Correctional Officer Phelps, also assigned to Dorm A, arrived with a cutting tool. Sergeant Kirkland and I placed Inmate Jones on the floor. Inmate Jones had no pulse, however, so Sergeant Kirkland and I began CPR. Officer Phelps was placing all inmates in lockdown in their cells as back-up and medical personnel arrived. Medical personnel took over conducting CPR and instructed Control to call 9-1-1. Inmate Jones could not be revived. Investigation revealed that six inmates, including Inmate Jones, had been playing cards in the dayroom. Inmate Jones suddenly got up, without saying anything, and went to his cell. The inmates playing cards assumed he went to use the restroom. After about fifteen minutes, when Inmate Jones had not returned, his cellmate, Inmate Smith, Samuel, went to see if Inmate Jones was coming back to continue playing cards. As he walked to the 365 cell door, Inmate Smith saw Inmate Jones hanging and started yelling. All inmates in the cellblock were interviewed and no one claimed to have heard Inmate Jones talking about suicide, nor had he been acting strangely. The inmates playing cards with Inmate Jones were: Smith, Samuel; Davis, John; Louis, Brian; Clark, James; and Stone, Michael.

CORE COMMUNICATION COMPETENCIES HANDOUT

Communication: the exchange of ideas, messages, or information between two or more people through speaking, writing, or behavior to bring about some kind of action

Active Listening

- maintain eye contact
- face the speaker
- keep an open mind
- avoid bias
- identify key words
- identify speech intensity
- paraphrase
- ask questions

Introduction: How did the officer introduce themselves and explain the reason for contact?

Appropriate Questions: What questions could the officer have asked that might be more clear, concise, and open-ended?

Active Listening: How did the officer show active listening and check for understanding? Did the officer allow adequate time for the victim, witness, and subject to respond? If not, provide suggestions.

Self-de-escalation: How did the officer pause and reset their response?

Non-Verbal Communication: What non-verbal communication did the officer, victim, witness, and subject display?

Environment and Audience Consideration: How did the officer change their communication style based on who they are communicating with?

Implicit Bias: How did bias influence the interaction?

Response Time: When did the officer allow adequate, or inadequate, time for the inmate to respond?

Self-Awareness: How did the victim, witness, and suspect control the officer's behavior?

Procedural Justice: In what ways did the officer display procedural justice during the interaction?

Appropriate Conclusion: How did the officer conclude the communication and take appropriate action?

COMMUNICATION EXERCISE INSTRUCTIONS

Unless labeled optional, all Communication Exercises are mandatory.

Communication Exercises focus on officers using the 10 Core Communication Competencies and de-escalation skills. De-escalation through verbal communication is an important component of gaining compliance. Therefore, officers need to be comfortable talking with the inmates. The Communication Exercises begin with practicing simple conversations in routine situations and progress to more complex conversations. The Communication Exercises give students a chance to practice verbally de-escalating incidents. They give the facilitator prompts to encourage students to think about their actions from differing perspectives. Over the course of the Basic Recruit Training Program, give all students opportunities to participate in as many Communication Exercises as possible.

Prepare for Communication Exercise

- Before you build your lesson plan, read the exercise.
- Determine when to conduct the exercise, for example, at the beginning, middle, or end of the unit, lesson, or topic of instruction. You could build the lesson around the exercise. You could also repeat the exercise, changing the instructions for various participants but not the officer role.
- Determine how all students will eventually participate in the exercises. You may use, for example, a student participation log.
- Ensure that you have any equipment needed for classroom simulations, for example, chairs, desks, or an entranceway.

Facilitate Communication Exercise

- Ensure that the students review the 10 Core Communication Competencies handout before conducting the exercise.
- Provide the participants instructions privately. Read the officer instructions to the whole class and to the officer at the same time. Do not tell the class and the officer the title and objective of the exercise. Allow the class and the officer to discover the information themselves.
- Ensure classroom safety. The exercises do not include physical contact or any use of force. Stop any exercise immediately if the officer responds with physical force. Debrief their use of force by asking them to articulate why they used force, and how they would explain their use of force in court.
- You can instruct a participant—but not the officer role—to escalate the situation without resorting to physical contact or use of force in any of the exercises.
- Be aware of the time limit. Conduct the exercises within the allotted time of instruction.

Facilitate Discussion

- Use the 10 Core Communication Competencies as questions to elicit class feedback and discussion.
- Allow students time to respond to questions when gaining feedback from the class and encourage all students to participate in the discussion.

ROLE PLAY INSTRUCTIONS

All Role Play Exercises are mandatory.

Role Play Exercises allow officers to communicate, problem-solve, practice, and learn. Corrections requires on-the-job and critical-thinking skills in volatile, high-stress situations. Therefore, officers must make these skills second nature. The Role Play Exercises offer students opportunities to perform tactics and techniques alongside the skills acquired through Communication Exercises. Furthermore, role-playing scenarios teach students about new equipment and special skills that will help keep officers and inmates safe. Conduct each Role Play Exercise at least three times, using a different set of students each time. Over the course of the Basic Recruit Training Program, require all students to participate several times as officers in Role Play Exercises.

Prepare for Role Play Exercise

- Before you build your lesson plan, read the exercise, including the Notes section.
- Determine when to conduct the exercise, for example, at the beginning, middle, or end of the unit, lesson, or topic of instruction. You can build the lesson around the exercise. You can also repeat the exercise, changing the instructions for various participants but not the officer role.
- Determine how all students will eventually participate in the exercises. You may use, for example, a student participation log.
- You may modify an exercise, but do not replace it with one of your own.
- Ensure that you have any equipment needed for role playing simulations.

Facilitate Role Play Exercise

- Ensure that the students have been introduced to the Expected Officer Behaviors that correspond to the primary focus of the exercise.
- Privately brief each participant on their role.
- Allow students to learn through trial and error. As students practice and observe, allow them to critique and correct behaviors. Consider recording the exercises for providing feedback.
- Continue the exercise until the students demonstrate the expected officer behaviors or the facilitator deems appropriate to end the exercise. You may need to stop the exercise to reinforce key concepts when warranted.

Facilitate Discussion

- Ask the class for feedback regarding what the officers did well or could have done differently.
- Ask the class questions related to the expected officer behaviors. Emphasize officer safety, communication, and de-escalation.
- Ask the officers to provide feedback on their performance in the exercise.
- Repeat the Role Play Exercise at least two more times.

OFFICER SAFETY

Course Number: CJK_0310

Course Hours: 16 hours

Course Structure: 5 lessons

Course Outcomes:

At the end of this course, students will be able to:

- ✓ identify safety hazards and security concerns with increased situational awareness
- ✓ understand the identification requirements of their facility
- ✓ recognize the potential danger of being manipulated and deceived
- ✓ locate and control contraband
- ✓ apply various search techniques

Required Activities

Suggested Activities

Notes to the Instructor

LESSON VOCABULARY

COURSE OUTLINE

Officer Safety 121

Course Outline 122

 Lesson 1 Safety and Security 123

 Communication Exercise: Irate Inmate 127

 Lesson 2 Identification 129

 Lesson 3 Manipulation and Deception..... 132

 Communication Exercise: Inmate Manipulation 135

 Role-Play Exercise #6 Manipulation and Deception 137

 Lesson 4 Contraband 139

 Lesson 5 Searches..... 143

 Role Play Exercise #7: Search for Contraband 146

Core Communication Competencies Handout 147

Communication Exercise Instructions..... 148

Role Play Instructions..... 149

LESSON 1 SAFETY AND SECURITY

Lesson Goal

Students will demonstrate situational awareness at all times while on duty to minimize threats to themselves and their facility.

Materials

Florida Basic Recruit Training Program: Corrections, Vol. 1 (Chapter 3)

Handout: Core Communication Competencies

Communication Exercise: Irate Inmate

Distribute copies of the Core Communication Competencies to students.

Conduct Communication Exercise: Irate Inmate

CO301.1. Understand the personal safety and security concerns for a correctional officer

CO301.2. Know the categories of stress that can influence your safety

Discuss examples of safety hazards and safety concerns.

Ask students to define command presence. (This was discussed in Chapter 2.)

Ask students to recall the scenario from Chapter 1 describing professionalism:

Place yourself in the shoes of an inmate for a moment. You are trying to find an officer who would be willing to sneak in a cell phone for you. You narrow down your search to two officers, Officer James and Officer Smith. Officer James is never late for a shift. His uniform is pressed and straight. He always looks well rested and alert. He seems focused on his job, and many other officers often come to him with questions. Officer Smith, on the other hand, usually arrives five to 10 minutes late. He has to be reminded to tuck in his shirt. He can be heard mumbling under his breath whenever he is given a direction by a supervising officer. He spends a lot of his shift talking to the inmates about the previous night's game or complaining about his girlfriend.

Which of these two officers would you approach to sneak in a cell phone? Why?

Make sure that students understand that striving to be the professional officer described here can promote the safety and security of the facility.

Have students read the following article: Battling job stress: How correctional officers can strengthen their resilience. Discuss the various ways that stress impacts correctional officers according to the article.

Describe how stress can impact officer safety. Split the class into four groups. Give each group one of the four categories of stress an officer may experience:

- environmental
- personal
- work-related
- self-induced

Have each group discuss its category. Ask a spokesperson from each group to describe its category to the rest of the class and provide three examples of it in a correctional setting.

Have the class discuss effective ways to decrease stress.

Call out the different examples of stress that an officer may experience in random order from the textbook. Have students identify which of the four categories of stress the examples would fall under.

Have students discuss reasons why complacency is unsafe for an officer. What are the safety hazards and concerns they might have as an officer?

Show a video of a suspect who was not properly searched due to complacency.

- CO301.3. Know the stages of situational awareness**
- CO301.4. Demonstrate the four basic skills you can use in evaluating a situation**
- CO301.5. Demonstrate effective situational awareness skills**

Ask students to define situational awareness.

Discuss examples of safety hazards and security concerns.

Describe situational awareness and its three stages:

- being alert
- identifying a potential threat
- responding to a threat

Ask students to explain and provide examples of the three stages of situational awareness.

Discuss circumstances where elements of situational awareness could be applied. Select a volunteer to play the role of an inmate. The facilitator will play the role of the officer. Privately instruct the volunteer inmate to behave in the following way:

- Respond to the officer in one-word sentences or grunts.
- Cross his or her arms across his or her chest.
- Look away during questioning.
- After a few questions from the officer, the inmate should begin to raise his or her voice and begin making fists with their hands and have their arms at their side.

Proceed to ask the inmate a few questions about a fight that broke out. Stop the scenario after the inmate begins to show aggression. Have the rest of the class describe the threat the inmate posed near the beginning and then again near the end.

Describe the four basic skills students can use in evaluating a situation:

- positioning
- posture
- observing
- listening

Divide the class into four groups. Assign each group one of the four skills to use in evaluating a situation. Have each group conduct its own scenario of its assigned skill in front of the class. Provide feedback and correction if needed.

Ask students to discuss best practices in relation to the following topics regarding positioning:

- keeping a safe distance
- being familiar with your environment
- watching groups and individuals

Create a scenario to show best practices regarding positioning. Select three different student volunteers to act as officers for one of the aspects of positioning described in the textbook. Choose a fourth student to play the role of an inmate. Instruct each officer to demonstrate good and bad examples of their assigned positioning topic. Have the class evaluate, provide feedback and correction, if needed.

In a random fashion, read the textbook definitions of the following vocabulary words and have students identify the correct vocabulary word that matches the definition:

- controlled behavior
- observing
- positioning
- posture
- situational awareness

LESSON VOCABULARY

controlled behavior

observing

positioning

posture

situational awareness

COMMUNICATION EXERCISE: IRATE INMATE

Objective (DO NOT READ OUT LOUD): Students will demonstrate effective communication skills when instructing an inmate and maintaining control of the environment.

Exercise Set-Up: Classroom simulates a kitchen

Participants: one officer; one inmate

Facilitator Overview (DO NOT READ OUT LOUD): The officer and an inmate are working together in food service. The officer has never had any discipline issues with this inmate in the past. Today, the inmate received notice that his wife is filing for a divorce. The officer instructs the inmate to re-clean a table that the inmate did not clean properly. The inmate responds with, “Why you f**king with me?”

Stop the exercise when the officer:

- professionally cautions the inmate about their language, states the need for clean tabletops, de-escalates the situation, questions the inmate about his out-of-character behavior, and explains how to clean the tabletop appropriately, or
- yells, uses unprofessional language, berates the inmate, or threatens to issue a DR.

Inmate Instructions (DO NOT READ OUT LOUD): You are an inmate who has just received divorce papers from your wife. You have been working with this food service officer for several months. You are now cleaning tables in the kitchen. The officer instructs you to re-clean a table, because you did not do a good job. You respond with, “Why you f**king with me?” If the officer responds to you professionally, calm down and follow the officer’s instructions. If the officer yells, uses unprofessional language, berates you, or threatens a DR, continue to be irate.

Officer Instructions (READ TO THE CLASS): You are an officer supervising an inmate cleaning tables in the kitchen who is not doing a good job. You have never had any discipline issues with this inmate in the past. You instruct him to re-clean the table he just cleaned.

Ask the officer:

- How did the exercise go?
- What went well for you?
- What could you have done better?
- Were there any alternative actions you could have taken?

Ask the class:

- How did the officer explain the reason for contact, rule infraction, or instructions?
- What questions could the officer have asked that might be more clear, concise, and open-ended?
- How did the officer show active listening and check for understanding?
- How did the officer pause and reset their response?

- What non-verbal communication did the officer and inmate display?
- How did the officer change their communication style based on who they were communicating with?
- How did bias influence the interaction?
- When did the officer allow adequate, or inadequate, time for the inmate to respond?
- How did the inmate control the officer's behavior?
- How did the officer demonstrate that they acknowledged the inmate's responses?
- How could the officer have concluded the communication more appropriately, leaving the inmate with their dignity?

Post-exercise discussion questions are found at the end of this chapter's instructor guide, titled "Core Communication Competencies." This exercise should take less than 10 minutes, including class feedback and discussion.

LESSON 2 IDENTIFICATION

Lesson Goal

Students will be able to recognize valid personal identification and altered, false, or counterfeit identification.

Materials

Florida Basic Recruit Training Program: Corrections, Vol. 1 (Chapter 3)
examples of various forms of valid, altered, and counterfeit identification
photographs of tattoos, scars, and birthmarks

CO302.1. Know how to verify the identity of an inmate, staff, or visitor using information from photo identification or facility records

Have the class list as many forms of identification as they can. Record their answers on a whiteboard or flip chart. You can refer to these examples as you proceed through the lesson.

Discuss past experiences or provide examples in which inmates have switched identities, particularly with family members (twins especially). Ask students what methods of identification would be appropriate in these instances.

Explain the importance of comparing the physical features and appearance of the individual with the identification presented.

CO302.2. Know the common methods of identification

Show examples of tattoos, scars, and birthmarks.

Show various forms of valid, altered, and counterfeit identifications, pointing out security features.

Show counterfeit visa cards and passports, if available through ICE, FLETC, and other sources.

Discuss the differences between automated and manual categories of valid identification.

Using the textbook as a reference, call out different methods of verification in random order and ask the class to determine if they are either automated or manual.

Create two columns with the headings “Automated” and “Manual” on a whiteboard or flip chart. Have students list different types of automated and manual methods of identification under the appropriate column. Provide feedback if needed.

- CO302.3. Know the types of valid personal identification**
- CO302.4. Understand the features of personal identification documents**
- CO302.5. Understand the differences between valid and altered or counterfeit identification**
- CO302.6. Know how to compare the physical appearance of an inmate, staff, or visitor to their photo identification**
- CO302.7. Know how to document the identity of an inmate, staff, or visitor**

Gather different types of identification (e.g. driver’s license, passport, student ID, store club membership). Split the class into groups and have each group review a piece of identification. Have each group discuss it and present any issues it sees with the form of identification.

Review with students the Florida Department of Highway Safety and Motor Vehicles [driver’s license information web page](#).

Write the words, “Valid forms of identification” on a whiteboard or chalkboard. Have students list examples of valid forms of identification. Provide feedback or correction if needed.

Discuss transgender issues for special populations. Some agency policies refer to the ID, while some go by the gender that the individual identifies with. Mention that agency policy may vary when identifying the gender of an inmate.

Walk students through the process of documenting the identity of an inmate, a staff member, and a visitor. If possible, have the students review the documentation paperwork involved in the process.

Split the class into three groups. Give each group one of the following persons to identify:

- an inmate
- a staff member
- a visitor

Have each group work together to document the identity of those individuals. Walk around and observe the groups as they work and provide feedback.

Ask students to recall types of information that must be on an identification card for it to be considered valid.

Provide the class with valid and invalid types of identification in various forms. Valid forms of identification cards are listed in the textbook. Ask the class which of the identifications presented are considered valid types of personal identification and have them explain why.

Ask students to discuss what they do once the identity of an inmate, staff, or visitor has been confirmed.

LESSON 3 MANIPULATION AND DECEPTION

Lesson Goal

Students will be able to recognize manipulation and deception and avoid their influence.

Materials

Florida Basic Recruit Training Program: Corrections, Vol. 1 (Chapter 3)

Communication Exercise: Inmate Manipulation

Role-Play Exercise #6: Manipulation and Deception

Conduct Communication Exercise—Inmate Manipulation

- CO303.1. Understand the difference between manipulation and deception**
- CO303.2. Know the methods inmates use to manipulate and deceive**
- CO303.3. Know the behaviors officers should display to minimize inmate manipulation and deception**
- CO303.4. Know the methods visitors use to manipulate and deceive**

Conduct Role-Play Exercise #6: Manipulation and Deception

Ask students to read the opening paragraph of this lesson. Ask them if interacting with inmates in this fashion is acceptable. Try to play devil's advocate to allow students to see the other side of the argument.

Use the following as a discussion point:

- Ask students if they, or anyone they know, have ever had any experience with phone call scammers.
- Allow a few students to explain the situations they have experienced.
- Use the idea of phone call scammers to explain to students the terms manipulation and deception.

Emphasize that inmates continuously watch officers to look for ways to manipulate and deceive them.

Discuss social media policies for correctional agencies and why this information can be used to manipulate correctional officers.

Ask for a volunteer. Ask the volunteer some of the following:

- What did you do last weekend?
- What was your last vacation?
- What do you like to do in your free time?

Now, ask the remainder of the class, based on the conversation you just had with the volunteer, what information could be used by an inmate to attempt to manipulate or deceive the volunteer. It is also important to have students understand that inmates have time to watch officers and even the slightest change in routine may be noticed by inmates.

Provide each student with an index card. Have each student write five things about themselves on the index card. Collect all of the cards from the students. Throughout the day, randomly choose and read one of the index cards to the class. Ask the class to identify a plan for how they could manipulate the student (without identifying the student).

Explain how to recognize inmate manipulation and deception and whether it relates to the officer or others.

Write the following questions on a whiteboard or a flip chart:

- Did you watch the game last night?
- Would you like a candy bar?
- Do you have a cigarette?
- You smell good, what cologne or perfume are you wearing?

Ask students if they believe that these (gateway) questions could be used by an inmate to manipulate or deceive an officer. Would they add more to this list? Can students think of any other ways an inmate may try to manipulate or deceive?

This would be a great opportunity to discuss personal experiences related to manipulation and deception and how they relate to safety and security.

Describe behaviors to avoid to prevent inmate manipulation and deception.

Emphasize how an officer's self-esteem can play into manipulation.

Provide examples of staff, inmate, and visitor use of manipulation and deception.

Provide students with the following statements and ask if they are considered examples of manipulation and deception:

- Can I have something extra from the canteen?
- Can I clean for an extra tray of food?
- You look nice today.
- Good morning.
- You're my favorite officer.
- How are your wife and kids?
- What's your first name, Captain?
- Thank you.

LESSON VOCABULARY

deception

manipulation

COMMUNICATION EXERCISE: INMATE MANIPULATION

Objective (DO NOT READ OUT LOUD): Students will demonstrate effective communication skills when faced with an inmate's attempt to manipulate them into doing something inappropriate.

Exercise Set-Up: Classroom simulates a housing area, and a piece of paper simulates a letter.

Participants: one officer and one inmate

Facilitator Overview (DO NOT READ OUT LOUD): An inmate is complimenting the officer on how well the officer runs the housing unit. Incorporated in the compliment, the inmate tells the officer he or she has a very important letter that needs to get in the mail soon. The inmate tells the officer that he or she does not have any money to mail the letter.

Stop the exercise when the officer:

- acknowledges the inmate, redirects them, and makes the appropriate referral, or
- agrees to take the letter, agrees to mail it, or argues with the inmate.

Inmate Instructions (DO NOT READ OUT LOUD): You are an inmate trying to manipulate the officer. You need a letter mailed. You approach the officer and address them as "Sarge." Praise the officer for how well they run the housing unit and how you always feel safe when they are supervising the unit. After praising the officer, tell them that you have a letter that needs to be mailed to a family member. Tell the officer that you do not have money to pay for a stamp. Show the letter to the officer, but do not actually ask the officer to mail the letter. Be sure to insert more compliments while you tell the officer how important it is that the letter goes out today.

Officer Instructions (READ TO THE CLASS): You are an officer making rounds in the housing unit and conducting a security check.

Ask the officer:

- How did the exercise go?
- What went well for you?
- What could you have done better?
- Were there any alternative actions you could have taken?

Ask the class:

- How did the officer respond to the inmate contact?
- What questions could the officer have asked that might be more clear, concise, and open-ended?
- How did the officer show active listening and check for understanding?
- How did the officer pause and reset their response?
- What non-verbal communication did the officer and inmate display?

- How did the officer change their communication style based on who they were communicating with?
- How did bias influence the interaction?
- When did the officer allow adequate, or inadequate, time for the inmate to respond?
- How did the inmate control the officer's behavior?
- How did the officer demonstrate that they acknowledged the inmate's responses?
- How could the officer have concluded the communication more appropriately, leaving the inmate with their dignity?

Post-exercise discussion questions are found at the end of this chapter's instructor guide, titled "Core Communication Competencies." This exercise should take less than 10 minutes, including class feedback and discussion.

ROLE-PLAY EXERCISE #6 MANIPULATION AND DECEPTION

Notes to Facilitator: This scenario will expand on the knowledge gained from all the previous lessons in the Introduction and Communications. It will introduce the importance of safety, security, and manipulation and deception.

This role-play requires one inmate role-player, two officer role-players, and a supervisor role-player. One possible variable could address team manipulation; for example, multiple inmate role-players could be added and perform roles such as observers, contacts, runners, turners, and point men. No physical force will be used in this scenario. At the end of the scenario, lead a guided discussion.

Scenario: One officer will be manipulated and deceived by an inmate and the other officer will witness the act. In the beginning, the inmate is not asking the officer for anything specific. The inmate will only appear overly friendly, telling the officer that today is the inmate's child's birthday. The inmate will then share photographs of his child and other personal information as the scenario progresses. The inmate will eventually ask the officer to bring him something, such as cigarettes or a drug.

Equipment Issued to Officer: None

Role-Player Props: None

Role-Players: one inmate; two officers; one supervisor

Role-Player Behaviors

Inmate

You are overly friendly with the officer and share information about your child. In the beginning, do not ask for anything. Simply start a casual conversation. Ask for personal information (favorite ball team, hobbies, etc.). Engage in the manipulation and deception as long as the officer goes along with it. Eventually, ask the officer to bring you items.

Officer

Allow time for the conversation and scenario to develop. Do not abruptly stop it. The witnessing officer needs to get enough information from the conversation to understand what is happening.

Witnessing officer

Intervene as appropriate. Brief supervisor.

Expected Officer Behaviors

- Demonstrate effective communication skills and situational awareness.
- Demonstrate officer safety.
- Demonstrate interpersonal communication skills.
- Demonstrate proper positioning and posture.
- Recognize and understand non-verbal communication.
- Show effective listening skills.

- Demonstrate proper use of verbal commands.
- Demonstrate professionalism.
- Contact a supervisor about the incident.

LESSON 4 CONTRABAND

Lesson Goal

Students will be able to detect contraband and follow the appropriate processing and disposal procedures.

Materials

Florida Basic Recruit Training Program: Corrections, Vol. 1 (Chapter 3)

examples or photographs of contraband

examples of contraband documentation forms

examples of bio-hazard containers or bags

camera (optional)

-
- CO304.1. Know the correctional officer's duty to control contraband**
 - CO304.2. Know the categories of contraband**
 - CO304.3. Know common inmate weapons**
 - CO304.4. Know the common methods of introducing contraband into correctional facilities**

Ask students what correctional officers should do to control contraband.

Ask students to recall the activity (if completed) detailed in the Chapter 1 Instructor Guide that asked students to determine if a sheet, fork, pen, or item of clothing was considered contraband. This will help students remember the basic definition of contraband, as well as how difficult it is to determine which items are considered contraband.

If that activity was not completed, have students read the introductory paragraph for this lesson to themselves. Once they have finished, reiterate to them the basic definition of contraband, as well as how difficult it is to determine which items are considered contraband.

Explain to students the risk that contraband poses for the safety of the inmates, staff, and facility.

Show examples of different types of actual confiscated contraband.

Make sure to explain the two types of contraband:

- nuisance contraband
- hard/hazardous contraband

Emphasize to students which types of contraband are commonly used as weapons in facilities.

Create two columns on a whiteboard or flipchart, and label them “Nuisance Contraband” and “Hard/Hazardous Contraband.” Have students list as many different types of contraband as they can under the appropriate column.

Collect or create a PowerPoint containing photos of various items that are either contraband or not but can be found at a facility. As the items are displayed or presented, ask students if the items are contraband. If the items are contraband, have students explain whether they are hard/hazardous contraband or nuisance contraband. Provide feedback and correction if necessary.

Ask the class to create a list of who might be introducing contraband into a facility. Write the responses on a whiteboard or flip chart. Make sure to provide feedback and add to the list any parties the class did not mention.

Emphasize ways in which these people could hide or disguise contraband.

Have a guest corrections officer present different types of contraband to the class. If items are unavailable, a PowerPoint with photos of contraband is sufficient. Then, explain different methods of how these items can be hidden on people. Also, discuss an event when a thorough search revealed that an inmate or visitor had smuggled contraband.

CO304.5. Understand methods of detecting contraband

Explain ways to detect contraband. Split the class into groups. Divide up the following contraband search methods as equally as possible to the groups:

- visual search
- pat down
- clothed search
- custodial search

- cell/area search
- metal detection
- strip search
- vehicle search
- body cavity search

Give the groups a few minutes to discuss each of their methods. Then, have each group make a brief presentation to the rest of the class, describing their contraband search methods. Remember to provide feedback and correction as needed.

Have a guest corrections officer demonstrate the correct way to conduct a pat down search on an inmate or visitor using a student, who will play the role of an inmate. Discuss when searches occur in the facility and how often the inmates' cells are searched. Have the corrections officer describe a situation in which contraband was located on an inmate or within a cell. Describe where was it located and how was it found.

CO304.6. Know the process of collecting, processing, and disposing of contraband

Explain when contraband needs to be kept for evidence and methods for photographing, storing, or documenting it.

Provide students with several contraband items as examples. For each contraband item, do the following:

- Walk students through the process of handling the contraband item.
- Discuss how to determine if the contraband item is needed as evidence.
- Indicate whether the item requires chain of custody.
- Allow students to see the paperwork involved in the chain of custody process, including a receipt for confiscated contraband.
- Explain common storage methods used for the contraband item.

CO304.7. Know how to photograph contraband

CO304.8. Know how to document the confiscation and disposal of contraband

Use a camera to show students how to properly photograph contraband. If time permits, allow students to take turns operating a camera to take photographs of the contraband. Provide them with feedback as necessary. Mention the importance of using agency-issued phones or cameras when taking photos, so that the phone or camera is not seized as evidence. Each agency will have different policies and procedures.

Use this opportunity to discuss further the documentation forms that are used in the process and how they relate to the photograph of the contraband.

Split the class into groups. Provide each group with blank documentation forms and a photograph of contraband. Have each group fill out the forms and present them to the rest of the class. Provide feedback as necessary.

CO304.9. Understand the final disposition of contraband

Ask students to define disposition.

Explain the final disposition of contraband. Share some work experiences that you or your co-workers have had with contraband disposition. Allow students to review some final disposition documentation.

CO304.10. Know the appropriate receptacles for contraband disposal

CO304.11. Know contraband disposal methods

CO304.12. Know contraband items that need special disposal

Ask students to list types of receptacles that can be used to dispose of contraband items. Mention that not all contraband can be disposed of in trash can receptacles.

Explain how to dispose of different types of contraband, including biohazardous contraband materials.

Show photos of various contraband items. Ask the class to discuss the proper way to dispose of the items.

Split the class into groups. Have the groups discuss and make a list of which types of contraband require special disposal. Have a spokesperson from each group present their list to the rest of the class. Remember to provide feedback and add any contraband type that the students left out.

LESSON VOCABULARY

hard/hazardous contraband

nuisance contraband

LESSON 5 SEARCHES

Lesson Goal

Students will be able to conduct a thorough and proper search of both people and facility areas.

Materials

Florida Basic Recruit Training Program: Corrections, Vol. 1 (Chapter 3)

Role-Play Exercise #7: Search for Contraband

search equipment

book bag (optional)

access to a vehicle (optional)

-
- CO305.1. Know the techniques for examining visitor property
 - CO305.2. Know the types of areas to be searched
 - CO305.3. Know how to conduct pat down of inmates
 - CO305.4. Know how to conduct a systematic search of an area
 - CO305.5. Know the common equipment used in searches
 - CO305.6. Know how to document details of an area search
 - CO305.7. Know how to conduct a vehicle search

Conduct Role-Play Exercise #7: Search for Contraband

Explain how important searches can be in ensuring the safety and security of a facility. Provide some search situation stories that you or your co-workers have experienced to give a real-world perspective.

Explain internal searches (cell) and external searches (grid/perimeter).

Hide an equal number of contraband (or examples of contraband) inside a classroom and outside of the classroom without showing the students. Split the class into two teams. Assign one team to search outside/outdoors for contraband, and another team to search indoors for

contraband. Give both teams a certain amount of time to search for contraband. The team that finds the most contraband wins.

Take the class to a jail cell or another classroom. Have one student play the role of an inmate and have the inmate hide a toothbrush. Ask the students find the toothbrush. Once located, let everyone know where the toothbrush was hidden, so that students will think like an inmate when conducting searches.

Have students discuss various areas and ways in which inmates can hide contraband items.

Show techniques for searching visitor property items.

Emphasize the importance of observing universal precautions such as using personal protective equipment (PPE) during searches.

Mention the Needle Stick Hotline Program at 1-866-477-6824, a hotline for individuals who are exposed to bloodborne pathogens. Emphasize the importance of using proper PPE when searching.

Demonstrate how to search a visitor's book bag.

Have several students play the role of visitors in line waiting to be searched. Each visitor will have either a bag or a backpack. Have one role player place a contraband item, such as a fake weapon, in one of the bags without letting the other students know. Have each student take turns searching each visitor for contraband item in the bags.

Discuss the different types of areas within the facility that need to be searched. Examples: lobby, bathrooms, jail cells, cafeteria, visitor areas.

Demonstrate various types of searches and then have students perform similar searches.

Split the class into four groups. Give each group one of the following search patterns:

- spiral search
- strip/line search

- grid search
- zone/quadrant search

Give the groups a few minutes to review the search patterns. Then, have each group present and perform the search patterns for the rest of the class. An available firing range that is not being used can be used as an instructional area for conducting various searches. Provide feedback as necessary.

Draw the four types of search patterns on a board without labeling them. Ask students to provide the type of search pattern.

Divide the class into groups. Find an empty classroom and hide contraband for the students to find, such as a cell phone. Have students search for contraband using the different search patterns. After they find the contraband, ask them to discuss how they would document and dispose of the item.

Describe common search equipment.

Bring search equipment used to find contraband items to the classroom, such as a hand-held metal detector or mirror. Demonstrate the use of search equipment to find contraband items. Pass the search equipment around for students to view.

Explain the importance of documenting details of the search.

Provide examples of the documentation for students to review.

Relocate the class to a parking lot in which you have access to a vehicle. Demonstrate to the class how to properly search through a vehicle.

LESSON VOCABULARY

grid search pattern

spiral search pattern

strip/line search pattern

zone/quadrant search pattern

ROLE PLAY EXERCISE #7: SEARCH FOR CONTRABAND

Notes to Facilitator: This exercise will expand on the knowledge gained in all the previous lessons in the Introduction and Communications. This exercise introduces key concepts such as officer safety, safe verbal interactions, interviewing skills, interpersonal skills, note-taking, and report writing. Ensure that the process continues so it includes the disposal of contraband. The exercise will take place in a mock cell, area, or vehicle created within or outside the classroom. No physical force will be used in this exercise. At the end of the exercise, lead a guided discussion.

Exercise: Two officers will be required to conduct a search of a cell and any inmates housed in the cell (or an area, or vehicle). Before the search, ask the officer participants to leave the area then have the inmate participant hide contraband in the cell.

Equipment Issued to Officer: The officer will be issued gloves, mirror, probing devices, flashlight, forms, and a camera.

Props: Contraband items, Identification card

Participants: One inmate and two officers

Behaviors:

- You are cooperative with the officers, but you have a bad attitude.
- Eventually, you comply with the officers' directions.
- Do not touch the officers.
- Do not volunteer information, but make the officers draw the information from you with questions.

CORE COMMUNICATION COMPETENCIES HANDOUT

Communication: the exchange of ideas, messages, or information between two or more people through speaking, writing, or behavior to bring about some kind of action

Active Listening

- maintain eye contact
- face the speaker
- keep an open mind
- avoid bias
- identify key words
- identify speech intensity
- paraphrase
- ask questions

Introduction: How did the officer introduce themselves and explain the reason for contact?

Appropriate Questions: What questions could the officer have asked that might be more clear, concise, and open-ended?

Active Listening: How did the officer show active listening and check for understanding? Did the officer allow adequate time for the victim, witness, and subject to respond? If not, provide suggestions.

Self-de-escalation: How did the officer pause and reset their response?

Non-Verbal Communication: What non-verbal communication did the officer, victim, witness, and subject display?

Environment and Audience Consideration: How did the officer change their communication style based on who they are communicating with?

Implicit Bias: How did bias influence the interaction?

Response Time: When did the officer allow adequate, or inadequate, time for the inmate to respond?

Self-Awareness: How did the victim, witness, and suspect control the officer's behavior?

Procedural Justice: In what ways did the officer display procedural justice during the interaction?

Appropriate Conclusion: How did the officer conclude the communication and take appropriate action?

COMMUNICATION EXERCISE INSTRUCTIONS

Unless labeled optional, all Communication Exercises are mandatory.

Communication Exercises focus on officers using the 10 Core Communication Competencies and de-escalation skills. De-escalation through verbal communication is an important component of gaining compliance. Therefore, officers need to be comfortable talking with the inmates. The Communication Exercises begin with practicing simple conversations in routine situations and progress to more complex conversations. The Communication Exercises give students a chance to practice verbally de-escalating incidents. They give the facilitator prompts to encourage students to think about their actions from differing perspectives. Over the course of the Basic Recruit Training Program, give all students opportunities to participate in as many Communication Exercises as possible.

Prepare for Communication Exercise

- Before you build your lesson plan, read the exercise.
- Determine when to conduct the exercise, for example, at the beginning, middle, or end of the unit, lesson, or topic of instruction. You could build the lesson around the exercise. You could also repeat the exercise, changing the instructions for various participants but not the officer role.
- Determine how all students will eventually participate in the exercises. You may use, for example, a student participation log.
- Ensure that you have any equipment needed for classroom simulations, for example, chairs, desks, or an entranceway.

Facilitate Communication Exercise

- Ensure that the students review the 10 Core Communication Competencies handout before conducting the exercise.
- Provide the participants instructions privately. Read the officer instructions to the whole class and to the officer at the same time. Do not tell the class and the officer the title and objective of the exercise. Allow the class and the officer to discover the information themselves.
- Ensure classroom safety. The exercises do not include physical contact or any use of force. Stop any exercise immediately if the officer responds with physical force. Debrief their use of force by asking them to articulate why they used force, and how they would explain their use of force in court.
- You can instruct a participant—but not the officer role—to escalate the situation without resorting to physical contact or use of force in any of the exercises.
- Be aware of the time limit. Conduct the exercises within the allotted time of instruction.

Facilitate Discussion

- Use the 10 Core Communication Competencies as questions to elicit class feedback and discussion.
- Allow students time to respond to questions when gaining feedback from the class and encourage all students to participate in the discussion.

ROLE PLAY INSTRUCTIONS

All Role Play Exercises are mandatory.

Role Play Exercises allow officers to communicate, problem-solve, practice, and learn. Corrections requires on-the-job and critical-thinking skills in volatile, high-stress situations. Therefore, officers must make these skills second nature. The Role Play Exercises offer students opportunities to perform tactics and techniques alongside the skills acquired through Communication Exercises. Furthermore, role-playing scenarios teach students about new equipment and special skills that will help keep officers and inmates safe. Conduct each Role Play Exercise at least three times, using a different set of students each time. Over the course of the Basic Recruit Training Program, require all students to participate several times as officers in Role Play Exercises.

Prepare for Role Play Exercise

- Before you build your lesson plan, read the exercise, including the Notes section.
- Determine when to conduct the exercise, for example, at the beginning, middle, or end of the unit, lesson, or topic of instruction. You can build the lesson around the exercise. You can also repeat the exercise, changing the instructions for various participants but not the officer role.
- Determine how all students will eventually participate in the exercises. You may use, for example, a student participation log.
- You may modify an exercise, but do not replace it with one of your own.
- Ensure that you have any equipment needed for role playing simulations.

Facilitate Role Play Exercise

- Ensure that the students have been introduced to the Expected Officer Behaviors that correspond to the primary focus of the exercise.
- Privately brief each participant on their role.
- Allow students to learn through trial and error. As students practice and observe, allow them to critique and correct behaviors. Consider recording the exercises for providing feedback.
- Continue the exercise until the students demonstrate the expected officer behaviors or the facilitator deems appropriate to end the exercise. You may need to stop the exercise to reinforce key concepts when warranted.

Facilitate Discussion

- Ask the class for feedback regarding what the officers did well or could have done differently.
- Ask the class questions related to the expected officer behaviors. Emphasize officer safety, communication, and de-escalation.
- Ask the officers to provide feedback on their performance in the exercise.
- Repeat the Role Play Exercise at least two more times.

FACILITY AND EQUIPMENT

Course Number: CJK_0315

Course Hours: 8 hours (optional instructional strategy—4 hours of classroom instructions followed by 4 hours of facility tour)

Course Structure: 7 units, 9 lessons

Course Outcomes:

At the end of this course, students will be able to:

- ✓ manage the equipment necessary to keep a correctional facility operating smoothly and safely
- ✓ issue and receive weapons, lethal and nonlethal, when faced with an emergency situation in a correctional facility
- ✓ use a Safety Data Sheet (SDS)—formerly known as a Material Safety Data Sheet (MSDS)—and manage hazardous and sensitive facility supplies
- ✓ operate security and use entry and exit equipment to keep a facility safe and secure
- ✓ follow the proper procedures for inspecting the equipment and structure of a correctional facility
- ✓ conduct facility security checks and inspections to maintain the correctional facility's security standards
- ✓ maintain security standards for the correctional facility perimeter
- ✓ correct facility safety deficiencies based on organizational safety standards for emergency preparedness and response
- ✓ maintain an awareness of common health hazards found in a correctional facility based on the guidelines of a sanitation plan and environmental health program

Required Activities

Suggested Activities

Notes to the Instructor

LESSON VOCABULARY

COURSE OUTLINE

Facility and Equipment 150

Course Outline 151

Unit 1 Equipment Management 152

 Lesson 1 Issuing, Receiving, and Documenting Equipment 152

 Lesson 2 Weapons in a Correctional Facility 159

Unit 2 Hazardous Materials and Sensitive Supplies..... 160

 Lesson 1 Hazardous Materials and Sensitive Supplies 160

Unit 3 Entering, Exiting, and Moving Within Facilities..... 163

 Lesson 1 Security Equipment and Moving Within Secured Areas 163

Unit 4 Inspections 165

 Lesson 1 Inspection Criteria and Methods..... 165

Unit 5 Security..... 167

 Lesson 1 Security Standards and Inspections..... 167

 Lesson 2 Perimeter Security 169

Unit 6 Facility Safety Concerns 170

 Lesson 1 Identifying and Resolving Safety Concerns 170

Unit 7 Sanitation and Health..... 172

 Lesson 1 Sanitation Standards and Environmental Health 172

Core Communication Competencies Handout 175

Communication Exercise Instructions..... 176

Role Play Instructions..... 177

UNIT 1 EQUIPMENT MANAGEMENT

LESSON 1 ISSUING, RECEIVING, AND DOCUMENTING EQUIPMENT

Lesson Goal

Students will be able to manage the equipment necessary to keep a correctional facility operating smoothly and safely.

Materials

Florida Basic Recruit Training Program: Corrections, Vol. 1 (Chapter 4)

sample equipment logs

sample inventory logs

-
- CO411.1. Know the common equipment assigned to specific areas and activities in a facility**
 - CO411.2. Inspect common equipment used in a facility**

Explain the following:

- Correctional officers are responsible for facility equipment and materials.
- Correctional officers must have a basic knowledge of standard facility equipment.
- Officers must be familiar with common maintenance problems with facility equipment.
- Officers must ensure that personal protective equipment (PPE) is available and ready for use.

Create a scenario that emphasizes the importance of equipment management. Tell students that their ability to successfully manage their facility's equipment will help provide a safe environment for inmates, staff, and visitors.

Create two mini-scenarios:

- Tell a student there was an incident in which they must quickly handcuff an inmate. As soon as the student tries to cuff the inmate, the student realizes that their handcuffs are double-locked.
- Tell a student to key up the radio. When the student tries to key up the radio, they realize the battery is dead.

In either situation the goal is to emphasize that students must check their equipment. Ask students what to do to fix the problem. Make sure to help students problem-solve on what they could do to remedy either situation and to prevent it from reoccurring.

Show a video to emphasize the importance of having properly functioning equipment. Discuss the implications of the video for the specific areas in which the students will work and the specific activities they'll perform as correctional officers.

Ask students to remember a time in their lives when they were responsible for some type of equipment and how that experience might relate to their responsibilities managing and inspecting equipment within a correctional facility. Have students share their experiences with the class.

Tell students that their agency will train them to identify, manage, inspect, and inventory all common equipment used at their facility and that this lesson will help to prepare them for that responsibility.

Ask students to discuss the types of common equipment they think that they will manage and inspect within their facilities.

Facilitate a game with the class in which small teams of students match pictures of common equipment inspected within a facility to a list of terms for common equipment. Bring samples of common equipment to class and have students match the actual equipment with the terms.

Have students inspect equipment, such as handcuffs, to determine that they are in working condition.

Show a video on facility inspections; afterwards discuss the video and answer any questions.

Review the Stipulation for Entry of Consent Decree (search online) or an article regarding Carruthers vs. Broward County. Explain the importance of consent decree.

Set up part of the classroom to look like an area of a facility or use a diagram of different areas within a facility. Describe how you would inspect each area.

Have students discuss the steps to take if they find something broken during inspection. Be sure to address how they will know when equipment is substandard.

Have students practice inspecting equipment at an actual facility. If taking a trip to a facility isn't possible, practice using a portion of the classroom or diagrams of a facility. Give feedback as appropriate.

Distribute sample inspection checklists or items that would be on an inspection checklist and possible inspection policies that students may encounter within their facilities.

Instruct students to compare best case scenarios of how to inspect equipment. Emphasize how it could be dangerous to handle equipment improperly.

CO411.3. Issue and receive common equipment used in a facility

Explain that each agency has its own identification system to ensure that the person receiving or returning equipment is authorized to handle the item.

Ask students how they would verify someone's identity before issuing equipment to the person.

Divide the class into pairs or small groups to practice issuing and receiving equipment using a case scenario.

Share key tips or best practices for issuing equipment that will aid students.

Give students a scenario in which a correctional officer has inappropriately issued facility equipment. Have students point out which behaviors were inappropriate and share how the officer should have issued the equipment.

If possible, arrange a facility visit. Provide students with an exercise for issuing and receiving equipment.

CO411.4. Inventory common equipment used in a facility

Bring an inventory log sheet to class for students to view and to discuss.

Ask students if they've ever had to inventory tools, equipment, or supplies at a previous or current job and how they think performing those duties relates to how they will inventory equipment within a facility. Emphasize similarities between their previous inventorying experience and the duties they will perform within their facility.

Have students explain how they would inventory the following equipment:

- building equipment—including maintenance tools and materials used to complete regular maintenance and repairs
- sanitation equipment—such as brooms, mops, cleaning carts, and cleaning supplies
- healthcare equipment—such as medical supplies, dental tools and restraints
- food service equipment—including serving utensils, trays, dishes and cookware

Use a whiteboard or flip chart and list items of equipment. Have students categorize equipment based on the above list.

Ask students why it is important to document inventorying equipment.

Share your experiences with inventorying equipment and emphasize best practices. Give information on

- reviewing logs before, during, and after shifts
- updating master inventory logs

Discuss the different techniques used to control a variety of equipment during the inventory process (highlight the main four). Give students pointers on how to do the following:

- etch the inventory control number on the tool
- compare the tool markings with recorded facility markings
- color-code items by classification, for example, restricted or non-restricted
- use inventory lists with descriptions and numbers together
- use prepared spaces on a shadow board for storage

Demonstrate to the class how you would inventory common equipment used within a facility.

Have students partner with another classmate. Give each team samples of equipment used within a facility or give students a list of names for equipment to inventory. Also, give students a log sheet so that they may inventory as many equipment items as possible. Afterwards, give students best practices.

Make one section of the classroom into a mock equipment room in which students can continue to practice inventorying equipment.

If possible, arrange a facility visit; provide students with an exercise for inventorying equipment. If this isn't possible, have students partner up in teams for various scenarios that you create.

Give students a brief scenario in which teams are responsible for inventorying five items of your choosing. Have students write down their processes and then share their results with the class. Give each team or the entire class appropriate information on their results.

Provide students with a visual representation in lieu of a facility visit by taking pictures of your facility and of facility equipment and presenting PowerPoint slides on how to inventory equipment.

Explain that inventory procedures may differ depending on the facility and that their facility will train them accordingly. Give some examples of how various facilities may inventory their common equipment.

CO411.5. Store common equipment used in a facility

Let students know that in addition to inventorying equipment, they'll also be responsible for storing equipment.

Have students discuss why it is dangerous to store equipment improperly.

Ask students how inventorying and storing common equipment are related.

Provide examples of common methods of storing equipment (including shadow boxes) within a secure area. For example: an armory, a mini-arsenal, a caustic chemicals locker, a master tool room, a tool cage and an exterior building.

Provide examples of improperly stored equipment and highlight safety concerns and possible misuse. Use a shadow box to demonstrate how to properly store equipment.

Give students a scenario that shows proper and improper examples of how to store common equipment. Have students work individually or in teams to identify whether an item is properly or improperly stored. Ask students to explain the approach they would take to properly store equipment that had been improperly stored.

Ask students where they store things in their house, such as where they store a gas can or laundry detergent pods. Use this to generate a discussion of the importance of how you store and where you store equipment.

Provide a shadow box to give students opportunities to store equipment. Share any best practices you think would apply to storing equipment, such as storing it immediately after inventory.

CO411.6. Know the types of hazardous equipment used in a facility

Ask students what types of hazardous equipment they would expect to see within a correctional facility. Afterward, explain types of hazardous equipment used in a facility. Include any chemical materials that can become hazardous when combined with other chemicals.

Show a fact sheet on hazardous materials from the Occupational Safety and Health Administration (OSHA). Ask students how they would use the fact sheets to manage hazardous materials or equipment.

Show students PowerPoint slides of nonhazardous and hazardous equipment. Ask students to match pictures of hazardous equipment with their correct names.

Divide the class into teams. Provide students with a sheet of paper and have students list as many types of hazardous equipment used within a facility as they can. The team with the longest list wins.

Describe situations in which officers or deputies may have become too complacent regarding hazardous equipment, such as knives or peppery food items. Emphasize the point that these lapses in judgment can kill you.

LESSON 2 WEAPONS IN A CORRECTIONAL FACILITY

Lesson Goal

Students will be able to issue and receive weapons, lethal and nonlethal, when faced with an emergency situation.

Materials

Florida Basic Recruit Training Program: Corrections, Vol. 1 (Chapter 4)
sample weapon or ammunition authorization document

CO412.1. Issue and receive weapons and ammunition in a facility

Discuss how officers' job duties, tasks, and assignments determine or affect when and how to issue and receive weapons.

Provide students with examples of weapons ammunition authorization documents and explain how they would use them to issue and receive weapons and ammunition.

If possible, arrange a trip to a facility to show students how to issue and receive weapons and ammunition.

Bring mock-ups of weapons, such as blue guns, and ammunition used within a correctional facility. Demonstrate how to issue and receive weapons and ammunition commonly used within a facility. Describe each item to students and discuss how to issue and receive the weapons.

Have students demonstrate issuing and receiving weapons and ammunition by arranging a facility visit, by bringing mock weapons and ammunition, or by creating case scenarios that give students the ability to demonstrate their knowledge of how to issue and receive weapons and ammunition.

Divide students into teams; have teams compete practicing best techniques for issuing and receiving weapons.

UNIT 2 HAZARDOUS MATERIALS AND SENSITIVE SUPPLIES

LESSON 1 HAZARDOUS MATERIALS AND SENSITIVE SUPPLIES

Lesson Goal

Students will be able to use a Safety Data Sheet (SDS) to manage hazardous and sensitive facility supplies.

Materials

Florida Basic Recruit Training Program: Corrections, Vol. 1 (Chapter 4)

Safety Data Sheet (SDS)—formerly known as a Material Safety Data Sheet (MSDS)—placard

- CO421.1. Know the important role of the safety data sheet (SDS)**
- CO421.2. Control hazardous materials in a correctional facility**

Have students who have used an SDS share their experiences and knowledge with the class.

Use the [OSHA website](#) materials or your own selection to explain what an SDS is.

Review an SDS placard with students.

Ask students to share instances in which they inappropriately mixed chemicals (for example, Pine Sol with ammonia). Discuss inappropriate ways inmates or COs may combine chemicals.

Let students know that the card has since changed from an MSDS card to an SDS card. Point out the areas that pertain to the lesson's goal. Although the video states, "Preview Only, Not for Training" it still has valuable information.

Using an SDS (the one you previously passed out or another one of your choosing), discuss the significance of each of the 16 identifying items as it relates to controlling hazardous materials. If possible, demonstrate how to use the SDS to control hazardous materials.

Randomly ask students to define the terms "hazardous materials" and "Safety Data Sheet" as they relate to a correctional officer. Ask students to come up with an example or a brief

scenario of how they'd use each term within their job and why each term is important to an officer's work.

Show a video on controlling hazardous materials.

Ask students to list some of the hazardous materials that they might encounter within their facilities.

Provide students with a scenario and a sample SDS. Have them practice the skills they'll need to control the hazardous materials. One possible scenario is to call students into a mock hazardous environment and observe which ones run in without precaution. After, provide appropriate correction and guidance (e.g., wear a hazmat suit, use the SDS to identify the hazardous materials).

Ask students to state how they'd use the SDS within their facility. Give necessary pointers on your experience using an SDS within your facility.

CO421.3. Store and move sensitive facility supplies

Have students provide examples of sensitive supplies that they might find in a correctional facility and explain what makes the item(s) sensitive.

Ask students what might happen should they misuse or incorrectly store sensitive supplies.

Demonstrate or discuss the proper way to store, handle, and move sensitive facility supplies.

Create a scenario in which students must select sensitive items from a list of sensitive and non-sensitive items and determine how they should store the sensitive items.

Provide a mock-up contest for students (individually or within teams) in which you give samples or descriptions of nonthreatening materials that can be used to create sensitive supplies. Have students brainstorm the ways that the materials given can be used to create sensitive supplies. The team that lists the most items correctly wins.

Ask students how they would react if exposed to hazardous materials.

LESSON VOCABULARY

hazardous materials

safety data sheet (SDS)

UNIT 3 ENTERING, EXITING, AND MOVING WITHIN FACILITIES

LESSON 1 SECURITY EQUIPMENT AND MOVING WITHIN SECURED AREAS

Lesson Goal

Students will be able to operate security equipment and use entry and exit equipment to keep a facility safe and secure.

Materials

Florida Basic Recruit Training Program: Corrections, Vol. 1 (Chapter 4)

- CO431.1. Understand your responsibility as a correctional officer to keep the facility safe and secure**
- CO431.2. Know the different types of facility security equipment**

Ask students to share any experiences regarding using security equipment to keep their homes or other buildings safe.

Show a video on the importance of correctional officers using security equipment to keep their facility safe. Discuss with the class as a whole or within small groups

Share personal experiences of how you've used security equipment to keep correctional facilities safe. Explain the different types of facility security equipment you've used.

Have students create a newspaper article based on insecure facility equipment. For example, an article regarding inmates using a broom handle obtained from an unsecured broom closet to attack an officer.

Ask students to list some of the types of security equipment that they might be responsible for. Add any security equipment students missed.

Divide the class into teams. Provide each team with a variety of security equipment and ask students to select and name each item. Give each team feedback.

☑ CO431.3. Follow the guidelines for operating entry and exit equipment in a facility

Additional discussion questions:

- What could go wrong when entry and exit equipment within a facility aren't working properly?
- What do you think are some of the guidelines for operating entry and exit equipment?

Relate any experiences you might have had with operating entry and exit equipment, especially using a sally port system, and any best practices you'd like to recommend.

Have students explain the guidelines for operating entry and exit equipment within a facility.

Additional discussion questions:

- What are some of the guidelines for operating entry and exit equipment?
- How would you follow the guidelines for operating entry and exit equipment?

Give students a brief scenario that includes each type of entry and exit equipment and have them practice using the guidelines with each piece of equipment or a mock-up of the equipment.

LESSON VOCABULARY

perimeter

sally port

security equipment

UNIT 4 INSPECTIONS

LESSON 1 INSPECTION CRITERIA AND METHODS

Lesson Goal

Students will be able to follow the proper procedures for inspecting the equipment and structure of a correctional facility.

Materials

Florida Basic Recruit Training Program: Corrections, Vol. 1 (Chapter 4)

- CO441.1. Inspect facility equipment**
- CO441.2. Conduct a facility structural inspection**

Give a brief description of an equipment inspection and of a facility structural inspection.

Ask how equipment inspections and facility structural inspections may be similar to other types of inspections students are familiar with. Confirm similarities and clarify differences. You can also compare facility equipment inspections to facility structural inspections.

Facilitate a class discussion outlining the basic steps for conducting a facility equipment inspection.

If possible, take students to a nearby facility to demonstrate using a checklist for facility equipment and structural inspections. If also conducting a structural inspection, have students present information on basic steps for conducting structural inspections before conducting the inspection demonstration. Have students practice while you provide feedback.

If visiting a nearby facility isn't possible, set up a portion of the classroom to simulate a facility. Demonstrate to students how to conduct a facility equipment inspection. Then have students practice using a checklist. Provide feedback as appropriate.

Have students outline the basic steps for conducting a facility structural inspection. Explain to students that the type of inspection they'll conduct will influence their choice of equipment and procedures required to complete the inspection.

Provide a checklist for structural inspections and discuss key areas of the checklist as well as clarify any questions students might have.

Divide the class into teams or have students work individually. Provide them with a case study of an equipment inspection and a case study of a structural inspection that shows correct and incorrect inspection techniques. Have students determine which techniques are correct and incorrect. Make sure to emphasize aspects of threat assessment and officer safety. Debrief the class on their responses.

Show a video on equipment and facility structural inspections. Go over critical areas with students and give feedback on any questions they have.

Set up a classroom to resemble a cell block. Have students inspect the classroom as if simulating a cell check. Have students determine what they should do when they find things that are broken or should be changed to comply with facility policies and procedures. Emphasize that students need to inspect what's there as well as look for what's not there.

Additional discussion questions:

- Why is it important to thoroughly examine an automated external defibrillator (AED) without taking any shortcuts?
- How can inmates alter equipment to become contraband?
- What are some ways officers can establish routines to inspect their facility?

UNIT 5 SECURITY

LESSON 1 SECURITY STANDARDS AND INSPECTIONS

Lesson Goal

Students will be able to conduct facility security checks and inspections to maintain the correctional facility's security standards.

Materials

Florida Basic Recruit Training Program: Corrections, Vol. 1 (Chapter 4)
examples of an agency's policies for security standards

- CO451.1. Understand the important role of security standards for the safety of inmates, officers, and visitors in a facility**
- CO451.2. Conduct facility security inspections**
- CO451.3. Conduct facility security checks**

Bring your own news articles or videos concerning negligent security standards. Question students on which areas they consider violations of security standards. Provide appropriate feedback.

Describe what facility security standards might look like on a typical day for a security officer and why they're so important.

Describe what facility security standards might look like in special circumstances such as inmate hospital stays.

Explain when students should conduct facility security inspections and security checks.

Provide a list of items to use and a list of areas to include in a security inspection.

Provide examples of an agency's policies for security standards.

Using an actual facility or a portion of your classroom, demonstrate conducting a facility security inspection. Have students practice conducting facility security inspections. Provide appropriate feedback.

Give students a case study of possible security breaches at a facility. Ask students to pretend that they're performing a facility security check and inspection. Make the scenario as real as possible. Have students point out the holes or gaps within the facility's security. Ask students:

- Why is their role in safeguarding security standards so important?
- What are additional ways to maintain security standards?

Demonstrate how a lock or key can be disabled by smearing peanut butter on a key, then wiping it off with a tissue, but leaving residue on the key's blade.

LESSON 2 PERIMETER SECURITY

Lesson Goal

Students will be able to maintain security standards for the correctional facility perimeter.

Materials

Florida Basic Recruit Training Program: Corrections, Vol. 1 (Chapter 4)

CO452.1. Maintain a secure facility perimeter

Show a video on the importance of perimeter security such as, a video of a drone dropping contraband into a jail or prison.

Discuss the news story with students and build some scenarios out of the video. You can also use one video or article and discuss it throughout the lesson as an example.

Additional discussion questions:

- What is an officer's role when securing a facility's perimeter?
- Why is perimeter security important?

Have students explain how their ability to perform perimeter patrols and maintain security standards affects perimeter security.

Ask students to list the different ways a facility can maintain a secure perimeter. Cover any critical information that was not covered by students.

Provide examples for documenting and notifying supervisors of deficiencies in a perimeter's security.

Prepare a scenario using your training facility's building or your classroom and demonstrate how to perform a perimeter security.

Use your training facility's building or your classroom and have students perform a perimeter security check.

UNIT 6 FACILITY SAFETY CONCERNS

LESSON 1 IDENTIFYING AND RESOLVING SAFETY CONCERNS

Lesson Goal

Students will be able to correct facility safety deficiencies based on organizational safety standards for emergency preparedness and response.

Materials

Florida Basic Recruit Training Program: Corrections, Vol. 1 (Chapter 4)

- CO461.1. Know the organizations that may govern a facility's safety standards**
- CO461.2. Know the facility safety standards for emergency preparedness and response**
- CO461.3. Know the possible hazards that can cause facility safety deficiencies**

Have students explain the following organizations that govern a facility's safety standards: who they are, what they do, why they do it, how they do it, and why they're important:

- Occupational Safety and Health Administration (OSHA)
- Florida Correctional Accreditation Commission (FCAC)
- American Correctional Association (ACA)
- Florida Model Jail Standards (FMJS)
- National Detention Standards (NDS)

Divide students into teams or have them compete individually. Create and show a PowerPoint presentation with the descriptions of OSHA, FCAC, ACA, and FMJS. Give students a handout or use a PowerPoint slide with the descriptions you just presented on one side and a list of the organizations' names on the other side. Instruct teams or individuals to match the organizations' descriptions with each organization's name.

Use Florida Administrative Code (F.A.C.) 33 and 6E-11 to provide students with facility safety standards for emergency preparedness and response. Ask students how F.A.C. affects their emergency preparedness and response duties.

Provide information to students about the possible hazards that can cause facility safety deficiencies.

Create a scenario on emergency preparedness and response that makes students apply their knowledge of facility safety standards.

Divide students into teams to brainstorm as many hazards as possible and how they can cause facility safety deficiencies. Here are some examples:

- inmates not flushing the toilets (This can cause a hygiene safety issue.)
- not using PPE (This can hinder officer safety.)
- not making inmates shower (This can cause the spread of communicable diseases.)

It's also important to make sure inmates maintain their hygiene, because officers can take communicable diseases home if they don't take the necessary safety precautions. For example, never take your shoes into your house, because there can be dirt and feces on your shoes. If you must take your shoes in the house, spray the bottom of your shoes with germicide. Also, since crab lice can occur in correctional facilities, don't wear your uniform at home. Reinforce the importance of maintaining cleanliness (e.g., checking for bed bugs, which can also be taken home.)

CO461.4. Understand your responsibilities for correcting facility safety deficiencies

Show a video on the possible consequences of violating safety deficiencies. Emphasize the importance of the responsibilities of correctional officers to correct any safety deficiencies.

Ask students to describe their responsibilities for correcting facility safety deficiencies.

Split the class into small groups. Using an article or a video on safety deficiencies, ask teams to decide what their responsibilities for correcting safety deficiencies are and what are the consequences if they do not perform their jobs correctly.

Discuss the steps a correctional officer should take if he or she finds a dangerous item.

UNIT 7 SANITATION AND HEALTH

LESSON 1 SANITATION STANDARDS AND ENVIRONMENTAL HEALTH

Lesson Goal

Students will be aware of common health hazards found in a correctional facility based on the guidelines of a sanitation plan and environmental health program.

Materials

Florida Basic Recruit Training Program: Corrections, Vol. 1 (Chapter 4)

CO471.1. Know the elements of a facility sanitation plan

Discuss with students how the sanitation standards of correctional facilities are determined and monitored.

Share an article or show a video regarding the importance of sanitation standards at correctional facilities. You can choose one of your own or one of the following:

- [Report on Sanitation, Environmental Health and General Safety Conditions Provided to Death Row Inmates at the Mississippi State Penitentiary, Parchman, Mississippi](#) (pages 6–8, 11–12)
- [Prison & Jail Conditions](#) (Review sanitation standards in general and those in particular that you deem critical to a facility's sanitation plan.)
- [Know Your Rights: Prison and Jail Conditions](#) (Use this article to explain how the Eighth Amendment to the U.S. Constitution influences a facility's sanitation plans.)

Bring the current copy of the Florida Model Jail Standards (FMJS) to class and discuss the chapter on sanitation.

Show students a sample facility sanitation plan and discuss areas that are included in daily routines and schedules.

Divide the class into teams. Provide teams with a blank, untitled sanitation plan and have them label each element of the plan. In your feedback use your experience to emphasize critical information.

Show students some of the American Correctional Association (ACA) standards and discuss how they can help officers maintain the elements of a facility's sanitation plan.

Using a whiteboard or flip chart, have the class brainstorm and record ways an officer can maintain his or her facility's sanitation plan. For example:

- checking to see how many times the trash is discarded
- spotting spills or areas in which someone may slip and fall
- following the safety standards regarding serving food (For example, don't get meal carts ready so early that they sit and develop bacteria. You can cause your facility to receive citations for not following the sanitation plan during an audit.)

In general, look to see what needs to be done or cleaned up and see that it gets done.

CO471.2. Know the elements of a facility environmental health program

Have students participate in a round-robin exercise in which you go around the classroom asking various students to list:

- reasons why a facility environmental health program is important
- the importance of becoming familiar with their facility's environmental health program requirements
- the possible components or elements of a facility's environmental health program

Discuss the officer's role in maintaining a facility's environmental health program.

Show a video or an article that emphasizes the importance of a facility environmental health program. Choose one of your own or use one of the following:

- [The Training of Correctional Officers for Environmental Health Services](#)
- Using a checklist, article, or video, point out key elements of a correctional facility's environmental health program.

Provide a case study and have students point out the elements of a facility's environmental health program.

Have students participate in a round-robin exercise in which you ask them to list an element of a facility's environmental health program.

CO471.3. Know the common health hazards found in a facility

Present pictures of common health hazards, such as MRSA and spider bites, so that students can recognize them.

Within small groups or with the class as a whole, ask students to come up with as many examples as they can of common health hazards they might see within a correctional facility. In your feedback to students, describe the officer's role in inspecting the facility for the following health hazards:

- parasitic outbreaks (scabies, lice)
- viral and bacterial illnesses, such as tuberculosis (TB)
- Human Immunodeficiency Virus (HIV)
- Methicillin-resistant Staphylococcus Aureus (MRSA)

Share an article or show a video regarding common health hazards found within correctional facilities. You can choose one of your own or the following: [HIV Among Incarcerated Populations](#)

Using an article or a case study regarding common health hazards found within a facility, have students list as many common health hazards as they can. The student or team that lists the most hazards wins.

Brainstorm ways to prevent common health hazards within a facility. For example, make sure inmates change gloves when they go to the bathroom instead of reusing contaminated gloves.

CORE COMMUNICATION COMPETENCIES HANDOUT

Communication: the exchange of ideas, messages, or information between two or more people through speaking, writing, or behavior to bring about some kind of action

Active Listening

- maintain eye contact
- face the speaker
- keep an open mind
- avoid bias
- identify key words
- identify speech intensity
- paraphrase
- ask questions

Introduction: How did the officer introduce themselves and explain the reason for contact?

Appropriate Questions: What questions could the officer have asked that might be more clear, concise, and open-ended?

Active Listening: How did the officer show active listening and check for understanding? Did the officer allow adequate time for the victim, witness, and subject to respond? If not, provide suggestions.

Self-de-escalation: How did the officer pause and reset their response?

Non-Verbal Communication: What non-verbal communication did the officer, victim, witness, and subject display?

Environment and Audience Consideration: How did the officer change their communication style based on who they are communicating with?

Implicit Bias: How did bias influence the interaction?

Response Time: When did the officer allow adequate, or inadequate, time for the inmate to respond?

Self-Awareness: How did the victim, witness, and suspect control the officer's behavior?

Procedural Justice: In what ways did the officer display procedural justice during the interaction?

Appropriate Conclusion: How did the officer conclude the communication and take appropriate action?

COMMUNICATION EXERCISE INSTRUCTIONS

Unless labeled optional, all Communication Exercises are mandatory.

Communication Exercises focus on officers using the 10 Core Communication Competencies and de-escalation skills. De-escalation through verbal communication is an important component of gaining compliance. Therefore, officers need to be comfortable talking with the inmates. The Communication Exercises begin with practicing simple conversations in routine situations and progress to more complex conversations. The Communication Exercises give students a chance to practice verbally de-escalating incidents. They give the facilitator prompts to encourage students to think about their actions from differing perspectives. Over the course of the Basic Recruit Training Program, give all students opportunities to participate in as many Communication Exercises as possible.

Prepare for Communication Exercise

- Before you build your lesson plan, read the exercise.
- Determine when to conduct the exercise, for example, at the beginning, middle, or end of the unit, lesson, or topic of instruction. You could build the lesson around the exercise. You could also repeat the exercise, changing the instructions for various participants but not the officer role.
- Determine how all students will eventually participate in the exercises. You may use, for example, a student participation log.
- Ensure that you have any equipment needed for classroom simulations, for example, chairs, desks, or an entranceway.

Facilitate Communication Exercise

- Ensure that the students review the 10 Core Communication Competencies handout before conducting the exercise.
- Provide the participants instructions privately. Read the officer instructions to the whole class and to the officer at the same time. Do not tell the class and the officer the title and objective of the exercise. Allow the class and the officer to discover the information themselves.
- Ensure classroom safety. The exercises do not include physical contact or any use of force. Stop any exercise immediately if the officer responds with physical force. Debrief their use of force by asking them to articulate why they used force, and how they would explain their use of force in court.
- You can instruct a participant—but not the officer role—to escalate the situation without resorting to physical contact or use of force in any of the exercises.
- Be aware of the time limit. Conduct the exercises within the allotted time of instruction.

Facilitate Discussion

- Use the 10 Core Communication Competencies as questions to elicit class feedback and discussion.
- Allow students time to respond to questions when gaining feedback from the class and encourage all students to participate in the discussion.

ROLE PLAY INSTRUCTIONS

All Role Play Exercises are mandatory.

Role Play Exercises allow officers to communicate, problem-solve, practice, and learn. Corrections requires on-the-job and critical-thinking skills in volatile, high-stress situations. Therefore, officers must make these skills second nature. The Role Play Exercises offer students opportunities to perform tactics and techniques alongside the skills acquired through Communication Exercises. Furthermore, role-playing scenarios teach students about new equipment and special skills that will help keep officers and inmates safe. Conduct each Role Play Exercise at least three times, using a different set of students each time. Over the course of the Basic Recruit Training Program, require all students to participate several times as officers in Role Play Exercises.

Prepare for Role Play Exercise

- Before you build your lesson plan, read the exercise, including the Notes section.
- Determine when to conduct the exercise, for example, at the beginning, middle, or end of the unit, lesson, or topic of instruction. You can build the lesson around the exercise. You can also repeat the exercise, changing the instructions for various participants but not the officer role.
- Determine how all students will eventually participate in the exercises. You may use, for example, a student participation log.
- You may modify an exercise, but do not replace it with one of your own.
- Ensure that you have any equipment needed for role playing simulations.

Facilitate Role Play Exercise

- Ensure that the students have been introduced to the Expected Officer Behaviors that correspond to the primary focus of the exercise.
- Privately brief each participant on their role.
- Allow students to learn through trial and error. As students practice and observe, allow them to critique and correct behaviors. Consider recording the exercises for providing feedback.
- Continue the exercise until the students demonstrate the expected officer behaviors or the facilitator deems appropriate to end the exercise. You may need to stop the exercise to reinforce key concepts when warranted.

Facilitate Discussion

- Ask the class for feedback regarding what the officers did well or could have done differently.
- Ask the class questions related to the expected officer behaviors. Emphasize officer safety, communication, and de-escalation.
- Ask the officers to provide feedback on their performance in the exercise.
- Repeat the Role Play Exercise at least two more times.

INTAKE AND RELEASE

Course Number: CJK_0320

Course Hours: 18

Course Structure: 5 lessons

Course Outcomes:

At the end of this course, students will be able to:

- ✓ understand the process of admitting an inmate into a county or state detention facility
- ✓ search inmates and their property and accurately document an inmate's personal property
- ✓ take quality finger and palm prints and photograph inmates for identification and criminal history
- ✓ understand how inmates are classified for housing and work assignments
- ✓ understand the process of properly releasing an inmate from a county or state detention facility

Required Activities

Suggested Activities

Notes to the Instructor

LESSON VOCABULARY

COURSE OUTLINE

Intake and Release 178

Course Outline 179

 Lesson 1 Intake/Reception and Assessment Process 180

 Communication Exercise: Non-Sworn Interaction 183

 Lesson 2 Searching and Inventorying 185

Communication Exercise: Inmate Property Inventory 189

 Lesson 3 Finger and Palm Printing and Photographing 191

 Lesson 4 Classification and Housing 195

 Lesson 5 Release 198

Core Communication Competencies Handout 201

Communication Exercise Instructions 202

Role Play Instructions 203

LESSON 1 INTAKE/RECEPTION AND ASSESSMENT PROCESS

Lesson Goal

Students will know the intake process in a county or state detention facility.

Materials

Florida Basic Recruit Training Program: Corrections, Vol. 1 (Chapter 5)

Florida Administrative Code (F.A.C.)

Florida Model Jail Standards (FMJS)

Florida Statutes

Handout: Core Communication Competencies

Communication Exercise: Non-Sworn Interaction

Distribute copies of the Core Communication Competencies to students.

Conduct Communication Exercise: Non-Sworn Interaction

CO501.1. Know how to verify an inmate's identity during intake/reception

Discuss ways to confirm an inmate's identity and why this is important.

Show students a video to understand the jail intake and prison reception process.

Provide examples of intake documentation so that students will be able to identify them.

Show a driver's license and fingerprint card (or your hand) and explain that these are the only two forms of identification necessary to verify an inmate during the intake/reception process.

CO501.2. Know how to identify arrest papers and the common features included

Review the common features of arrest papers and discuss the importance of the features.

Ask students, "Can you name all of the common features of arrest papers?" If students are unable to list all of the features, provide items until the entire list is covered.

Show a blank arrest form and point out the common features.

CO501.3. Know how to identify commitment papers and the common features included

Review the common features of commitment papers and discuss the importance of the features.

Read the following common features to the class and ask them to determine which are included in commitment papers and which are included in arrest papers:

- probable cause affidavit
- court orders
- name of offenses
- judgment and sentence pages
- court paperwork with sentencing information and any court recommendation
- current criminal history printout from FCIC/NCIC
- copies of issued citations for traffic offenses
- synopsis of inmate's behavior and adjustment to a correctional setting
- medical transfer summary

 CO501.4. Understand the terminology used on arrest or commitment papers

Review the terminology on arrest or commitment papers. After you have reviewed the terminology a few times, quiz students so that they can explain the abbreviations and terminology. Discuss the responses as a group and add any information that the students may have missed.

Select four students to explain the following abbreviations in detail.

- NTA—Notice to Appear
- ROR—Release on Recognizance
- EOS—End of Sentence
- DOB—Date of Birth

 CO501.5. Confirm that arrest or commitment papers are complete

Discuss intake/reception processes including verifying inmate identity, arrest papers, commitment papers, and documentation of intake/reception.

Discuss how to confirm when arrest or commitment papers are complete. Share some ways that you can confirm that arrest or commitment papers are complete. Do you use a checklist? If so, what items are included on the checklist?

Have students explain what must be done to ensure that arrest and commitment papers are complete.

CO501.6. Know which documents inmates are allowed to keep while in custody

Review the list of documents that inmates are allowed to keep while in custody. Share some ideas that help you remember which documents inmates are allowed to keep.

Have students list which documents inmates are allowed to keep.

Ask for a volunteer to describe the intake/reception documentation process. The student should include the following in the description:

- verifying an inmate's identity
- identifying the common features on arrest or commitment papers
- understanding common terminology on arrest or commitment papers
- explaining how to confirm that papers are complete
- explaining which documents inmates are allowed to keep

Provide feedback at the end. Alternatively, you could allow the class to work in pairs to quiz each other on the intake/reception documentation process.

Arrange for students to visit a reception center to see the intake/reception process.

CO501.7. Know the basic intake/reception tasks that are completed at county detention and state correctional facilities

Ask students to distinguish between intake/reception tasks in jails vs. prisons.

Allow students to visit a detention facility to observe the intake/reception, assessment, and release processes, including searching of an inmate and their property, inventorying property, finger and palm printing, photographing, and release.

LESSON VOCABULARY

arrest papers

commitment papers

intake

reception

COMMUNICATION EXERCISE: NON-SWORN INTERACTION

Objective (DO NOT READ OUT LOUD): Students will demonstrate effective communication skills when interacting with non-sworn staff.

Exercise Set-Up: Classroom simulates a receiving area of a facility with two chairs.

Participants: one officer, one inmate, and one non-sworn personnel

Facilitator Overview (DO NOT READ OUT LOUD): Medical staff is assessing a new inmate. The inmate is getting increasingly argumentative, and the medical staff is responding unprofessionally. The officer is providing security for the medical staff.

Stop the exercise when the officer:

- communicates with the medical staff and inmate, de-escalates the situation, mediates the interactions between the medical staff and inmate, or separates the parties, or
- sides with one of the parties, becomes argumentative, or berates the medical staff in front of the inmate.

Inmate Instructions (READ TO INMATE ONLY): You are an inmate participating in a medical assessment in the receiving area. You begin by being nonresponsive and grunting your answers as the medical staff asks personal questions. As the medical staff becomes more agitated with your responses, you become argumentative and verbally irate.

Non-Sworn Personnel Instructions (READ TO NON-SWORN PERSONNEL ONLY): You are medical staff conducting an assessment in the receiving area. As you begin asking questions of the inmate, they will be nonresponsive and grunt their answers. You will become agitated at their responses. The inmate will eventually become argumentative the more agitated you become with their response. Ask the inmate the following questions:

- Are you on any drugs?
- Do you hear voices? What do these voices tell you?
- Are you HIV positive?
- When is the last time you drank alcohol?
- Are you pregnant?

Officer Instructions: You are an officer providing security in the receiving area of your facility. Medical staff is conducting an assessment.

Ask the officer:

- How did the exercise go?
- What went well for you?
- What could you have done better?
- Were there any alternative actions you could have taken?

Ask the class:

- How did the officer respond to the reason for contact, rule infraction, or instructions?
- What questions could the officer have asked that might be more clear, concise, and open-ended?
- How did the officer show active listening and check for understanding?
- How did the officer pause and reset their response?
- What nonverbal communication did the officer, inmate, and medical staff display?
- How did the officer change their communication style based on who they were communicating with?
- How did bias influence the interaction?
- When did the officer allow adequate, or inadequate, time for the inmate and medical staff to respond?
- How did the inmate and medical staff control the officer's behavior?
- How did the officer demonstrate that they acknowledged the inmate's and medical staff's responses?
- How could the officer have concluded the communication more appropriately, leaving the inmate and medical staff with their dignity?

Post-exercise discussion questions are found at the end of this chapter's instructor guide, titled "Core Communication Competencies." This exercise should take less than 10 minutes, including class feedback and discussion.

LESSON 2 SEARCHING AND INVENTORYING

Lesson Goal

Students will be able to search inmates and their property and accurately document their personal property.

Materials

Florida Basic Recruit Training Program: Corrections, Vol. 1 (Chapter 5)

Communication Exercise: Inmate Property Inventory

examples of intake/reception process documentation

blank copies of inventory documentation

Have the class read the opening scenario, or create one of your own, and discuss their thoughts.

An inmate entered intake/reception and you conducted a search. A few hours later, you learned that a knife fell from the inmate's pocket. What went wrong? What could have happened if the inmate's knife hadn't fall from his pocket? What should have been done differently during intake?

Conduct Communication Exercise: Inmate Property Inventory

CO502.1. Search an inmate during intake/reception

Ask the class why they think it's important to confirm an inmate's identity before searching them or their property. Provide comments and feedback.

Discuss with students when an inmate's identity should be confirmed.

Ask the students the following questions:

- When should a correctional officer confirm an inmate's identity?
- Why should a correctional officer confirm an inmate's identity?
- What does it mean to conduct gender specific searches?
- Under what circumstances are gender specific searches not necessary?

Show and discuss a video on jail or prison search and contraband.

Using s. 901.211, F.S., discuss the differences between conducting strip searches in county and in state facilities.

Review and discuss the following article with the class: [Strip Search Policies in Jails](#)

Ask students to explain the proper steps of pat searching inmates during intake and reception:

- Put on and wear disposable gloves.
- Search outerwear, such as jackets or layered clothing, then remove and place the piece(s) of clothing out of the inmate's reach.
- Check clothing carefully; systematically look for tears or hidden compartments in clothing and footwear.
- Remove and inspect footwear insoles and the part of the shoe under the insole.
- Turn footwear upside down and shake or knock it against a hard object to dislodge any contraband that may be hidden inside.
- Remove and inspect all items from wallets, pocketbooks, backpacks, or any other articles associated with the inmate.
- Instruct the inmate to take off any jewelry including body piercings.
- Examine rings, necklaces, bracelets, and watches.

CO502.2. Conduct a thorough search of inmate property

Describe how correctional officers should handle property that is to believe to be someone else's (medications, ID cards, bank cards).

CO502.3. Know how to inventory and document inmate property based on the four destinations

Ask the class to list or describe the four ways of handling inmate property.

Discuss the four destinations for inmate property and share any knowledge or experience you might have with inventorying and documenting inmate property.

Review the [rules associated with inventorying and documenting inmate property](#). Highlight portions of the rule that you would like to share and discuss with the class. Use the link provided to project the rule in front of the class.

CO502.4. Know the types of property inmates are allowed to keep while in custody

Discuss the differences between pre-sentence (jail) and sentenced (prison) inmates in relation to the level of property inmates can retain. Pre-sentence inmates usually are allowed more freedoms.

Review and discuss the items that an inmate may retain.

Ask the class to list the types of property that inmates are allowed to keep.

CO502.5. Inventory and describe property that will be stored until an inmate's release

Identify several of the important details of inventorying and documenting property:

- Inventory each item and notate the exact number of each item.
- Inventory in the presence of the inmate.
- Make sure property belongs to the correct inmate.
- Dispose of contraband.

Using a whiteboard or flip chart draw a line down the middle, and write "Keep" on one side and "Store" on the other. Have students give examples of inmate property and classify them as "Keep" or "Store" on the board.

Explain to students that if an officer doesn't check ID, the inmate may end up with the wrong inmate's property. Also, an inmate can use items obtained with a wrong ID and sell them within the facility.

CO502.6. Understand that hygiene items must be searched before issuing to an inmate

Review the facility-issued items portion of the textbook with the class and discuss the importance of checking the items prior to issuing them to an inmate.

Describe the common hygiene items given to inmates.

Discuss how to inventory inmate property.

Visit a facility to see the process for searching, inventorying, and documenting inmate property.

CO502.7. Know the importance of checking an inmate's identity when issuing hygiene items

Review the facility-issued items portion of the textbook with the class and discuss the importance of checking the items prior to issuing them to an inmate.

Describe the common hygiene items given to inmates.

Have students complete the following sentence:

When issuing hygiene items to inmates, it is important to check for contraband _____ providing them inmates. [answer: before]

Explain why hygiene items must be searched and the inmate's identity verified before issuing.

Have students tell what items should be checked to confirm the right inmate is receiving the correct hygiene items.

Explain to students that if an officer doesn't check ID, the inmate may end up with the wrong inmate's property. Also, an inmate can use items obtained with a wrong ID and sell them within the facility.

Share stories relevant to issuing facility-issued items or finding contraband in facility-issued items.

COMMUNICATION EXERCISE: INMATE PROPERTY INVENTORY

Objective (DO NOT READ OUT LOUD): Students will demonstrate effective communication skills when conducting an inmate property inventory.

Exercise Set-Up: Classroom simulates an intake/reception area

Facilitator Overview (DO NOT READ OUT LOUD): An inmate is returning from outside court after hours. The officer has to explain to the inmate why the officer must conduct a property inventory. The inmate expresses concerns about the inventory.

Stop the exercise when the officer:

- professionally communicates with the inmate the reason for the property inventory, or
- unprofessionally communicates with the inmate by dismissing the inmate's questions and concerns.

Inmate Instructions (DO NOT READ OUT LOUD): You are an inmate returning from outside court. The officer will attempt to conduct a property search. You will resist verbally and question why the officer is conducting a property search.

Officer Instructions: You are an officer receiving an inmate from outside court after hours. You must explain to the inmate why you need to conduct a property inventory.

Ask the officer:

- How did the exercise go?
- What went well for you?
- What could you have done better?
- Were there any alternative actions you could have taken?

Ask the class:

- How did the officer explain the reason for contact or instructions?
- What questions could the officer have asked that might be more clear, concise, and open-ended?
- How did the officer show active listening and check for understanding??
- How did the officer pause and reset their response?
- What nonverbal communication did the officer and inmate display?
- How did the officer change their communication style based on who they were communicating with?
- How did bias influence the interaction?
- When did the officer allow adequate, or inadequate, time for the inmate to respond?
- How did the inmate control the officer's behavior?
- How did the officer demonstrate that they acknowledged the inmate's responses?

- How could the officer have concluded the communication more appropriately, leaving the inmate with their dignity?

Post-exercise discussion questions are found at the end of this chapter's instructor guide, titled "Core Communication Competencies." This exercise should take less than 10 minutes, including class feedback and discussion.

LESSON 3 FINGER AND PALM PRINTING AND PHOTOGRAPHING

Lesson Goal

Students will be able to take quality finger and palm prints and photograph inmates for identification and criminal history.

Materials

Florida Basic Recruit Training Program: Corrections, Vol. 1 (Chapter 1)
Florida Statutes

CO503.1. Know the information available in the Florida Crime Information Center (FCIC) and the National Crime Information Center (NCIC)

Have the class read the opening scenario, or create one of your own, and discuss their thoughts.

An inmate's fingerprints were taken to verify her identity. However, the prints were not clear and she was missing a finger. What would happen if these prints were submitted?

Discuss the information available through FCIC and NCIC.

Discuss the relationship between the Florida Crime Information Center (FCIC) and the National Crime Information Center (NCIC).

CO503.2. Know the legal requirements when using FCIC/NCIC information

Explain legal requirements for use of FCIC/NCIC and the information available from each. Inform students that in accordance with the following statutes there are grounds for disciplinary action or termination when misusing FCIC/NCIC.

- Section 839.26, F.S., provides a punishment up to a first-degree misdemeanor for financially benefitting from information derived in an official capacity.
- Section 815, F.S., provides punishment up to a first-degree felony for "willfully, knowingly and without authorization" taking or disclosing data, or unlawfully accessing computer systems or networks.

Discuss that FCIC/NCIC is to be used only for the "administration of criminal justice" while working. Discuss Florida Statute 943.045(2) and 28 Code of Federal Regulations, or CFR, Part 20.3 for students to get an understanding of the term "administration of criminal justice."

Discuss the following examples of using FCIC/NCIC illegally:

- A friend owns a rental property and asks you to query a potential tenant's criminal history.
- An officer queries his ex-wife's boyfriend to see if he has a criminal history.
- A correctional officer is watching TV and queries the tag in a presidential motorcade.
- An elected public official asks you to query the wife of his opponent to get her criminal background to use against him.

CO503.3. Obtain quality industry standard finger and palm prints

Explain the purpose of fingerprinting and the industry standards for obtaining quality fingerprints.

Ask students to list the industry standards for obtaining quality prints.

Assign a number to each student and allow students to write the number on a piece of paper and place it in a bag. Without looking, choose a number out of the bag. The student who is assigned that number will have a set amount of time (one minute) to explain what they learned from the Finger and Palm Printing section. Allow the class to ask questions at the end of the explanation. Remember to add any information that the student or class may have missed.

CO503.4. Understand the importance of the Biometric Identification Solution, LiveScan, and Rapid ID technologies as they apply to criminal justice agencies

Discuss the Biometric Identification Solution (BIS) and how to obtain quality finger and palm prints (intentionally recorded friction ridge impressions).

Have students practice capturing finger and palm prints electronically.

Explain how to submit finger and palm prints electronically.

Show students old fingerprint cards and demonstrate how to roll ink prints on the fingerprint card.

Demonstrate and have students practice finger and palm printing.

Explain how the quality of inked finger and palm prints affect Biometric Identification Solution and LiveScan results.

The links below are resources that may be beneficial to students.

- <https://www.nist.gov/document/swgfaststandard-terminology40121124pdf>
- [Facial Identification Scientific Working Group \(FISWG\), National standards and best practices](#)

CO503.5. Know where signatures are required on a fingerprint or palm print card

Show a video that demonstrates how to collect inked finger and palm prints.

Ask the class why it is important for the officer and inmate to sign the fingerprint card. Discuss the responses as a group and remember to add any information that the students may have missed.

CO503.6. Know the requirements for photographing an inmate

Discuss the basic requirements for photographing inmates.

Additional discussion questions on photographing:

- What are the requirements for the eyes and hair?
- Photos should be taken from the _____ and the _____.
- Why do you think bruises, injuries, bandages, and other medical conditions should be photographed?
- What other photos can be helpful for identifying an individual?
- Why is it helpful to take photos of scars, marks, or tattoos?

CO503.7. Know what information to include when generating an inmate identification wristband or ID card

Discuss the relationship between inmate photographs and an inmate wristband or ID card.

Ask the students, "What common items of information are often contained on identification wristbands or ID cards?"

LESSON VOCABULARY

friction ridge

LESSON 4 CLASSIFICATION AND HOUSING

Lesson Goal

Students will understand how inmates are classified for housing and work assignments.

Materials

Florida Basic Recruit Training Program: Corrections, Vol. 1 (Chapter 1)

Florida Administrative Code (F.A.C.)

examples of classification documents

CO504.1. Understand the importance of classification and know the criteria for determining the types of classification assignments

Have the class read the opening paragraph in the textbook and discuss their thoughts.

Have you ever seen inmates working on the side of the road? If so, what was your first thought? Did you wonder why they were not in prison? Why do you think some inmates are allowed to be placed at a work camp?

Discuss:

- the purpose of classification
- the point at which inmates are classified
- the ongoing process of classification

Ask students why they think it is important to have a classification system, then offer and discuss the reasons listed below:

- reduce inmate violence
- reduce escapes
- reduce unnecessary inmate movement
- provide proper inmate program assignments

Provide examples of classification documents and discuss the criteria for determining the types of classification assignments.

Have students state several of the criteria for determining classification assignments.

CO504.2. Know the three security levels used in county correctional facilities

Have students name the three security levels for county correctional facilities and generalize the differences.

Ask students to review the County Custody Security Risk Levels and Criteria section in the textbook. After students have reviewed the section a few times, quiz them on what they retained. You could take the descriptions of the security levels and custody grades and phrase them as questions.

Examples:

- Tell me the security level of an inmate who is considered low risk.
- An inmate has adjusted to being incarcerated and has limited violence in their criminal history. What is the specific risk level?

Allow the students to determine which definition goes with which county risk level:

- those who have adjusted to being incarcerated in the past and have limited violence in their criminal history— moderate risk
- those who have serious and violent felony charges pending or pose a threat to the safety of staff and security of the facility—high risk
- those who have adjusted well to being incarcerated, have a minimal criminal history with no violent charges in their history, or are currently charged with a nonviolent crime—low risk

 CO504.3. Know the five custody grades used in state correctional facilities

Discuss the five custody grades as defined in Chapter 33-601.210, F.A.C.

Have students name the five custody grades for state correctional facilities and generalize the differences.

Allow students to determine which definition goes with which state custody grade:

- inmates who are eligible for placement at a community residential facility—community
- inmates who are sentenced to death—maximum
- inmates who are eligible for placement at a work camp with a secure perimeter but who are not eligible for placement in an outside work assignment without armed supervision—medium

- inmates who must be maintained within an armed perimeter or under direct, armed supervision when outside a secure perimeter—close
- inmates who are eligible for outside work assignments but not for placement in a community residential center—minimum

Discuss differences and similarities between state and county custody grades and security levels.

CO504.4. Know the categories of initial segregation

Discuss why inmates are temporarily segregated while waiting for housing assignments.

CO504.5. Know how housing is assigned

Discuss housing assignments in county and state facilities.

Explain classification and reclassification and their role in assigning inmate housing.

LESSON VOCABULARY

classification

close custody grade

community custody grade

maximum custody grade

maximum security level

medium custody grade

medium security level

minimum custody grade

minimum security level

LESSON 5 RELEASE

Lesson Goal

Students will know the process to release an inmate from a county detention or state correctional facility.

Materials

Florida Basic Recruit Training Program: Corrections, Vol. 1 (Chapter 1)

Florida Statutes

examples of release documentation

CO505.1. Know what the release process involves

Have the class read the opening paragraph in the textbook and discuss their thoughts.

Before you are released from the hospital, there is a process that involves verification, authorization, documentation, and for some, transportation. This process is similar to an inmate's release from a county or state facility.

CO505.2. Follow common procedures before releasing an inmate

Discuss the four ways releases are granted.

Describe the release process for inmates:

- verification
- authorization
- documentation
- transporting or arranging transportation
- actual physical release
- Discuss the release process by focusing on:
 - general procedures for releasing an inmate
 - confirming an inmate's identity
 - searching inmate property
 - identifying (or explaining) a gratuity
 - releasing inmate property
 - documenting release

Discuss common procedures to follow before releasing an inmate including:

- ensuring special conditions have been satisfied
- if required, notifying others within the facility
- providing assistance to the inmate by obtaining a certified copy of a birth certificate, state identification, or a replacement driver's license
- notifying the inmate of their upcoming release
- notifying any victims
- resolving any grievances or claims for damage or loss
- obtaining a DNA sample from persons convicted of or arrested for felony or attempted offenses and convicted of certain misdemeanor offenses
- completing county criminal registration process
- providing instructions for state criminal registration reporting

Discuss re-entry programs that are provided to inmates to reduce recidivism.

CO505.3. Know the DNA requirements for convicted or charged felons provided in the Florida Statutes

Discuss the release process focusing on:

- DNA requirements
- criminal registration

Ask students what offenses require that an inmate provide a DNA sample prior to release.

CO505.4. Know how to identify and restore an inmate's stored property before release

Describe the procedures for restoring an inmate's stored property, while following agency policy and procedures.

- Verify the inmate's identity.
- Use the inmate's badge to locate the stored property.
- Search the stored property for contraband.
- Once everything is confirmed release the property to the inmate.

Ask a member of the class to outline, in order, the steps of releasing stored property back to an inmate.

CO505.5. Understand how gratuity applies to an inmate's release

Have a student define gratuity and explain it to the class.

To allow students to understand the circumstances in which inmates receive a gratuity, read and discuss portions of 33-601.502, F.A.C.

CO505.6. Know the process for returning an inmate's personal property upon release

Conduct an open discussion and have students address the following: What must be signed before an inmate can get their money, personal property, release papers, and birth certificate?

CO505.7. Know how to document an inmate's release

Explain the process of documenting an inmate's release.

- document details of property release
- document release information
- close out file
- store file

Have students describe what must be documented before or after an inmate has been released.

Provide examples of county and state release or detainer authorizations, especially any documents that an inmate would need to sign.

LESSON VOCABULARY

discharge gratuity

release

CORE COMMUNICATION COMPETENCIES HANDOUT

Communication: the exchange of ideas, messages, or information between two or more people through speaking, writing, or behavior to bring about some kind of action

Active Listening

- maintain eye contact
- face the speaker
- keep an open mind
- avoid bias
- identify key words
- identify speech intensity
- paraphrase
- ask questions

Introduction: How did the officer introduce themselves and explain the reason for contact?

Appropriate Questions: What questions could the officer have asked that might be more clear, concise, and open-ended?

Active Listening: How did the officer show active listening and check for understanding? Did the officer allow adequate time for the victim, witness, and subject to respond? If not, provide suggestions.

Self-de-escalation: How did the officer pause and reset their response?

Non-Verbal Communication: What non-verbal communication did the officer, victim, witness, and subject display?

Environment and Audience Consideration: How did the officer change their communication style based on who they are communicating with?

Implicit Bias: How did bias influence the interaction?

Response Time: When did the officer allow adequate, or inadequate, time for the inmate to respond?

Self-Awareness: How did the victim, witness, and suspect control the officer's behavior?

Procedural Justice: In what ways did the officer display procedural justice during the interaction?

Appropriate Conclusion: How did the officer conclude the communication and take appropriate action?

COMMUNICATION EXERCISE INSTRUCTIONS

Unless labeled optional, all Communication Exercises are mandatory.

Communication Exercises focus on officers using the 10 Core Communication Competencies and de-escalation skills. De-escalation through verbal communication is an important component of gaining compliance. Therefore, officers need to be comfortable talking with the inmates. The Communication Exercises begin with practicing simple conversations in routine situations and progress to more complex conversations. The Communication Exercises give students a chance to practice verbally de-escalating incidents. They give the facilitator prompts to encourage students to think about their actions from differing perspectives. Over the course of the Basic Recruit Training Program, give all students opportunities to participate in as many Communication Exercises as possible.

Prepare for Communication Exercise

- Before you build your lesson plan, read the exercise.
- Determine when to conduct the exercise, for example, at the beginning, middle, or end of the unit, lesson, or topic of instruction. You could build the lesson around the exercise. You could also repeat the exercise, changing the instructions for various participants but not the officer role.
- Determine how all students will eventually participate in the exercises. You may use, for example, a student participation log.
- Ensure that you have any equipment needed for classroom simulations, for example, chairs, desks, or an entranceway.

Facilitate Communication Exercise

- Ensure that the students review the 10 Core Communication Competencies handout before conducting the exercise.
- Provide the participants instructions privately. Read the officer instructions to the whole class and to the officer at the same time. Do not tell the class and the officer the title and objective of the exercise. Allow the class and the officer to discover the information themselves.
- Ensure classroom safety. The exercises do not include physical contact or any use of force. Stop any exercise immediately if the officer responds with physical force. Debrief their use of force by asking them to articulate why they used force, and how they would explain their use of force in court.
- You can instruct a participant—but not the officer role—to escalate the situation without resorting to physical contact or use of force in any of the exercises.
- Be aware of the time limit. Conduct the exercises within the allotted time of instruction.

Facilitate Discussion

- Use the 10 Core Communication Competencies as questions to elicit class feedback and discussion.
- Allow students time to respond to questions when gaining feedback from the class and encourage all students to participate in the discussion.

ROLE PLAY INSTRUCTIONS

All Role Play Exercises are mandatory.

Role Play Exercises allow officers to communicate, problem-solve, practice, and learn. Corrections requires on-the-job and critical-thinking skills in volatile, high-stress situations. Therefore, officers must make these skills second nature. The Role Play Exercises offer students opportunities to perform tactics and techniques alongside the skills acquired through Communication Exercises. Furthermore, role-playing scenarios teach students about new equipment and special skills that will help keep officers and inmates safe. Conduct each Role Play Exercise at least three times, using a different set of students each time. Over the course of the Basic Recruit Training Program, require all students to participate several times as officers in Role Play Exercises.

Prepare for Role Play Exercise

- Before you build your lesson plan, read the exercise, including the Notes section.
- Determine when to conduct the exercise, for example, at the beginning, middle, or end of the unit, lesson, or topic of instruction. You can build the lesson around the exercise. You can also repeat the exercise, changing the instructions for various participants but not the officer role.
- Determine how all students will eventually participate in the exercises. You may use, for example, a student participation log.
- You may modify an exercise, but do not replace it with one of your own.
- Ensure that you have any equipment needed for role playing simulations.

Facilitate Role Play Exercise

- Ensure that the students have been introduced to the Expected Officer Behaviors that correspond to the primary focus of the exercise.
- Privately brief each participant on their role.
- Allow students to learn through trial and error. As students practice and observe, allow them to critique and correct behaviors. Consider recording the exercises for providing feedback.
- Continue the exercise until the students demonstrate the expected officer behaviors or the facilitator deems appropriate to end the exercise. You may need to stop the exercise to reinforce key concepts when warranted.

Facilitate Discussion

- Ask the class for feedback regarding what the officers did well or could have done differently.
- Ask the class questions related to the expected officer behaviors. Emphasize officer safety, communication, and de-escalation.
- Ask the officers to provide feedback on their performance in the exercise.
- Repeat the Role Play Exercise at least two more times.

SUPERVISING IN A CORRECTIONAL FACILITY

Course Number: CJK_0325

Course Hours: 40 hours

Course Structure: 11 lessons

Course Outcomes:

At the end of this course, students will be able to:

- ✓ monitor inmates and recognize unusual occurrences in a correctional setting
- ✓ identify signs of an inmate's distress or need, refer an inmate to the proper service provider, and apply appropriate safety and security procedures during the referral process
- ✓ distinguish between a minor and major rule violation, apply appropriate discipline, and accurately complete a disciplinary report
- ✓ conduct different types of inmate safety counts
- ✓ maintain security and follow dining procedures during mealtime
- ✓ process mail in a correctional facility
- ✓ supervise inmate visitation while maintaining officer, visitor, and inmate safety and facility security
- ✓ safely escort an inmate within and outside of a correctional facility
- ✓ transport inmates of all classifications while maintaining safety and security standards
- ✓ monitor inmates during an inside or outside work detail
- ✓ maintain custody of an inmate during a hospital assignment

Required Activities

Suggested Activities

Notes to the Instructor

LESSON VOCABULARY

COURSE OUTLINE

Supervising in a Correctional Facility	204
Course Outline	205
Lesson 1 Observing and Monitoring Inmates.....	206
Communication Exercise: Visitation	210
Lesson 2 Supervision of the Referral Process.....	212
Communication Exercise: Inmate Referral	215
Lesson 3 Inmate Discipline Process.....	217
Role Play Exercise #8: Verbal Warning to Discipline Report	219
Lesson 4 Inmate Count	220
Role Play Exercise #9: Inmate Count	221
Lesson 5 Inmate Dining	222
Lesson 6 Processing Mail.....	224
Communication Exercise: Legal Mail	226
Lesson 7 Visitation.....	228
Communication Exercise: Contraband During Visit.....	231
Lesson 8 Escorting Inmates	233
Communication Exercise: Mental Health Escort	234
Role Play Exercise #10: Escort Procedures	236
Lesson 9 Transporting Inmates	237
Lesson 10 Work Squads.....	240
Lesson 11 Hospital Assignments	242
Communication Exercise: Hospital Restraints.....	245
Role Play Exercise #11: Hospital	247
Core Communication Competencies Handout	248
Communication Exercise Instructions.....	249
Role Play Instructions.....	250

LESSON 1 OBSERVING AND MONITORING INMATES

Lesson Goal

Students will be able to monitor inmates and recognize unusual occurrences in a correctional setting.

Materials

Florida Basic Recruit Training Program: Corrections, Vol. 1 (Chapter 6)

Handout: Communication Exercises

Communication Exercise: Visitation

Conduct the Communication Exercise: Visitation

Distribute copies of the Core Communication Competencies to students.

CO601.1. Observe inmate activity in a correctional facility

Have the class read the opening scenario from the lesson, or create your own, and discuss their thoughts.

Officer Adams is supervising his assigned day room. He has been in contact with Inmate Thompson for around six months. Inmate Thompson has been a model inmate by following the facility rules, getting along well with other inmates, and generally seeming calm. The past few days, however, Inmate Thompson has been unusually quiet and nervous. This morning, Inmate Thompson asked Officer Adams to be relocated to another day room.

Referring to the scenario above, ask students:

- Should the officer be concerned or even pay attention to the inmate's behavior?
- Is it worth the officer's time to pay attention to these changes in behavior?
- What are the primary components of observation to include in the initial stage of observation?

Present the following scenarios to the class:

Scenario 1

Two officers are conducting rounds when they encounter an incident involving a fellow female officer and two male inmates. One of the male inmates is keeping watch, while the other male inmate is involved in inappropriate conduct with the female officer. As soon as the female

officer sees the other two officers, she screams that she is being attacked. Immediately, the two male inmates begin to fight, when suddenly, the female officer stabs one of the male officers conducting rounds.

Scenario 2

Two officers walk out of a facility, round the corner of a building, and allow themselves to be distracted by a group of inmates across the compound. Two inmates jump from behind the corner and stab them from behind.

Based on Scenarios 1 and 2, discuss how these officers failed to use effective observation skills and what they should have done to prevent these incidents from occurring.

Ask a member of the office staff to come into the classroom during class, sit down in the back without saying anything, and after a few minutes, leave. Twenty minutes later, ask the class to provide a description of the individual.

Ask a staff member to come into the classroom during class, sit down in the back, ask a question about the topic discussed, and then leave. Twenty minutes later, ask the class to provide details about what the individual said.

During a break session, ask two students to have a conversation in the hallway loud enough for other students nearby to hear. After resuming class, ask the other students to provide five details about the discussion between the two students.

Before class begins, ask several students "How are you today?" using a different tone and inflection for each student. Once class begins, ask all the students how they felt and what meaning they derived from the way you asked the question.

Emphasize listening without getting tunnel vision/hearing, being distracted from a pending adverse event.

Play the telephone game, where a message is whispered from one student to another until the message has been passed down through the entire class. At the end, point out how the message changes from one person to the next and how listening effectively can be a challenge.

Ask two students to talk to one student at the same time for 30 seconds. Ask the receiver of the conversations to repeat as much of the conversations as possible.

CO601.2. Monitor inmate behavior in the housing area of a correctional facility

Ask students to discuss the different aspects of monitoring inmate behavior. Ensure they include the following:

- investigating suspicious noises or activity
- observing inmates as they enter and exit the housing area
- monitoring inmate behavior in the housing area
- checking inmates for appropriate attire

Show the students a picture of your choice for a few seconds, take it down, and ask them what they remember seeing.

 CO601.3. Know how surveillance equipment can help you monitor inmates in a correctional facility

Additional discussion questions:

- What is the purpose of security and surveillance equipment?
- Why would a facility need a particular type of surveillance equipment? What purpose would it serve?
- Why is it important to understand you might be recorded during your shift?
- Define and discuss unusual occurrences in a correctional setting.

 CO601.4. Know the unusual occurrences that can disrupt the normal operations of a correctional facility

Instruct students to read the following article: [Osceola jail escape: How inmate Michael Rigby got out](#)

After the article, ask students:

- What did the officers do wrong? What did they miss?
- Did they pay attention to the small details?
- Did they see the big picture?
- How can an unusual occurrence precede a life-threatening event?

 CO601.5. Know the indicators of a potential disturbance in a correctional facility

Choose one of the video clips from the Delaware prison break

Show a video of a jail search to find contraband.

- Ask students to identify the indicators of a potential disturbance they observed in the video and any unknown factors.
- Ask students to discuss how proactive intervention can detect changes in inmate behavior.

CO601.6. Know when to document usual and unusual occurrences that happen in a correctional facility

Ask students:

- How will you document inmate movement on a daily basis?
- When should you document usual and unusual occurrences?
- What are some examples of usual and unusual occurrences that should be documented?

Refer to the Osceola Jail Escape article or a similar article and then ask students to contribute to the list of occurrences they would include in a report.

LESSON VOCABULARY

unusual occurrence

COMMUNICATION EXERCISE: VISITATION

Objective (DO NOT READ OUT LOUD): Students will demonstrate effective communication skills when interacting with an inmate and a visitor in a complex situation during visitation.

Exercise Set-Up: Classroom simulates the visitation area, and several chairs simulate a table and chairs.

Participants: one officer, one inmate, and the inmate's visiting wife

Facilitator Overview (DO NOT READ OUT LOUD): An inmate is visiting with his wife in the visitation park when the supervising officer is notified by the control room regarding an additional female visitor, who claims to be the inmate's fiancée and refuses to leave until she visits the inmate.

Stop the exercise when the officer:

- professionally communicates to the inmate that he has another female visitor, or
- unprofessionally communicates to the inmate that he has a visitor.

Inmate's Wife Instructions (READ TO PARTICIPANT ONLY): You are visiting with your husband. If you overhear the officer tell your husband there is another visitor, become suspicious and irritated.

Inmate's Instructions (READ TO PARTICIPANT ONLY): You are an inmate who is talking with your wife in the visitation park. An officer pulls you aside and informs you that a female visitor is here to visit you. You will pressure the officer to cover for you, and to not let your wife know that your girlfriend is here. If the officer asks you to leave, comply with the officer.

Officer's Instructions (READ TO THE CLASS): You are supervising during visitation. An inmate is currently visiting with his wife. You have been notified by the control room that a female visitor claims to be the inmate's fiancée and refuses to leave until she visits the inmate.

Ask the officer:

- How did the exercise go?
- What went well for you?
- What could you have done better?
- Were there any alternative actions you could have taken?

Ask the class:

- How did the officer explain the reason for contact, rule infraction, or instructions?
- What questions could the officer have asked that might be more clear, concise, and open-ended?
- How did the officer show active listening and check for understanding?
- How did the officer pause and reset their response?
- What non-verbal communication did the officer, inmate, and visitor display?

- How did the officer change their communication style based on who they were communicating with?
- How did bias influence the interaction?
- When did the officer allow adequate, or inadequate, time for the inmate and visitor to respond?
- How did the inmate and visitor control the officer's behavior?
- How did the officer demonstrate that they acknowledged the inmate's and visitor's responses?
- How could the officer have concluded the communication more appropriately, leaving the inmate and visitor with their dignity?

Post-exercise discussion questions are found at the end of this chapter's instructor guide, titled "Core Communication Competencies." This exercise should take less than 10 minutes, including class feedback and discussion.

LESSON 2 SUPERVISION OF THE REFERRAL PROCESS

Lesson Goal

Students will be able to make a referral for an inmate with signs of distress or need.

Materials

Florida Basic Recruit Training Program: Corrections, Vol. 1 (Chapter 6)

Communication Exercise: Inmate Referral

Conduct Communication Exercise: Inmate Referral

Have the class read the opening scenario, or create your own, and discuss their thoughts:

Inmate Carter approaches Officer Williams nervously and asks, "I've been having a hard time since I got here. Is there someone I can talk to?" Officer Williams responds, "Talk to some of the other inmates, I don't have time to deal with personal problems." Weeks go by and Inmate Carter barely talks to anyone and keeps to his cell. Being very busy, none of the officers notice that he starts hoarding bed sheets. Inmate Carter tries to use the extra bed sheets in a suicide attempt. Luckily, he is discovered and stopped.

Additional discussion questions:

- Could this situation have been avoided?
- Should Officer Williams have taken the time to help Inmate Carter through his issues?
- Was there someone else who could handle the situation?
- How will observation skills help an officer determine if an inmate needs a referral for services?
- What might be the consequences if an inmate does not receive the required services?

CO602.1. Know the different referral services available to inmates

Have students list the different types of services that may be provided.

CO602.2. Recognize changes in inmate behavior that may require a referral

Additional discussion questions:

- What are some of the inmate behaviors that might indicate a need for a referral?
- Are officers qualified to make a diagnosis of any sort for an inmate in need of services?

Discuss the importance of sharing inmate information with only the service provider.

CO602.3. Know the process for making an inmate referral

On a whiteboard or flip chart, write the acronym IICERD. Ask students to identify what this acronym means (IICERD): Identify Interview Contact Escort Referral and Document

Provide students with the basic steps for making a referral; however, make sure the steps are out of order. Ask students to place them in the correct order, explain the purpose of each step, and what the officer's responsibility is in performing it.

Discuss the role of field notes when providing information only to the service provider.

CO602.4. Know your responsibilities after making an inmate referral

Provide students with a scenario involving an inmate with a medical or mental health need. Provide examples of local referral forms and ask students to complete the form based on the scenario.

Ask students what actions they might take to keep an inmate safe during the time between making the referral and escorting the inmate to the service provider.

Discuss officer safety issues when responding to an inmate in distress.

CO602.5. Know who to notify and how to move an inmate after making a referral

Additional discussion questions:

- What is your responsibility after making an inmate referral?
- How and who do you notify after making a referral?
- How should you move an inmate after making a referral?

Facilitate the following scenario with four students. When the scenario is complete, ask the observing students to evaluate the scenario based on their knowledge of the referral process.

- One of your students is on the phone with a family member, becomes very distraught, and begins to cry.

- A second student responds to the distress and begins to console the fellow student.
- A third student, acting as a deputy, responds to the incident.
- A fourth student, acting as a supervisor, responds to the incident.
- A referral is made and subsequent report is written regarding the incident.

COMMUNICATION EXERCISE: INMATE REFERRAL

Objective (DO NOT READ OUT LOUD): Students will demonstrate effective communication skills when interacting with an inmate regarding making a referral for services.

Exercise Set-Up: classroom simulates an outside area

Participants: one officer and two inmates

Facilitator Overview (DO NOT READ OUT LOUD): The officer is supervising in an outside area. An inmate who is not authorized to be in the area is acting disorientated, incoherent, and non-combative, and is staggering around. Another inmate informs the officer that the inmate has not acted right for several hours.

Stop the exercise when the officer:

- professionally questions the inmate and calls for medical assistance, or
- unprofessionally questions the inmate and commands the inmate to leave the area immediately.

Inmate Instructions (READ TO PARTICIPANTS ONLY):

Inmate 1

You are an inmate. You are disorientated, incoherent, and non-combative, and you are staggering around in an area you are not authorized to be. You are standing too close to the fence. Do not respond to the officer's initial contact. If the officer communicates professionally, eventually respond, and comply with the officer's instructions. If the officer communicates unprofessionally, become agitated, and do not comply.

Inmate 2

You are an inmate in the outside area. You inform the officer that an inmate is not acting right and has been that way for several hours.

Officer Instructions: You are supervising in an outside area. An inmate is moving too close to the fence.

Ask the officer:

- How did the exercise go?
- What went well for you?
- What could you have done better?
- Were there any alternative actions you could have taken?

Ask the class:

- How did the officer explain the reason for contact, rule infraction, or instructions?
- What questions could the officer have asked that might be more clear, concise, and open-ended?

- How did the officer show active listening and check for understanding?
- How did the officer pause and reset their response?
- What non-verbal communication did the officer and inmates display?
- How did the officer change their communication style based on who they were communicating with?
- How did bias influence the interaction?
- When did the officer allow adequate, or inadequate, time for the inmates to respond?
- How did the inmates control the officer's behavior?
- How did the officer demonstrate that they acknowledged the inmates' responses?
- How could the officer have concluded the communication more appropriately, leaving the inmates with their dignity?

Post-exercise discussion questions are found at the end of this chapter's instructor guide, titled "Core Communication Competencies." This exercise should take less than 10 minutes, including class feedback and discussion.

LESSON 3 INMATE DISCIPLINE PROCESS

Lesson Goal

Students will distinguish between a minor and major rule violation, apply appropriate discipline, and complete a disciplinary report.

Materials

Florida Basic Recruit Training Program: Corrections, Vol. 1 (Chapter 6)
Role Play Exercise #8: Verbal Warning to Discipline Report

CO603.1. Understand the role of progressive discipline for an inmate rule violation or infraction

Discussion questions:

- What is the relationship between progressive discipline and officer discretion?
- What are the differences between a rule violation or infraction and discipline?

Provide students with examples of how an inmate's rights may be suspended because of disciplinary action.

CO603.2. Understand the process of progressive discipline for minor and major rule violations, including inmate isolation

Provide students with examples of minor and major rule violations; explain the differences between the two.

Additional discussion questions:

- How should you determine if a violation is minor or major?
- What are some of the strategies to managing minor rule violations?
- What are some of the strategies related to managing major rule violations?
- What steps will you take to isolate an inmate for a major rule violation?

CO603.3. Understand the corrective action an officer can take as part of the inmate discipline process, to include writing a disciplinary report (DR)

Conduct Role Play Exercise #8: Verbal Warning to Discipline Report

Divide the students into groups and provide samples of disciplinary reports to each group. Ask each group to decide which corrective action was taken based upon the information in the report.

Project the Florida Model Jail Standards on the board. Allow students to briefly review an inmate handbook. Using both the FMJS and the handbook, provide scenarios from your professional experience that involve each of the five corrective actions.

Additional discussion questions:

- What corrective action would you choose based on the standards? Why?
- What are the differences between corrective action and the discipline process?
- What are the differences between counseling and a verbal warning?

LESSON VOCABULARY

corrective action

corrective consultation

counseling

disciplinary report (DR)

discipline

rule violation or infraction

verbal warning

ROLE PLAY EXERCISE #8: VERBAL WARNING TO DISCIPLINE REPORT

Notes to Facilitator: The officer should engage with the inmate and, depending upon the interaction, determine the degree of discipline to use, ranging from informal counseling to issuing a DR. No physical force will be used in this exercise.

At the end of the exercise, facilitate a guided discussion. Modify the exercise and direct inmate participant to escalate their behavior up to requiring a DR. Have each class member write a DR.

Exercise: The exercise may take place in the classroom or in a cell, if available. It will require two participants.

An officer is making a security round in a dormitory. The dormitory contains 12 inmates in single cells. The officer hears banging on a cell door. As the officer approaches cell five, the officer observes an inmate violently kicking the cell door with their foot. The officer will interact with the inmate and provide corrective instruction to stop the inmate's inappropriate behavior.

Equipment Issued to Officer: None

Props: None

Participants: One correctional officer and one inmate

Behaviors

Officer

- Conduct security check.
- Observe inmate behavior and give verbal commands to cease behavior.
- Advise inmate of further disciplinary action.
- Take appropriate action.

Inmate

- Inmate should ignore or defy the officer's commands at first.
- Expected Officer Behaviors
- Demonstrate knowledge of facility rule violation.
- Observe officer safety.
- Verbally warn the inmate about the inappropriate behavior and verbally command him or her to stop.
- Demonstrate good interpersonal communication skills.
- Using officer discretion, counsel the inmate as appropriate or escalate response as required including following through with a DR.
- Demonstrate professionalism.

LESSON 4 INMATE COUNT

Lesson Goal

Safely and accurately conduct different types of inmate counts.

Materials

Florida Basic Recruit Training Program: Corrections, Vol. 1 (Chapter 6)

Role Play Exercise #9: Inmate Count

CO604.1. Know the main types of inmate counts

On the board, create five columns. Ask students to do the following:

- Place the name of each type of inmate count at the top of each column.
- Describe situations that would prompt them to conduct each type of count.
- Describe the differences between each type of count.
- Answer who, when, where, how, and why questions for each type of count.

CO604.2. Conduct an inmate count

Ask students to list (on the board or a flip chart) the common count procedure for inside a facility.

Instruct two students to conduct a count in the classroom. When complete, initiate a discussion regarding what the students conducting the count did correctly and incorrectly.

Discuss the role of inmate cooperation and officer professionalism during an inmate count.

CO604.3. Document an inmate count using a count slip

Conduct Role Play Exercise #9: Inmate Count

Have students discuss the differences between a dormitory count slip and a formal count slip.

After conducting an inmate count, provide each student with a count slip and instruct him or her to complete and verify the count.

Emphasize the importance of conducting inmate counts for officer safety.

ROLE PLAY EXERCISE #9: INMATE COUNT

Notes to Facilitator: The facilitator will inform the class that a count will be conducted. Two play correctional officers and the rest of the class will play inmates. The correctional officers will exit the room, and further instructions will be given to the inmates to disrupt the count process. At the end of the exercise, facilitate a guided discussion. No physical force will be used in this exercise.

Exercise: The officers will conduct a systematic and accurate count. The officers will demonstrate the proper technique for completing the count.

Equipment Issued to Officer: Pen, paper, roster, count slips, phone, radio, or computer

Props: None

Participants: Two security officers and multiple inmates

Behaviors

- Officers will conduct a count.
- Inmates will try to disrupt the counting process.

Expected Officer Behaviors

- Demonstrate officer safety.
- Demonstrate professionalism.
- Accurately conduct a count, possibly including a second count for verification.
- Report or record count totals.
- Control inmates with verbal commands and use of command presence.

LESSON 5 INMATE DINING

Lesson Goal

Maintain security and follow dining procedures during mealtime in a correctional facility.

Materials

Florida Basic Recruit Training Program: Corrections, Vol. 1 (Chapter 6)

CO605.1. Conduct a security check of the dining area prior to mealtime

Have the class read the opening scenario, or create your own, and discuss their thoughts:

Officer Blair watched the line of inmates as they got their food. He noticed that Inmate Franklin was carrying his lunch tray very low, and to the left. Suspicious, Officer Blair halted the line and asked Inmate Franklin to lift his tray high. Inmate Blair's left pocket was bulging. After searching, Officer Blair discovered that Inmate Franklin was attempting to leave the dining area with several utensils.

Discussion questions:

- Why is it important to monitor inmates during mealtime?
- Why is it important to conduct security checks and inmate searches before and after mealtime?
- Why is it important to maintain inmate counts before and after mealtime?

CO605.2. Monitor food distribution during mealtime

Additional discussion questions:

- What are some of the methods for monitoring inmates during mealtime?
- Why is it important to monitor the dining area, food distribution, disposal of uneaten food, and returning of eating trays and utensils?
- What might happen should an inmate NOT receive their designated diet?

CO605.3. Monitor inmates during mealtime

CO605.4. Conduct a security check of the dining area after mealtime

Show a video clip of mealtime in a prison or jail.

Additional discussion questions:

- Why do your observation skills need to be at least as fine-tuned as an inmate's observation skills?
- What is the process for conducting a security check of the dining area and inmate searches after mealtime? Why is this important?

LESSON 6 PROCESSING MAIL

Lesson Goal

Students will process mail in a correctional facility.

Materials

Florida Basic Recruit Training Program: Corrections, Vol. 1 (Chapter 6)

examples of contraband found in inmate mail

Communication Exercise: Legal Mail

Conduct Communication Exercise: Legal Mail

CO606.1. Know the types of mail an inmate may receive in a correctional facility

Have the class read the opening scenario, or create your own, and discuss their thoughts:

A college professor wanted to send surveys to inmates for a research project. The mail packets were simple: containing only the paper survey and a pre-stamped envelope to return the survey. The facility's mail processor caught the mistake immediately.

Referring to the scenario, ask students:

- What was the problem?
- [Answer: Inmates would use the stamps from the return envelopes as a form of currency within the facility, making them contraband.]

Discussion questions:

- Why is it important to safety and security to monitor all types of mail coming into and out of the facility?
- What are the differences between routine mail, legal mail, and privileged mail?

CO606.2. Process inmate routine mail to include inspecting for contraband

CO606.3. Process inmate legal mail

Show video on drug smuggling through the mail into jails or prisons and discuss the clips.

Additional discussion questions:

- Why is it important to process mail?
- What is the process for inspecting routine mail?
- What is the process for inspecting legal mail?

CO606.4. Process inmate outgoing mail

Additional discussion questions:

- What is the process for inspecting outgoing mail?
- What is the role of the USPS when processing outgoing mail?
- Why is it important to process outgoing mail?

 CO606.5. Know how to confiscate incoming and outgoing mail in a correctional facility

Additional discussion questions:

- What are the correspondence restrictions placed on inmates?
- What is the role of kickback or three-way mail?
- What is the process for confiscating incoming and outgoing mail in a facility?

Show the following video: [An inside look at prison contraband](#) (3:02 minutes)

Ask students: What are the various ways that contraband was smuggled in the video?

LESSON VOCABULARY

kickback or three-way mail

legal mail

privileged mail

routine mail

COMMUNICATION EXERCISE: LEGAL MAIL

Objective (DO NOT READ OUT LOUD): Students will demonstrate effective communication skills when supervising distribution of inmate legal mail.

Exercise Set-Up: Classroom simulates the location of legal mail distribution. Opened envelope with a printed document inside simulates legal mail.

Participants: one officer, one inmate receiving legal mail, and several inmate bystanders

Facilitator Overview (DO NOT READ OUT LOUD): The officer is providing security for mailroom staff as they deliver legal mail. One inmate receives mail that is open, and becomes irate. Inmate bystanders encourage the inmate's anger and attempt to escalate the situation verbally.

Stop the exercise when the officer:

- makes appropriate verbal contact, assesses other inmate interactions for possible involvement, and uses active listening and verbal de-escalation skills, or
- escalates the situation or argues with the inmates.

Inmate Instructions (READ TO PARTICIPANTS ONLY):

Inmate

You are an inmate who is just handed legal mail that is open. You accuse the officer and mailroom staff of tampering with your legal mail, and violating your civil rights and lawyer/client privilege. You threaten to sue the officer and get them fired. You will pressure the officer verbally, but will not escalate the situation.

Inmate Bystanders

You will encourage the irate inmate's anger and yell; "I bet they read all our legal mail. You know how none of them follows the rules!" Attempt to escalate the situation verbally.

Officer Instructions (READ TO THE CLASS): You are an officer providing security for mailroom staff as they deliver legal mail to inmates.

Ask the officer:

- How did the exercise go?
- What went well for you?
- What could you have done better?
- Were there any alternative actions you could have taken?

Ask the class:

- How did the officer initially interact with the inmates?
- What questions could the officer have asked that might be more clear, concise, and open-ended?

- How did the officer show active listening and check for understanding?
- What non-verbal communication did the officer and inmates display?
- How did the officer's communication style change based on the inmates' behavior?
- When did the officer allow adequate, or inadequate, time for the inmates to respond?
- How did the inmate control the officer's behavior?
- How did the officer demonstrate that they acknowledged the inmates' responses?
- How could the officer have concluded the communication more appropriately?
- How did the officer control their emotions and allow the inmates to "save face"?
- How did the officer treat the inmates with dignity and respect?
- How did the officer maintain situational awareness and command presence?

Post-exercise discussion questions are found at the end of this chapter's instructor guide, titled "Core Communication Competencies." This exercise should take less than 10 minutes, including class feedback and discussion.

LESSON 7 VISITATION

Lesson Goal

Students will supervise inmate visitation while maintaining officer, visitor, and inmate safety and facility security.

Materials

Florida Basic Recruit Training Program: Corrections, Vol. 1 (Chapter 6)
Communication Exercise: Contraband During Visit

Conduct Communication Exercise: Contraband During Visit

CO607.1. Know the difference between contact visits and non-contact visits

Have the class read the opening scenario, or create your own, and discuss their thoughts:

A visitor comes to the facility to meet with one of the inmates. She is visibly sweating and her voice sounds nervous as she asks to sign in. Her eyes seem to dart back and forth quickly.

Referring to the scenario, ask students:

- Is this behavior a problem for the facility?
- Should you allow her to continue her visit?
- How should you respond to the visitor?
- What are the differences between contact and non-contact visits? Which type of visit should this visitor have?
- What are the different types of visitors and the associated processes for entering a facility? What process should you follow for this visitor?

CO607.2. Know the valid forms of identification and security equipment required for different types of visitors in a correctional facility

Provide students with a list of all possible forms of identification. Be sure to include forms of identification that are not valid, and ask students to identify which forms are valid for entry into a facility.

Describe situations where a visitor would receive security equipment to move about in a facility.

CO607.3. Search the visitation area for safety hazards and security issues before a visitation

Discuss the role of searching the visitation area before conducting a visitor search.

 CO607.4. Search visitors for contraband before admitting them to the visitation area **CO607.5. Direct visitors to the visitation area while maintaining facility safety and security standards**

Show a video clip of attempts to smuggle drugs and weapons into jails.

Additional discussion questions:

- What is the process for registering a visitor before gaining access inside a facility?
- What are the differences between visitor items considered criminal contraband and visitor items considered non-criminal contraband?
- What is the process for finding contraband of a criminal nature on visitors?
- What is the process for directing visitors to designated areas in a facility?

 CO607.6. Know the process for notifying an inmate of visitor arrival in the designated visitation area **CO607.7. Search an inmate before entering the visitation area**

Additional discussion questions:

- What is the appropriate way to notify an inmate of a visitor arrival?
- What is the process for searching an inmate before allowing them into the visitation area?

 CO607.8. Monitor an inmate and visitor during a visitation

Provide a scenario from your professional experience to include a contact visit and a non-contact visit. Ask students:

- What were some of the inmate and visitor behaviors that may be a rule violation during visitation?
- Why is it important to monitor visitation activities after a visitor has left a restroom during visitation?
- What is the process for managing visitors and inmates who violate visitation rules?

 CO607.9. Complete inmate visitation while maintaining facility safety and security standards

Additional discussion questions:

- What is the process for ending a visitation session?
- What are officer, inmate, and visitor safety issues during the transition for ending a visitation session and escorting an inmate back to housing?

Discuss the importance of the following:

- confirming the identity of visitors after the visitation session
- searching the visitation area after a visitation session

LESSON VOCABULARY

contact visit

non-contact visit

COMMUNICATION EXERCISE: CONTRABAND DURING VISIT

Objective (DO NOT READ OUT LOUD): Students will demonstrate effective communication skills when managing a rule infraction incident between an inmate and a volunteer visitor.

Exercise Set-Up: Classroom simulates a chapel area.

Participants: One officer, one inmate, and one volunteer visitor

Facilitator Overview (DO NOT READ OUT LOUD): While in the chapel area, an inmate passes a volunteer visitor some money. The visitor immediately places the money in their pocket. The officer is supervising the chapel area.

Stop the exercise when the officer:

- radios for backup and waits for additional staff to assist, positively identifies the inmate, or maintains contact with the visitor separating them from the situation, or
- unprofessionally confronts the inmate and visitor, demands the money, and immediately ends the visit.

Inmate Instructions (READ TO PARTICIPANT ONLY): You are an inmate who is visiting the chapel and talking to a volunteer. You pass money to the volunteer, who places it in their pocket. If the officer, using professional communication skills, instructs you to leave the area, comply with the officer. If the officer uses unprofessional communication skills or becomes confrontational, do not comply.

Volunteer Visitor Instructions (READ TO PARTICIPANT ONLY): You are a volunteer visiting the chapel and talking to an inmate. The inmate passes you money, which you promptly place in your pocket. If the officer approaches you and, using professional communication skills, asks for the money or asks you to leave, tell them you do not have any money, and argue. Eventually, you will comply, but continue arguing. If the officer is unprofessional or confrontational, do not comply.

Officer Instructions (READ TO THE CLASS): You are an officer supervising in the chapel area when you observe an inmate handing money to a visitor volunteer.

Ask the officer:

- How did the exercise go?
- What went well for you?
- What could you have done better?
- Were there any alternative actions you could have taken?

Ask the class:

- How did the officer explain the reason for contact, rule infraction, or instructions?
- What questions could the officer have asked that might be more clear, concise, and open-ended?

- How did the officer show active listening and check for understanding?
- How did the officer pause and reset their response?
- What non-verbal communication did the officer, inmate, and volunteer display?
- How did the officer change their communication style based on who they were communicating with?
- How did bias influence the interaction?
- When did the officer allow adequate, or inadequate, time for the inmate and volunteer to respond?
- How did the inmate and volunteer control the officer's behavior?
- How did the officer demonstrate that they acknowledged the inmate's or volunteer's responses?
- How could the officer have concluded the communication more appropriately, leaving the inmate and volunteer with their dignity?

Post-exercise discussion questions are found at the end of this chapter's instructor guide, titled "Core Communication Competencies." This exercise should take less than 10 minutes, including class feedback and discussion.

LESSON 8 ESCORTING INMATES

Lesson Goal

Students will safely escort an inmate within and outside of a correctional facility.

Materials

Florida Basic Recruit Training Program: Corrections, Vol. 1 (Chapter 6)

Communication Exercise: Mental Health Escort

Role Play Exercise #10: Escort Procedures

Conduct Communication Exercise: Mental Health Escort

Ask students to describe the two types of escorts and explain under what circumstance each might occur.

- CO608.1. Count and search inmates to begin the escorting process**
- CO608.2. Escort inmates while maintaining facility safety and security standards**
- CO608.3. Complete escorting inmates to include documentation**

Conduct Role Play Exercise #10: Escort Procedures

Additional discussion questions:

- What is the process for escorting an inmate or multiple inmates? In an evacuation or emergency situation?
- What is the process for searching an inmate before escorting?
- What are the safety considerations when searching disabled inmates or inmates with medical needs?
- What security equipment might be required before escorting an inmate?
- How would you use your Defensive Tactics training to escort an inmate both internally and externally?
- What is the process for documenting an inmate escort?

LESSON VOCABULARY

escort

COMMUNICATION EXERCISE: MENTAL HEALTH ESCORT

Objective (DO NOT READ OUT LOUD): Students will demonstrate effective communication skills when escorting an inmate with mental illness.

Exercise Set-Up: Classroom simulates a transport area.

Participants: One officer and one inmate

Facilitator Overview (DO NOT READ OUT LOUD): The officer is escorting an inmate to the mental health unit. The inmate is in full restraints due to the inmate's history of psychotic and uncontrollable behavior. The inmate is lethargic and has a slight tremor in their hands. The inmate refuses to walk toward the unit, and questions where they are going and why they are going there.

Stop the exercise when the officer:

calmly discusses the reasons for the escort, provides clear, concise directions, and encourages the inmate to comply, or

communicates unprofessionally by berating the inmate, being sarcastic, or threatening to use force.

Inmate Instructions (READ TO PARTICIPANT ONLY): You are an inmate being escorted to a mental health unit. You are in full restraints due to your history of psychotic and uncontrollable behavior. You mutter to yourself and state you are hearing colors and seeing voices. You refuse to walk toward the unit, asking where you are going and why you are going there. Cooperate with the officer if the officer calmly discusses the reasons for the escort, provides clear, concise directions, and encourages you to comply. If the officer uses unprofessional communication, berates you, is sarcastic, or threatens to use force, stare into the distance and do not comply.

Officer Instructions (READ TO THE CLASS): You are an officer escorting an inmate to a mental health unit. The inmate is in full restraints.

Ask the officer:

- How did the exercise go?
- What went well for you?
- What could you have done better?
- Were there any alternative actions you could have taken?

Ask the class:

- How did the officer explain the reason for contact, rule infraction, or instructions?
- What questions could the officer have asked that might be more clear, concise, and open-ended?
- How did the officer show active listening and check for understanding?
- How did the officer pause and reset their response?

- What non-verbal communication did the officer and inmate display?
- How did the officer change their communication style based on who they were communicating with?
- How did bias influence the interaction?
- When did the officer allow adequate, or inadequate, time for the inmate to respond?
- How did the inmate control the officer's behavior?
- How did the officer demonstrate that they acknowledged the inmate's responses?
- How could the officer have concluded the communication more appropriately, leaving the inmate with their dignity?

Note: Consider having an inmate with autism spectrum disorder, depression, etc.

Post-exercise discussion questions are found at the end of this chapter's instructor guide, titled "Core Communication Competencies." This exercise should take less than 10 minutes, including class feedback and discussion.

ROLE PLAY EXERCISE #10: ESCORT PROCEDURES

Notes to Facilitator: The facilitator will select at least two students, one to play the role of correctional officer and one to play the role of inmate. No physical force will be used in this exercise. At the end of the exercise, facilitate a guided discussion.

Exercise: An officer in a dormitory is instructed by their supervisor to escort an inmate to the medical unit for an appointment.

Equipment Issued to Officer: Handcuffs, Radio

Props: None

Participants: One correctional officer, One inmate

Behaviors

- The inmate is cooperative and follows directions.
- Expected Officer Behaviors
- Demonstrate officer safety.
- Properly identify the inmate to be escorted.
- Demonstrate proper escort techniques for moving an inmate within a facility.
- Demonstrate professionalism.
- Demonstrate command presence.

LESSON 9 TRANSPORTING INMATES

Lesson Goal

Students will transport inmates of all classifications while maintaining safety and security standards.

Materials

Florida Basic Recruit Training Program: Corrections, Vol. 1 (Chapter 6)

Read the article: Deputy is killed while transporting inmate

The above article requires a New York Times subscription. Feel free to find a similar article to show students.

Discuss the importance of officer safety and inmate count when reviewing the following questions with students.

- Why is it important to be aware of your surroundings during an inmate transport?
- What are some of the things you should observe and be aware of during an inmate transport?
- What are some of the common reasons for an inmate transport?

CO609.1. Know the function of each type of inmate transport vehicle

Ask students:

- What are the different types of transport vehicles?
- What security and accommodation equipment should the vehicles contain?
- Which groups of inmates must be transported separately? Why?
- What are the security issues associated with inmates of different custody levels? Why?

CO609.2. Inspect an inmate transport vehicle for safety and contraband

Provide students an opportunity to conduct a vehicle search. Consider placing contraband inside and/or outside the vehicle before the search. Provide students with a vehicle inspection template-checklist and instruct them to complete the vehicle inspection documentation.

Additional discussion questions:

- What parts of the vehicle require a systematic inspection before inmate transport?
- Why is it important to search the inside and outside of a transport vehicle?

CO609.3. Park an inmate transport vehicle while maintaining safety and security standards **CO609.4. Know the functions of the different types of inmate transport vehicle security devices**

Provide students with an opportunity to observe an officer demonstrating parking a transport vehicle in a sally port. Emphasize the need to close the sally port before opening the vehicle. Ask students how they should park a transport vehicle for maximum safety and security when not parking inside a secure facility.

Provide students with an opportunity to view firsthand and become familiar with security restraint devices available in a transport vehicle. Demonstrate how to use security restraint devices available in a transport vehicle.

Have students discuss the appropriate responses an officer should make to incidents, such as traffic congestion, a traffic accident, and non-compliant inmates. Emphasize complacency issues, officer safety, inmate count, and remembering DT techniques.

 CO609.5. Know the role of inmate transport documents

Ask students:

- What documents may be required before transporting an inmate?
- What information is contained on a face sheet?
- What is the process for documenting an inmate transport?

 CO609.6. Secure the inmate in the transport vehicle while maintaining safety and security standards **CO609.7. Transport the inmate while maintaining safety and security standards**

Provide students with a demonstration on how to apply security restraint devices, and loading, securing, and unloading an inmate into and out of the transport vehicle.

Provide students with an opportunity to practice securing each other in security devices, and loading, securing, and unloading each other into and out of the transport vehicle.

Additional discussion questions:

- What is the process for securing inmates before escorting to an inmate transport vehicle?
- What is the role of a transport plan?

- Why is it important that you communicate specific information while transporting inmates? What information will you provide?
- What are safe, secure options in the event of a traffic crash or breakdown of a vehicle during an inmate transport?

LESSON VOCABULARY

face sheet

trail or chase vehicle

transfer

transport

LESSON 10 WORK SQUADS

Lesson Goal

Students will monitor inmates during an inside or outside work detail.

Materials

Florida Basic Recruit Training Program: Corrections, Vol. 1 (Chapter 6)

CO6010.1. Know the differences between inside and outside work squads

Provide students with a list of work squad characteristics and ask them to sort them into inside or outside work details.

Provide students a scenario from your professional experience monitoring work squads, such as in the following situations:

- hurricane preparation or recovery
- DOT
- horse stable
- graffiti abatement
- port cleaning

CO6010.2. Verify an inmate's identity for inside or outside work details

CO6010.3. Search an inmate before and after an inside or outside work detail

CO6010.4. Maintain accountability of an inside or outside work detail

Additional discussion questions:

- What is the process for verifying an inmate's identity for a work squad?
- How could an inmate falsify their identity before a work squad?
- How are you going to conduct a pat down search of an inmate before and after a work squad?
- When would you conduct inmate counts during the work squad?
- Why is it important to search the work area before inmate access?

CO6010.5. Maintain inmate safety and security during an inside or outside work detail

Additional discussion questions:

- What is the role of inmate safety training and safety?
- Why is it important to inspect equipment used in a work squad?
- How should you prepare an inmate for a work squad?

CO6010.6. Monitor inmates during an inside or outside work detail

Additional discussion questions:

- What are some of the inmate behaviors you should monitor during a work squad?
- What are some of the security issues associated with inmate breaks and work periods?
- What are the procedures for a non-compliant, combative, or disorderly inmate during a work squad?

CO6010.7. Maintain facility and inmate safety and security at the end of an inside or outside work detail

Ask one or more students to return five to 10 minutes late to the classroom after the break. Before the students return, ask the class who is missing. Emphasize the importance of maintaining inmate count throughout a work detail, especially at the conclusion.

Additional discussion questions:

- What are some of your activities when completing a work detail?
- Why is it important to conduct inmate searches when completing a work detail?

LESSON 11 HOSPITAL ASSIGNMENTS

Lesson Goal

Students will maintain custody of an inmate during a hospital assignment.

Materials

Florida Basic Recruit Training Program: Corrections, Vol. 1 (Chapter 6)

Communication Exercise: Hospital Restraints

Role Play Exercise #11: Hospital

Conduct Communication Exercise: Hospital Restraints

Have the class read the opening scenario, or create your own, and discuss their thoughts:

Officer Harris was monitoring Inmate Foster during a hospital assignment. Inmate Foster asked to use the restroom. Officer Harris removed Inmate Foster's restraints and stood guard outside the restroom door. Inmate Foster climbed through the roof of the restroom and attempted an escape. Fortunately, the inmate fell through the ceiling and was recaptured.

Referring to the scenario, ask the students:

- Did the officer do anything wrong? If so, what was it?
- Was there another way that this could have gone?
- What were some of the officer's options for effectively monitoring the inmate?

CO6011.1. Communicate with medical staff about inmate security concerns

Provide a hospital assignment scenario from your professional experience, such as:

- hospice
- an elderly inmate in a wheelchair
- a visually sick or injured inmate in the emergency room

Additional discussion questions:

- Why is it important to communicate inmate security concerns to medical staff?
- What were some of the security concerns related to this inmate hospital assignment?

CO6011.2. Maintain inmate safety and hospital security during hospital assignments

Additional discussion questions:

- What is the process for beginning a hospital assignment?
- What is the importance of maintaining officer safety regarding security restraints?
- What is the process for compromised inmate security during a hospital assignment?

 CO6011.3. Know the role of security restraint devices during hospital assignments **CO6011.4. Know the role of clinical restraints and clinical seclusion during hospital assignments**

On a whiteboard or flip chart, create three columns, with the headings of security restraint devices, clinical seclusion, and clinical restraints. Ask students:

- What are the characteristics of each form of restraint?
- What are the similarities and differences between the three?
- What are the strategies for using each type of restraint?
- What is the role of the attending physician regarding inmate restraints?

 CO6011.5. Maintain inmate safety and hospital security during inmate medical emergencies in a hospital setting

Provide a hospital assignment scenario from your professional experience, such as:

- hospice
- an elderly inmate in a wheelchair
- a visually sick or injured inmate in the emergency room

Conduct Role Play Exercise #11: Hospital

Additional discussion questions:

- What are some of the inmate behaviors that would prompt you to notify medical personnel?
- What is the relationship between maintaining inmate security and providing life-saving medical interventions?

Divide the students into four groups. Using the review questions at the end of each lesson, instruct each group to answer all questions. When they are finished, compare and contrast the answers. When students have conflicting answers, ask them to point out in the textbook where they obtained the information, and guide the class toward the correct answer.

Show a video of life inside prison walls through the eyes of correctional officers.

Discuss the role of the correctional officer in the care, study, and control of inmates.

The above video requires you to verify your age by signing into YouTube.

LESSON VOCABULARY

clinical restraints

clinical seclusion

COMMUNICATION EXERCISE: HOSPITAL RESTRAINTS

Objective (DO NOT READ OUT LOUD): Students will demonstrate effective communication skills when interacting with hospital medical staff.

Exercise Set-Up: Classroom simulates a hospital room and a chair simulates a hospital bed.

Participants: one officer, one inmate, and one medical staff

Facilitator Overview (DO NOT READ OUT LOUD): During a hospital assignment, the attending medical staff requests that the officer remove the inmate's restraints to perform a procedure.

Stop the exercise when the officer:

- professionally explains to the medical staff proper security practices to maintain custody and control of the inmate and addresses the removal of the restraints, or
- becomes unprofessional in any way.

Medical Staff Instructions (READ TO SUBJECT ONLY): You are a medical professional who requests that the officer remove the inmate's restraints to perform a medical procedure. You are insistent with the officer.

Officer Instructions: You are an officer on an outside hospital assignment with a high-risk inmate who needs a medical procedure.

Ask the officer:

- How did the exercise go?
- What went well for you?
- What could you have done better?
- Were there any alternative actions you could have taken?

Ask the class:

- How did the officer show active listening and check for understanding?
- How did the officer pause and reset their response?
- What non-verbal communication did the officer and medical staff display?
- How did the officer change their communication style based on who they were communicating with?
- How did bias influence the interaction?
- How did the medical staff control the officer's behavior?
- How did the officer demonstrate that they acknowledged the medical staff's responses?
- How could the officer have concluded the communication more appropriately, leaving the medical staff with their dignity?

Post-exercise discussion questions are found at the end of this chapter's instructor guide, titled "Core Communication Competencies." This exercise should take less than 10 minutes, including class feedback and discussion.

ROLE PLAY EXERCISE #11: HOSPITAL

Notes to Facilitator: The officer will demonstrate procedures to maintain custody of an inmate while in a hospital setting and also demonstrate officer safety. Three participants are needed: one officer, one inmate, and one family member. Additional participants might include hospital staff. This exercise may be modified to include other situations, such as public safety concerns, the potential for an escape attempt, or concern about contraband. No physical force will be used in this exercise. At the end of the exercise, facilitate a guided discussion.

Exercise: An inmate is in the hospital for a medical procedure. A family member wants to visit the inmate, but the officer has been instructed not to allow any visitors. The family member and the inmate are both insistent on the visit. The officer must refuse the visit, while maintaining proper watch on the inmate.

Equipment Issued to Officer: handcuffs, radio, cell phone

Participants: one officer, one inmate, one family member

Behaviors

- The family member should be insistent upon the visit.
- The inmate may try to play on the officer's sympathies to allow the visit.
- Other reactions and behaviors will depend upon how the scenario is modified.

Expected Officer Behaviors

- Demonstrate the ability to recognize inmate or visitor manipulation.
- Demonstrate officer safety and professionalism.
- Demonstrate interpersonal communication.
- Demonstrate proper positioning and posture.
- Recognize and understand non-verbal communication.
- Show effective listening skills.
- Resolve the situation.

CORE COMMUNICATION COMPETENCIES HANDOUT

Communication: the exchange of ideas, messages, or information between two or more people through speaking, writing, or behavior to bring about some kind of action

Active Listening

- maintain eye contact
- face the speaker
- keep an open mind
- avoid bias
- identify key words
- identify speech intensity
- paraphrase
- ask questions

Introduction: How did the officer introduce themselves and explain the reason for contact?

Appropriate Questions: What questions could the officer have asked that might be more clear, concise, and open-ended?

Active Listening: How did the officer show active listening and check for understanding? Did the officer allow adequate time for the victim, witness, and subject to respond? If not, provide suggestions.

Self-de-escalation: How did the officer pause and reset their response?

Non-Verbal Communication: What non-verbal communication did the officer, victim, witness, and subject display?

Environment and Audience Consideration: How did the officer change their communication style based on who they are communicating with?

Implicit Bias: How did bias influence the interaction?

Response Time: When did the officer allow adequate, or inadequate, time for the inmate to respond?

Self-Awareness: How did the victim, witness, and suspect control the officer's behavior?

Procedural Justice: In what ways did the officer display procedural justice during the interaction?

Appropriate Conclusion: How did the officer conclude the communication and take appropriate action?

COMMUNICATION EXERCISE INSTRUCTIONS

Unless labeled optional, all Communication Exercises are mandatory.

Communication Exercises focus on officers using the 10 Core Communication Competencies and de-escalation skills. De-escalation through verbal communication is an important component of gaining compliance. Therefore, officers need to be comfortable talking with the inmates. The Communication Exercises begin with practicing simple conversations in routine situations and progress to more complex conversations. The Communication Exercises give students a chance to practice verbally de-escalating incidents. They give the facilitator prompts to encourage students to think about their actions from differing perspectives. Over the course of the Basic Recruit Training Program, give all students opportunities to participate in as many Communication Exercises as possible.

Prepare for Communication Exercise

- Before you build your lesson plan, read the exercise.
- Determine when to conduct the exercise, for example, at the beginning, middle, or end of the unit, lesson, or topic of instruction. You could build the lesson around the exercise. You could also repeat the exercise, changing the instructions for various participants but not the officer role.
- Determine how all students will eventually participate in the exercises. You may use, for example, a student participation log.
- Ensure that you have any equipment needed for classroom simulations, for example, chairs, desks, or an entranceway.

Facilitate Communication Exercise

- Ensure that the students review the 10 Core Communication Competencies handout before conducting the exercise.
- Provide the participants instructions privately. Read the officer instructions to the whole class and to the officer at the same time. Do not tell the class and the officer the title and objective of the exercise. Allow the class and the officer to discover the information themselves.
- Ensure classroom safety. The exercises do not include physical contact or any use of force. Stop any exercise immediately if the officer responds with physical force. Debrief their use of force by asking them to articulate why they used force, and how they would explain their use of force in court.
- You can instruct a participant—but not the officer role—to escalate the situation without resorting to physical contact or use of force in any of the exercises.
- Be aware of the time limit. Conduct the exercises within the allotted time of instruction.

Facilitate Discussion

- Use the 10 Core Communication Competencies as questions to elicit class feedback and discussion.
- Allow students time to respond to questions when gaining feedback from the class and encourage all students to participate in the discussion.

ROLE PLAY INSTRUCTIONS

All Role Play Exercises are mandatory.

Role Play Exercises allow officers to communicate, problem-solve, practice, and learn. Corrections requires on-the-job and critical-thinking skills in volatile, high-stress situations. Therefore, officers must make these skills second nature. The Role Play Exercises offer students opportunities to perform tactics and techniques alongside the skills acquired through Communication Exercises. Furthermore, role-playing scenarios teach students about new equipment and special skills that will help keep officers and inmates safe. Conduct each Role Play Exercise at least three times, using a different set of students each time. Over the course of the Basic Recruit Training Program, require all students to participate several times as officers in Role Play Exercises.

Prepare for Role Play Exercise

- Before you build your lesson plan, read the exercise, including the Notes section.
- Determine when to conduct the exercise, for example, at the beginning, middle, or end of the unit, lesson, or topic of instruction. You can build the lesson around the exercise. You can also repeat the exercise, changing the instructions for various participants but not the officer role.
- Determine how all students will eventually participate in the exercises. You may use, for example, a student participation log.
- You may modify an exercise, but do not replace it with one of your own.
- Ensure that you have any equipment needed for role playing simulations.

Facilitate Role Play Exercise

- Ensure that the students have been introduced to the Expected Officer Behaviors that correspond to the primary focus of the exercise.
- Privately brief each participant on their role.
- Allow students to learn through trial and error. As students practice and observe, allow them to critique and correct behaviors. Consider recording the exercises for providing feedback.
- Continue the exercise until the students demonstrate the expected officer behaviors or the facilitator deems appropriate to end the exercise. You may need to stop the exercise to reinforce key concepts when warranted.

Facilitate Discussion

- Ask the class for feedback regarding what the officers did well or could have done differently.
- Ask the class questions related to the expected officer behaviors. Emphasize officer safety, communication, and de-escalation.
- Ask the officers to provide feedback on their performance in the exercise.
- Repeat the Role Play Exercise at least two more times.

SUPERVISING SPECIAL POPULATIONS

Course Number: CJK_0330

Course Hours: 20 hours

Course Structure: 9 units, 16 lessons

Course Outcomes:

At the end of this course, students will be able to:

- ✓ understand the range of special populations that could be living in a correctional facility
- ✓ understand the basic characteristics, symbols, graffiti, colors, signs, tattoos, codes, and slang of security threat groups (STG) in a correctional facility
- ✓ deter STG activity in a correctional facility
- ✓ monitor inmates with a substance misuse issue
- ✓ understand the role of the ADA in a facility
- ✓ communicate with and de-escalate situations involving inmates with mental illness
- ✓ communicate with an inmate who has an intellectual disability
- ✓ monitor a disabled inmate
- ✓ respond to and monitor inmates with chronic or communicable diseases, and know the chemical restraint agents or electronic immobilization devices that may aggravate inmate medical issues
- ✓ monitor juvenile inmates and youthful offenders
- ✓ monitor an elderly inmate who may have health issues, physical limitations, or mental health issues
- ✓ monitor female inmates
- ✓ monitor transgender inmates according to the Prison Rape Elimination Act (PREA) standards
- ✓ understand the meaning of sexual orientation and the reasons for and characteristics of institutional homosexuality
- ✓ prevent and respond to sexual abuse and sexual harassment according to the PREA standards
- ✓ understand why an inmate is in administrative confinement, protective management, disciplinary confinement, or on death row and the associated inmate conditions, privileges, and monitoring routine

Required Activities

Suggested Activities

Notes to the Instructor

LESSON VOCABULARY

COURSE OUTLINE

Supervising Special Populations.....	251
Course Outline	252
Unit 1 Diversity in the Correctional Setting	253
Lesson 1 Inmate Societies	253
Communication Exercise: Arguing Cellmates	255
Unit 2 Security Threat Groups	257
Lesson 1 STG Characteristics	257
Lesson 2 STG Structures and Activities.....	259
Unit 3 Substance Misuse Among Inmates	261
Lesson 1 Substance Misuse Among Inmates.....	261
Unit 4 Mentally Ill Inmates and Inmates With Disabilities.....	263
Lesson 1 Americans With Disabilities Act.....	263
Lesson 2 Inmates With Mental Illness.....	265
Lesson 3 Inmates With an Intellectual Disability	268
Lesson 4 Physically Disabled Inmates.....	269
Lesson 5 Inmates With Medical Needs	270
Unit 5 Juvenile Inmates and Youthful Offenders.....	272
Lesson 1 Juvenile Inmates and Youthful Offenders	272
Unit 6 Elderly Inmates.....	274
Lesson 1 Elderly Inmates	274
Communication Exercise: Elderly Inmate Referral	276
Unit 7 Inmates and Gender.....	278
Lesson 1 Female Inmates	278
Lesson 2 Transgender Inmates.....	279
Unit 8 Inmates and Sexuality	281
Lesson 1 Institutional Homosexuality	281
Lesson 2 Sexual Abuse.....	282
Unit 9 Inmates in Confinement or on Death Row.....	284
Lesson 1 Inmates in Confinement or on Death Row.....	284
Core Communication Competencies Handout	286
Communication Exercise Instructions.....	287
Role Play Instructions.....	288

UNIT 1 DIVERSITY IN THE CORRECTIONAL SETTING

LESSON 1 INMATE SOCIETIES

Lesson Goal

Students will understand the range of special populations that could be living in a correctional facility.

Materials

Florida Basic Recruit Training Program: Corrections, Vol. 1 (Chapter 7)

Handout: Core Communication Competencies

Distribute copies of the Core Communication Competencies

Conduct Communication Exercise: Arguing Cellmates

CO711.1. Know the range of special population inmates

On a whiteboard or flip chart, create two columns; one with the heading “facility,” the other with the heading “community.” Ask students to list the types of inmate populations that could be living in a correctional facility in one column. In the other column, ask students to list groups of people in their community that reflect those same inmate populations.

Emphasize that facilities are a melting pot similar to the community; however, a facility is a forced equality environment.

CO711.2. Know the reasons why inmates form unique types of societies

CO711.3. Know the common types of societies inmates form

CO711.4. Know the structural dynamics of inmate societies

On a whiteboard or flip chart, create five columns; each column with the heading of each of the five inmate societies. Ask students to list the characteristics of each society and discuss the similarities and differences.

Additional discussion questions:

- Why do you think inmates group into five basic societies?
- Why do inmates want to associate with one particular inmate society over another?

Additional discussion questions:

- What is hierarchical leadership?
- What does hierarchical leadership look like in a facility?

LESSON VOCABULARY

special populations

COMMUNICATION EXERCISE: ARGUING CELLMATES

Objective (DO NOT READ OUT LOUD): Students will demonstrate effective communication skills when intervening in an inmate dispute while controlling the scene and gaining compliance.

Exercise Set-Up: Classroom simulates a housing unit.

Participants: one officer, two inmates

Facilitator Overview (DO NOT READ OUT LOUD): The officer is supervising a housing unit where two inmates in a cell are arguing about canteen items, personal hygiene, or cheating at checkers.

Stop the exercise when the officer:

- calls for backup or de-escalates the argument by establishing their authority, asking questions regarding the reason for the argument, or redirecting the inmates, or
- escalates the situation or communicates unprofessionally.

Instructions Inmates (READ TO INMATES ONLY): You are inmates, and you are arguing with each other in your cell about canteen items, personal hygiene, or cheating at checkers. Discontinue arguing only if the officer de-escalates the situation, asks questions about the reason for the argument, or redirects the conversation. Continue arguing if the officer does not provide professional, appropriate directions.

Officer Instructions (READ TO THE CLASS): You are an officer directly supervising a housing unit where two inmates are arguing.

Ask the officer:

- How did the exercise go?
- What went well for you?
- What could you have done better?
- Were there any alternative actions you could have taken?

Ask the class:

- How did the officer explain the reason for contact?
- What questions could the officer have asked that might be more clear, concise, and open-ended?
- How did the officer show active listening and check for understanding?
- How did the officer pause and reset their response?
- What non-verbal communication did the officer and inmates display?
- How did the officer change their communication style based on who they were communicating with?
- How did bias influence the interaction?
- When did the officer allow adequate, or inadequate, time for the inmates to respond?

- How did the inmates control the officer's behavior?
- How did the officer demonstrate that they acknowledged the inmates' responses?
- How could the officer have concluded the communication more appropriately, leaving the inmates with their dignity?

Post-exercise discussion questions are found at the end of this chapter's instructor guide, titled "Core Communication Competencies." This exercise should take less than 10 minutes, including class feedback and discussion.

UNIT 2 SECURITY THREAT GROUPS

LESSON 1 STG CHARACTERISTICS

Lesson Goal

Students will understand the basic characteristics, symbols, graffiti, colors, signs, tattoos, codes, and slang of security threat groups (STGs) in a correctional facility.

Materials

Florida Basic Recruit Training Program: Corrections, Vol. 1 (Chapter 7)

Handout: Core Communication Competencies

CO721.1. Understand the link between a criminal gang and an STG

CO721.2. Know the names of common STGs

Invite a local STG Coordinator or member of a local Gang Response Unit to visit the class and provide the most current trends in your region.

Ask students to explain the differences between a traditional STG, a non-traditional STG, and a hybrid STG.

On a whiteboard or flip chart, create three columns; each column with the heading of one of the three basic types of STGs. Ask students to list the gangs associated with each of the STGs.

Discuss the information found in a county's data reports or the Department of Correction's STORMS System regarding inmate gang affiliation.

CO721.3. Know the basic characteristics of STGs

Facilitate a discussion on why inmates associated with various types of STGs can be challenging to supervise.

Describe the similarities and differences of female STGs to male STGs.

Divide the class into groups and assign each group one of the STGs, ask them to research the assigned group's definition and characteristics, provide examples, and choose one person from their group to share with the class.

Provide photographs of STGs represented in a facility, and ask them to name the gang and the associated STG.

Additional discussion questions:

- How do STGs in a facility look and behave differently from gangs in the community?
- What is different about the crimes female STGs commit from other STG crimes?
- What is the difference between a prison-based STG and other STGs?
- Why are extremist STGs so dangerous?

Discuss how inmates use different tactics to communicate inside a facility than they would use outside in the community.

CO721.4. Know the symbols, graffiti, colors, signs, and tattoos of STGs

Have students discuss their experience with gang symbols, graffiti, colors, signs, and tattoos and how inmates might express themselves differently in a facility.

Provide, or ask students to bring to class, images of local gang symbols, graffiti, colors, signs, and tattoos found within their community.

CO721.5. Know the codes and slang of STGs

Ask students how inmates communicate in the facility.

LESSON VOCABULARY

security threat group (STG)

LESSON 2 STG STRUCTURES AND ACTIVITIES

Lesson Goal

Students will be able to deter STG activity in a correctional facility.

Materials

Florida Basic Recruit Training Program: Corrections, Vol. 1 (Chapter 7)

CO722.1. Understand the different ways that STGs may structure themselves

Divide the class into four groups, assign each group one of the gang structures, and ask them to develop a group definition with examples for their assigned structure. Have one person from each group share their definition with the class.

On a whiteboard or flip chart, create four columns; each column with the heading of one of the four STG structures. Ask students to list the characteristics and differences between each structure.

Discuss the meaning of outside control.

CO722.2. Understand inmate behaviors and other signs that may indicate a pending escalation in STG activities

CO722.3. Understand the indicators you may find of a pending escalation in STG activity when conducting cell or area searches

CO722.4. Understand inappropriate mail items that can indicate a pending escalation in STG activity

Provide a scenario that addresses any of the following:

- an increase in inmates modifying their clothing or disobeying rules about appearance
- an increase in tagging or kiting
- all magazines checked out of the library
- more defined groupings of inmates in the canteen or day rooms

Follow up with who, what, when, where, how, and why questions for discussion.

Additional discussion questions:

- What are some of the things inmates may do that could indicate they are planning a disruptive STG event?
- What should you look for during a cell or area search that might indicate inmates are planning a disruptive STG event?
- Why is monitoring inmate mail important to prevent STG activity?

Provide examples of normal and abnormal mail and ask students to decipher which is normal and which indicates a pending STG escalation.

Discuss the difference between direct and indirect threat associated with contraband found in the mail.

CO722.5. Know how to deter STG activity inside and outside of a facility

Discuss the importance of awareness, being proactive, and avoiding complacency when monitoring STGs.

Ask students what might be the result of inadequate monitoring of STG activity.

CO722.6. Know how to document STG activity inside and outside of a facility

Provide an STG scenario, to include a list of items found, pictures of gang symbols, coded messages, etc. Instruct students to write a draft of their field intelligence report, swap reports, and conduct peer critiques.

LESSON VOCABULARY

tagging

UNIT 3 SUBSTANCE MISUSE AMONG INMATES

LESSON 1 SUBSTANCE MISUSE AMONG INMATES

Lesson Goal

Students will be able to monitor inmates with substance misuse issues.

Materials

Florida Basic Recruit Training Program: Corrections, Vol. 1 (Chapter 7)

CO731.1. Know the difference between substance misuse and drug addiction

Describe the differences between substance misuse and drug addiction.

Ask students why it is important to know whether an inmate has a substance misuse issue or a drug addiction.

CO731.2. Know the physical, behavioral, and psychological signs of an inmate with substance misuse issues

Ask students to list on a whiteboard or flip chart the behaviors of someone with a substance misuse issue.

CO731.3. Know the physical, emotional, and acute symptoms of substance withdrawal that an inmate may experience during the detoxification process

Provide a scenario that addresses any of the following:

- a new inmate with existing substance misuse and addiction, going through withdrawal and detox
- an inmate going through detox
- a current inmate with substance misuse issues
- transient inmates (weekenders) with existing substance misuse and addiction, going through withdrawal For each scenario, ask students to describe the following:
 - physical and health signs
 - behavioral signs
 - psychological signs

Provide a scenario regarding an inmate with severe withdrawal. Ask students to describe the physical, emotional, and acute symptoms.

Divide the class into three groups; assign each group one of the three signs of substance misuse—physical and health, behavioral, and psychological. Ask each group to develop a list of symptoms for each sign and choose one person from their group to share with the class.

CO731.4. Know the housing considerations for an inmate with substance misuse issues

CO731.5. Know your role when monitoring an inmate participating in a court-ordered drug treatment program

Provide examples of the following:

- different types of housing options for inmates with substance misuse issues
- how to monitor inmates in a court-ordered substance misuse treatment program

Additional discussion questions:

- Why is it important to place inmates with substance misuse issues in the most appropriate housing?
- What negative consequences might occur if inmates with substance misuse issues do not have access to appropriate housing?
- Why is it important to actively monitor inmates with substance misuse issues?

LESSON VOCABULARY

drug addiction

substance misuse

UNIT 4 MENTALLY ILL INMATES AND INMATES WITH DISABILITIES

LESSON 1 AMERICANS WITH DISABILITIES ACT

Lesson Goal

Students will be able to understand the role of the Americans With Disabilities Act when supervising a disabled inmate.

Materials

Florida Basic Recruit Training Program: Corrections, Vol. 1 (Chapter 7)

- CO741.1. Know the terms associated with the Americans with Disabilities Act (ADA) definition of disability**
- CO741.2. Know the physical or mental conditions that the ADA regards as impairments that contribute to a disability**

Invite someone from the local ADA Center to discuss the physical and mental conditions regarded as impairments.

Divide the class into two groups; assign one group mental conditions that contribute to a disability and the other physical conditions that contribute to a disability. Ask each group to develop a definition of their assigned topic with examples, and choose one person from their group to share with the class.

Ask students what might be the consequences of not following the ADA guidelines and resulting possible headlines in the paper based upon their actions or inactions.

Review the ADA rules and processes for your agency or department.

- CO741.3. Understand how a facility complies with the ADA when providing a reasonable accommodation for an inmate with a disability**

On a whiteboard or flip chart, create two columns; one for ADA accommodations a facility might provide to inmates with disabilities, the other for health care appliances an inmate might need in a facility. Have students complete the lists for both sides of the chart.

Discuss complications that may occur when communicating with a disabled inmate who does not have access to a reasonable accommodation.

CO741.4. Know the methods of deception used by a disabled inmate to manipulate the accommodation request process for a disability determination

Ask students: What are the consequences when an inmate is denied a reasonable accommodation as the result of suspected manipulation?

LESSON VOCABULARY

disability

reasonable accommodation

LESSON 2 INMATES WITH MENTAL ILLNESS

Lesson Goal

Students will be able to communicate with and de-escalate situations involving inmates with mental illness.

Materials

Florida Basic Recruit Training Program: Corrections, Vol. 1 (Chapter 7)

CO742.1. Know the rights of mentally ill inmates in a correctional setting according to the Florida Statutes

Invite a mental health specialist to assist with teaching this block.

Provide a brief overview of how Florida Statute 394.455 defines mental illness and what types of discipline an officer can and cannot use with a mentally ill inmate.

Provide scenarios of how one officer was successful disciplining an inmate with mental illness and how another officer was not. Ask students to determine which officer achieved the desired outcome based on statutory guidelines.

CO742.2. Know the characteristics of an inmate with a psychotic disorder

Discuss the relevance of mental health as a community issue.

Discuss the concepts of care, custody, and control when working in a mental health unit.

CO742.3. Know the characteristics of an inmate with a mood disorder

Provide a scenario of supervising an inmate with a mood disorder. Follow up with a discussion regarding officer behavior and inmate outcomes.

Encourage students to share with the class any experience with a family member or a friend who struggles with a mood disorder.

CO742.4. Know the characteristics of an inmate with an anxiety disorder

Provide a scenario of supervising an inmate with an anxiety disorder. Follow up with a discussion regarding officer behavior and inmate outcomes.

Encourage students to share with the class any experience with a family member or a friend who struggles with an anxiety disorder.

CO742.5. Know the characteristics of an inmate with a personality disorder

CO742.6. Know the different ways an inmate with a mental illness may gain access to mental health services

Provide a scenario of supervising an inmate with a personality disorder. Follow up with a discussion regarding officer behavior and inmate outcomes.

Encourage students to share with the class any experience with a family member or a friend who struggles with a personality disorder.

Discuss the officer's role in determining an inmate's mental health status and the role of the Florida Commission on Offender Review when accessing mental health services for an inmate.

CO742.7. Know how to communicate with a mentally ill inmate to de-escalate a situation

CO742.8. Understand the use of force options that can de-escalate a situation involving a mentally ill inmate

Instruct students to participate in a scenario that involves one student portraying an inmate and another student portraying an officer. Instruct the student/inmate to escalate the situation and the student/officer to use the "Do Not" list when communicating. Repeat this scenario with two different students and instruct the student/officer to use the correct techniques for communicating with a mentally ill inmate.

Additional discussion questions:

- How should you communicate with an inmate with mental illness, especially in a volatile situation?
- What are some of the possible consequences if an officer does not follow suggested best practices for communicating with inmates who are experiencing a mental health crisis?

- What are some of the things you should do or say to calm a mentally ill inmate and avoid or reduce a negative situation?
- How are you going to de-escalate the violent behavior of a mentally ill inmate using the right amount of force?
- How does an inmate gain access to facility mental health services?

Emphasize that officers should follow facility policy when using force with an inmate with a mental illness. Ask the class to describe possible news stories, based on their actions or inaction.

CO742.9. Know the role of the Baker Act as it relates to inmates with mental illness

Discuss the role of the Baker Act at the end of an inmate's sentence and when an officer should consider using the Baker Act for a mentally ill inmate who has reached the end of their sentence.

Allow students an opportunity to discuss their experiences related to situations involving the Baker Act.

LESSON VOCABULARY

Baker Act

mental illness

LESSON 3 INMATES WITH AN INTELLECTUAL DISABILITY

Lesson Goal

Students will be able to communicate with an inmate who has an intellectual disability.

Materials

Florida Basic Recruit Training Program: Corrections, Vol. 1 (Chapter 7)

CO743.1. Know the differences in the causes of mental illness and intellectual disability

CO743.2. Know the characteristics of an inmate who has an intellectual disability

Provide a scenario involving an inmate with an intellectual disability and another scenario involving an inmate with a mental illness. Ask students to identify the inmate with mental illness and the inmate with an intellectual disability. Discuss the similarities and differences between the two.

CO743.3. Know how to communicate effectively with an inmate who has an intellectual disability

Discuss how to effectively communicate with inmates who have an intellectual disability and potential issues with use of force.

Provide a scenario involving an inmate with an intellectual disability exhibiting violent behavior. Ask students how they would de-escalate the violent behavior. If they would opt to use force, ask students to be specific about the techniques they would use and why. Have a group discussion on the possible consequences of their actions, including public or media reaction to their actions or inaction.

Have students discuss their experiences related to knowing someone with an intellectual disability.

LESSON 4 PHYSICALLY DISABLED INMATES

Lesson Goal

Students will be able to monitor a physically disabled inmate.

Materials

Florida Basic Recruit Training Program: Corrections, Vol. 1 (Chapter 7)

CO744.1. Know how to monitor a disabled inmate who has a health-care appliance or personal care attendant

Describe the types of services available to physically disabled inmates and special considerations the officer needs to make when monitoring them.

Additional discussion questions:

- Are you going to monitor a disabled inmate who has a health care appliance or personal care attendant differently from an inmate that does not? Explain your answers.
- How are you going to restrain an inmate with one arm, an artificial leg, or a female inmate who is pregnant?

Allow students an opportunity to discuss their experience with a family member or friend who has a physical disability and how they make accommodations for that person.

LESSON 5 INMATES WITH MEDICAL NEEDS

Lesson Goal

Students will be able to monitor inmates with chronic or communicable diseases.

Materials

Florida Basic Recruit Training Program: Corrections, Vol. 1 (Chapter 7)

CO745.1. Know the chronic and communicable diseases an inmate can bring into and acquire in a correctional facility

Invite someone from a local hospital or assisted living facility to assist with teaching this lesson.

Throughout this lesson, emphasize PPE.

On a whiteboard or flip chart, create two columns; one labeled chronic and the other communicable. Ask students to list the diseases belonging to each category and discuss the characteristics of each chronic and communicable disease.

CO745.2. Know how to prevent the spread of communicable diseases within a correctional facility

Additional discussion questions:

- Why is it important to know how to prevent communicable diseases from spreading?
- What are some of the things you can do to prevent the spread of communicable diseases within the facility?

Provide students with an opportunity to talk about how they keep from spreading communicable diseases outside of the facility.

CO745.3. Know how to respond to and monitor an inmate with an emergency or non-emergency medical need

Additional discussion questions:

- What are some of the changes in inmate behavior that may indicate a medical need?

- What are some of the special considerations you should use when monitoring inmates with medical needs?
- Will you respond differently to an inmate with a non-emergency medical need as opposed to an inmate with an emergency medical need?

CO745.4. Know how to monitor a terminally ill inmate within a correctional facility

Additional discussion questions:

- What are some of the special considerations you should use when monitoring a terminally ill inmate?
- What special visitation considerations may apply to a terminally ill patient?

Provide students with an opportunity to talk about how they would want to be treated if they were terminally ill.

CO745.5. Know the different medical conditions that the use of chemical restraint agents or EIDs may aggravate

Show, but DO NOT demonstrate an EID.

Additional discussion questions:

- Do you remember previous instruction in use of force and defensive tactics and firearms training?
- How is the use of force between an inmate with medical needs and the general population inmate different?
- What medical conditions get worse after using a chemical restraint agent or EID?

UNIT 5 JUVENILE INMATES AND YOUTHFUL OFFENDERS

LESSON 1 JUVENILE INMATES AND YOUTHFUL OFFENDERS

Lesson Goal

Students will be able to monitor juvenile inmates and youthful offenders.

Materials

Florida Basic Recruit Training Program: Corrections, Vol. 1 (Chapter 7)

- CO751.1. Know the terms juvenile adjudication, juvenile inmate, and youthful offender**
- CO751.2. Know the different ways a juvenile can be remanded to the Department of Corrections as a youthful offender**

On a whiteboard or flip chart, create three columns; label each column with the heading of a different type of remand. Have students list the characteristics of each remand and discuss the similarities and differences.

- court-declared
- department-designated
- young adult offender

Divide the class into three groups, assign each group one of the ways a juvenile can be remanded, ask them to develop a group definition and provide examples for their assigned remand, and choose one person from their group to share with the class.

- CO751.3. Know the characteristics of a juvenile inmate or youthful offender**
- CO751.4. Know the disciplinary issues associated with a juvenile inmate or youthful offender**

Based on their own experiences growing up or as parents of juveniles, ask students:

- How do families influence the way juveniles act and respond to different circumstances?
- What are some common behaviors of juveniles?
- How does a juvenile's behavior and development affect their decision-making?
- How should an officer speak to a parent inquiring about their juvenile?
- Do you think a punitive system or a reward system works best with juvenile inmates?
- What are some of the major infractions youth tend to commit while in a corrections facility?

Allow students the opportunity to reflect upon someone in their life who acted as a positive role model and how that benefited them personally.

CO751.5. Know the legal requirements for incarcerating juvenile inmates and youthful offenders

Have students describe the four legal requirements for incarcerating youth set by the Juvenile Justice and Delinquency Act.

Additional discussion questions:

- Why should facilities house juveniles away (sight and sound) from adults?
- What are some of the special requirements for juveniles in a facility? Are there any dietary or educational requirements?

CO751.6. List the types of required programs and other programs and services available to juvenile inmates and youthful offenders

Ask students:

- What are the services in which juvenile inmates or youthful offenders are required to participate?
- What is the importance of the services and programs for juveniles and the role they play for juvenile inmates and youthful offenders?
- What are the components of the Extended Day Program?

LESSON VOCABULARY

juvenile adjudication

juvenile inmate

youthful offender

UNIT 6 ELDERLY INMATES

LESSON 1 ELDERLY INMATES

Lesson Goal

Students will be able to monitor an elderly inmate who may have health issues, physical limitations, or mental health issues.

Materials

Florida Basic Recruit Training Program: Corrections, Vol. 1 (Chapter 7)

Conduct Communication Exercise: Elderly Inmate Referral

CO761.1. Know the characteristics of an elderly inmate

Invite a representative from the local Department of Elder Affairs, senior citizen center, or AARP organization to discuss the special needs of elderly citizens.

Provide students an opportunity to discuss how they would like to be treated as they become an elderly person.

CO761.2. Know the health issues that elderly inmates may experience

Discuss the symptoms of Alzheimer's or sundown syndrome and ask students how an elderly inmate might display these symptoms.

CO761.3. Know the elements of effectively communicating with an elderly inmate

Provide a scenario on communicating with elderly inmates who have any of the following:

- limited hearing or eye sight
- mobility issues, arthritis
- balance issues
- heat stroke, heat exhaustion, hypothermia
- dementia, memory issues
- depression, anxiety, anger issues

Have students discuss how they would like to be spoken to when they become elderly.

CO761.4. Know the special considerations to make when monitoring elderly inmates

Ask students what special considerations they might need to make when monitoring elderly inmates.

CO761.5. Know when to make special considerations for an elderly inmate with physical limitations

Provide students with the types of considerations and associated services needed for an elderly inmate with physical limitations.

Discuss:

- possible use of force concerns when monitoring elderly inmates with physical limitations
- agency or facility demographics
- why this lesson is important

COMMUNICATION EXERCISE: ELDERLY INMATE REFERRAL

Objective (DO NOT READ OUT LOUD): Students will demonstrate effective communication skills when interacting with an elderly inmate regarding making a referral for services.

Exercise Set-Up: Classroom simulates an outside area.

Participants: one officer, two inmates

Facilitator Overview (DO NOT READ OUT LOUD): The officer is supervising in an outside area. An elderly inmate, who is not authorized to be in the area, is acting disorientated and is staggering around. Another inmate informs the officer that the elderly inmate has not been acting right and has been that way for a couple of days.

Stop the exercise when the officer:

- professionally questions the elderly inmate and calls for medical assistance, or
- unprofessionally questions the elderly inmate and commands the inmate to leave the area immediately.

Instructions for the Inmates (READ TO INMATES ONLY):

Inmate 1

You are an elderly inmate, staggering around disoriented in an unauthorized area. Do not respond to the officer's initial contact. If the officer communicates professionally, eventually respond, and comply with the officer's instructions. If the officer communicates unprofessionally, become agitated, and do not comply.

Inmate 2

You are an inmate in the outside area. You inform the officer that an elderly inmate is not acting right and has been that way for a couple of days.

Officer Instructions (READ TO THE CLASS): You are supervising in an outside area.

Ask the officer:

- How did the exercise go?
- What went well for you?
- What could you have done better?
- Were there any alternative actions you could have taken?

Ask the class:

- How did the officer explain the reason for contact, rule infraction, or instructions?
- What questions could the officer have asked that might be more clear, concise, and open-ended?

- How did the officer show active listening and check for understanding?
- How did the officer pause and reset their response?
- What non-verbal communication did the officer and inmates display?
- How did the officer change their communication style based on who they were communicating with?
- How did bias influence the interaction?
- When did the officer allow adequate, or inadequate, time for the inmates to respond?
- How did the inmates control the officer's behavior?
- How did the officer demonstrate that they acknowledged the inmates' responses?
- How could the officer have concluded the communication more appropriately, leaving the inmates with their dignity?

Post-exercise discussion questions are found at the end of this chapter's instructor guide, titled "Core Communication Competencies." This exercise should take less than 10 minutes, including class feedback and discussion.

UNIT 7 INMATES AND GENDER

LESSON 1 FEMALE INMATES

Lesson Goal

Students will be able to monitor female inmates.

Materials

Florida Basic Recruit Training Program: Corrections, Vol. 1 (Chapter 7)

- CO771.1. Know the common characteristics of female inmates within a correctional facility**
- CO771.2. Know the common methods of manipulation officers may encounter when supervising female inmates**

Emphasize that female facilities are different from male facilities.

Provide a scenario on monitoring female inmates. Discuss the challenges an officer might face.

Discuss the importance of the following:

- using appropriate interpersonal communication
- addressing the behavior, not the person
- distinguishing empathy from sympathy
- being patient

- CO771.3. Know the types of programs and services available to female inmates**

Describe the types of services that may be available to female inmates in your facility.

On a whiteboard or flip chart, create two columns; one for females and one for males. Ask students to list the services available to female inmates and services available to male inmates. Discuss the services available to both males and females.

LESSON 2 TRANSGENDER INMATES

Lesson Goal

Students will be able to monitor transgender inmates according to the Prison Rape Elimination Act (PREA) standards.

Materials

Florida Basic Recruit Training Program: Corrections, Vol. 1 (Chapter 7)

- CO772.1. Know the term transgender according to the American Psychological Association and the Prison Rape Elimination Act (PREA)**
- CO772.2. Know how PREA affects conducting searches of transgender inmates**
- CO772.3. Know the housing, programming, and safety issues unique to transgender inmates**

Encourage students to expand their levels of cultural competency in understanding the LGBTI community. Choose training materials from the National Institute of Corrections website.

Discuss the following:

- issues transgender inmates experience while incarcerated, including medical care
- risks for sexual assault
- officers behaving professionally
- how an individual's perception of their gender identity can fall outside of conventional gender norms

Invite a regional PREA Coordinator to assist in teaching an agency's zero tolerance policy for all forms of sexual abuse, sexual battery, and sexual harassment.

Additional discussion questions:

- How does the Prison Rape Elimination Act (PREA) affect conducting searches of transgender inmates?
- What are the housing, programming, and safety issues unique to transgender inmates?

Discuss with students:

- PREA's zero-tolerance policy applies not only to incidents between inmates, but also to incidents involving staff members, contractors, and volunteers.
- PREA also encompasses an inmate, staff, or volunteer's right to be free from retaliation if they report an incident or participate in an investigation.

LESSON VOCABULARY

transgender

UNIT 8 INMATES AND SEXUALITY

LESSON 1 INSTITUTIONAL HOMOSEXUALITY

Lesson Goal

Students will be able to understand the meaning of sexual orientation and the reasons for and characteristics of institutional homosexuality.

Materials

Florida Basic Recruit Training Program: Corrections, Vol. 1 (Chapter 7)

CO781.1. Know the three main types of sexual orientation an inmate can have upon entering a correctional facility

Invite a regional PREA Coordinator to assist in teaching the Department of Correction's zero tolerance policy for all forms of sexual abuse, sexual battery, and sexual harassment.

Encourage students to expand their levels of cultural competency in understanding the LGBTI community.

Choose training materials from the [National Institute of Corrections website](#).

Ask students to define the terms heterosexual, gay/lesbian, and bisexual.

Discuss the fact that other inmates can force inmates into relationships.

CO781.2. Know the characteristics of institutional homosexuality

LESSON 2 SEXUAL ABUSE

Lesson Goal

Students will be able to prevent and respond to sexual abuse and sexual harassment according to the Prison Rape Elimination Act (PREA) standards.

Materials

Florida Basic Recruit Training Program: Corrections, Vol. 1 (Chapter 7)

- CO782.1. Know the meaning of the term sexual abuse in a correctional setting**
- CO782.2. Know the meaning of voyeurism in a correctional setting**
- CO782.3. Know the meaning of sexual harassment in a correctional setting**
- CO782.4. Know the role of PREA in reducing the prevalence of sexual abuse in a correctional setting**

Invite a regional PREA Coordinator to assist in teaching the Department of Correction's zero tolerance policy for all forms of sexual abuse, sexual battery, and sexual harassment.

Provide a scenario on monitoring inmates regarding any of the following:

- sexual abuse
- sexual harassment
- voyeurism

Ask students:

- According to PREA, what are the acts that are considered sexual abuse?
- According to PREA, what is sexual harassment?
- According to PREA, what are the three main concepts that define voyeurism?
- What is the role of PREA in reducing sexual abuse in the correctional setting?

- CO782.5. Know the characteristics of inmates who can be targets of sexual abuse in a correctional setting**
- CO782.6. Know the common physical and behavioral signs of inmates who are victims of sexual abuse**

CO782.7. Understand the association between trauma and sexual abuse as well as the effect of trauma on inmates who are victims of sexual abuse

Additional discussion questions:

- What are the characteristics of inmates who can be targets of sexual abuse?
- What are the physical and behavioral signs of inmates who are victims of sexual abuse?
- What is the association between trauma and sexual abuse?
- What is the officer's role when receiving an inmate into their housing unit to prevent sexual abuse and harassment?

CO782.8. Know the role of screening and housing inmates to prevent sexual abuse and harassment

CO782.9. Know the reporting processes for inmates and officers' requirements for reporting sexual abuse and harassment

CO782.10. Know the appropriate response to an inmate allegation of sexual abuse the first responding officer should make to preserve any physical evidence

On a whiteboard or flip chart, create two columns, with one column heading inmate and the other officer. Ask students to outline the processes for inmates and for officers for reporting sexual abuse and harassment. Discuss similarities and differences.

Provide a scenario on supervising sexually abused inmates.

Ask or discuss with students the following:

- What is the appropriate response a first responding officer should give to an inmate allegation of sexual abuse to preserve any physical evidence?
- How can you prevent sexual abuse of inmates that you are monitoring?
- Discuss the facility process for inmates reporting sexual abuse.
- What is the officer's requirement for reporting sexual abuse and harassment?
- How should you respond to an inmate allegation of sexual abuse, whether consensual or not?
- What should you do to preserve any physical evidence?

Emphasize being proactive versus reactive with monitoring inmate behavior.

LESSON VOCABULARY

sexual abuse

sexual harassment

voyeurism

UNIT 9 INMATES IN CONFINEMENT OR ON DEATH ROW

LESSON 1 INMATES IN CONFINEMENT OR ON DEATH ROW

Lesson Goal

Students will be able to understand why an inmate is in administrative confinement, protective management, disciplinary confinement, or on death row and the associated inmate conditions, privileges, and monitoring routine.

Materials

Florida Basic Recruit Training Program: Corrections, Vol. 1 (Chapter 7)

CO791.1. Know the reasons for administrative confinement and inmate behaviors that can result in this type of placement

CO791.2. Know the possible inmate conditions and privileges when in administrative confinement

Provide a scenario that involves supervising inmates in administrative confinement. Ask students to develop their own definition, reasons for administrative confinement, and identify associated issues.

Discuss the requirements for communicating with and monitoring inmates in administrative confinement.

CO791.3. Know the possible inmate conditions and privileges when in protective management

Provide a scenario that involves supervising inmates in protective management. Ask students to develop their own definition, reasons for protective management, and identify associated issues.

Discuss the requirements for communicating and monitoring inmates in protective management.

CO791.4. Know the reasons for disciplinary confinement and the possible inmate conditions and privileges when in disciplinary confinement

Provide a scenario that involves supervising inmates in disciplinary confinement. Ask students to develop their own definition, reasons for disciplinary confinement, and identify associated issues.

CO791.5. Know how to adjust the monitoring routine of inmates who are in confinement or protective management

Discuss the requirements for communicating and monitoring inmates in disciplinary confinement.

CO791.6. Know the housing and monitoring requirements unique to a death row inmate

Direct students to the Florida Department of Corrections' website, The Daily Routine of Death Row Inmates, and initiate the following discussion points:

- the housing and monitoring requirements unique to a death row inmate
- security issues and special considerations when monitoring death row inmates
- how as officers they would emotionally cope with being on death row

LESSON VOCABULARY

administrative confinement

disciplinary confinement

protective management

CORE COMMUNICATION COMPETENCIES HANDOUT

Communication: the exchange of ideas, messages, or information between two or more people through speaking, writing, or behavior to bring about some kind of action

Active Listening

- maintain eye contact
- face the speaker
- keep an open mind
- avoid bias
- identify key words
- identify speech intensity
- paraphrase
- ask questions

Introduction: How did the officer introduce themselves and explain the reason for contact?

Appropriate Questions: What questions could the officer have asked that might be more clear, concise, and open-ended?

Active Listening: How did the officer show active listening and check for understanding? Did the officer allow adequate time for the victim, witness, and subject to respond? If not, provide suggestions.

Self-de-escalation: How did the officer pause and reset their response?

Non-Verbal Communication: What non-verbal communication did the officer, victim, witness, and subject display?

Environment and Audience Consideration: How did the officer change their communication style based on who they are communicating with?

Implicit Bias: How did bias influence the interaction?

Response Time: When did the officer allow adequate, or inadequate, time for the inmate to respond?

Self-Awareness: How did the victim, witness, and suspect control the officer's behavior?

Procedural Justice: In what ways did the officer display procedural justice during the interaction?

Appropriate Conclusion: How did the officer conclude the communication and take appropriate action?

COMMUNICATION EXERCISE INSTRUCTIONS

Unless labeled optional, all Communication Exercises are mandatory.

Communication Exercises focus on officers using the 10 Core Communication Competencies and de-escalation skills. De-escalation through verbal communication is an important component of gaining compliance. Therefore, officers need to be comfortable talking with the inmates. The Communication Exercises begin with practicing simple conversations in routine situations and progress to more complex conversations. The Communication Exercises give students a chance to practice verbally de-escalating incidents. They give the facilitator prompts to encourage students to think about their actions from differing perspectives. Over the course of the Basic Recruit Training Program, give all students opportunities to participate in as many Communication Exercises as possible.

Prepare for Communication Exercise

- Before you build your lesson plan, read the exercise.
- Determine when to conduct the exercise, for example, at the beginning, middle, or end of the unit, lesson, or topic of instruction. You could build the lesson around the exercise. You could also repeat the exercise, changing the instructions for various participants but not the officer role.
- Determine how all students will eventually participate in the exercises. You may use, for example, a student participation log.
- Ensure that you have any equipment needed for classroom simulations, for example, chairs, desks, or an entranceway.

Facilitate Communication Exercise

- Ensure that the students review the 10 Core Communication Competencies handout before conducting the exercise.
- Provide the participants instructions privately. Read the officer instructions to the whole class and to the officer at the same time. Do not tell the class and the officer the title and objective of the exercise. Allow the class and the officer to discover the information themselves.
- Ensure classroom safety. The exercises do not include physical contact or any use of force. Stop any exercise immediately if the officer responds with physical force. Debrief their use of force by asking them to articulate why they used force, and how they would explain their use of force in court.
- You can instruct a participant – but not the officer role – to escalate the situation without resorting to physical contact or use of force in any of the exercises.
- Be aware of the time limit. Conduct the exercises within the allotted time of instruction.

Facilitate Discussion

- Use the 10 Core Communication Competencies as questions to elicit class feedback and discussion.
- Allow students time to respond to questions when gaining feedback from the class and encourage all students to participate in the discussion.

ROLE PLAY INSTRUCTIONS

All Role Play Exercises are mandatory.

Role Play Exercises allow officers to communicate, problem-solve, practice, and learn. Corrections requires on-the-job and critical-thinking skills in volatile, high-stress situations. Therefore, officers must make these skills second nature. The Role Play Exercises offer students opportunities to perform tactics and techniques alongside the skills acquired through Communication Exercises. Furthermore, role-playing scenarios teach students about new equipment and special skills that will help keep officers and inmates safe. Conduct each Role Play Exercise at least three times, using a different set of students each time. Over the course of the Basic Recruit Training Program, require all students to participate several times as officers in Role Play Exercises.

Prepare for Role Play Exercise

- Before you build your lesson plan, read the exercise, including the Notes section.
- Determine when to conduct the exercise, for example, at the beginning, middle, or end of the unit, lesson, or topic of instruction. You can build the lesson around the exercise. You can also repeat the exercise, changing the instructions for various participants but not the officer role.
- Determine how all students will eventually participate in the exercises. You may use, for example, a student participation log.
- You may modify an exercise, but do not replace it with one of your own.
- Ensure that you have any equipment needed for role playing simulations.

Facilitate Role Play Exercise

- Ensure that the students have been introduced to the Expected Officer Behaviors that correspond to the primary focus of the exercise.
- Privately brief each participant on their role.
- Allow students to learn through trial and error. As students practice and observe, allow them to critique and correct behaviors. Consider recording the exercises for providing feedback.
- Continue the exercise until the students demonstrate the expected officer behaviors or the facilitator deems appropriate to end the exercise. You may need to stop the exercise to reinforce key concepts when warranted.

Facilitate Discussion

- Ask the class for feedback regarding what the officers did well or could have done differently.
- Ask the class questions related to the expected officer behaviors. Emphasize officer safety, communication, and de-escalation.
- Ask the officers to provide feedback on their performance in the exercise.
- Repeat the Role Play Exercise at least two more times.

RESPONDING TO INCIDENTS AND EMERGENCIES

Course Number: CJK_0335

Course Hours: 20 hours

Course Structure: 4 units, 16 lessons

Course Outcomes:

At the end of this course, students will be able to:

- ✓ identify and interpret the response to an emergency
- ✓ describe the elements of an emergency plan and level of response
- ✓ identify standard procedures and equipment used when responding to emergencies
- ✓ select the standard procedures for crime scene control
- ✓ describe how to manage victims, witnesses, and suspects
- ✓ explain investigation and reporting techniques
- ✓ describe procedures for the chain of custody for evidence

Required Activities

Suggested Activities

Notes to the Instructor

LESSON VOCABULARY

COURSE OUTLINE

Responding to Incidents and Emergencies 289

Course Outline 290

Unit 1 Identifying Emergency Situations..... 291

 Lesson 1 Responding to an Emergency Situation..... 291

Communication Exercise: Non-sworn Interaction 295

 Lesson 2 Emergency Plans..... 297

Unit 2 Determining Level of Response Assistance 299

 Lesson 1 Determining Level of Response Assistance 299

Unit 3 Types of Emergencies..... 301

 Lesson 1 Inmate Escapes..... 301

 Communication Exercise: Housing Announcement 303

 Lesson 2 Medical Emergencies..... 305

 Lesson 3 Riots 308

 Lesson 4 Hostage Incidents 310

 Lesson 5 Outside Threats to a Facility 312

 Lesson 6 Fires 314

 Lesson 7 Hazardous Materials..... 317

 Lesson 8 Bomb Threats 320

 Lesson 9 Disasters 322

 Role Play Exercise #12: The Broken Pipe 324

Unit 4 Investigating Crimes 325

 Lesson 1 Crime Scene Control 325

 Lesson 2 Managing Victims, Witnesses, and Suspects..... 327

 Lesson 3 Investigations and Reporting..... 328

 Lesson 4 Chain of Custody for Evidence..... 330

Core Communication Competencies Handout 332

Communication Exercise Instructions..... 333

Role Play Instructions..... 334

UNIT 1 IDENTIFYING EMERGENCY SITUATIONS

LESSON 1 RESPONDING TO AN EMERGENCY SITUATION

Lesson Goal

Students will be able to identify emergency situations and resolve them.

Materials

Florida Basic Recruit Training Program: Corrections, Vol. 1 (Chapter 8)

Handout: Core Communication Competencies

Communication Exercise: Non-Sworn Interaction

Distribute copies of the Core Communication Competencies to students.

Conduct Communication Exercise: Non-Sworn Interaction

Have the class read the opening scenario, or create your own, and discuss their thoughts.
As soon as you arrive at work, you smell something burning. When you walk around the corner, you notice an inmate’s mattress is on fire. How would you respond?

Describe emergency situations that occur in a facility. You may introduce recent actual emergencies that have occurred in a facility.

Ask the class to give some examples of emergency situations in a facility.

Ask students to identify examples of emergency situations that require attention in a correctional facility. You can provide a few examples to get students started.

CO811.1. Know which staff to notify during an emergency

Walk through the process of verifying an incident or emergency.

Demonstrate a radio call notifying the control room about an emergency situation. Ask students if they have any questions about how it's done.

Discuss the type of information needed to notify staff during an emergency.

Divide the class into groups and give each group one of the following situations:

- fire
- inmate suicide
- fight in the recreation yard
- escape attempt

Have each group discuss its situation and come up with a list of details that officers reporting the emergency need to provide to control room staff (such as, the location of the incident, the number of inmates involved, etc.).

Additional discussion questions:

- Who needs to be notified in an emergency situation?
- Why should correctional officers notify staff during an emergency situation?
- What could go wrong if correctional officers do not notify staff during an emergency situation?

CO811.2. Know how and why to set up a perimeter during an emergency

CO811.3. Know evacuation guidelines

Describe evacuation techniques.

Describe a lockdown and the reasons for using a lockdown.

Describe typical evacuation guidelines for correctional facilities.

Describe potential differences in state, private, and county facilities in terms of evacuation plans.

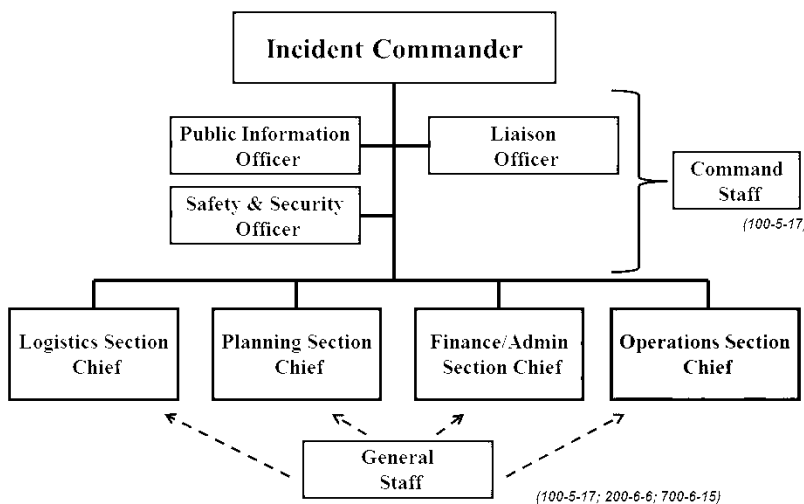
Unless otherwise incorporated in training, have students complete the following courses from the Federal Emergency Management Agency (FEMA):

- [IS-100C: Introduction to the Incident Command System](#)
- [IS-200.C: ICS for Single Resources and Initial Action Incidents](#)
- [IS-700.B: An Introduction to the National Incident Management System](#)
- [IS-800.C: National Response Framework, an Introduction](#)

Explain the role of the correctional officer within the scope of an Incident Command System.

Draw a model organization chart for an ICS. Use your own experience or see the example below:

Incident Command System (ICS) Model



CO811.4. Know how to resolve an emergency

Discuss methods to resolve an emergency using examples.

Review and discuss this article or find a similar article relating to responding to an emergency.

Show news videos or newspaper accounts of incidents and emergencies that were not handled properly and the consequences. These could also be used as an introduction to this section.

Discuss this article with the class or select one of your own choosing. Ask students what could have been handled differently to resolve this issue?

Divide the class into groups and give each group one of the following situations:

- fire
- inmate suicide
- fight in the recreation yard
- escape attempt

Have each group discuss its situation. Have each group come up with a plan to resolve their assigned issue.

Additional discussion questions:

- What are some of the steps in resolving emergency situations?
- Why is it important to resolve an incident or emergency in a correctional facility?
- What could go wrong if correctional officers do not respond correctly during an emergency situation?

LESSON VOCABULARY

incident command system

COMMUNICATION EXERCISE: NON-SWORN INTERACTION

Objective (DO NOT READ OUT LOUD): Students will demonstrate effective communication skills when interacting with non-sworn personnel in the facility.

Exercise Set-Up: Classroom simulates a classroom area of the facility.

Participants: one officer and one non-sworn personnel

Facilitator Overview (DO NOT READ OUT LOUD): The GED teacher in the classroom section of the facility calls inside security because of an emergency. When the officer arrives in the classroom section, the teacher tells the officer that the officer needs to bring an inmate to the classroom section because the inmate has to study for the GED.

Stop the exercise when the officer:

- communicates with the teacher professionally and patiently
- acts in a disrespectful way, or yells at the instructor that it was inappropriate to call security for an emergency that involves a student's attendance.

Non-sworn Personnel Instructions (READ TO SUBJECT ONLY): You are a GED teacher in the classroom section of a facility. One of your students is not present. You call inside security and tell them you have an emergency. When the officer arrives, tell them that the emergency is that one of your inmate students needs to study for the GED and is not here. Demand that the officer go and get the student inmate and bring them to the classroom section.

Officer Instructions: You are an officer in a facility. Inside security notifies you that there is an emergency in the classroom section of the facility and needs you to respond.

Ask the officer:

- How did the exercise go?
- What went well for you?
- What could you have done better?
- Were there any alternative actions you could have taken?

Ask the class:

- What questions could the officer have asked that might be more clear, concise, and open-ended?
- How did the officer show active listening and check for understanding?
- How did the officer pause and reset their response?
- What non-verbal communication did the officer and teacher display?
- How did the officer change their communication style based on who they were communicating with?
- How did bias influence the interaction?

- When did the officer allow adequate, or inadequate, time for the teacher to respond?
- How did the teacher control the officer's behavior?
- How did the officer demonstrate that they acknowledged the teacher's responses?
- How could the officer have concluded the communication more appropriately, leaving the teacher with their dignity?

Post-exercise discussion questions are found at the end of this chapter's instructor guide, titled "Core Communication Competencies." This exercise should take less than 10 minutes, including class feedback and discussion.

LESSON 2 EMERGENCY PLANS

Lesson Goal

Students will be able to use an emergency plan during an emergency situation.

Materials

Florida Basic Recruit Training Program: Corrections, Vol. 1 (Chapter 8)

Have the class read the opening scenario, or create your own, and discuss their thoughts.

Officer Collins is the first person to arrive on the scene during an emergency. Since he isn't a supervisor, he decides to call for help and wait for his supervisor to arrive. Is this the correct protocol? Did he misunderstand the meaning of chain of command during an emergency?

CO812.1. Know the protocols for chain of command during an emergency

Discuss the role of chain of command in an emergency.

Use an organizational chart for a facility to show how the chain of command would operate during an emergency.

Additional discussion questions:

- Why is it important to follow the chain of command in any situation, especially during an emergency?
- What are some things that could go wrong if chain of command protocol is not followed during an emergency?
- Ask students to explain in their words, what the role of chain of command is in an emergency.

CO812.2. Know how to document an emergency

List information to include when documenting the details of an emergency.

Show sample documentation for an emergency. Walk the students through the process of filling out the paperwork.

Allow students to watch and discuss [the following video](#) or find similar videos. Ask students to document what they witness in the incident. Allow students to share their reports with a classmate or the class to see how detailed and accurate they are. Some reports may be slightly different. Provide feedback.

Divide the class into groups and give each group one of the following situations:

- fire
- inmate suicide
- fight in the recreation yard
- escape attempt

Have each group discuss its situation and fill out a mock report to document it.

UNIT 2 DETERMINING LEVEL OF RESPONSE ASSISTANCE

LESSON 1 DETERMINING LEVEL OF RESPONSE ASSISTANCE

Lesson Goal

Students will be able to determine the level of assistance needed in an emergency situation.

Materials

Florida Basic Recruit Training Program: Corrections, Vol. 1 (Chapter 8)

- CO821.1. Know the type and severity of an emergency to determine the level of assistance needed**
- CO821.2. Know the location of equipment available for emergency response**

Have the class read the opening scenario, or create your own, and discuss their thoughts.

Several inmates are fighting in the courtyard. Since Officer Allen is close to the fight, she tries to break up the fight even though the number of inmates involved keeps increasing. What would you do?

Describe the different levels of response assistance appropriate to a variety of emergencies.

Identify types of response teams, and methods for determining which officers respond to different types of emergencies.

Divide the class into groups. Have each group review the text and make a list of resources that are available for emergency response.

Discuss the use of emergencies as intentional distractions by inmates. You may provide some examples to generate discussion.

Have students create an agency emergency plan showing different levels of response to emergency situations.

Divide the class into groups. Have each group create an agency emergency plan showing different levels of response to emergency situations. Have the groups share their plans and provide feedback to one another.

Draw a table showing a list of emergencies on the left and examples of levels of responses on the right.

UNIT 3 TYPES OF EMERGENCIES

LESSON 1 INMATE ESCAPES

Lesson Goal

Students will be able to respond to an escape or escape attempt.

Materials

Florida Basic Recruit Training Program: Corrections, Vol. 1 (Chapter 8)
Communication Exercise: Housing Announcement

Conduct Communication Exercise: Housing Announcement in this lesson and throughout instructing this unit. Allow the officer to choose the type of emergency based on one of the nine types of emergencies in this unit.

Caution: Maintain control of your classroom.

CO831.1. Understand the signs of an escape attempt and how to prevent it

Have the class read the opening scenario and discuss their thoughts.

Officer Davis monitors the same area each day and at the same time. Also, each time he conducts a search, he does it during the same timeframe. Several inmates noticed this pattern and planned an escape using the tools they created. How could he have prevented this escape?

Ask questions about how the students might think that inmates may try to escape and how an escape could be prevented.

Ask students, "What are situations in which escapes more commonly occur?"

Ask students to identify how an officer may directly affect whether an escape attempts occurs.

Divide the class into groups. Have each group create its own list of actions that officers can take to prevent escape. Have a spokesperson from each group present the list to the class.

Play videos of news stories showing inmate escapes.

Follow any videos with a discussion about whether any of these could have been prevented.

CO831.2. Know the equipment and resources needed when responding to an escape or attempted escape

Review equipment used to intervene in escape attempts.

Show the equipment officers use when an inmate escapes:

- canine teams
- communication equipment
- cameras or video equipment
- vehicles
- face sheets (identification of inmates, e.g., pictures, alias, or tattoos)
- information about known associates
- mechanical restraints
- manual inmate counting and electronic identification devices
- flashlights
- local maps of the area
- weapons
- any other equipment dictated by the agency

Walk through what each piece does and how they work together to resolve these situations.

Ask students what they think would be useful equipment when dealing with an inmate escape. Record their responses on a whiteboard or flip chart.

CO831.3. Know how to follow standard procedures if an escape occurs

Ask students when they think escapes are likely to occur and the common indicators of planned escapes.

Divide the class into groups. Ask each group to create a list of common indicators of planned escapes.

Review standard procedures

COMMUNICATION EXERCISE: HOUSING ANNOUNCEMENT

Objective (DO NOT READ OUT LOUD): Students will demonstrate effective communication skills when addressing a large group of inmates before or during a lockdown situation.

Exercise Set-Up: Classroom full of students simulate a housing unit full of inmates.

Participants: two officers, all students are inmates

Facilitator Overview (DO NOT READ OUT LOUD): Two officers address a housing unit to announce that the institution is in lockdown because of an emergency event. They announce the cancellation of all visitation, programs, and religious services.

Stop the exercise when the officers:

- maintain control of the situation, redirect the questions, and use empathy to de-escalate the situation, or
- cannot de-escalate the situation and the inmates are bordering on physical behavior.

Officer Instructions (DO NOT READ OUT LOUD): Command staff has instructed you to announce that the facility will be in lockdown because of an emergency event. You will announce the cancellation of all visitation, programs, and religious services. Choose your emergency based on one of the nine types of emergencies in the textbook

Classroom Inmate Instructions: (Instruct the two officers to step out of the classroom while you explain the exercise to the class.) You are inmates in a housing unit. Two officers are going to announce that the institution is in lockdown because of an emergency event. They announce the cancellation of all visitation, programs, and religious services. You will act upset, ask many questions at the same time, but refrain from becoming physical.

Run this exercise several times throughout instructing Chapter 8. Caution: Maintain control of your classroom.

Ask the officer:

- How did the exercise go?
- What went well for you?
- What could you have done better?
- Were there any alternative actions you could have taken?

Ask the class:

- How did the officers explain the reason for the announcement?
- What questions could the officers have asked that might be more clear, concise, and open-ended?
- How did the officers show active listening and check for understanding?

- How did the officers pause and reset their responses?
- What non-verbal communication did the officers and inmates display?
- How did the officers change their communication style based on with whom they were communicating?
- How did bias influence the interaction?
- When did the officers allow adequate, or inadequate, time for the inmates to respond?
- How did the inmates control the officers' behaviors?
- How did the officers demonstrate that they acknowledged the inmates' responses?
- How could the officers have concluded the communication more appropriately, leaving the inmates with their dignity?

Post-exercise discussion questions are found at the end of this chapter's instructor guide, titled "Core Communication Competencies." This exercise should take less than 10 minutes, including class feedback and discussion.

LESSON 2 MEDICAL EMERGENCIES

Lesson Goal

Students will be able to respond to a medical emergency.

Materials

Florida Basic Recruit Training Program: Corrections, Vol. 1 (Chapter 8)

CO832.1. Know what a medical emergency is and how to recognize signs and symptoms

Have the class read the opening scenario, or create your own, and discuss their thoughts.

You notice that an inmate is sweating and has shortness of breath. Would you consider this a medical emergency? How would you respond?

Describe different types of medical emergencies.

List the medical resources available when responding to a medical emergency in a facility.

Discuss situations in which what appears to be a violation is actually a medical emergency. An important point to mention is that officers should assume an issue is a medical issue until it has been proven otherwise.

Additional discussion questions:

- What constitutes a medical emergency in a facility?
- What are some of the signs and symptoms of a medical emergency in a facility?
- Why is it important to address medical emergencies in a facility?
- Are there liability issues for staff?
- Can an agency employee still be held liable for an issue even after they have left the agency?
- What could go wrong if medical emergencies are ignored or missed?
- What kinds of resources are available for medical emergencies and how would an officer access them?
- Is it important to have resources available for medical emergencies?
- Discuss situations in which inmates may declare a medical emergency vs. when staff does.

Explain where resources for medical emergencies are and how an officer might locate them.
Divide the class into groups. Have each group create a list of medical emergencies that could occur in a facility. Have each group present their list to the class.

If First Aid training has been completed, discuss addressing a medical situation within a crime scene.

If First Aid training has been completed, divide the class into groups and create different scenarios that have the groups responding to different medical emergencies. Have the other groups provide feedback to the participating group.

CO832.2. Know the medical resources available when responding to a medical emergency

CO832.3. Know the equipment needed when responding to a medical emergency

Discuss agency equipment used for responding to medical emergencies.

Show the equipment officers use for medical emergencies:

- personal protective equipment (PPE) (e.g., gloves, masks)
- an automated external defibrillator (AED)
- first aid kit
- any other equipment dictated by the agency

Walk through what each piece does and how they work together to resolve these situations.

Ask students what they think would be useful equipment when dealing with a medical emergency.

Record responses on a whiteboard or flip chart.

CO832.4. Know how to follow standard procedures to resolve a medical emergency

Describe signs and symptoms of medical distress. Be sure to discuss the problem of distinguishing between a medical emergency and a violation of conduct.

Review an example of an agency emergency plan dealing with medical emergencies and discuss. Remember to refer to your agency's policies on distributing any sort of plan.

Ask students what they think are agency standard procedures for responding to medical emergencies.

Ask students what they think are the best techniques and safety measures to use when responding to a medical emergency. Keep in mind whether or not students have completed First Aid training.

LESSON 3 RIOTS

Lesson Goal

Students will be able to respond to a disturbance or a riot.

Materials

Florida Basic Recruit Training Program: Corrections, Vol. 1 (Chapter 8)

- CO833.1. Understand the difference between a riot and a disturbance**
- CO833.2. Know the conditions that prompt a riot or disturbance**
- CO833.3. Know the indicators preceding a riot or disturbance**

Have the class read the opening scenario, or create your own, and discuss their thoughts.

The number of fights between inmates increased over a three-week period. An inmate approached Officer Jordan and advised him to take the next day off, and he did. Officer Jordan found out that a riot caused a lot of damage. Officer Jordan felt somewhat responsible for what happened. Was he responsible? What would you have done if you were in this situation?

Additional discussion questions:

- What is the difference between a disturbance and a riot?
- How can a disturbance escalate into a riot?
- What are some indicators and conditions that precede a riot?

Write out some examples of both riots and disturbances. Have the students discuss among themselves and then classify each item as either a riot or a disturbance.

Divide the class into groups. Have each group create a list of conditions and indicators that could lead to a riot or disturbance. Have each group share its list with the class.

Play the video [Inmates Capture Prison Riot on Camera](#) (0:50 minutes), or a similar video. Discuss with the class.

- CO833.4. Know the equipment needed when responding to a riot or disturbance**

Describe equipment needed when responding to a riot or disturbance.

Show the equipment officers use to respond to riots or disturbances:

- restraints
- chemical agents
- electronic control devices (ECDs)
- firearms
- nonlethal and impact weapons
- shields
- emergency keys (both on and off site)
- communication devices
- any other equipment dictated by the agency

Walk through what each piece does and how they work together to resolve these situations.

Ask students what they think would be useful equipment when dealing with a riot or disturbance. Record the responses on a whiteboard or flip chart.

CO833.5. Know how to follow standard procedures to respond to a disturbance or riot

List the techniques for responding to and containing a riot or disturbance.

Have students review and discuss [A Guide to Preparing for and Responding to Jail Emergencies](#) (pp. 173–180).

Divide the class into groups. Have each group create a list of activities that may need to be completed by officers after a riot is over. Have a spokesperson from each group present the list.

Describe what happens after a riot or disturbance has been contained.

Lead the class in a mock debrief or action review following the containment of a riot or disturbance. Ask what was done correctly and what could be improved.

LESSON VOCABULARY

disturbance

riot

LESSON 4 HOSTAGE INCIDENTS

Lesson Goal

Students will be able to respond to a hostage incident.

Materials

Florida Basic Recruit Training Program: Corrections, Vol. 1 (Chapter 8)

CO834.1. Understand how a hostage situation occurs

Have the class read the opening scenario and discuss their thoughts.

Officer Shaw heard a lot of commotion and went to see what was going on. He saw two inmates fighting and immediately tried to stop the fight. Once he opened the cell, the inmates held him hostage. What should he do?

Describe a hostage situation and events that may lead to this type of emergency.

Play the video [Videos Show Deadly Hostage Situation Unfold at Oklahoma County Jail](#) (5:41 minutes), or a similar video. Ask students for their reactions.

Play the video [Hostage standoff in Delaware prison ends with one corrections officer dead](#) (1:51 minutes), or a similar video. Ask the students for their reactions.

CO834.2. Know the equipment needed when responding to a hostage situation

Describe equipment that may be used when responding to a hostage situation.

Show the equipment officers use for hostage situations:

- restraints
- chemical agents
- monitoring equipment such as camcorders, closed-circuit televisions, or cameras
- building blueprints and floor plans
- nonlethal and impact weapons
- emergency keys
- communication devices
- any other equipment dictated by the agency

Walk through what each piece does and how they work together to resolve these situations.

Ask students what they think would be useful equipment when dealing with a hostage situation. Record the students' responses on a whiteboard or flip chart.

CO834.3. Know how to follow standard procedures to respond to a hostage situation

CO834.4. Know how to follow standard procedures if you are taken hostage

Ask students to come up with some different methods for responding to a hostage situation.

Review procedures if an officer is taken hostage.

Divide the class into groups. Have each group perform a scenario in which one of the group members has been taken hostage. Walk around the room and give feedback and assistance to the groups.

Discuss that whoever is taken hostage has no rank.

Create your own scenario exercise requiring students to respond to a hostage situation. Discuss the outcome and provide feedback as necessary.

Review one of the following articles or find a similar article and highlight important facts to share with students.

- [Responding to hostage incidents](#)
- [Sheriff: Inmate in Cook County Jail hostage situation has history of attacks](#)

LESSON 5 OUTSIDE THREATS TO A FACILITY

Lesson Goal

Students will be able to identify types of facility assaults and respond to them.

Materials

Florida Basic Recruit Training Program: Corrections, Vol. 1 (Chapter 8)

CO835.1. Know the indicators of a facility assault

Have the class read the opening scenario, or create your own, and discuss their thoughts.

Several vehicles are approaching the facility at a high speed with no sign of slowing down. A few seconds later, gunshots are fired. What would be an appropriate response to ensure that inmates and others are safe?

Describe different ways facility assaults may occur and indicators that precede this type of emergency.

Additional discussion questions:

- When you hear “outside threats to a facility,” what do you think?
- What are some ways a facility attack may occur?
- What are some indicators that could precede a facility assault?
- Are facility assaults a serious threat?
- What are some bad things that could happen if a facility is not prepared for a facility assault?

CO835.2. Know the equipment needed when responding to a facility assault

Describe equipment that may be used when responding to a facility assault.

Show the equipment officers use for a facility assault:

- restraints
- chemical agents
- barriers
- electronic control devices (ECDs)
- firearms

- shields
- vehicles
- nonlethal and impact weapons
- emergency keys (on and off site)
- communication devices
- any other equipment dictated by the agency

Walk through what each piece does and how they work together to resolve these situations.

Ask students what they think would be useful equipment when dealing with an outside threat to the facility. Record their responses on a whiteboard or flip chart.

CO835.3. Know the measures used to prevent and resolve a facility assault

CO835.4. Know how to follow standard procedures for responding to a facility assault

Describe measures to prevent a facility assault and thwart an attempted assault.

Review or create an example of an agency emergency plan dealing with a facility assault and discuss.

Ask about the standard procedures and techniques to use when responding to a facility assault. Provide correction and feedback to their responses.

Show and discuss one (or more) of the videos below or find a similar video. After watching the video(s), ask students to give their reactions.

- [Mexican Inside Job Prison Escape](#) (1:09 minutes)
- [Corrections Response Team](#) (2:49 minutes)

LESSON VOCABULARY

correctional emergency response team
(CERT)

LESSON 6 FIRES

Lesson Goal

Students will be able to respond to a fire.

Materials

Florida Basic Recruit Training Program: Corrections, Vol. 1 (Chapter 8)

Class A fire extinguisher, or other fire extinguisher

CO836.1. Know the major components and indicators of a fire

CO836.2. Understand the classes of fire

Have the class read the opening scenario, or create your own, and discuss their thoughts.

“Fire! Fire! Help!” As you walk toward the kitchen, you hear someone yelling for help. An inmate was cooking with grease, and a fire started. The inmate responded out of panic and threw water on the grease fire. How would you respond?

Describe the major components and indicators of a fire.

Review classes of fires, the use of each class of fire extinguishers, and techniques for extinguishing a fire in a correctional facility.

Divide the class into groups. Assign each group a class of fire:

- Class A: ordinary combustibles
- Class B: flammable liquids
- Class K: subcategory of Class B (kitchen fires; cooking oils or fats)
- Class C: electrical
- Class D: combustible metals

Have each group quickly review its class of fire. Then, have each group give a brief presentation with examples.

CO836.3. Know the equipment needed when responding to a fire

CO836.4. Understand the types and uses of fire extinguishers

CO836.5. Know how to follow the steps for using a portable fire extinguisher

Demonstrate the use of a fire extinguisher. (You may be able to partner with fire officials to conduct this demonstration.)

Demonstrate the use of various types of fire extinguishers.

Have students practice using a fire extinguisher. Provide feedback and correction as needed.

Create a mock fire equipment situation. Use a mask with tape to block out vision. Set up a classroom with obstacles and/or a rescue situation.

Discuss the proper use of equipment when responding to a fire.

Divide the class into groups. Ask each group to compile a list of equipment needed to combat a fire. Record each group's responses on a whiteboard or flip chart. Fill in any needed equipment and encourage students to ask any questions they may have.

Divide the class into groups. Assign each group one of the following types of fire extinguishers:

- ABC
- ABCD
- K
- Water-based
- CO2

Have each group use the textbook and any prior experience to understand the group's assigned fire

extinguisher type. Then, have each group give a short presentation explaining its type of fire extinguisher to the rest of the class.

 CO836.6. Know how to follow standard procedures for responding to a fire

Additional discussion questions:

- What does "fire rescue" mean in a correctional facility?
- What happens to inmates during a fire emergency?

- What are some of the bad things that can happen if a facility is not prepared for a fire emergency?
- Who are the people that need to be contacted during a fire emergency?

Review [A Guide to Preparing for and Responding to Jail Emergencies](#) (pp. 155–160), and encourage students to voice their reactions and ask any questions they may have.

Review and discuss [this website](#) with students or find a similar website that provides general information about a fire extinguisher.

LESSON 7 HAZARDOUS MATERIALS

Lesson Goal

Students will be able to respond to a hazardous materials emergency.

Materials

Florida Basic Recruit Training Program: Corrections, Vol. 1 (Chapter 8)

Sample Safety Data Sheet (SDS)

Occupational Safety and Health Guidelines for Chlorine Dioxide

Emergency Response Guidebook (ERG)

- CO837.1. Know how to recognize hazardous materials**
- CO837.2. Know the classes and dangers of hazardous materials described in the *Emergency Response Guidebook (ERG)***
- CO837.3. Know the indicators of hazardous materials**

Have the class read the opening scenario and discuss their thoughts.

Inmate Scott was on work detail and decided to clean with bleach. Since there was a small amount of bleach left, he combined it with another bottle. Some inmates started coughing, while others had trouble breathing. At this point Inmate Scott realized that he had accidentally mixed bleach and ammonia. Explain your initial actions.

Review classes and dangers of each type of hazardous material.

Tell any experiences you or your co-workers have had in regards to hazardous materials.

Show and discuss the video [Safety Data Sheets Top Ten Things to Know](#) (5:34 minutes), or find a similar video about hazardous materials.

Review the different Hazmat Placards.

Explain the purpose and use of the [Emergency Response Guidebook \(ERG\)](#).

Use pages 159–287 of the [Emergency Response Guidebook](#) to show examples of how the guide is used.

Ask students how the use of SDS might be useful in responding to emergencies.

Divide the class into groups. Divide the following classes of hazardous materials among the groups:

- Class 1 explosives
- Class 2 gases
- Class 3 flammable and combustible liquids
- Class 4 flammable solids
- Class 5 oxidizing substances
- Class 6 poisons and infectious substances
- Class 7 radioactive substances
- Class 8 corrosives
- Class 9 Other Regulated Materials

Using the text and any personal experiences, have each group review its class(es). Then, have each group present its class(es) to the rest of the students.

Ask students what they think some indicators of hazardous materials might be.

Ask students which two of the five senses can potentially be used to determine the indicators of a hazardous material. Be sure to discuss the lethal nature of inhaling CO₂.

CO837.4. Know the equipment needed when responding to a hazardous materials incident

Describe equipment needed when responding to a hazardous materials emergency.

Show the equipment officers use for hazardous materials:

- personal protective equipment (PPE) (face mask, gloves, gowns, hazmat suit)
- SCBA
- bloodborne pathogens clean up kit
- barriers
- any other equipment dictated by the agency

Walk through what each piece does and how they work together to resolve these situations.

Ask students what they think would be useful equipment when dealing with a hazardous materials emergency. Record the students' responses on a whiteboard or flip chart.

CO837.5. Know how to follow standard procedures for responding to a hazardous materials emergency

Ask students about evacuations and inmate control during a hazardous materials emergency.

Ask students what they think are the standard procedures used when responding to a hazardous materials emergency.

Review or create an example of an agency emergency plan dealing with a hazardous materials emergency and discuss.

Create a scenario in which a flammable liquid has been spilled. Have students determine what the indicators might be, what equipment (including PPE) would be used to address the issue, and what the procedures would be to address the issue.

Create a scenario in which students need to know what equipment to use in a biohazard situation. Include a scenario dealing with body fluids.

Draw a table showing a list of hazardous material spills on the left and examples of equipment needed on the right. Have students list the equipment needed for each spill.

Describe potential hazardous materials spills or accidents in the surrounding environment of a facility. These can be general or tailored to a specific facility, depending on your student audience.

LESSON VOCABULARY

Emergency Response Guidebook (ERG)

LESSON 8 BOMB THREATS

Lesson Goal

Students will be able to respond to a bomb threat.

Materials

Florida Basic Recruit Training Program: Corrections, Vol. 1 (Chapter 8)

CO838.1. Know the indicators of a bomb threat

Have the class read the opening scenario and discuss their thoughts.

During a routine search, Officer Raines discovers a suspicious device that he thinks is a bomb. He immediately calls his supervisor using his cell phone. What could have happened as a result of Officer Raines using his cell phone?

Describe the types of bomb threats, and ways in which a bomb threat may be communicated.

Describe the indicators of a bomb threat.

Additional discussion questions:

- What are some indicators of a bomb threat?
- How does an officer respond when they believe a bomb threat is a hoax?
- What are some of the bad things that can happen if a facility is not prepared for a bomb threat?
- What are some of the bad things that can happen if a facility does not take a bomb threat seriously?
- Who might make a bomb threat?

CO838.2. Know the equipment needed when responding to a bomb threat

Explain equipment restrictions when responding to a bomb threat. Discuss the use of landlines to communicate.

Show the equipment officers use for a bomb threat:

- mounted long-range cameras
- non-electrical devices
- any other equipment dictated by the agency

Walk through what each piece does and how they work together to resolve these situations.

Ask students what they think would be useful equipment when dealing with a bomb threat. Record responses on a whiteboard or flip chart.

CO838.3. Know how to follow standard procedures when responding to a bomb threat

Describe the standard procedures needed when responding to a bomb threat in a correctional facility.

Find, review, and discuss a sample agency emergency plan dealing with bomb threats.

Create a scenario in which a bomb threat has been issued. Use a pre-recorded mock threat or use a live mock threat. Have students determine what the indicators might be, what equipment would be used to address the issue, what type of equipment may NOT be used, and what the procedures would be to address the issue. Have the students take notes.

LESSON 9 DISASTERS

Lesson Goal

Students will be able to respond to disasters.

Materials

Florida Basic Recruit Training Program: Corrections, Vol. 1 (Chapter 8)

Role Play Exercise #12: The Broken Pipe

CO839.1. Understand the difference between natural disasters and human-instigated disasters

Have the class read the opening scenario and discuss their thoughts.

A tropical storm hit Florida and caused a lot of rain. There was so much rain that it flooded an entire cell block. How will you handle this? How will you evacuate inmates to another location?

Describe the immediate impact of different types of human-instigated and natural disasters on a correctional facility.

Divide the class into two groups. Have one list as many human-instigated disasters as they can. Have the other group list as many natural disasters as they can. Record their answers on a whiteboard or flip chart, making sure to point out the differences between human-instigated and natural disasters.

Ask students the difference between natural and human-instigated disasters. Elaborate on the differences to help the discussion along.

Describe what happens when officers prepare for and respond to a hurricane as first responders, including family plans.

CO839.2. Know the equipment needed when responding to a disaster

Describe equipment used when responding to disasters.

Show the equipment officers use for disasters:

- backup communications equipment
- backup power source

- flashlights with batteries
- emergency food supplies (non-perishable)
- stored water
- medical supplies
- tents or temporary shelters
- additional bedding or linens
- vehicles
- weapons

Walk through what each piece does and how they work together to resolve these situations.

Ask students what would be useful equipment when dealing with disasters. Record responses on a whiteboard or flip chart.

CO839.3. Know how to follow standard procedures when responding to a disaster

Conduct Role-Play Exercise #12: The Broken Pipe.

Discuss how to respond to disasters.

Stress the responsibilities of officers to a facility over family during a natural disaster. Review any agency-specific policies on bringing staff family into the facility.

Review [A Guide to Preparing for and Responding to Jail Emergencies](#) (pp. 169–172) and discuss with the class.

Look for or create an example of an agency emergency plan dealing with disasters and share it with the class.

Play the video [Hurricane Ida Forces Prison Evacuation](#) (1:40 minutes), or similar video. Discuss the class's reactions.

LESSON VOCABULARY

natural disaster

human-instigated disaster

ROLE PLAY EXERCISE #12: THE BROKEN PIPE

Notes to Facilitator: The students in this exercise have completed Types of Emergencies. The purpose of this exercise is to have students address the issues of how disasters affect the care, custody, and control of inmates. They should identify the proper procedures and equipment to use when responding to disasters. This exercise requires four participants—two officers and two inmates. The number of inmates and officers used in the exercise may vary, depending upon space. No physical force will be used in this exercise. At the end of the exercise, facilitate a guided discussion.

Exercise: Inmates begin yelling that a large water main pipe broke and several cells are being flooded with water. One officer goes to the cell area and notices water flooding into the first two cells, each containing one inmate. The water is coming from an unknown location. A second officer arrives and the two begin to examine the area and discuss the next step. Should they evacuate inmates or shut off electricity?

Equipment Issued to Officers: Radios, cell keys

Props: None

Participants: Two officers, two inmates (or more, if class is large)

Behaviors

- Officers should work as a team to control the situation.
- Inmates can use the opportunity as a distraction to cover violations.
- Inmates can show fear or curiosity about the situation.

Expected Officer Behaviors

- Demonstrate situational awareness and officer safety.
- Practice good communication skills with both inmates and fellow staff members.
- Demonstrate proper positioning and posturing.
- Recognize and understand non-verbal communication.
- Show effective listening skills.
- Demonstrate professionalism.
- Resolve the situation.

UNIT 4 INVESTIGATING CRIMES

LESSON 1 CRIME SCENE CONTROL

Lesson Goal

Students will be able to protect and control a crime scene.

Materials

Florida Basic Recruit Training Program: Corrections, Vol. 1 (Chapter 8)

- CO841.1. Know which staff to notify when a crime has occurred
- CO841.2. Know how to control and isolate a crime scene
- CO841.3. Know when to enter a crime scene to administer first aid while not disturbing evidence
- CO841.4. Know how to secure and protect a crime scene
- CO841.5. Know how to document activities of a crime scene

Have the class read the opening scenario and discuss their thoughts.

Inmate Cooper stabbed Inmate Williamson in his neck. Blood was gushing out of Inmate Williamson's neck and all over the floor. How will you respond to this? How will you administer first aid without disturbing the evidence?

Describe safety issues when entering a crime scene, as well as the removal of unauthorized persons at the scene.

Describe the assessment of the physical condition of individuals at the scene.

Review methods to communicate the crime to staff, and record activities.

Describe the procedures used to isolate and control access to a crime scene to preserve possible evidence at the scene. Stress that the officer should respect and preserve the integrity of the crime scene. Briefly mention the importance of chain of custody here and indicate that it will be discussed in more detail in a later lesson.

Review [this article](#) or find a similar article on crime scene control. Ask the students for their reactions.

Show some examples of properly filled out logs of activities happening in a crime scene.

Additional discussion questions:

- What are some safety issues when entering a crime scene?
- Who needs to be contacted when a crime scene is encountered?
- Why is it important to limit access to a crime scene?
- What are some bad things that can happen if a crime scene is not well controlled?
- When is it not okay for a correctional officer to enter a crime scene?
- Who are essential personnel to respond to the crime situation?

Divide the class into groups. Give the groups a scenario of a crime in a facility (or use the scenario from the beginning of this lesson in the textbook). Provide groups with blank logs and have them fill out the logs as a group. Walk around and provide feedback.

LESSON 2 MANAGING VICTIMS, WITNESSES, AND SUSPECTS

Lesson Goal

Students will be able to manage victims, witnesses, and suspects involved in an incident.

Materials

Florida Basic Recruit Training Program: Corrections, Vol. 1 (Chapter 8)

- CO842.1. Understand the importance of identifying and separating victims, witnesses, and suspects during an investigation**
- CO842.2. Know how to secure victims, witnesses, and suspects during an investigation**
- CO842.3. Know how to determine the people involved in criminal activity**

Have the class read the opening scenario, or create your own, and discuss their thoughts.

Recall the incident between Inmate Cooper and Inmate Williamson from the previous lesson. Once Inmate Williamson recovered from the stabbing, he attacked Inmate Cooper while Inmate Cooper was attacking Inmate Downy because he witnessed the stabbing. How will you handle this? How will you decide who is the victim, the witness, or the suspect?

Describe the reasons for immediately separating and securing possible victims, witnesses, and suspects.

Describe methods used for identifying victims, witnesses, and suspects, and how to determine each person's role in the incident.

Review possible physical indicators of involvement in a crime.

Complete a scenario exercise requiring students to determine the roles of individuals involved in a crime. Have students act as role-players and have other students take turns attempting to correctly determine which role (victim, witness, suspect) belongs to which role-player.

Additional discussion questions:

- Why is it important to correctly identify the victims, witnesses, and suspects during an investigation?
- What can go wrong if you don't correctly identify the victims, witnesses, and suspects during an investigation?
- What are some things to look for when trying to identify victims, witnesses, and suspects during an investigation?

LESSON 3 INVESTIGATIONS AND REPORTING

Lesson Goal

Students will be able to document a crime using investigative techniques.

Materials

Florida Basic Recruit Training Program: Corrections, Vol. 1 (Chapter 8)

CO843.1. Know how to apply basic investigative techniques during investigations when directed to do so

CO843.2. Know how to write an incident report for an investigation and the consequences for recording false information

Have the class read the opening scenario and discuss their thoughts.

Officer Jackson was responsible for investigating and writing a report of the incident between inmates Cooper, Williamson, and Downy. Officer Jackson wanted to return a favor to Inmate Cooper so he altered the report so that Inmate Cooper wouldn't receive a severe punishment. What do you think will happen to both Inmate Cooper and Officer Jackson?

Describe basic investigative techniques an officer may use in their role in an investigation.

Describe the information to include while documenting the details of an investigation.

Give some examples of investigations based on your experiences or those of your co-workers.

Review and discuss the article(s) on [Documenting and Evaluating the Scene and Completing and Recording the Scene](#), or find similar articles relating to documenting a crime scene. Have the students give their reactions.

Divide the class into groups. Give the groups a scenario (or use the scenario from the beginning of Unit 4, Lesson 1 in the textbook) that they will need to investigate. Have a group of students play the roles of victim(s), witness(es), and suspect(s). Have the other groups take turns conducting an investigation. Provide feedback.

Divide the class into groups. Give the groups a scenario (or use the scenario from the beginning of Unit 4, Lesson 1 in the text) that they will need to document. Provide each group with a blank report that they, as a group, will complete. Walk around the groups and provide feedback.

Additional discussion questions:

- Why it is important to use good investigative skills?
- Why is it important to correctly document an investigation?
- What could go wrong if documentation is not accurate?
- Why is it important to clarify between an approximation and an absolute?

LESSON 4 CHAIN OF CUSTODY FOR EVIDENCE

Lesson Goal

Students will be able to establish and maintain the proper chain of custody for evidence.

Materials

Florida Basic Recruit Training Program: Corrections, Vol. 1 (Chapter 8)

- CO844.1. Know how to identify and collect evidence for a crime scene**
- CO844.2. Know how to apply proper techniques for handling evidence**
- CO844.3. Know the necessary information for establishing chain of custody**
- CO844.4. Know the main components of chain of custody procedures and how to use them**
- CO844.5. Know the safeguards to maintain the chain of custody**

Have the class read the opening scenario, or create your own, and discuss their thoughts.

Officer Peters found a sharp object on the floor with blood on it. He picked it up without using gloves and threw it away. This object should have been collected as evidence. What should Officer Peters do?

Describe the elements of the chain of custody including how evidence is identified, collected, preserved, processed, transferred, and stored.

Describe the information for establishing and maintaining the chain of custody.

Review and discuss the following article, on Processing the Scene, or find a similar article relating to managing chain of custody for evidence.

Demonstrate how to fill out a sample chain of custody form.

Divide the class into groups. Give the groups a scenario (or use the scenario from the beginning of this lesson in the text) and a sample chain of custody form. Have them fill out the form as a group. Walk around the groups and provide feedback as necessary.

Additional discussion questions:

- Why is it important to follow the chain of custody and protect evidence?
- What are some dangers from which evidence needs to be protected?
- What are some ways to properly handle evidence?
- Why is it important to properly fill out a chain of custody form?

CORE COMMUNICATION COMPETENCIES HANDOUT

Communication: the exchange of ideas, messages, or information between two or more people through speaking, writing, or behavior to bring about some kind of action

Active Listening

- maintain eye contact
 - face the speaker
 - keep an open mind
 - avoid bias
 - identify key words
 - identify speech intensity
 - paraphrase
 - ask questions
-

Introduction: How did the officer introduce themselves and explain the reason for contact?

Appropriate Questions: What questions could the officer have asked that might be more clear, concise, and open-ended?

Active Listening: How did the officer show active listening and check for understanding? Did the officer allow adequate time for the victim, witness, and subject to respond? If not, provide suggestions.

Self-de-escalation: How did the officer pause and reset their response?

Non-Verbal Communication: What non-verbal communication did the officer, victim, witness, and subject display?

Environment and Audience Consideration: How did the officer change their communication style based on who they are communicating with?

Implicit Bias: How did bias influence the interaction?

Response Time: When did the officer allow adequate, or inadequate, time for the inmate to respond?

Self-Awareness: How did the victim, witness, and suspect control the officer's behavior?

Procedural Justice: In what ways did the officer display procedural justice during the interaction?

Appropriate Conclusion: How did the officer conclude the communication and take appropriate action?

COMMUNICATION EXERCISE INSTRUCTIONS

Unless labeled optional, all Communication Exercises are mandatory.

Communication Exercises focus on officers using the 10 Core Communication Competencies and de-escalation skills. De-escalation through verbal communication is an important component of gaining compliance. Therefore, officers need to be comfortable talking with the inmates. The Communication Exercises begin with practicing simple conversations in routine situations and progress to more complex conversations. The Communication Exercises give students a chance to practice verbally de-escalating incidents. They give the facilitator prompts to encourage students to think about their actions from differing perspectives. Over the course of the Basic Recruit Training Program, give all students opportunities to participate in as many Communication Exercises as possible.

Prepare for Communication Exercise

- Before you build your lesson plan, read the exercise.
- Determine when to conduct the exercise, for example, at the beginning, middle, or end of the unit, lesson, or topic of instruction. You could build the lesson around the exercise. You could also repeat the exercise, changing the instructions for various participants but not the officer role.
- Determine how all students will eventually participate in the exercises. You may use, for example, a student participation log.
- Ensure that you have any equipment needed for classroom simulations, for example, chairs, desks, or an entranceway.

Facilitate Communication Exercise

- Ensure that the students review the 10 Core Communication Competencies handout before conducting the exercise.
- Provide the participants instructions privately. Read the officer instructions to the whole class and to the officer at the same time. Do not tell the class and the officer the title and objective of the exercise. Allow the class and the officer to discover the information themselves.
- Ensure classroom safety. The exercises do not include physical contact or any use of force. Stop any exercise immediately if the officer responds with physical force. Debrief their use of force by asking them to articulate why they used force, and how they would explain their use of force in court.
- You can instruct a participant—but not the officer role—to escalate the situation without resorting to physical contact or use of force in any of the exercises.
- Be aware of the time limit. Conduct the exercises within the allotted time of instruction.

Facilitate Discussion

- Use the 10 Core Communication Competencies as questions to elicit class feedback and discussion.
- Allow students time to respond to questions when gaining feedback from the class and encourage all students to participate in the discussion.

ROLE PLAY INSTRUCTIONS

All Role Play Exercises are mandatory.

Role Play Exercises allow officers to communicate, problem-solve, practice, and learn. Corrections requires on-the-job and critical-thinking skills in volatile, high-stress situations. Therefore, officers must make these skills second nature. The Role Play Exercises offer students opportunities to perform tactics and techniques alongside the skills acquired through Communication Exercises. Furthermore, role-playing scenarios teach students about new equipment and special skills that will help keep officers and inmates safe. Conduct each Role Play Exercise at least three times, using a different set of students each time. Over the course of the Basic Recruit Training Program, require all students to participate several times as officers in Role Play Exercises.

Prepare for Role Play Exercise

- Before you build your lesson plan, read the exercise, including the Notes section.
- Determine when to conduct the exercise, for example, at the beginning, middle, or end of the unit, lesson, or topic of instruction. You can build the lesson around the exercise. You can also repeat the exercise, changing the instructions for various participants but not the officer role.
- Determine how all students will eventually participate in the exercises. You may use, for example, a student participation log.
- You may modify an exercise, but do not replace it with one of your own.
- Ensure that you have any equipment needed for role playing simulations.

Facilitate Role Play Exercise

- Ensure that the students have been introduced to the Expected Officer Behaviors that correspond to the primary focus of the exercise.
- Privately brief each participant on their role.
- Allow students to learn through trial and error. As students practice and observe, allow them to critique and correct behaviors. Consider recording the exercises for providing feedback.
- Continue the exercise until the students demonstrate the expected officer behaviors or the facilitator deems appropriate to end the exercise. You may need to stop the exercise to reinforce key concepts when warranted.

Facilitate Discussion

- Ask the class for feedback regarding what the officers did well or could have done differently.
- Ask the class questions related to the expected officer behaviors. Emphasize officer safety, communication, and de-escalation.
- Ask the officers to provide feedback on their performance in the exercise.
- Repeat the Role Play Exercise at least two more times.