

Pre Service Training

For Temporary Health Care Staff



Revised for Temp Health Care Staff

By Cheri Atkinson, October 2019

Memorandum

DATE: October 18, 2019

TO: Temporary Health Care Companies

FROM: Cheri Atkinson, Medical Services Manager

SUBJECT: Oklahoma Department of Corrections Temporary Health Care Staff Training

This document will provide mandatory orientation and in-service training for all Temporary Health Care Staff training. This document must be read, in its entirety, prior to assignment to an Oklahoma Department of Corrections Medical Unit.

The information provided covers all the general information we believe your health care staff will need to be successful and safe while working in our facilities. Additional facility specific training will be provided by a DOC nurse, Nurse Manager or CHSA when they physically report to work at a facility. Such things as locations of housing units, electronic health records management, getting a facility photo ID, etc. will be covered at that time.

Upon arrival to a facility for the first time, each temporary health care staff will be asked to sign a copy of the attached statement that they have read and understand the Oklahoma Department of Corrections Temporary Health Care Staff Training.

MEMORANDUM

Date:

Health Care Staff Name:

Health Care Staff Company:

Subject: Acknowledgement of Temporary Health Care Staff Training

I have read and understand the Oklahoma Department of Corrections Pre-Service Training for Temporary Health Care Staff.

Any questions have been address by the facility Correctional Health Services Administrator or Nursing Manager.

Health Care Staff Signature

Date

DOC CHSA or Nurse Manager

Date



**TEMPORARY
HEALTH CARE STAFF TRAINING
INTRODUCTION AND OVERVIEW**

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Introduction and Overview

I. Welcome to the correction's family. Each and every one of you plays a vital role in the success of the Oklahoma Department of Corrections. The following lesson plans are designed to help you, as a contract correctional employee, acquire the skills and knowledge necessary to work effectively and safely in an Oklahoma Department of Corrections (ODOC) facility. Some of the lesson plans will state "contract nurse" or "contract employee." However, any reference to staff or employee applies to you.

II. GENERAL RULES FOR WORKING AT ODOC FACILITIES

- A state-issued picture ID will be required to enter the facility.
- Dress professionally and conservatively – scrubs only.
 - No see through material.
 - No nose rings, tongue rings, face rings or ear gauges.
- No cell phones, pagers, PDAs, MP3s, IPODs; these items must be left in your car.
- All Food and drink containers brought into the facility must be clear; no glass.
- Purses and backpacks must be clear.
- All facilities are tobacco free. All tobacco products must be left in vehicles as well as lighters. Smoke breaks must be approved by supervisor.
- No alcohol in vehicle or on person.
- Prescription Medication may be brought into a facility. It must be in the original prescription bottle and only enough for the time you are working. Check with supervisor; often you can leave medications in vehicle and take at a break.
- Secure your vehicle. You must lock all doors and all windows must be closed.
- No weapons of any kind, to include pepper spray, stun guns, Tasers, knives or guns are allowed.
- All persons entering correctional facilities are subject and must consent to search of your person, property, and vehicle at any time.
- You will be searched by an officer of the same sex using a "pat-down" method every time you enter a medium or maximum security facility.
- All correctional facilities operate in accordance with the HIPAA law and as agreed in contract between the Oklahoma Department of Corrections and vendors.

- You are subject to Oklahoma Department of Corrections rules while on grounds at all state facilities.
- All forms noted in these lessons will be available from the Correctional Health Services Administrator (CHSA), their designee and Security Central Control.

III. WHAT TO EXPECT YOUR FIRST DAY

On your first day at an ODOC correctional facility you should report to Central Control and they will contact the CHSA, or their designee to come escort you to the Medical Unit. Remember, to bring in only your driver's license, lunch, keys and if desired a small amount of money for soft drinks etc.

The CHSA, or their designee, will ensure you have two photo ID cards made. One card will be given to Central Control each time you enter the facility and returned to you when you exit the facility. You will be required to wear your ID on your person the entire time you are on facility grounds.

The CHSA, or their designee, will ask you if have read and understand these lesson plans. If you have questions ask the CHSA, or their designee, now and they will address your questions or concerns. You will then be required to sign the attached form stating that you have read and understand the lessons/training for Agency/Temp Nurses & Medical Providers.

Nurses will then be assigned to work with an ODOC nurse and other providers will be assigned to work with a Provider that will further orientate you to that specific facility and Medical Unit. The staff assigned to train you, as well as the CHSA, or their designee will ask if you have any questions and are ready to work without a trainer. You will not be allowed to work alone until you verbalize that you understand the process and are ready to work alone.

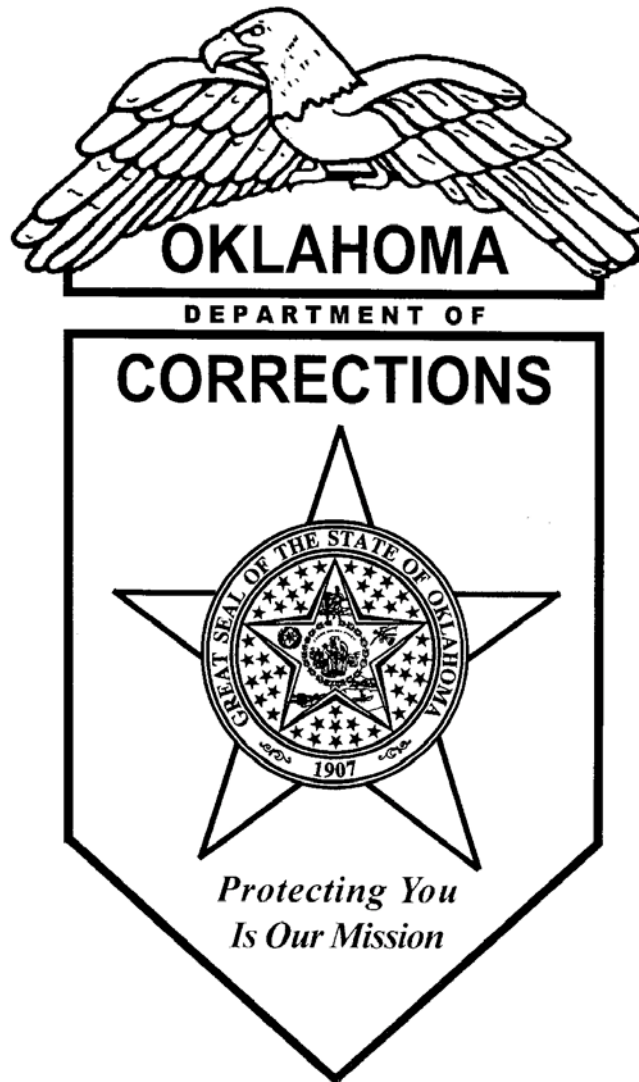
IV. SUMMARY

We must each remember that our first priority is security; we cannot provide medical quality medical care in an unsafe or unsecure situation.

In these lessons we have provided you with an overview of the types of situations you may encounter working in the correctional environment. You have been instructed as to the general responses that have been developed for countering these situations. Each DOC worksite has a different physical layout, but Medical Clinics routinely work the same at all sites.

It is your responsibility to read these lesson plans and understand your specific area of responsibility, study them, and know what you are to do while you work in a correctional facility. If you do not understand the lesson plans, ask the CHSA, Nurse Manager or a Provider to explain them to you. Don't wait until you are confronted by an emergency to find out what you need to know.

Oklahoma Correctional Training Academy



Course Title: Correctional Emergencies

Academy Contact:

Terry Goodall, CTO III, Phase I Coordinator

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Correctional Emergencies

I. The first thing you need to remember in a correctional emergency is the life you save *may be your own*.

Safety in correctional emergencies is an ever increasing concern to all staff. Security requirements necessitate specialized planning and procedures. The need to develop and implement sound policies and provide safe environments has been demonstrated too often in correctional emergencies that have resulted in loss of life, personal injury, and property damage.

Jails, prisons, detention centers, and similar building and institutions differ from most other institutions because security is a major operational consideration.

This lesson is designed to help you, the correctional employee, acquire the skills and knowledge necessary to react appropriately in an emergency situation.

II. INSTRUCTIONAL INPUT

Let's begin by defining "emergency."

What, to you, constitutes an "emergency?"

Compare your personal definition with the information listed below of what the Oklahoma Department of Correction's policy defines as an "emergency."

Per DOC policy OP-050102, Department and Facility Emergency Plans for Riots, Disturbances and Major Disasters for State Operated Facilities, Section I. Emergency Plans, A. Definition of an Emergency, is defined as:

Definition of an Emergency

Only the director may declare a departmental emergency. An emergency situation will be defined as, but not limited to, the following: (4-4221, 4-4224M)

1. Maintaining control of inmates or operation of key facilities/equipment that appear beyond the capability of the facility's or district's immediate resources.
2. Lives are in immediate danger.
3. Large scale destruction of government property.
4. Major disturbances such as an inmate sit-down strike or massive escape.
5. Major disasters such as fire, tornado, or other acts of nature.
(2-CO-3B-01, 4-4211M)

6. Total loss of utilities (i.e., electricity, water, etc.)

Security is our number one priority.

It is our responsibility to keep offenders confined. Some employees feel that a certain number of escapes are bound to occur. Not true! If we believe it is our responsibility to (as our mission states) "Protect the public . . .," even just one escape is unacceptable. It is our job to prevent all escapes.

1. An escape is considered confirmed when procedures have been completed (counts, searches, etc.) establishing the offender(s) are not present at the facility.
2. A suspected escape is when an offender cannot be properly accounted for and all procedures to locate the offender have not been completed.

According to OP-050103, Escape Notification Procedures: Each facility head will develop and maintain detailed escape response plans relevant to security level and physical plant restrictions. All plans will be reviewed annually and updated as required and will include the following:

- I. Escape Identification and Notification
- II. Escape Recovery Operations
- III. Aircraft Assisted Escapes
- IV. Escape Warrants
- V. Parole Violators and Community Supervised Program Absconders
- VI. Apprehension Procedures

Each employee should know his/her responsibility in the event of such an emergency.

If you do not know what your responsibility is in the event of the above listed emergencies, be sure to ask your supervisor, mentor or local training officer.

Natural Disasters

There are three types of natural disasters that may occur in Oklahoma.

1. **Earthquakes**: Oklahoma has a fault line in the southern part of the state. It is currently not very active. In case of an earthquake of any magnitude you could have fires, riots or escapes from the institution and you need to be able to respond should these situations occur.
2. **Floods**: In case of a flood, you may need to move inmates to a secure place, possibly another institution. You will have warning and can plan accordingly. Most of our institutions are situated where there is not much danger of flooding that would require evacuation.

3. **Tornadoes**: Oklahoma is in what is called “tornado alley” because of the disproportionate number of tornadoes in this area as compared to other areas.

There are two types of tornado alerts:

- A **Tornado Watch** means that conditions are right for a tornado and you should be prepared to seek shelter.
- A **Tornado Warning** means a tornado has been sighted and you should move to a place of safety.

During a tornado alert, you should look for:

- Large threatening clouds normally associated with severe thunderstorms. Check the bottom part of the cloud to see if there is one section that is lower than the rest and look for rotation. This is called a funnel cloud. It may be greenish in color and the start of a tornado. A tornado can be touching down and still be clear in color until it picks up dirt, etc.
- **Lightening** usually accompanies a tornado. Lightening can go cloud to cloud or cloud to ground. Seeking shelter during any lightening storm is recommended.
- **Hail** is also associated with a tornado. The thunderstorms are usually 45 to 50 thousand feet high because of the severe updrafts in wind. The higher the thunderhead, the stronger the wind. Water is thrown up, freezes, and falls as hail.

There are places at your work site that you can move to for protection.

If you do not know where the safe places are during a tornado or lightening storm be sure to ask your supervisor, mentor or local training officer.

If you sight a tornado:

- **Sound the alarm and evacuate to a place of safety within the facility.**
- After a tornado has hit, be aware that gas, water, sewage leaks, downed power lines, injured persons, escapes, and fires may be present.

Our first role in these situations is the safety of the offenders in your custody. After a tornado, it is always good practice to take a count as soon as possible of inmates and staff. Each facility will have specific guidelines to follow in these situations; however, you are responsible to read and review these policies annually.

If you have questions or do not know where these policies are located, ask your supervisor, mentor or training officer. These policies will answer important questions like, “If I have inmates in my area, where do I have them go during a tornado?” What else will I learn from my local procedures? OP-050102, Departmental and Facility

Emergency Plans for Riots, Disturbances, and Major Disasters for State Operated Facilities states:

Local procedures will be developed by facilities for responding to emergency situations. Emergency plans will be reviewed annually and will include:

1. Plans for isolating emergency situations and minimizing the impact on other operations within the facility.
2. Plans for regaining control of emergency situations.
3. Plans for handling other related emergencies.
4. Identification of what levels of force are available and standards for the use of force in compliance with [OP-050108](#) entitled "Use of Force Standards and Reportable Incidents."
5. Written plans for ensuring security and safety of civilians, staff, and inmates. Fire plans will be approved or certified by the authority having jurisdiction.
 - a. Plans will be developed for the evacuation of citizens, staff, and non-involved inmates.
 - b. Plans for immediate release of inmates from locked areas will include a backup release system. (4-4222M)
 - c. Plans will be developed to implement a fire watch. In the event that a fire alarm system is out of service or shut down for more than four hours in a 24-hour time period, the Department of Corrections Fire Alarm System Supervisor will be notified. The affected building/area will be evacuated or a fire watch shall provide for all parties left unprotected by the shut down until the fire system can be returned to service. (NFPA 101.7-6.1.8)

In the event that the DOC Fire System Supervisor cannot be contacted, the facility will communicate directly with the Fire Marshal's office.
 - d. Written plans will include diagrams of buildings/room floor plans. These diagrams will be posted and will include the following: (4-4221)
 - (1) Directional arrows for traffic flow
 - (2) Location of publicly posted written evacuation plans
 - (3) Identification of exits and exit signs
6. Plans for radio communications as backup to the telephone system to allow for uninterrupted communication within the facility and between the facility and community (4-4217). Voice commands to be used in the radio transmission will be as outlined in OP-050110 entitled "Radio Ten-Signal Codes."

7. An updated list from Human Resources will be maintained and available to emergency commanders of all employees who are trained hostage negotiators, are fluent in a second language and sign language, and are available to provide assistance to non-English speaking, hearing impaired, or non-speaking inmates.
8. Each central office committee commander will develop committee procedures to include a duty checklist unique to each member of their committee.

Hazardous Material Spills

The next type of emergency situation is hazardous material spills. A hazardous material is defined as a product capable of:

- Exploding with extreme force
- Forming a gas that will injure people or animals
- Being corrosive
- Causing burn, blister, or destroying tissue to people if exposed, or
- Being radioactive

Hazardous materials involved in an accident or unusual condition which may endanger lives or cause extensive property damage should be handled in the following manner:

1. Identify the product. This is usually done by the FIREMEN or POLICE.
2. You should isolate the area and allow the police to take charge of isolation on arrival. Isolate by 2,000 feet or more if possible.
3. Once the product is identified and if there is any doubt as to what action to take, immediately attempt to contact:

CHEMTREC
National Chemical Center
Washington, D.C.
1-800-424-9300

When you contact this agency you must provide them with what the material is and who the manufacturer is. Chemtrec is available 24 hours a day, seven days a week.

4. If the fire department at the scene has full knowledge as to the proper action to be taken with the product, they will proceed with containment procedures.

It can be any material believed to be dangerous by those officials at the scene of the problem.

Again, each facility will have procedures in order to ensure the safety of the offenders and other employees.

III. SUMMARY

We must each remember that our first priority is security. In times of emergency, we must deal with the emergency as well as security issues.

In this lesson we have provided you with an overview of the types of emergency situations you may encounter working in the correctional environment. You have been instructed as to the general responses that have been developed for countering these situations. Each DOC worksite has developed specific emergency plans for use in the event of an emergency situation/incident.

It is your responsibility to seek out the emergency plans for your work site and your specific area of responsibility, study them, and know what you are to do when an emergency comes. If you do not understand the plans, ask someone to explain them to you. Don't wait until you are confronted by an emergency to find out what you need to know. Inmates will look to you for guidance and safety.

Oklahoma Correctional Training Academy



Employee Conduct and Investigations

Academy Contact:

Terry Goodall, CTO III, Phase I Coordinator

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By Cheri Atkinson, October
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Employee Conduct and Investigations

I. Due to the mission of corrections, we must exercise a great deal of authority over the persons placed in our care. Because we are acting on their behalf, the citizens of Oklahoma have a right to expect us to carry out our duties responsibly while modeling the highest standards of professional behavior. We must not betray that trust.

Your ability to fit in and play a vital and sustained role in corrections is dependent upon your understanding and compliance with these standards of behavior.

II. INSTRUCTIONAL INPUT

A general definition of **the standard of employee's conduct** is:

All employees are expected to adhere to the **highest ethical standards** in the performance of our duties with diligence and honesty. Employees are expected to abide by all federal, state, and municipal criminal laws, and laws specifically adopted to governing the conduct of state employees.

1. **Devote full time and attention to duty.** **Employees will be terminated if they fall asleep while on duty.** Do the job you were hired to do on agency time. Do not work on private affairs, do not work on your secondary job (if you have one), and do not work on ANYTHING else but your assigned tasks.
2. **When Family or Friends Become Offenders:** **If you have a close friend or relative that becomes an offender supervised by our agency, you must notify your CHSA or designee in writing immediately.**
3. **Misuse of Computers:** **Misuse of Internet access on state owned computers is prohibited.** If you use a computer with Internet access in the performance of your job, you need to be very familiar with OP-021001 entitled, "Department of Corrections OneNet/Internet Standards."
4. **DOC has a "zero tolerance" policy for harassment of employees.** Harassment includes the prohibition of racial slurs and disparaging, demeaning, or condescending remarks in regards to any of the above listed categories. In addition, **no employee will permit or engage in any conduct that constitutes or contributes to sexual harassment.**
5. **Security:** Employees are not to bring alcohol, illegal drugs, unauthorized weapons and ammunition, or other dangerous instruments to or into a facility. This includes **leaving such materials in a personal vehicle in a parking lot on state property.**

The Duties and Responsibilities of all Employees are as follows:

- Comply with all departmental policy and procedures. Obey all legitimate orders from superiors.
 - Arrive at work on time, and not abuse work schedules.
 - Fulfill the duties of their positions and devote full time, attention, and effort to the duties and responsibilities of their positions during assigned hours of duty.
 - Cooperate with all agency investigations. (This does not mean that you surrender any of your constitutional rights.)
 - Do not bring any contraband as defined by policy to offenders.
 - Do not store personal items at work.
1. **Misuse of state property, equipment and funds:** Oklahoma State Statute prohibits misuse of property, equipment, and funds and provides criminal penalties for each specified violation.
 2. Do not conduct personal business on agency time or with agency resources.
 3. **Workplace violence:** Employees are prohibited from engaging in any workplace conduct which, by its nature, serves to threaten, frighten, intimidate, menace, or cause physical harm to other employees. Any employee observing such behavior should notify their CHSA or designee immediately.
 4. **Recording devices:** Departmental policy also prohibits secretly audio or video tape recording other employees.

Alcohol and Drugs

To sum it up: Do not abuse alcohol or use drugs illegally. If you do, you will lose your job with DOC.

Illegal Activity

Again, do not do it. Upon arrest you will not be allowed to work at any DOC facility.

Regulations Governing Activities and Relationships with Offenders and Ex-Offenders

“Offenders” are defined as persons under the care, custody, or supervision of the Oklahoma Department of Corrections. An "ex-offender" is defined as someone who is within six months following his/ her discharge date.

1. Employees are prohibited from entering into any kind of business transaction with offenders or their families.

2. Delivering or sending messages to offenders outside the scope of our duties is prohibited.
3. We absolutely, positively, DO NOT engage in **sexual contact** of any type with offenders. **Oklahoma State Statute defines correctional employees having sex with any offender under the supervision of the Department of Corrections as rape.** This includes offenders in correctional facilities or under probation/parole supervision. Employees that violate this law will be prosecuted.
4. We do not live with or marry offenders or have **non-professional associations** with them or members of their families.
5. Do not engage in any activity that constitutes or offers the opportunity for an abuse of your position.

Prohibited Relationships Between Employees

Engaging in any activity with another employee that compromises professional relationships is prohibited.

Investigations

The subject of investigations has a tendency to intimidate people unnecessarily. We must realize investigations are a very important and necessary part of our employment practices.

Highlights of the Policy on Investigations

1. All employee investigations will be conducted in a professional and respectful manner.
2. An investigation is simply a “fact finding” effort. The investigation can either be administrative or criminal in scope.
3. The Office of Internal Affairs conducts two types of investigations – the IA, (Internal Affairs) investigation and the PI (Preliminary Inquiry) investigation.
4. Usually, the investigation will be conducted through the use of interviews and research of documents. The interviews will only involve those who have a “direct involvement” in the matter, or those who may have relevant information, which clarifies the situation being investigated.
5. Employees will cooperate with any department investigation. **Employees failing to cooperate or making false statements during the course of an investigation will be terminated.**

Definitions

There are two levels of agency investigations:

1. **Preliminary Inquiry**

An informal investigation conducted by Internal Affairs of acts, inferences, and circumstances surrounding allegations of administrative violations made by any person or information received in the form of written communication, to include a grievance and an offender "Request to Staff." Investigations at this level are limited to those incidents where further investigation is required to determine if an internal affairs investigation is warranted.

2. **IA (Internal Affairs) Investigations**

A formal investigation conducted by an investigator from the Office of Internal Affairs into acts, inferences, and circumstances surrounding an allegation made by any person, information received in the form of a grievance, or information acquired in the normal routine course of business, by any staff, who by virtue of their position came into possession of the allegation/information, which tends to indicate the possibility of wrongdoing, malfeasance, or misfeasance on the part of an offender, visitor, employee, volunteer, contractor, or other member of the public which affects or may affect the Department of Corrections. **An Internal Affairs investigation may be conducted and authorized by the Director, Administrator of the Office of Internal Affairs, at the request of any member of executive staff, facility/unit heads, or district supervisors.**

The purpose of the Internal Affairs investigation is to determine whether there is sufficient information available upon which to:

- Ascertain the merit of an allegation.
- Dismiss the matter as being without any basis in fact, false, or without sufficient information with which to proceed.
- Determine whether sufficient facts, circumstances, and/or physical evidence exist to substantiate, refute, or dismiss allegations of criminal activity or administrative violations.
- Recommend final disposition of the matter based on a culmination of information received during any level of the investigative process.
- Pursue prosecution of matters involving allegations of criminal activity.
- Pursue administrative action of matters involving allegations of policy and procedural violations.

Sexual Assault/Misconduct Investigations

The Administrator of the Office of Internal Affairs will be responsible for assuring that an Internal Affairs' investigator is assigned to investigate all matters involving allegations of sexual assault and/or misconduct on the part of an offender, visitor,

employee, volunteer, **contractor**, or other member of the public, which affects or may affect the Department of Corrections.

Allegations of sexual assault/misconduct will be investigated as an Internal Affairs investigation.

Upon notification of an allegation of sexual assault/misconduct, staff will have the immediate responsibility of notifying the appropriate facility/unit head through the proper chain of command. In the event the information is received after normal business hours, the same reporting mechanism will apply through the on-call duty officer.

General Provisions

Confidentiality: All formal investigation reports will be considered confidential as dictated by state statute.

All formal investigation reports will remain confidential unless the court or the director opens them.

Authorization:

The director of the Department of Corrections may authorize any investigation and by whom it is to be conducted for any reason including allegations of violations of departmental policy and procedure or state or federal law by offenders, supervised offenders, employees, contractors, or members of the public which affect or may affect departmental operations.

The Administrator of the Office of Internal Affairs may authorize investigations or intelligence gathering operations for any reason involving allegations of violations of policy and procedure or state or federal law.

The facility/unit head/district supervisor may request an investigation by submitting a request to the director through the appropriate chain of command.

6. Format of Investigative Reports:

Only the district attorney in the jurisdiction of the offense can grant immunity from criminal prosecution.

The investigator will not grant immunity from prosecution although statements obtained may be immune. The investigator will then ask only questions which are specifically, directly, and narrowly related to the interviewee's duties or fitness to perform those duties.

4. Filing of Criminal Charges:

- A. All matters involving allegations of felony wrongdoing or sexual assault/misconduct will be referred to the appropriate district attorney's office (county attorney or United States attorney) upon completion of the investigation to determine if prosecution will be pursued.
- B. When an investigation is referred for criminal prosecution, the Office of Internal Affairs or staff, as designated by facility/unit head, will submit a copy of the report and any and all work products obtained during the investigation to the prosecuting authority.
 1. Materials deemed highly sensitive or which may create a threat to the safety of others if released should be so indicated to the prosecuting authority.
 2. The Office of Internal Affairs or facility/unit will ensure that all physical evidence is preserved pending adjudication of the charge.

Department Polygraph Program:

1. Polygraph Examinations:

Non-Departmental Personnel:

1. In all cases, unless otherwise approved by the director or the administrator of the Office of Internal Affairs, non-departmental personnel polygraph examinations will be administered at the Internal Affairs administrative office.
2. In all cases, unless otherwise approved by the director or administrator of Internal Affairs, staff polygraph examinations will be conducted in the administrative office of Internal Affairs.

Note: If the examinee makes a written request for the examination results, a copy will be provided through the appropriate chain of command. The examinee will not be provided information concerning the examination results of other personnel involved in the investigation.

Public Image:

A good definition of public image: What the public thinks about the agency and its employees, based on their perception of your appearance and behavior.

The public is our primary constituency group, and they have the right to expect that we, as their employees, appear and behave in a professional manner.

Role Modeling:

A good definition of role modeling: How the offenders think about the agency and its employees, and whether employees can, by the example of appropriate appearance and behavior, motivate the offender to adopt positive behavior traits and change their lives.

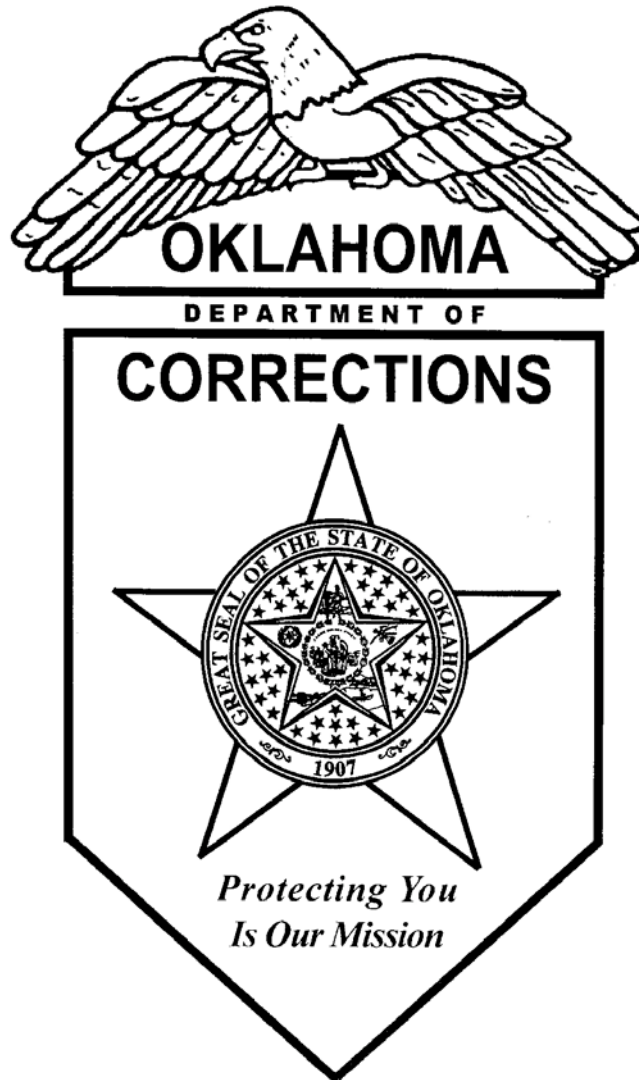
Employees have a responsibility to provide offenders with good role models. Research shows that correctional employees who provide a good role model for offenders have a large impact on their successful rehabilitation. We may be the only good role models they have ever encountered.

The general standard for the appearance of all employees is that they be dressed in a neat, clean, and professional manner appropriate to their work environment and job.

III. SUMMARY

The Oklahoma Department of Corrections believes in the highest standards of conduct for all of its employees and assures the public, the employees, and offenders of its commitment to top professionalism by providing and enforcing guidelines for proper conduct of employees.

Oklahoma Correctional Training Academy



Course Title: Equipment and Chemical Control

Academy Contact:

Terry Goodall, CTO III, Phase I Coordinator

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Equipment and Chemical Control

I. Let your mind take you back to your home for a moment and envision all of the different tools and chemicals that you have around. Hopefully, they are stored safely and are secure from any small children you may have. Other than that, you really don't have to give these things much thought. When you need them, you take them from their storage areas, use them in a safe and efficient manner, and then put them back in their proper places. When you need to replace any tools or chemicals, you just go out to the store and buy them – it is just that simple!

All right now, let's throw "our clientele" into the formula with all of those tools and chemicals. Does that inspire any feelings from you? It should. Offenders could use many of the tools and chemicals around our homes in very destructive ways with little to no adaptation at all. Furthermore, some of the individuals we supervise are very capable of taking these items, and through a variety of manipulations, make them much more dangerous than they already are. It is important to be aware that most of the tools and chemicals found in your home are also present where you work. However, in a correctional facility these can present a security risk.

In the time that you have worked at your institution, you may have needed a certain tool or chemical only to discover that you could not find it, or were not sure where to go to get it, or possibly, you were not sure about the proper procedure for obtaining it.

A proper chemical and equipment control check-out/in procedure provides a means for tracking and controlling both chemicals and equipment within the facility. This helps you to do your job more easily, efficiently, and safely. Certainly, this contributes to better security.

Each facility and district has its own local procedures addressing the use and control of tools. Be sure to ask your supervisor about the local procedure for checking out tools.

II. INSTRUCTIONAL INPUT

OP-040107: Tool Control Standards

<http://www.doc.state.ok.us/Offtech/OP040107.htm>

Each facility head is responsible for developing and maintaining procedures that ensure staff members control all **tools**. Each area, unit, or department is required to keep an inventory of all equipment in the assigned area. For some, in maintenance or construction, that may be the whole facility. This inventory is kept on the **Tool Control Log**. The inventory should include all:

- Tools (hand and power)
- Electrical equipment
- Air tools
- Equipment replacement parts

A permanent logbook is used to record the tools that are issued or checked out/in.

Now remember, maintaining the logbook is only required if you have been assigned control over any tools or equipment. However, it is to everyone's benefit to become familiar with check-out/in procedures at your facility.

The equipment inventory sheet should include the following information:

- The date and time of check-out
- The name of the person who is checking out the tool
- The name of the person who issued out the tool (in many cases all that is asked for are initials)
- A description of the tool checked out
- The quantity of items issued (in most cases this will be "1" or "only")
- Condition of tool at time of issuing
- The date and time of return
- The name of the person who accepted the return (many times all that is asked for are initials)

At the end of each work **day** the equipment control sheet should be closed out and all equipment and tools returned to their proper place. All equipment will be inventoried **monthly** to identify any worn, broken, missing, or obsolete tools.

A daily inventory of equipment should be conducted in the **kitchen, maintenance areas, agricultural areas, and the medical unit.** Items such as knives, needles, and instruments should be paid special attention. Any change in the equipment inventory should be reported immediately.

When a new piece of equipment or tool is purchased or an old piece of equipment or tool is replaced, the facility tool control officer or designee must make proper identification of the new item and properly dispose of the old item.

The following is from Section II, OP-040107 "Tool Control Standards." Let us review tool classification and the related supervisory requirements.

- **Class A Tools** – are those tools that pose a serious security risk if mishandled or not properly supervised.

Class A tools will be supervised by staff in the work area in a proximity and frequency of observation that will make usage of the tool for other than its intended purpose unlikely.

- **Class B Tools** – are those tools that are hazardous and could be used as weapons or could pose serious security risks if allowed to be introduced into the general population.

Class B tools require general supervision. The supervisor will be present within the defined work area.

- **Class C Tools** – are those tools that are not generally considered to be hazardous or a serious security risk, but need to be accounted for and managed to prevent theft or misuse.

The supervisor may instruct the use of Class C tools; however, direct supervision is not required when the tool is used.

For obvious reasons, the classification of tools into **A, B, or C** categories varies depending upon the **security** level of the facility. For instance, “Pliers over 6 inches with cutting edges” are classified A at maximum and medium security facilities, B at minimum, and C at the community level. Refer to Attachment A of OP-040107 for additional details.

Employees are not allowed to bring tools into the facility.

For a more complete review of the agency’s tool control standard, you are encouraged to read OP-040107, which is located at:

<http://www.doc.state.ok.us/Offtech/OP040107.htm>

OP-040108 – Control and Use of Flammable, Toxic, and Caustic Substance

<http://www.doc.state.ok.us/Offtech/op040108.htm> establishes safe practices for the use and control of materials that present a hazard to employees and offenders.

To maintain proper tracking in the use of chemicals, a “**Perpetual Inventory Sheet**” is kept on each chemical stored in the facility. When someone checks out/in a chemical, they must sign for the use of that chemical on the Perpetual Inventory Sheet.

Always check the instructions on the product or refer to the “**Material Safety Data Sheet**” (MSDS) for information about the safe use of a chemical product. Each **MSDS** will include information regarding the specific chemical identity of the hazardous chemical(s) involved and common names. In addition, it provides information on physical and chemical characteristics of the hazardous chemical, its known acute and chronic health effects and related health information, exposure limits, whether the chemical is considered to be a carcinogen, precautionary measures, emergency and first-aid procedures, and the identification of the organization responsible for preparing the sheet. If you have any additional questions or concerns about the use of a chemical, contact your facility/district MSDS coordinator or safety officer. He/she can assist you in determining the chemical’s proper use.

In addition, each chemical that has a “Keep out of the Reach of Children” or stronger warning requires (by OP’s) that an MSDS sheet be on hand. Employees or offenders using these chemicals are required by law to be **trained** in their safe and proper use, and be provided with the required **personal protective equipment**, as well as training on how to respond to an accidental exposure.

Chemicals must be stored properly in their designated location. The storage area must be secured at all times to prevent hazards. Never store chemicals away from their original/designated place of storage.

Hazardous Materials are any substances or mixtures of substances having properties capable of producing adverse effects on the health and safety of a human being. They may be flammable, combustible, toxic, caustic, explosive, or radioactive substances.

Combustible or flammable substances are stored in an area separate from other buildings and away from any type of open flames.

Flammable Liquids are substances that have a flash point (the minimum temperature at which a liquid will give off sufficient vapors to form an ignitable mixture with air near the surface of the liquid or in the vessel used) below 100 degrees Fahrenheit (37.8 degree Centigrade). These substances are classified by flash point as "Class I Liquid." See **OP-040108 (Attachment A)** for additional details.

Combustible Liquids are substances that have a flash point at or above 100 degrees Fahrenheit. These substances are classified by flashpoint as "Class II or Class III Liquids." See **OP-040108 (Attachment A)** for additional details.

Toxic and caustic substances are to be stored in their original containers in storage areas.

Toxic Materials are substances that through chemical reaction or mixture will produce possible injury or harm to the body by entry through the skin, digestive tract, or respiratory tract. The toxicity is dependent on the quantity, rate, method, and site of absorption. See **OP-040108 (Attachment A)** for additional details.

Caustic Materials are substances that are capable of destroying or eating away material by chemical reaction. See **OP-040108 (Attachment A)** for additional details.

For a more complete review of "Standards for the Control and Use of Flammable, Toxic, and Caustic Substances," you are encouraged to read **OP-040108** which is located at <http://www.doc.state.ok.us/Offtech/OP040108.htm>

The personal responsibility of all employees and offenders is outlined in Section IV.D. of OP-040108 which states, "It is the responsibility of each person using these substances to follow all prescribed **safety** precautions, use personal protective **equipment** when necessary, and report all **incidents** or **spills** to the proper authority. The protection of life, property, and our environment depends on it." This section is intended to point out that we are individually responsible for the safety of ourselves and others, property, and the environment. To be fully responsible we must read the labels to understand the correct usages of the material, as well as proper first-aid responses to any exposures that might occur.

Finally, Section V of this procedure establishes that **employees and offenders** who are injured or become ill as a result of an exposure to a hazardous material are to be provided immediate medical attention.

III. SUMMARY

You have learned the importance of keeping good track of tools and chemicals in the corrections setting. More specifically, you learned where tools and chemicals are stored and how you can access them so that you will have the resources needed to do your job. Any questions concerning tool or chemical safety and control should be posed to your immediate supervisor or tool and chemical control officers.

Oklahoma Correctional Training Academy



Course Title: Fire and Workplace Safety

Academy Contact:

Terry Goodall, CTO III, Phase I Coordinator

Revised for Temp Health Care Staff
By Cheri Atkinson, October 2019

Fire and Workplace Safety

I. We all work as one team in order to accomplish the mission of the Department of Corrections. That Mission is to:

- Protect the Public
- Protect the Employees
- Protect the Offenders

As individuals, we are directly responsible for the security and safety of our job sites, facilities, divisions and ultimately the department. All employees must cooperate to maintain security and insure a safe workplace. Safety, like security, is every employee's responsibility.

II. INSTRUCTIONAL INPUT

Who does workplace accidents have an impact on?

(The injured employee, their families, their friends, their co-workers, and their organization as a whole.)

How do injuries and illnesses impact all employees?

(We have to work harder, faster, and some projects, tasks, and duties just do not get done. We have an increase in accidents, more injuries, more lost work days. Facility security and mission achievement becomes impaired.)

Slips, Trips, Falls, and Material Handling:

Slip, trip, and fall injuries are preventable if you pay attention to your surroundings and use good common sense. Essentially, this means:

- **Wear proper shoes.**
- **Move slowly on wet or slippery surfaces.**
- **Keep your work areas and aisles clutter-free, and clean up spills.**
- **Pay attention to where you are going.**

Material handling (or mishandling) can and often does result in back injuries. Fortunately there are a number of things you can do to prevent back problems. For instance, every time you need to lift something, whether at home or work, remind yourself to use good lifting techniques.

What can you do to improve safety in your area?

What is the first thing you can do to promote workplace safety on a daily basis?

(Maintain good housekeeping habits)

What is the key to improving safety practices?

(Keeping alert, being aware of your surroundings, correct problems under your control)

Fire Safety:

Given that a large number of offenders are locked up and unable to move about freely, fire safety is an important issue to discuss during pre-service training and to consider every day you are on the job.

What are three things you can do to prevent fires?

(Install smoke detectors and check them regularly; use electricity safely; and properly store flammables, combustibles, and explosives)

What should you do if a fire breaks out?

Crawl low under smoke to escape fire; be familiar with escape routes; STOP! DROP! and ROLL! if you are on fire.

Fire Extinguishing

Used properly, a fire extinguisher may save lives and property by putting out a small fire or containing it until the fire department arrives.

1. When using an extinguisher, keep your back to an exit and stand six to eight feet away from the fire. Follow the four step **PASS** procedures. If the fire does not begin to go out immediately, leave the area at once.

What are the three classes of fire extinguishers?

(A ordinary combustibles, B liquid flammables, and C energized electrical)

What are the steps in using a fire extinguisher?

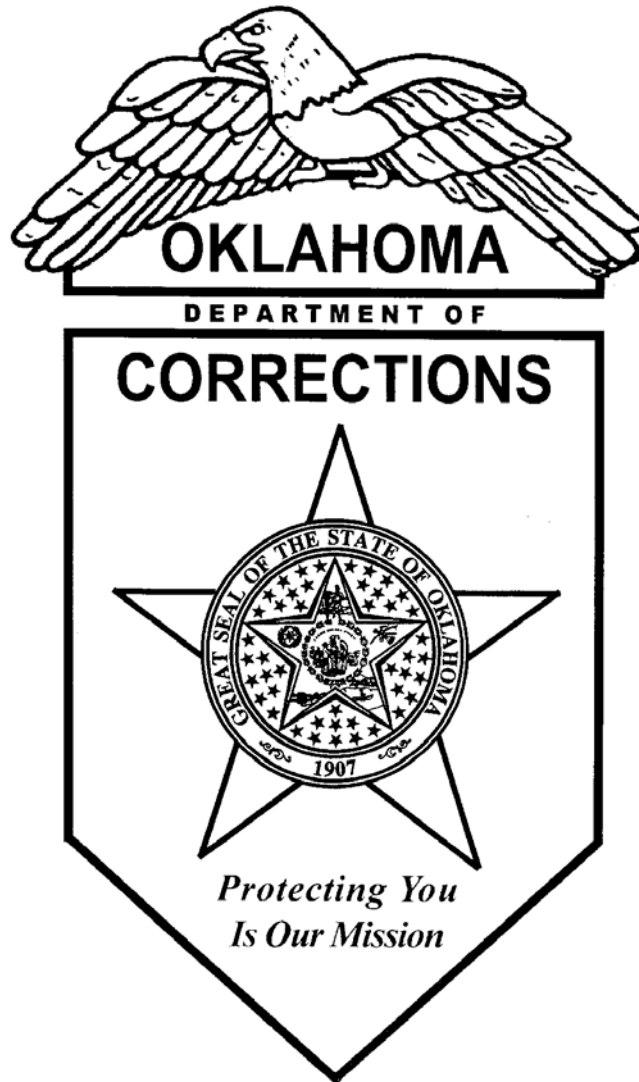
(PASS system – Pull the pin, Aim low, Squeeze the lever, and Sweep from side to side)

III. SUMMARY

Remember that safety is an attitude. There is no such thing as accident-prone people, but there are people who are preoccupied, not alert, and unwilling to follow safety rules. These are the ones who are frequently hurt. Safety requires conscious thought and action. Safety, like security, is every employee's responsibility.

Think Safety – Work Safely.

Oklahoma Correctional Training Academy



Hostage Survival

Academy Contact:

Terry Goodall, CTO III, Phase I Coordinator

Revised for Temp Health Care Staff
By Cheri Atkinson, October 2019

Hostage Survival

I. One of the most frightening things that can happen to a correctional employee is to be taken hostage. Once that happens, the employee loses control over his/her ability to act freely – come or go, exercise unimpeded control over the situation he/she may find him/herself in. Understanding the dynamics of the hostage situation, the natural phases that are likely to occur, the manner in which the agency will respond, and self-preservation techniques, however, can arm the employee with understanding, hope, and an attitude that will improve his/her survivability.

Prior to studying procedures for a first responder to a hostage situation, we must understand that two things are important in aiding the prevention of hostage or emergency situations. They are: **maintaining effective security and careful surveillance.** These two measures are the responsibilities of all employees. Even "non-security" employees are, in the final analysis, agents of security. They see, hear, feel, and sense in every other manner what is happening around them in the correctional environment. Sensing that something is wrong, out of place, or in violation of rules happens frequently. What one does with that information (as an "agent of security") can make a huge difference in facility safety and security. What should you do? Either address the problem (if appropriate) or immediately report it to security. That report might be the very act that prevents a serious incident - perhaps even a hostage taking incident!

II. INSTRUCTIONAL INPUT

Let's begin by looking at some reasons why people, including offenders, take hostages. Generally, hostages are taken for four reasons:

1. Bargaining power
2. Settle grievances
3. Exert control
4. Mental illness

Definition of Terms

Hostage: A person who is held as security for fulfillment of certain demands.

Hostage-taker: A person who has taken a hostage(s), or is a barricaded subject, or is threatening to commit violence against his victim(s) or himself.

True hostage situation: Any situation in which a person has taken hostage(s), and/or is constructing barricades, and/or is threatening to harm the victim(s), and/or commit suicide.

Negotiate: To arrange or settle by conferring or discussing.

First responder: The first person on the scene or dealing with the hostage situation. He/she may set a *successful tone for negotiations* or *create unnecessary barriers*. First

responders are responsible for collecting information and reporting it to Central Control / Shift Supervisor.

There are essentially four characteristics typically associated with offenders who become hostage-takers in a correctional environment. They may be:

1. **Fearful**
2. **Emotionally unstable**
3. **Cell block leader**
4. **Easily confused**

Threat of Suicide

Every hostage situation is unique; things may not be as they seem, and events are subject to rapid change. Normally, hostage-takers do not take hostages with the intent to harm them. Often, the hostage-taker(s) are mentally disturbed or emotionally unstable. While in this state of mind, the hostage-taker may discuss suicide during the negotiation process or see it as the only way out of the situation and either attempt suicide or create a "suicide by cop" scenario.

The Hostage as a Victim of Intent

- The hostage(s) involved in this situation are usually singled out.
- The hostage-taker usually has a vendetta against a specific person and the situation is well planned.
- The hostage-taker will select a particular place and time. The incident will normally include a felonious act such as rape, assault, or even death.
- This type of hostage-taker is very difficult to reason with because they may not have any specific demands.

Early Assignments

Each facility will develop and maintain a system of plans to address any emergency which may arise to include hostage situations.

Each employee should know their respective post orders and have a full understanding of their responsibilities in an emergency situation.

The shift supervisor or person in charge will make **early assignments** addressing inmate movement, communication systems, isolation, and containment of a situation, etc.

Each person should become very familiar with their respective Field Memoranda regarding emergency procedures and the implementation of the plans.

Hostage Situations in Correctional Facilities

Researchers have identified six major differences between hostage situations in correctional facilities and those that occur outside the correctional environment.

1. In correctional facilities, we usually **deal with groups, not individuals**. Outside of correctional environments, most hostage situations begin when one or two individuals are thwarted in an attempt to commit a crime. Law enforcement officers arrive at the scene and the hostage situation begins.
2. In correctional facilities, many hostage situations are **planned** rather than **spontaneous**.

The famous riots at Attica in New York and New Mexico State Penitentiary, for example, appear to have been planned, although officials differ on the amount of planning. One survey of hostage situations in Canadian correctional facilities indicated that 62 percent were planned.

3. In correctional facilities, we deal with a **known location**; the terrain is familiar. This can be a **disadvantage** since offenders generally know the facility as well as the staff. What they should **not** know are **locations of vents and emergency access doors**. Unlike the public hostage situation where we must often wait hours to get detailed plans of a location, we have immediate access to detailed drawings of the facility.
4. When a hostage situation occurs in a jail or prison, we have a great deal of **background** on the hostage-taker and the hostages.
5. In correctional facilities, the hostage-takers are already **isolated and contained**.

One survey of correctional officers indicated that retaking of the perpetrator was lowest on the list of goals of negotiation; after all, the hostage-taker is in reality still under effective control. Time is on your side – use it. Don't panic.

6. **Offenders are usually unified**. Indeed, all people naturally form into groups. In a correctional facility, confined persons are already in a group called "offenders." The group may be loose or formal. In any event, it exists, has its own code of conduct, and is capable of turning into a violent mob.

The very nature of the hostage-taking episode, the sudden feeling of power and electric enthusiasm, can quickly solidify a loose group. Offenders also have other subgroups around which they can unify such as gang affiliation or race. A group can quickly "jell" when the sense of "groupness" and "danger" quickly sets in. Be alert for this sign and report it.

To summarize, hostage incidents in the public domain differ from incidents within correctional facilities as follows:

- **Usually carried out by groups, not individuals**
- **Planned, not spontaneous incidents**
- **Location is known, terrain is familiar**

- **Background on the hostage-taker is known**
- **Hostage-takers are already isolated and contained**
- **The group of offenders is usually unified prior to the incident**

There are basic principles to remember in any hostage situation:

1. Because no two hostage situations are alike, **there is no simple formula** for employees to follow to bring a hostage incident in their facility under control. **Since there are major differences in the types of hostage situations that occur in correctional facilities, employees must be aware that a response technique which is applicable in one situation may actually be harmful in another.** Response to the situation depends largely upon the number of offenders who are participating in the hostage incident.
2. Given the statement above, hostage situations **do share some common characteristics.** When **one or a very few offenders** take hostages, the best approach for correctional staff usually is to wait and negotiate. This approach is the one favored by most law enforcement agencies.

However, when **several offenders** are involved, it may be more advantageous for personnel to immediately attempt to free the hostages. The decision to attack or negotiate is one that officials must make and not first line employees.

3. Correctional employees should always remember that most hostages are **not** taken to be killed. Instead, they are just a means to help the hostage-taker attain his goal – they are “tools” to be used. Consequently, personnel should not take any actions that will make the hostage-taker feel forced to injure or kill a hostage.
4. Correctional officers must exercise complete and absolute self-control, especially with regard to firearms, throughout the hostage situation even if it lasts for days.
5. Correctional employees should always remain alert to “environmental factors,” which may spark a hostage taking incident in their facility.

Factors such as:

Tension during and after the shakedown of a facility when offenders are locked down and normal activities are halted.

Settings such as:

Extreme heat or cold can cause offenders to become irritated and agitated, especially if they have medical or mental issues.

Visitation issues where an offender is denied visitation can cause a serious incident.

6. The **primary concern** of everyone involved in a hostage situation is the **safety of the hostages.**

Seven Essentials for Successfully Dealing with a Hostage Situation

1. **Reinforce the need to live for the hostage(s) and hostage-takers** –

Create a positive purpose for a meaningful resolution; specifically a desire to live. (For example: “Things are not as bad as they seem.”)

2. **A threat of force by authorities** –

The threat of force is always an option with which the hostage-taker is faced, and is unsure of the outcome. This helps the hostage-taker to initiate rational decision-making. The threat of force may be detrimental if the hostage-taker’s fear or aggression becomes too great.

3. **Establish communication between authorities and the hostage-taker(s)** –

Develop a “give and take” situation. This allows authorities to develop strategies to control the actions of hostage-takers.

4. **A leader amongst the hostage takers** –

The “leadership” in the group may change as events unfold. It is important to determine who appears to be in charge at any given time.

5. **Demands** –

Demands normally decrease as feelings defuse. **Do not give away anything that can be bargained for.** This can help identify leaders and build rapport. If the hostage-taker’s intent is suicide, there may not be any demands.

6. **Isolation/Containment** –

The primary step before any type of resolution is to isolate and contain. Do not attempt to do this when the situation is still mobile.

7. **Use TIME advantage** –

Time is needed to establish a “game plan” for negotiations. **Time allows the negotiator to build rapport with the hostage-taker(s).** Time allows the Correctional Emergency Response Team (CERT) to get into position if an assault is necessary. Time also allows for a surrender plan.

Unpredictable Behavior

The behaviors of the hostage-taker(s) may be very difficult to predict. The hostage-taker may demonstrate anti-social or aggressive type personalities. The hostage-taker may be impulsive and “out of control,” acting hastily and spontaneously in a restless, spur-of-the-moment manner. Often, thinking patterns are short-sighted, incautious, and

imprudent; failing to plan ahead or consider alternatives and consequences. The hostage-taker(s) may display many different types of negative behaviors.

Hostage-takers and hostage situations are unique. Therefore, each person/situation must be assessed and approached accordingly. The following behaviors listed are only a few of those one might expect from the hostage-taker(s):

Cruelty – reveals satisfaction in intimidating, coercing, and humiliating others.

Irresponsibility – untrustworthy, unreliable, fails to meet or purposely negates personal obligations.

Deviance – construes events and relationships in accord with socially unorthodox beliefs and morals.

Dogmatism – strongly opinionated and closed-minded; exhibits broad-ranging authoritarianism, social intolerance, and prejudice.

Callousness – is insensitive, un-empathetic, and/or cold-blooded.

Hostility – has an excitable and pugnacious temper which flares readily into contentious argument and physical belligerence.

Isolationist – can be cold-blooded and remarkably detached from an awareness of the impact of one's destructive acts.

Autonomous – values the image and enjoys the sense of being free, unencumbered and unconfined by persons, places, obligations, or routines.

Two Types of Intervention/Resolution Used by ODOC

There are two basic resolutions to hostage situations: **use of force** and **negotiations**. Normally, use of force is the last method which will be used. There are several reasons for this:

1. There is a very high incidence of mortality of hostages. A Rand Corporation study (1967-1977) reviewed 1,000 hostage situations, including prisons and other types of hostage incidents. **There was a 78% death rate of hostages when rescues were attempted.**
2. Generally, there is a lot of confusion in a use of force situation. This also endangers the lives of the hostage(s) and the attack force.
3. Prisons are designed to restrict movement under control. In some instances, the design of the prison will make it very difficult to use force; for example, electronic doors and gates and barricaded areas.

Negotiations have been determined to be the better method to utilize because the mortality rate has been relatively low. There are accounts of hostages being killed

when certain demands were not met; however, hostage-takers must keep the hostage(s) alive because a dead hostage is of little to no value. Negotiations also extend the process, and the longer the situation lasts the greater the chances of preservation of life.

Stages of a Hostage Situation

There are **four stages** in a hostage situation. They are:

1. **Crisis-Emotion Stage**
2. **Habituation-Environmental Stage**
3. **Stabilization Stage**
4. **Surrender Stage**

Crisis-Emotion Stage (May also be referred to as startle phase)

- First 5-15 minutes
- High energy
- High anxiety
- Anger
- Agitation
- Stress

During this stage, decisions are emotional rather than rational. Death is most probable at this time. **Negotiations may still be salvageable if death occurs during this stage.** In many multiple hostage situations (even if a hostage has been killed) those remaining may still be successfully “negotiated out.” This stage may be the most advantageous time for the use of force before hostage-taker(s) become organized.

Habituation/Environmental Stage

- 15-30 minutes
- Decrease in verbal, aggressive content or mannerisms
- Adjustment to environment and surroundings

Stabilization Stage

- First 40-50 minutes
- Organization begins to emerge
- Relative calm
- Decrease in verbal, aggressive content or mannerisms
- “Higher” probability that no one will be harmed after this point

Surrender Stage

- Carefully plan the surrender by authorities
- Negotiator will set the ground rules
- Create no surprises
- **Do not attempt any kind of trickery.** Do not lie to the hostage-taker(s) even if it will end the situation more quickly.

What are your responsibilities as a first responder?

- **Ensure your own personal safety.** (Primary responsibility; do not become a hostage; collect information only.)
- **Evaluate the situation** – Is it what it seems? Use observation and listening skills. Do not over react. Do not allow any actions to increase the chances of you or the hostage(s) to be harmed.
- **Notify the shift supervisor or central control** – “Put the wheels in motion.” Once you have assessed the situation, notify (by radio or telephone, preferably telephone) the shift supervisor or central control of the situation and provide as much information as possible.
- **Isolate and contain** – Isolating the situation lessens the involvement of additional persons, both staff and inmates, and minimizes the facility areas impacted. Containment is an excellent strategy to prevent the situation from escalating and spreading into other parts of the facility. **Containment is a primary goal of negotiations.**
- **Follow instructions from supervising authority** – Once the situation is reported, a chain-of-command will be established in accordance with emergency procedures. It is imperative that you carry out each instruction by authorities in a prompt and efficient manner.

Facility Steps of Action when Dealing with a Hostage Situation

1. Assess the situation.
2. Make initial assignments; i.e., designate security assignments, establish contact, etc.
3. Notify personnel in accordance with OP's.
4. Set up an interior perimeter.
5. Move all non-participants out of the secured area.
6. Warden/designee sets assignments and creates organizational chart/structure.
7. Administrative decisions/negotiation process.

Organizational and Critical Emergency Notification Process

The administrative team will look similar to the following based upon the staffing of each respective facility.

Remember: No correctional employee will maintain authority status if taken hostage.

1. Chief Executive Officer – The CEO should be the highest-ranking authority available; probably the warden or superintendent. He/she will be responsible for making all final decisions during the hostage situation.
2. Public Information Officer – The PIO will be responsible for providing information to any media source, set up regular press briefings, etc. as approved by the CEO.

Note: Unless specifically assigned to do so, employees shall not make any statements on the behalf of the Department of Corrections or anything in reference to the emergency situation. To do so might compromise progress and inadvertently have a negative impact on the hostages or the negotiations or cause undue stress on the families of the hostages.

3. Administrative Assistant – The administrative assistant should assist the CEO, i.e., taking notes, answering phones, making calls, running errands, etc.
4. Deputy Warden – The deputy warden will be responsible for implementing decisions made by the CEO and counsel with the warden during the decision process. In the case of two deputy wardens, policy designates a Chief of Operations (over the security of the facility) and a Chief of Administration (over routine operations and personnel).
5. Chief Negotiator – The chief negotiator shall communicate with the primary and secondary negotiators during the negotiation process and forward the demands and other information to the CEO.
6. Primary Negotiator – The primary negotiator shall be the main contact person who relates demands and information between the administration team and the hostage-taker(s).
7. Secondary Negotiator – The secondary negotiator is responsible for effective, active note-taking, observation, etc., and assisting the primary negotiator.
8. Intelligence Officer – The intelligence officer's team should be initially made up of classification, medical, psych services, etc. These personnel will be primarily responsible for gathering all available information on the hostage-taker(s) and hostage(s) for CEO advisement.
9. Maintenance Workers – The maintenance worker(s) should have the capabilities of shutting off all utilities (water, restrooms, lights, air conditioning/heating) to the area of containment.

10. CERT Commander – The CERT commander shall be the primary planner and decision-maker in the event that an assault is required or ordered. Other duties include:

Maintaining security of the institution, facilitating the CERT team, and maintaining open communications with the crisis negotiation team coordinator.

11. CERT – The facility's Correctional Emergency Response Team will be made up of pre-selected and properly trained officers as designated by policy.
12. Medical Team – The medical team should be made up of personnel capable of dealing with emergency situations and providing medical information as needed.
13. Support Staff – The support staff should be utilized for containment of total facility grounds (surrounding facility, traffic control, etc.). Strategic placement of outside personnel (Oklahoma Highway Patrol, local law enforcement, civil defense, etc.) and an established command structure will ensure a more organized operation and help resolve the situation more quickly and efficiently.

What Functions (Positive or Negative) Does Time Serve in a Hostage Situation?

Positive Effects – The more time that passes peaceably, the less likely the hostages will be harmed.

- Increases human needs as time passes
- Reduces anxiety (decrease in high emotional levels)
- Rationality increases
- Stockholm Syndrome (bonding between hostage-taker(s) and hostage(s) develops)
- Increases hostage(s) opportunities to escape
- Allows for better decision-making
- Allows for hostage-taker(s) and hostage negotiator relationship to develop (i.e., more difficult to harm someone you "know")
- Reduces hostage-taker(s) expectations

Negative Effects

- Physical and emotional exhaustion of hostage-taker(s) and hostage negotiator
- Loss of objectivity
- Boredom
- "Creeping Up" Effect: Outsiders coming too close or breaching perimeter or command post

The Stockholm Syndrome

Once the hostage-taker(s) feels comparatively "safe" in his/her surroundings, he/she will start to relax. This sense of calm will be apparent from the hostage-taker's voice and

actions allowing the “Stockholm Syndrome” to develop. The Stockholm Syndrome is possibly best defined as: “People in stress will form a common bond.”

Elements of Stockholm Syndrome

- 1. It is a situational response, not a routine method of coping.**
- 2. Three Response Processes of the Stockholm Syndrome: (unconscious processes)**
 - Denial – The first stage of any crisis situation: “This can’t be happening to me.”
 - Regression – A movement backward in development as a result of being completely dependent on the hostage-taker(s); may manifest in child-like behavior.
 - Identification with the Aggressor – “If I am more like the captor(s), my captor(s) are less likely to hurt me!”
- 3. Three Elements of the Stockholm Syndrome:**
 - Positive feelings from the hostage(s) for hostage-taker(s)
 - Negative feelings from the hostage(s) for the authorities
 - Positive feelings from hostage-taker(s) for hostage(s)
- 4. Ways to increase the Stockholm Syndrome**
 - Use of bulk food – This emphasizes the hostage and hostage-taker(s) are dependent on the same thing for survival; sharing food strengthens the bond.
 - Try to make the hostage-taker(s) responsible for medical help for hostages. This compels the hostage-taker(s) to view the hostage as a human being with needs. Accountability for another person strengthens the bond.
- 5. Five types of institutional hostage-taker(s):**
 - **Fleeing Criminal** – discovered attempting to escape or in the act of committing illegal activities, or uses a hostage to secure freedom or other demands.
 - **Grievant Criminal** – believes there are wrongs that need to be corrected (i.e., food, parole, work, or release), uses a hostage for attention or bargaining power.
 - **Mentally Disturbed/Stalker** – not rational; may fit several personality disorders (i.e., anti-social, depressed, inadequate, paranoid, etc.); hard to reason with

due to distorted thought process, hallucinations, delusions, inability to feel guilt, etc. Uses a hostage to establish control or get attention.

- **Rioters/Mobs/Gangs** – usually spontaneous and based on specific situational issues (i.e., racial incidents, drug deals); sometimes difficult to negotiate due to lack of knowledge about specific groups such as street gangs, Hispanic, Jamaican, Haitian, White Supremacist, etc.
- **Terrorists** – Someone who is radical and employs terrorism as a political weapon. Usually organizes with other small cell groups of terrorists. Often uses religion as a cover for terrorist activities. Calculated use of violence, or the threat of violence, against civilians in order to attain goals done through intimidation, coercion, or by instilling fear.

First Responder Communication vs Trained Negotiation Techniques

Normally, the trained negotiator has had extensive training in behavioral patterns, communications, and techniques that the first responder has not. The trained negotiator knows to take the focus away from the hostage because this only adds value to the hostage. Negotiators are trained to avoid the use of specific words that may increase the demands or escalate the situation and to select the most appropriate technique after an assessment of the incident and the hostage-taker(s). **Communications with hostage-taker(s) should be limited prior to the arrival of trained negotiators.**

Communication goals of the first responder should be to:

- **Let the hostage-taker(s) ventilate**
- **Gather information**
- **Keep communication general**
- **Refrain from formal bargaining or negotiations**
- **Buy time – help is on the way**

You may set the tone for successful negotiations or create unnecessary barriers for resolution.

Through hostage negotiations, authorities attempt to achieve four primary goals:

- **Reduce intensity.** Chaos exists at the scene of the hostage situation, emotions run high, and rational thought processes are interrupted.
- **Channel conflict into acceptable limits.** Offer alternatives to the violent solution; allow ventilation to occur through talking.
- **Institute rational decision-making.** Thought processes travel at the speed of light, while muscular processes operate at the speed of sound. The inability to keep the two synchronized causes a person to exhibit some outward signs like

shaking. The goal is to slow down thought processes so that decision-making can occur and alternatives can be considered.

- **Ensure the safety of the hostages.**

Most agencies consider six special items to be non-negotiable:

- **Weapons** – Furnishing weapons to a hostage-taker can never serve any constructive purpose. They can further endanger the safety of the hostages, as well as every person in the area. Further damage to the facility can result as well.
- **Trading Hostages** – When new hostages enter the captor's control, his tension level increases. The transference already developed between the captor and the previous hostages is dissolved forcing the captor to begin a new relationship with the hostage replacement. Anxiety levels increase as he/she is forced to develop transference with the new hostage.

Jess Dunn Correctional Center was named after Warden Jess Dunn. He was a warden at OSP during a hostage situation. He traded himself for the original hostage. The hostage-takers took him and left the institution. Once they had achieved their freedom, they killed Warden Dunn. He now has an institution named after him, but this will never replace the life that was lost.

- Since the typical offender hostage-taker is already incarcerated, a third non-negotiable item could be added: **Freedom.** Most of the time, officials do not have the legal authority to grant freedom.
- **Transportation** – Since this is viewed as a potential means of escape by the captor, it can serve no useful purpose in safely terminating the hostage incident.
- **Drugs** – The potential for abuse and demands for more drugs is real.
- **Request for his/her own negotiator from the outside** – In most cases, it is unwise for the negotiator to yield his control of the situation to any outsider who may lack the necessary knowledge or desire to cooperate with the response team. To let an untrained partisan person into the negotiation process could seriously complicate things.

Outside factors that must be attended to:

- **Media**
- **Hostage families**
- **Hostage-taker(s) families**
- **Outside law enforcement**
- **Parking**
- **Support and operations personnel/basic human needs**
- **Normal facility operations**

- **Politicians**

Survival Techniques if Taken Hostage

Corrections personnel are highly vulnerable to being taken hostage since the offenders confined in facilities are, as a group, **volatile, angry, impulsive, and emotionally unstable**. If taken hostage, there are a number of guidelines an employee can follow which may save lives, avoid serious injury, and hasten release from captivity.

Upon capture, don't resist any further, save your strength. Force yourself to think and observe.

- The hostage should not make his presence too obvious. In other words, keep a low profile.
- The hostage should not interfere with discussions being held between his captors. Instead, he should be aware of what is taking place around him.
- The hostage should **appear to avoid witnessing offender crime** during a riot. He should keep his face down and, if possible, appear to look away.
- During a riot, many offenders wear masks to avoid being recognized. In the event a hostage recognizes offenders who are committing specific crimes, such as assaults on other offenders or hostages, then he becomes a potential danger to his captors. The captors may wish to eliminate a witness to their new criminal offenses – offenses that might bring long prison sentences.

If Taken Hostage

In a hostage situation it is imperative that you remain calm and THINK. The following strategies are important guidelines for anyone taken as a hostage:

- **Focus on positive thoughts.** Prolonged fear can cause clear thought processes to shut down. Consequently, when isolated or left alone, try to think of pleasant, gratifying thoughts about other aspects of life. Stimulate fantasies of pleasant events in an effort to consciously counterbalance frightening emotions and experiences. **Realistically** recognize the threats and fears present; however, temporary mental escape can ease the strain of being a hostage.
- **Do not panic and do not appear frightened.** To do so may encourage the hostage-taker(s) to play upon such emotions and may lead them to taunt or perhaps inflict physical injury upon their captive. **Keep emotions under control – especially fear.**
- **Give up possessions only if asked.** Items such as watches, wallets, lighters, and cigarettes are expendable. To give up pocket items does not aid the captor and does not affect the emotional state of the hostage.

- **Unless you must, try not to give up personal identification items.** (Items such as shirts, name tags, ID's or pants.) If the hostage area must be retaken by force, the tactical team officers may have difficulty differentiating between the hostages and the offenders. At such times, proper identification is imperative.

Giving up clothing (especially uniforms) can be dangerous. An officer's uniform shirt in the possession of a hostage-taker can be used as a threat against both the hostage and officials during negotiations. In past incidents, name tags and shirts have been used by offenders to make threats such as "the former possessor of this shirt will be the first to die."

- **When possible, allow the hostage-taker(s) to talk.** When engaged in conversation with the hostage-taker, say as little as possible about the situation. Do not interfere or create additional anger or anxiety. However, when possible, **encourage hostage-holders to be more reasonable.**

For example, during a riot offenders requested the governor's presence claiming he was the only person they would negotiate with. The hostage pointed out that the governor was out-of-state at the time and that his policy was not to participate in riot hostage negotiations. The offenders were convinced that the hostage was telling the truth and accepted another negotiator.

In another situation, a hostage discouraged rioters from tearing a telephone from the wall in the cellblock by pointing out that the telephone was their only means of communication with authorities.

- **If possible, exert influence to modify hostage conditions;** i.e., bargain for the release of hostages who are ill or potentially ill; calm down excited hostage-takers, and exhibit as positive an attitude as possible. **Remember: any person taken hostage, regardless of position, loses their authority.**

In some past situations, each hostage was assigned an "executioner," usually someone sitting in the same cell. This might provide an opportunity for his captor to ventilate many of his angry feelings. Of course, do **not challenge what the hostage-taker(s) say,** but rather attempt to prolong the talk as long as possible.

- **Do not refer to captors by name unless their faces are uncovered.** Even if offenders are not committing additional crimes, **the fact that they are masked suggests they do not wish their identity revealed. A hostage who uses an offender's name can antagonize him and stimulate violence.**
- Hostages may serve as intermediaries between hostage takers and officials. If cast in this role, readily **transmit messages without editing them.** Before a message is transmitted, make sure the various offender factions, if they exist, agree to the contents of the message. Not to do so will antagonize some of the captors, may cause confusion among the offenders, and could consequently inhibit negotiations for the release of the hostages.

Acting as an intermediary may create antagonism by being placed between differing groups. There is a great potential for violence in this type of situation. Encourage the captors to inform authorities that he is being held, and if possible, where. This might initiate negotiations. **Do not volunteer to communicate with authorities because it may raise the level of expectation regarding the satisfaction of the hostage taker's demands.** If these expectations are not met, the hostage-holders may become angry and move toward a more violent position.

- **Think about an escape route in the event that this is the only way to get to safety.** When correctional personnel retake a cellblock held by offenders, the action usually ends in a matter of minutes. Plan a defense strategy to last for at least five to ten minutes until help arrives. For example, planning to place a cabinet or a bed as a barrier to the hostage-takers or by seeking a place to run and hide for that brief period of time.
- Do not count on assistance from well-known or particularly sympathetic hostage-takers. Use extreme caution and judgment before relying upon any offender(s) for assistance during a riot or hostage-taking incident.
- While being inconspicuous, attempt to remember the leaders, agitators, and other inmates who are actively involved in the incident or riot so that they may be identified later. Try to remember specific acts of violence and other experiences witnessed. It will be easier to testify about experiences and observations with greater certainty and accuracy in the event the hostage takers are brought to trial. As soon as possible after rescue, prepare detailed written reports.

Correctional hostage situations differ from those occurring in the public domain. Some of these differences are:

- The hostage is usually an employee (often a correctional officer) and therefore is often known to the hostage-takers. Even the best employees are not always liked by the offenders; which could mean...
- **Old grudges may surface** and as a result, hostages may initially suffer some injuries.
- Each of the personalities normally found in individual hostage situations are lumped together in a correctional institution; for example, hardcore offenders, inadequate or anti-social personalities, and those with mental illness.

Transference Syndrome (also known as the Stockholm Syndrome)

As time passes and the situation stabilizes, the victim and captor gradually begin to develop rapport causing each to change his attitudes toward the other. If the hostage-taker displays any "kindness," this cross-identification may occur more quickly; yet almost all victims admit feeling the phenomenon to some degree.

Eye contact and proximity appear to be important factors. Persons confined together in a tightly limited area share what psychologists call “intimate space.” This promotes intense relationships.

The more time that passes peacefully, the less likely the hostages are to be harmed. This is probably because the transference syndrome also is at work on the hostage taker(s) causing them to see the victims more as human beings than as inanimate pawns. The negotiator should keep this in mind. If he/she presses too hard and too relentlessly, he/she forces the hostage taker to respond at the exclusion of the hostages. This may destroy the opportunity for the hostage-taker(s) to interact with the hostages in ways that might build some empathy for them.

The transference phenomenon is one reason to try to convince the hostage-taker(s) **not** to place hoods on the hostage(s).

In one Dutch incident in which the hostages were hooded, all were killed. To date in the United States, no case has been documented of hooded hostages being killed. Should one be encountered, officials realize immediately that the hostages’ lives are in grave danger. A primary early bargaining point in hostage negotiation would be for the removal of the hoods.

While it is important you are aware you could become a hostage, this does not mean that you need to be paranoid about working in a prison environment. Rather, it means that you must be realistic about your unique situation when you accept this type of employment.

Offenders are experts in identifying weaknesses in others and may use your personal or physical problem areas to their advantage. Remember: this is a prison and unusual things occur frequently in this environment.

Surviving a Hostage Situation

If you should become a hostage, there are strategies for optimizing your chances of survival. Some of these strategies are:

Assess the Situation:

1. **Self-Assessment** –

As soon as you are positive that you are involved as a hostage, it is ultimately important that you take a complete self-inventory. How do you feel? Is your heart beating faster? Having trouble breathing and/or nauseated? Is this an indication of an emotion you have felt before? Try and identify the emotion: Is it fear or anger? Do you feel like fighting or fleeing? Are your legs suddenly weak, your face flushed? Can you speak if you need to without screaming? Try not to let the feeling of helplessness turn into hysteria.

2. **Assessment of Your Surroundings** –

Once you get control over your body, you can begin to think clearly again. It is time to remember where you are. Which building are you in? Where are all the entrances located? In which rooms are the telephones located (this could be very important)? How many people are in the hostage situation with you? How many are involved or nearby and could become involved?

Even if you have worked in the same area for awhile, begin to assess the surroundings in every detail. You may discover things which you never noticed before. It also helps to turn your thoughts away from the fear of the situation. Notice the areas where a security person in security can observe from the outside. These are the safer areas in which to stay and will also improve your confidence that you are not alone.

3. **Assessment of Others** –

Begin to pay close attention (without being obvious) to the other persons involved. If there are other hostages, who are they? What is their professional status? What influence do you have with them? Which are support employees and which are security staff? How are they holding up in the situation? Is anyone attempting to be the leader or gain control of the situation? Is there someone more qualified than you that is trying to handle the situation? How can you support them in what they are trying to accomplish? Should you just try to be quiet and observe, or is the person doing the talking losing control and you need to step forward and take over? What are the names of those involved and what are their roles? Try very hard to remember as many personal facts as possible about each of them.

Again, without being obvious, focus attention on your captor(s). If there is more than one, how many are involved? Where are they located relative to you and the other hostages? What is their approximate age? What nationality or race? Do they seem rational and stable or somehow indicate they are imbalanced or under the influence of a substance? Does one of them seem to be the leader? If so, focus in on the particulars about this person. Is he/she really a leader, or will he/she be proved “weak” and become swayed by the others?

4. **Lethality Assessment** –

Any hostage situation is certainly dangerous, but some factors could increase or decrease criticality such as:

- **Presence of/Types of Weapons** – If there are weapons involved, you need to know what they are, how many and exactly who has possession of them. There is a great deal of difference between a sharp broken glass container and a loaded gun.
- **Use of Weapon(s) – How a weapon is held or used** is about as important as its presence or the type of weapon.

In one case, an inmate had his arm around the neck of his hostage holding the weapon (a half-pair of scissors) to her neck. It quickly became apparent neither the inmate nor the hostage could maintain this physical pose over time. This position was extremely lethal, but once he was convinced to allow the hostage to sit down and held the weapon at his side, the lethality of the situation was greatly reduced.

- **The Hostage-taker's Emotional State** – The degree of agitation or excitement of the person holding the weapon can also increase the lethality of the situation. Is this person in control of himself or losing control?

Personalization

The most important thing you can do in a hostage situation is to **establish a personal basis for communication with your captor**. You have a first name or nickname that you like to hear and use. Tell the captor what it is and try to get him to refer to all the hostages by name.

When you talk to your captor or other hostages, use names and personal data you know about these persons. It is very easy to harm the officer in uniform because he represents the law or the “police,” but when he becomes a man with a name and three children who need and love him, it becomes a very different matter to do him harm. The same holds true for the inmate(s). He has a name and if you use it every time you talk to him he begins to realize you regard him as a human being instead of just a “number” or “convict.” Personal names and thoughts have a way of reducing the tension and lethality of a situation.

Communication

The next step to survival is like the beginning of the end. If you have been able to get through most of the steps already outlined, you should now be thinking that this surely cannot last forever, and you're right. So now it's time to find out how to get your condition and exact circumstances communicated to others outside of the situation. You may be able to see them watching and waiting, but do they know what is going on? Somehow, you must figure out how to communicate and give them the information they need to help you.

1. **Notes** –

If you are allowed to communicate with the security staff, it may be only in the form of a written note or message. This is the least preferred method, but is better than nothing at all. You must be careful what you write because you can be easily misunderstood. Avoid any words/phrases that indicate panic such as “help,” “hurry,” or “running out of time.” You should state facts directly and briefly such as, “I am okay; there are seven hostages and three inmates; the demands are ____.” Facts are less likely to get confused or be misunderstood, and you may not know who is reading your notes.

2. **Telephone** –

The telephone is a far better method to communicate your circumstances to those on the outside.

Your institutional operator has been trained in emergency procedures and will pick up on the verbal clues without your captor hearing what is being said. One of the concerns with a telephone, as well as with note messages, is your credibility or believability to those that are reading or listening. **Remain calm and keep panic out of your voice as much as possible.** If it is true, reassure those hearing you that everyone is all right and unharmed. This is the primary interest/concern of those outside.

3. **Face-to-Face Contact** –

For the obvious reasons, **talking face-to-face with those outside is the best method of communication.** This gives you a chance to let others see your physical condition, as well as hear your voice.

You may not know all that is going on, or the person with the highest level of authority on the chain of command yet may be called upon to do the talking. In this case, be sure of the facts. Explain with as much detail as you can your initial assessment of the situation. Again, do not panic. Just provide the facts regarding the condition of the hostages and the demands of your captors. Try not to interpret thoughts or ideas about what is going to happen next. This could confuse both sides.

Buying Time

The passage of time during a hostage situation will be very stressful. But time is truly on your side. The more time that goes by, the better the chance you have of gaining control of the situation.

To combat stress, it is helpful to know that many irrational and fearful thoughts may run through your mind. Those that experienced hostage situations report thinking such things as: Do I have enough cigarettes? When was the last time I went to the bathroom and can I control myself? What did I last say to my spouse/children? Will this be my last day on Earth? I wonder when I will eat again and what will I have? Do I look as scared as I feel inside? Will security come charging in here with guns blazing? I can see them right outside. Will I get hurt or even survive?

As you can see, many of these thoughts had no basis in reality, but each of them could easily lead into hysteria. Acknowledge that strange thoughts/thought processes may occur and be prepared to control the emotions they bring.

You can gain several minutes of time at different intervals by asking to be allowed to do time-consuming activities. Smoking a cigarette takes 10 or more minutes. Other reasonable time-consumers could be taking aspirin, getting something to eat, writing a note to a family member, changing positions from standing to sitting, or any others you

can think of. You can ask your captor if he would like to also do any of the above and then he will consume more time in that activity.

Handling Demands

At some point, you may become the “bargaining piece” in exchange for a list of demands. These could be anything from a complete escape or pardon to a request to die.

Remember that you personally are not in the position to meet these **demands** directly. **Understand that the captor will not be turned loose no matter what he threatens to do to you.** You will be completely surrounded by a force of security personnel, and you probably will not even be allowed to move from one area to another.

If the demands are for better food, less security, better living conditions, or medical care, then realize these are administrative decisions you cannot agree to: someone else will decide. This is where you must have good, accurate communication. Do not become argumentative with your captor or make negative statements. The hostage-taker’s state of excitation is high enough; do not acerbate it. You may want to “agree” if you can be sincere. For example, “Yes, the food does need to improve,” or “It would be nice to have a full-time doctor.” This might help you bond, gain favor, and buy time.

In the case of short-term, immediate demands that will not jeopardize the situation, you may wish to comply. This could also create bonding and purchase more time. If the captor makes demands of a minor nature, remember you are trying your best to personalize the situation, so treat them respectfully but carefully. He may request cigarettes, coffee, or food and these could be helpful in regaining control if you comply.

Conclusion of an Incident

Hostage situations are very traumatic events for all those involved. It is important for each person to take some time and debrief the event. The first reaction may be a great sense of relief followed by a tremendous let down as the adrenaline stops flowing. Press members want to interview former hostages; however, it might be best to have a spokesperson such as the PIO respond to them. All persons involved in the incident will be required to write down their respective versions of what happened. This should be completed as soon as possible while still fresh in the mind. This information will be an important part of the critical incident review to follow.

Quick Personal Tips on Dealing with Hostage Situations

First of all, tell your family never to believe anything they hear from the media about the incident. Advise them that a representative of the ODOC is the only one with accurate facts.

DO:

- Remain calm
- Assess the situation
- Always be prepared to personalize the situation using first names to bond to your captor if you can

- Establish communication quickly
- Buy time – all you can get
- Debrief yourself when it is over
- Seek critical incident after-care

DO NOT:

- Panic
- Beg and plead with your captor
- Allow movement from the area if you can
- Play “hero” or have a “John Wayne” attitude
- Allow distractions if you feel you are regaining control
- Worry about rash security moves. The CERT/rescue teams are professionally-trained groups practiced in hostage scenarios.

***NOTE:** The “personal tips” listed above were provided by an employee of the Oklahoma Department of Corrections who has been taken hostage on three separate occasions.*

A Quick Review of What to Do If Taken Hostage

Upon Capture

- Do not resist further
- Obey the captor
- Attempt to remain calm
- Force yourself to think positively and observe inconspicuously

During Detention and Interrogation

- Keep thoughts and emotions under control
- Inform captor(s) of injuries, medication problems, or medical needs
- Remain passive
- Do not react aggressively when threatened, abused, or laughed at
- Avoid falling into depression
- Maintain physical hygiene and health
- Attempt to gain captor(s) respect
- Avoid political/religious discussions
- Establish communication with those who are most reasonable
- **Avoid providing information to captor(s) that may be useful to them**

During a Rescue Attempt

- Do not get involved
- Maintain a positive attitude
- If permitted, contact family using pre-arranged code words
- Encourage captor(s) to think positive

- If life is threatened because the hostage-taker(s) is frustrated, take over negotiation using a written contract (if possible).
- If the rescue team enters, lie flat on the ground, with your hands covering your head. Don't move until a member of the rescue team gives you instructions to do so.

SUMMARY

Hopefully, you now understand the dynamics of a hostage situation more clearly. You must learn to recognize the danger signs, become thoroughly familiar with your facility's emergency action plans, and develop a set of effective coping skills to use if a hostage situation occurs. It is unlikely you will ever find yourself in a hostage situation, but be aware that these situations are part of the correctional working environment.

Oklahoma Correctional Training Academy



Managing Special Needs Offenders

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Revised for Temp Health Care Staff
By Cheri Atkinson, October 2019

Managing Special Needs Offenders

I. One major area of concern within corrections that creates misunderstanding and management problems is the manner in which we meet the challenges of managing offenders with special needs.

Traditionally offenders with special needs or “special need offenders” were defined as offenders having a physical illness or physical limitation/disability, mental illness, developmental/cognitive disabilities, or substance abuse issues.

Note: While substance abusers have issues that are particular to that group, these individuals can also have issues that overlap into other “special needs” categories. The substance abuse may be a form of self-medication for other physical/mental/emotional problems, or the substance abuse itself can lead to other problems regarded as “special needs” issues. Due to the complexity involved with this topic, a complete lesson plan on Substance Abuse Treatment discusses these related issues. For these reasons, the issue of the needs of substance abusers will not be discussed in this lesson.

Within the last few years, other issues have grown to the extent that they also need to be managed as "special needs." These include gender and age related issues and cultural differences. While each offender must be evaluated on an individual basis, special need offenders usually have one or more problems that fall within the overlapping categories we call “special needs.” Our responsibility as correctional professionals is to recognize and effectively manage the offenders with special needs currently in the system and to plan for those that will be received in the future.

II. INSTRUCTIONAL INPUT

Characteristics of Offenders with Special Needs

Below are some common characteristics that **might be** exhibited by offenders with special needs. These include, but are not limited to:

Physical Illnesses/Disabilities

- Blindness
- Hearing impairment
- Diabetes
- Epilepsy
- Heart disease
- Hepatitis C
- HIV
- Amputations
- Terminal illness
- Paralysis

- Mental illnesses
- Developmental disabilities and other cognitive disabilities

Gender Issues

- Differentiated health and hygiene needs
- Privacy issues
- Child/family relationship concerns

Geriatric Issues

- Senility
- Dementia
- Alzheimer's disease
- Parkinson's disease
- Strokes

Not only are some problems specific to the elderly, but many others, such as heart disease, diabetes, and emphysema are exacerbated by the aging process.

Youthful Offender Issues

- Educational deficits
- Learning disorders and/or disabilities
- Personality disorders
- Poor impulse control
- High levels of substance abuse

Culturally Challenged Offenders

- Differences in societal norms and expectations
- Difficulty in understanding and adapting to institutional rules, processes, and structure
- Language barriers – MOST COMMON CHARACTERISTIC
- Existing prejudice

Common Challenges Faced by Special Needs Offenders

Each special needs offender faces a unique set of personal challenges. However, when considered from a management, treatment, or supervision viewpoint, they share some common obstacles. Some of these include, but are not limited to:

Physical Obstacles

These are usually in the area of accessibility for offenders that are physically disabled.

Procedural Obstacles

These issues involve processes, activities, housing, and the special needs offender's capability to perform at our level of expectations.

Communication Obstacles

These issues relate to the special needs offenders' ability or inability to communicate verbally or in written form with others.

Cognitive Obstacles

These issues relate to the special needs offenders ability or inability to understand directions, instructions, information, and to respond appropriately.

Accommodations

Appropriate accommodations for special needs offenders must be made in order to care for and manage these offenders effectively. Examples of some appropriate accommodations are listed below:

- Specialized housing – structured protective environments to prevent social, sexual, or economic victimization.
- Specialized staff trained to understand the limitations and abilities of special needs offenders.
- Specialized equipment – lifts, wheel chair ramps, automatic doors, restroom and shower facilities equipped with handicapped rails, seats, etc.
- Comprehensive treatment and management plans may be appropriate for some offenders.
- These plans should take the capabilities and limitations of the special needs offender into consideration and should be aggressively communicated among all correctional disciplines including medical staff, unit staff, work supervisor, food service, educational staff, recreational staff, and the security staff.
- Rules, instructions, and directions should be given to the offenders in the form they can understand.

Correctional professionals must take into consideration and compensate for the education, reading, and comprehension skill level of the offender. If a language other than English is spoken or read, an interpreter may be required. If a person is blind a reader or a Braille copy of the information should be available.

Hearing Impaired Individuals

When communicating with hearing impaired individuals, you should look at them when talking to them. Many hearing impaired individuals lip read and cannot understand unless you are looking at them directly when you are communicating with them.

Professional Etiquette When Working with the Physically Challenged

- When speaking about the physically challenged, make reference to the person by name.

- Use the correct terms when referring to the disabled; for example, differently-abled, visually challenged, physically challenged, etc.
- Handicap is a term which is used to describe a situation or barrier imposed by society or the environment. **Do not refer to a person as “handicapped.”**
- Do not mention the disability, unless it is pertinent to the conversation.
- A disabled person is not chronically ill or unhealthy. Do not feel obligated to act as a caretaker for the disabled person.
- Do not lean on someone’s wheelchair.
- Share the same common social courtesies with the disabled that you would with everyone else.
- When offering assistance to a blind or visually impaired person, take their hand and place it on your elbow. This allows you to guide the person instead of leading or propelling them.
- Consider the needs of the disabled when planning events or activities.

Mental Illness

Why should you, as a employee, be concerned with mental health issues?

Consider this: As of July, 2007, approximately 11,935 (50%) of Oklahoma offenders (79% of females and 46% of males) had a history of or were currently exhibiting some form of mental illness. These numbers/percentages have dramatically increased since 1998.

Mental illness can be defined as a bio-chemical brain dysfunction that causes the person to have a substantial disorder of thought or mood that significantly impairs judgment, behavior, capacity to recognize reality or cope with the ordinary demands of life, and that is manifested by substantial suffering or disability.

Some medical illnesses and medications have symptoms similar to those associated with mental illnesses, so it’s important that a physician evaluate the patient’s health.

Mental illness is a complicated concept that includes different causes, symptoms and behaviors. The four basic types of mental illness include:

1. Psychotic disorders:

People who suffer from psychotic disorders may experience bizarre and disturbing thoughts (including hallucinations and delusions) that cannot be controlled.

2. Mood disorders:

People who suffer from mood disorders have a state of mind that's excessively sad or excessively elated. Persons with mood disorders also have the highest suicide rate of all types of mental illness.

3. Anxiety disorders:

People who suffer from anxiety disorders exhibit excessive or inappropriate fear, or uncertainty.

4. Personality disorders with psychotic symptoms (Cluster B):

People who suffer from these personality disorders tend to have problems controlling their impulses. They may have a long-term substance abuse history. They often violate social norms. They can be self-abusive and/or they can be hostile to others.

Not all personality disorders rise to the level of psychotic behavior. Personality disorders can also indicate underdevelopment of, or deficiency in, the structure of one's personality.

You should not use the list of symptoms presented here to make judgments about whether an individual may or may not have a personality disorder that requires treatment. Such a diagnosis can only be made by a qualified Mental Health Professional.

This material is being presented because many offenders display symptoms and behaviors that are similar to personality disorders, and inclusion of this information might provide employees with a guide for understanding possible motivation for these behaviors.

Individuals with personality disorders are not likely to assume much, if any, responsibility for their behaviors. Additionally, they may:

- Act out their problems and often get into trouble with their environment
- Not be bothered by their own behavior
- Not play by the rules of society
- Be charming and an excellent but chronic liar
- Not display anxiety or guilt about their behavior
- Tend to be impulsive
- Not learn from experience and often repeat self-defeating behavior
- Not likely to be influenced by authority figures
- Be unlikely to have close personal relationships - people tend to be objects
- Have behaviors that stem from patterns of deliberate choices which began in childhood

The behavior of persons with mental-illness can differ from those in the population at large. The following symptoms have been observed in law enforcement settings, both on the street and within correctional institutions, and may provide a signal that the person needs psychological treatment:

- Extreme behavior changes (from passive to aggressive, or vice-versa)
- Memory loss (they don't know who or where they are)

- They may believe that someone is plotting or saying bad things about them
- May have grandiose ideas, e.g. “I am God”
- May talk to himself/herself or hear imaginary voices
- May see visions that don’t really exist
- May act frightened or panicked and jump at sudden sounds
- May become aggressive and try to injure himself/herself or others

Developmental/Cognitive Disabilities

A developmental disability, historically called mental retardation is a term that basically applies to disabilities in thinking and learning that are present at birth.

Cognitive disabilities are those impairments of a person’s ability to think, learn, and/or problem-solve that are more likely to result some time after birth from brain injury or neurological deterioration (for example, from severe drug abuse).

Behavioral signs of developmental/cognitive disabilities include:

- Difficulty or slowness in responding
- Difficulties to changes in routines
- Difficulties with speech or language/reading/writing
- Problems with social relationships
- Poor hygiene or dress
- Over-demanding of staff attention

Educational Capacity of Individuals with Developmental/Cognitive Disabilities

Developmental/cognitive disabilities may be defined as below average intellectual functioning as determined by standardized IQ test scores.

Developmental/cognitive disability as indicated by IQ test scores that range from 69 and below.

- No apparent physical characteristics
- These individuals are considered “educable”

Moderate developmental/cognitive disabilities—IQ scores range from 35-55.

- These individuals are considered “trainable”

Severe developmental/cognitive disabilities—IQ scores range below 30.

- These individuals exhibit adaptive behavior deficits
- They possess poorly developed or inadequate daily living skills

Learning disabilities are not just a concern for individuals with developmental/cognitive disabilities. Learning disabilities present problems for other groups of offenders as well, particularly “youthful” offenders. Learning disabilities can be described as a person or

student who experiences difficulty with:

- Understanding or using written or spoken language
- Listening, thinking, speaking, reading, writing, spelling, or doing mathematical calculations
- Perceptual impairment, brain injury, neurological impairment, minimal brain dysfunction, dyslexia, developmental aphasia
- Unidentified causes of learning disabilities
- Learning disabled persons can have above average, average, or below average IQ's

There are a variety of circumstances that can cause a learning disability, and each offender needs to be assessed individually to identify their learning problems. From that information, strategies may be developed to help the offender to cope with their disabilities successfully.

Guidelines for Interacting with the Mentally or Emotionally Unstable

- When you have determined that someone may be mentally unstable, do not automatically interpret their behavior as being uncooperative or defiant.
- Approach the individual in a non-threatening manner by avoiding abrupt movements, making eye contact to secure their attention, and get a response from them either verbally or visually before approaching.
- Make eye contact when speaking with the person.
- Try to give as much assistance as possible to help the individual adjust to their situation.
- Do not use slang or derogatory statements about the person.
- Inform other personnel as quickly and safely as possible.
- Document any accommodations made – especially if an offender with special needs demands that the accommodation be made.

Effective Interaction, Teaching, and Supervision Techniques for Special Needs Offenders

- Use language that can be easily understood by the offender.
- Give simple, direct, specific and concrete directions to tasks. Give directions in one to three small sequential steps.
- Allow opportunities to practice task steps.
- Allow a reasonable and adequate amount of time to perform for the offender with whom you are working to perform the task.
- Check to see if directions are followed.

- Provide honest feedback and positive re-enforcement for correct actions.

Remember that mental illness is a brain malfunction, and realize that the affected person does not want this illness. The most important thing to remember is that 95% of the time a person with mental illness will function well. When symptoms of mental illness occur, accept the situation as it is, and assist the affected person in solving the problem safely and humanely.

How do we do this? Remember this acronym:

S.M.I.L.E.

S ♦ *Safety first*

M ♦ *Manage your own emotions and perceptions*

I ♦ *Influential behavior creates a working relationship*

L ♦ *Listen carefully and empathically*

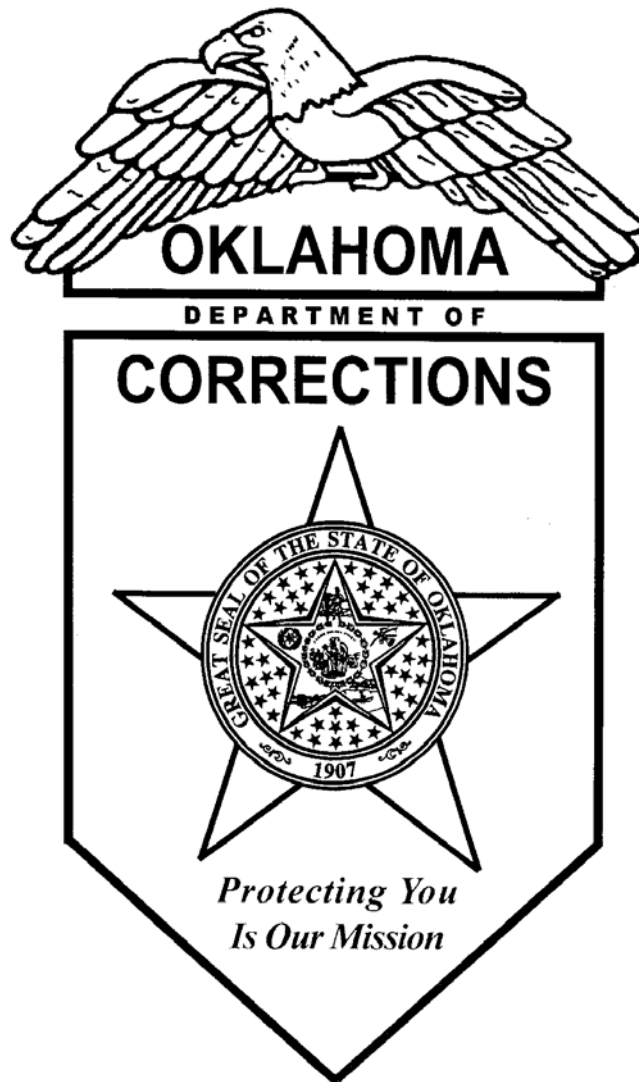
E ♦ *Explore alternatives for solving the problem or reducing stress*

III. SUMMARY

The problem of managing special needs offenders will continue to grow in complexity, and scope. Statistics show that increasing numbers of individuals being incarcerated have mental health problems, physical illnesses, or disabilities. In the future, issues regarding gender and cultural differences, and age related problems, will receive more emphasis. One of the keys to succeeding in your career with the Department of Corrections is to learn the skills to effectively relate to and manage the needs and behaviors of offenders with special needs.

Reviewed:10/09

Oklahoma Correctional Training Academy



Offender Rights and Responsibilities And Access to Medical Care

Academy Contact:

Terry Goodall, CTO III, Phase I Coordinator

Revised for Temp Health Care Staff
By Cheri Atkinson, October 2019

Offender Rights and Responsibilities and Access to Medical Care

I. The United States Constitution acknowledges that each individual possesses certain inherent and inalienable rights. The power of government to interfere in the exercise of those rights is limited and defined by our laws.

The Department of Corrections and its employees/contract staff can be held liable for failing to protect or for violating the constitutional rights of those persons placed in our custody.

II. INSTRUCTIONAL INPUT

The following statement taken from The Oklahoma Department of Corrections OP-030123, *Offender Rights and Responsibilities* summarizes the Department's policy towards the individual constitutional rights of offenders that have been placed under its supervision.

"All rights of offenders will be equally available to all offenders. All offender responsibilities will be equally enforced. No offender under the jurisdiction of the Oklahoma Department of Corrections will be subject to discrimination based on race, religion, nationality, gender, political belief, or handicap."

Supreme Court Justice Harry Blackman stated, "Fundamental rights follow the prisoner through the walls which incarcerate him, but always with appropriate limitations."

When the Supreme Court is asked to make determinations regarding the limitations of rights for offenders, they use what is called a "balancing test." This means that the court balances the importance of protecting a right against the importance of limiting it. There are four general components to this test.

(1) Is the activity protected by the U.S. Constitution?

(2) What danger does the activity present to the institution? (Here, administrators must be specific and show a connection between danger and the activity.)

(3) Is there a governmental interest at stake?

(4) Is the governmental interest proper?

Offenders also have responsibilities. The rights, privileges, and responsibilities of offenders are covered in OP-030123, *Offender Rights & Responsibilities*. In this section you will review these rights, privileges, and responsibilities individually.

Offender Rights, Privileges and Responsibilities

As directed by OP-030123 entitled "Offender Rights and Responsibilities:"

The responsibility to present honestly to administrative staff any complaints, problems or grievances.

The right to a healthful place in which to live which includes clean and orderly surroundings, nutritious meals, and proper bedding and clothing; adequate opportunities to shower; proper ventilation for warmth and fresh air; access to recreational opportunities and outdoor exercises when weather permits; and toilet articles.

The responsibility to eat properly, to follow the laundry and shower schedule, to maintain neat and clean living quarters.

The right to access to constitutionally necessary medical, mental health and dental care.

The responsibility to seek medical, mental health and dental care in an honest manner and only when necessary.

Access to Health Care DOC OP-140117

The Oklahoma Department of Corrections (DOC) ensures that every offender has unimpeded access to health care. Continuity of care is provided from admission to transfer or discharge from the facility, including referral to community-based providers when indicated. Health related services are provided in a timely manner.

Emergency Care: Emergency care will be provided in accordance with OP-140118 entitled "Emergency Care."

Sick Call Availability: Sick call will be available to all offenders to initiate requests for health services on a daily basis. Requests will be triaged daily by a QHCP. A priority system will be used to schedule clinic appointments. Clinical services will be available to offenders daily and will be performed by a medical provider, QHCP or QMHP.

Medication Refills: All medication refill requests will be submitted in accordance with OP-140130 entitled "Pharmacy Operations," Section IV. item J.

Waiver of Treatment and Medications: When an offender refuses treatment prescribed by a healthcare provider, a QHCP will interview the offender to determine the reason(s) for refusal. Based upon the results of the interview, the interviewer will either:

- a. Provide appropriate counseling, support and/or education;
- b. Refer the offender to the prescribing medical provider for further explanation and education; or
- c. Refer the offender to a QMHP for further assessment and counseling.

Nursing Practice Protocols: Nursing staff will use DOC nursing practice protocols in accordance with MSRM 140117-01 entitled “Nursing Practice Protocols,” when conducting offender assessments. Protocols will be readily available to all DOC and private prison nursing staff.

Offender/Medical Staff Health Care Encounter: Offender observations, vital signs, and other pertinent information obtained during an offender/staff encounter will be documented in the offender’s electronic health record, in accordance with OP-140106 entitled “Healthcare Record System.”

Dental Care: The dentist on-duty or other QHCP will be responsible for assessing an offender who presents with symptoms of a dental emergency, in accordance with OP-140124 entitled “Dental Services.”

Mental Health Care: Offenders will have access to mental health services in accordance with OP-140201 entitled “Mental Health Services, Duties and Responsibilities.”

Chronic Illness Management Clinics: Offenders identified with certain chronic illnesses will receive medical treatment in accordance with OP-140137 entitled “Chronic Illness Management.”

Segregation Status: Health care staff will be informed immediately when an offender is transferred to segregation. A review and assessment of the offender’s current health status will be conducted by a QHCP.

Offenders participating in a Keep-On-Person (KOP) medication program will be required to relinquish all KOP medications when he/she is transferred to a segregation housing unit. Relinquished medications will be returned to the appropriate health services clinic.

A QHCP will document all medications that are administered to an offender residing in a segregation housing unit, in accordance with OP-140106 entitled “Healthcare Record System.”

A QHCP will make daily rounds on segregation housing units, unless medical attention is needed more frequently, to solicit health care requests and/or administer medications. The QHCP who conducts rounds will document the date and time of each visit on the segregation unit’s “Individual Offender Segregation Log” (OP-040204, Attachment D) or “Individual Transit Detention Log” (OP-040206, Attachment C) and in accordance with OP-040204 entitled “Segregation Measures” or OP-040206 entitled “Transit Detention Units.”

III. SUMMARY

All offenders have the right to access medical, dental and mental health care, but also have the responsibility to seek it in an honest manner and only when necessary.

Oklahoma Correctional Training Academy



Preventing Sexual Assault

Academy Contact:

Terry Goodall, CTO III, Phase I Coordinator

Revised for Temp Health Care Staff
By Cheri Atkinson, October 2019

Preventing Sexual Assault

I. **Disclaimer:**

If you are offended by reading about sexually deviant behavior, or human sexual anatomy, please accept our apologies. It is difficult to discuss sex offenders and their behavior without discussing these issues.

We know that offenders do not give up their criminal behaviors (robbing, drugs, raping, and molesting) when they get to prison. We present this material in order that our employees will not only learn to work effectively with sex offenders, but will be better prepared to protect themselves from these offenders. This requires that the employee be familiar with the types of behaviors the offender engages in, and to some extent understand the motivation and the thought processes that lead to these behaviors.

II. **INSTRUCTIONAL INPUT**

Staff/Offender "Boundaries":

What does the word "boundary" mean?

It usually means fences on property, but with regard to staff members, employee/offender, or sex offender interactions the term "boundaries" means: **The limits that define acceptable, safe behavior in staff/offender interactions.**

What do you consider a comfortable distance to keep between yourself and a sex offender? No closer than arm's-length? During interactions with sex offenders, you may need to be more assertive than you normally are around other (non-incarcerated) individuals. This may be uncomfortable at first. Remember, we must behave professionally. Be firm, fair, and consistent with all offenders – and this includes sex offenders.

Your reputation depends on what they call you on your yard. You have the right to choose what they call you. You have personal choices about your boundaries. The offenders are in prison because they crossed the boundaries of acceptable behavior as defined by society.

Offenders often use vulgar language or swearing. This may be situational behavior. If they are in a group on the yard they will be more likely to engage in this behavior – it has little significance, it is due to the situation. If the offender uses this type of language when speaking privately with you, it is quite a different matter.

Speaking about sexual matters with offenders is a violation of staff/offender boundaries. Boundaries are limits on acceptable, safe behaviors. Do not cross this boundary and do not allow offenders to cross it either. Do not give offenders any information about your family. This is even more important to remember when interacting with sex offenders. This could create a hostile environment if not handled carefully as it is a very difficult boundary to keep.

Avoid over-identification with offenders. There is no “we” when speaking of staff and offenders. Do not put yourself in situations that isolate you one-on-one with offenders unless your official duties require you to do so. Do not allow them access to staff offices or other areas that are primarily for employees without a staff member present to supervise them. (This is for your safety and theirs.)

In order to work effectively with sex offenders, you need to be able to distinguish between a person’s value as a human being and their behavior.

Offender Games:

As you go through your workday, you need to realize that the offenders are constantly observing, thinking, conjecturing, and inferring many things about you. They have 24 hours, 7 days a week, and you may be the most interesting thing in their environment.

In many cases, a period of manipulation or “grooming” of the victim occurs before the sexual assault. In the correctional environment, an offender accomplishes this process by gradually forming a relationship with a staff member until the staff/offender boundaries are blurred or even disregarded or they may find a way to compromise and/or blackmail a staff member into an inappropriate relationship. Regardless of the methods, offenders accomplish their goals using what we call “offender games.”

Three Common Offender Games:

Triangulation: (Let's get you and him to fight game)

During domestic violence calls, police officers often run into this “game.” Typically, the “characters” in the game adopt the following roles:

Persecutor – husband/boyfriend (batterer)

Victim – battered wife

Rescuer – police officer

When the officers (rescuers) arrive, they attempt to arrest the batter (persecutor). The battered wife (victim) sees the officers “attacking” the “man she loves” and the roles may suddenly change. The victim becomes the batterer and the officer becomes the persecutor. Often the officer gets hurt because the wife then becomes the rescuer and jumps on the officer.

Triangulation occurs in the correctional environment: This game is the most likely to cause a staff member to “go down.” In a correctional setting the formula is:

P – Persecutor

V – Victim (offender story)

R – Rescuer (staff member)

Example:

P (medical) did a UA on offender

V (offender) had sweaty palms, dilated eyes, rapid heartbeat, and was shaky
R (you)

If you now see medical staff as the problem, then you have bought into the game. **Triangulation occurs any time an offender wants to talk to you about someone who is not there.**

The Solution: Ask them to talk about the situation with the third party there. If they will not, then it is a game. If the offender wants to resolve the issue, they will agree to talk with the other person.

Sympathy Ploy:

The offender had such a bad childhood. (*Does it excuse what they have done to be put into prison?*) No, of course not.

The media loves to play this game. There is no reasonable explanation for unreasonable behavior. Many people grow up in dysfunctional families yet most learn to behave appropriately and never commit criminal acts.

Now I Got Ya! (You S-O-B):

A “kite” is an unauthorized letter between two offenders. The offenders know that staff members are not allowed to take a kite from one offender to another or do favors for offenders. If you do a small favor like this, you have compromised yourself and they will use a small violation of regulations to “leverage” or blackmail the employee into further and more serious violations. If you find that you are in a situation like this, tell your supervisor. They understand offenders play games. Tell as many people as you can before you do something. Ignorance or inexperience is excusable, but failure to use common sense is not. There is no “we” between staff members and offenders.

Sexually Harassing Behavior:

Here are some examples of sexually harassing behaviors often exhibited by offenders: Cat calls, glares, sexualizing, wolf whistles, calling you “sweetheart” or other “pet names.” This type of behavior may be situational, (in a group on the yard) as noted earlier, or it may be something more serious (if done in private specifically to a staff member the offender has targeted). An offender may use sexually harassing behavior to “test” a staff member’s boundaries during the grooming phase leading up to a sexual assault. “If she/he tolerates this, what else will they let me do?” Immediately report an offender’s sexually harassing behavior so that he/she can be held accountable.

Sexually Threatening Behavior:

What is the difference between sexually harassing and threatening behaviors? Here are some examples of sexually threatening behaviors:

- **Offenders touching you:** You DO NOT touch offenders unless it is in the performance of official duties. Offenders DO NOT touch you, PERIOD.

- Offenders that insist on any type of **explicit sexual conversation** or communication with staff.
- **Stalking behaviors**: If you notice offenders engaged in stalking behaviors, **report them immediately**. It is your life and you need to make sure this behavior is taken seriously. If an offender is to the point of taking the risk to commit this type of behavior, it means either he is the type of offender that does not feel the need to groom his victim, or the victim has been manipulated, and may already be much further along in the grooming process. In either case, this is a red flag that the victim is in serious danger of being sexually assaulted.

It is important to remember the goal of this training about sexual assault is prevention.

Identifying the Elements of the Deviant Cycle:

Sex offenses are not random, spontaneous acts. They are predatory acts thought through and planned out. Sex offenders have habits of offending or patterns of behavior. There are things they think and feel before, during, and after the assault.

The Deviant Cycle:

Situation/Feelings:

These are the non-sexual conditions, thoughts, feelings and events that happen in a sex offender's life. Sex offenders "sexualize" uncomfortable, non-sexual thoughts and feelings such as anxiety, frustration, or boredom, which allows them to cope with these feelings or events in a manner, which is more comfortable or pleasurable for them.

Preoccupation:

This is all about thinking.

You preoccupy if you are going on a trip and begin to think about and plan the trip. You may get anxious about getting tickets. You do something to deal with those feelings. Sex offenders learned as children that sexual fantasies and masturbation relieves anxiety or uncomfortable feelings. They use masturbation as a mood-altering stimulus. Sex offenders move from normal preoccupation into sexual preoccupation.

Sexual thoughts are in the sex offender's mind almost all the time because they cannot handle their situation or feelings. This is the stage where the sex offender starts sexualizing all of their non-sexual problems.

Ritualization:

At this stage, the sex offender is getting ready to groom their victim and preparing to act out sexually. At this point, they are setting things up and making themselves look good to their victim. This is the time when the sex offender targets their victim.

Grooming:

At this point in the cycle, the sex offender is very nice to the victim so that he/she will do what they want them to do. During this period they might do both good things and bad things just as long as they can control the victim.

Behavior:

This is the point in the cycle when the sex offender sexually and/or physically abuses their victim. When speaking of their behavior they will tell it just like it happened.

Despair:

The sex offender may decent into despair or may become exhilarated after they have committed their sexual crime. While in this emotional state, the sex offender makes excuses for his actions and promises him/herself they will never do it again.

Start Over:

At this point in the cycle, the sex offender starts to experience the same feelings that initiated the offending cycle in the first place. For example, if he/she was feeling inadequate and offending gave him/her a feeling of power, the offered may once again start feeling inadequate as they live their daily lives. They are back at square one and the processes starts again. Feeling inadequate > building of tension > offending > emotional release. The whole cycle is and of itself reinforcing. "I felt bad. I did XYZ. I felt better for awhile. I'm feeling worse again... So I'll do it again to feel better. It worked before. It will work again."

Thinking Errors:

Sexual assault is not an accident. It does not just happen! It is not typically an impulsive act. It is a series of inner linking thoughts, feelings, and behaviors.

Believing that sex offenses are isolated events with no past or future allows the offender to escape responsibility for his behavior. If a sex offense is simply "an irrational few minutes of a person's life, there is no reason or point to treatment." Notions that the victim somehow "provoked or invited" the attack, that family problems or stress somehow took away the offender's ability to make choices regarding his behavior, likewise deflects responsibility.

The word "cycle" comes from the word "circle." A cycle refers to a pattern that goes around and repeats itself. The Sexually Deviant Cycle is a pattern of thoughts, feelings, and behaviors that lead into each other and repeat themselves.

Compare a sex offense to a weed. You see the weed that appears above the surface, but there is much more to the weed than what you see on the surface. A vast network of roots supports it. You have to get at the roots to eliminate the weed. **Sexual offending is more than the behavior you see.** Thinking errors, deviant arousal patterns, planning, grooming activities, victim selection, and techniques for maintaining secrecy supports it. You must get to its roots to understand sex offending and to control deviant sexual behavior.

Thinking errors are lies used by sex offenders to justify, minimize, rationalize, and deny their behaviors to themselves and to others. They are distortions that offenders used to fuel their Sexually Deviant Cycles. Deviant behavior cannot occur without "thinking errors," which are found throughout the cycle.

Closely associated with *thinking errors* is *denial*. Sex offenders experience denial throughout their deviant sexual cycle. Often **the offender's denial is so strong because he simply cannot accept the fact of his deviancy**. He cannot deal with his deviancy and refuses to seek treatment for it.

The following are examples of thinking errors that an offender uses to make his behavior more acceptable to himself and (he hopes) to others:

"I only kissed and touched her/him a little."

"She/He seduced me."

"I'm just a very affectionate person. I love children and they love me. That's all."

"I am just looking. This doesn't hurt anyone."

"She wants to see my penis. If she didn't want to see it, she could look away."

The offenders use *thinking errors* and *denial* to make their deviant sexual behavior seem less harmful and "not their fault." This denial of the consequences of the seriousness of their problem, and of the harm caused to others, allows the offender to continue his offending behavior.

Affect or Deviant Arousal:

The Sexually Deviant Cycle begins with either *affect* (emotions) or *deviant arousal*. We use "affect" in the cycle to describe strong emotions such as anxiety, depression, exhilaration or anger. These occur prior to beginning the chain of thoughts and behaviors that lead to the offense.

Rapists can experience emotions such as anger, rejection, frustration, or depression prior to their assaults. Child molesters often feel anxious, depressed, or lonely. Boredom also seems to be present in both groups.

To begin a cycle with *affect*, the offender would not have been experiencing any sexually deviant fantasies or experiencing any deviant arousal in the years, months, weeks, or days prior to "acting out." This means they were not and had not been having any deviant sexual fantasies prior to committing the first sexual offense against this victim. This is certainly possible, but not usual. Affect is not the usual way the deviant cycle begins.

For more offenders, their *deviant arousal pattern* is where their cycle begins. For these offenders negative emotions are not **why** they went into their cycles. Their offending is a result of various attractions called "paraphilias". The attraction may be pedophilia (sexual attraction to children), necrophilia (sexual attraction to the dead), or rapists are attracted to violence, power and control that is expressed through sexual aggression. Most of these offenders have long histories of sexual deviant fantasies, masturbation to those fantasies, and sexually deviant behaviors. These offenders have developed deviant arousal patterns and they were having deviant fantasies prior to their offending.

In some situations, offenders may have no affect or little or no history of deviant arousal, but are willing to use anyone or anything for their immediate sexual gratification or fulfillment of their desire to have power and control over others. These offenders can be

committing other crimes and rape or sexually assault victims that were present. In these cases, the victims are no different from property, they were there and the offender took what he wanted. They are “opportunistic” offenders rather than predatory.

Seemingly Unimportant Decisions and/or Intent:

This phase of the cycle addresses the steps an offender takes to place himself in “high-risk situations” where he has access to potential victims and the opportunity to commit an offense. These steps and/or decisions can be unconscious or conscious.

Seemingly Unimportant Decisions (S.U.D’s.):

SUD’s are unconscious decisions based on lies the offender tells himself. These lies lead an offender to believe that the actions he is taking (which place him in a position where he has access to and power over a potential victim) have nothing to do with sexual offending.

The sex offender who is attracted to male children and decides to become a scout-master because “the Boy Scouts really need scout masters and he could be a very good one” is making a SUD. At the time he makes the decision, he is in denial (unconscious) about the real reasons he is making it. That denial does not make him any less responsible for his actions.

Conscious Intent:

Other offenders are aware they made conscious decisions and planned to seek potential victims. An offender who puts together a “rape kit” and goes out targeting a victim has made several decisions, none of which are SUD’s.

Conscious intent may lead an offender to exactly the same place as SUD’s, but the offender is not lying to himself about it. This offender knows exactly what he is doing.

Offenders use SUD’s, conscious intent, or a combination of both in making the decisions to place themselves in “high-risk” situations where they have access to potential victims and an opportunity to offend.

High Risk Situations:

A high-risk situation is any place or situation where an offender has the opportunity for access to a potential victim. There are universal or generic high-risk situations. These situations would be high-risk for most sex offenders. Generic high-risk situations for child molesters are those that allow access to children; for example, public places such as malls, parks, and arcades. Universal or generic high-risk situations for rapists could be driving alone at night and/or picking up hitchhikers.

There are also specific high-risk situations or those that would be high-risk for a particular offender. An example of a specific high-risk situation would be church work for an offender who molested children in his youth group. Another example would be a rapist working as an apartment maintenance man if in the past he had broken into women’s apartments to rape them.

Victim Targeting/Selection

Victim Targeting/Selecting involves two processes:

1. The offender selects a victim that appeals to him because of certain characteristics (age, sex, hair color, etc.) that he finds attractive.
2. Selecting someone the offender believes he can victimize.

The circumstances or situation that causes the offender to think they could get away with assaulting this victim.

Planning and/or Deviant Fantasy

In the case of the sex offender, it means the planning he has to do to get ready to commit the sexual offense. He might be working to get others out of the way so he can be alone with his victim or perhaps he assembles a “rape kit.” He could buy, use, and masturbate to pornography. All of this goes into the *planning and/or deviant fantasy* phase of the cycle.

As we said earlier, sex offenses do not just happen. They result from a process of thoughts, feelings, and behaviors. Sex offenders must have some thoughts either through plans or fantasies prior to acting out. The offender develops a plan of exactly how to manipulate, coerce, or force intended victims, and how they are going to act out (commit the offense). The offender plans his crime and is conscious of his intent. Offenders who put together “rape kits” or send their families out of the home, clearly have developed plans.

Deviant Fantasies

Deviant fantasies are forms of planning. They are less active, but they are imagining a crime being committed. *Deviant fantasies are the mental blueprints of what an offender wants to do to a victim and how he will do it.* Unless they are a very unusual sex offender, they fantasized about the crimes prior to committing them.

Grooming and/or Force:

Grooming and/or Force is the process used to manipulate or coerce the victim(s). Included in these processes of grooming and/or force are the following strategies:

- Preparation – “To make ready beforehand for some purposes.”
- Conditioning – “To put into a proper state for work or use; to adapt, modify, or mold.”

Sex offenders do both of these when they *groom and/or force* their victims.

Grooming

The term “grooming” is used to describe the types of manipulation an offender uses on his victim(s) and others in the Sexually Deviant Cycle. It includes lying, giving material goods, or giving privileges. The offender “grooms” the victim to gain access to and set the victim(s) up for the acting out behavior.

Grooming includes all forms of mental and psychological manipulation. Grooming breaks down the will and/or resistance of the victim(s). The sex offender also uses this device to delude himself into believing that his victim(s) is (or will be) a willing and consenting sex partner.

Sex offenders who use grooming usually do not want their victims to resist and would prefer their victim to act as if they are enjoying and consenting to the sexual abuse. This is the way offenders fantasize about the victim(s) and their offending behavior. Sex offenders use the process of grooming to get victim(s) to do what they want.

Consent is never an issue with the sex offender! Remember, before someone can consent, he/she must first be free to say no! Victims are never in a position to say no to an offender because the offender has or uses some sort of power against them. **Grooming is a form of power and control.**

Offenders often convince themselves that “not being stopped” is the same as consent. If anyone is in a place of power over someone physically (as in bigger and stronger), emotionally (as in using someone’s feelings to control them), or by using a position of authority (such as an adult over a child) then the person with less power is always vulnerable to the person with more power. This is never an equal situation. This inequality clearly describes the victim and offender relationship in sexual assaults.

Grooming is not limited to the victims. Offenders also use it on family members and others the offender needs to control to create access to the victim and the opportunity to offend.

A good example of “grooming” on a large scale may occur with someone such as a minister preaching and campaigning against immoral sexual behavior while at the same time molesting children in the church daycare center. No one would suspect such a vigorous campaigner of such behavior. In a case such as this, the offender has groomed a whole community.

Force

Sex offenders also use another process: Force. They may use force along with grooming or by itself. Some violent offenders use little or no grooming with their victim(s). Weapons are a form of force, as are threats, and coercion. **Force includes all ways used to dominate victim(s) and includes any methods used to instill fear.** Force is not limited to victim(s), as it can work on family members as well.

Acting Out

The *acting out phase* is the deviant sexual assault committed against the victim(s). The nature and intensity of the assault pattern changes over time; usually escalating with each offense.

Maintaining Secrecy

The next phase of the Sexual Deviant Cycle is Maintaining Secrecy. To avoid the legal and social consequences of the sexually deviant behavior sex offenders must try to keep their victims and family members from disclosing the abuse. They attempt to maintain this secrecy in a variety of ways. They may use threats, promises, bribes, and exploit the victim's caring nature. Some offenders work to make sure the victim will not be believed if they do choose to disclose the abuse.

In addition to threatening and bribing, many offenders take evasive action such as staying out of sight, working extremely hard, avoiding the victim or the crime areas, changing their appearance, leaving jobs, or moving out of the area to avoid capture.

Remorse and/or Fear

Remorse and/or Fear is the next phase. Sex offenders are frequently distressed after the *acting out phase* – especially if the act is disclosed. Depression is common and suicidal thoughts and attempts may occur. Fear over the possibility of disclosure or of capture is also a factor. Some sex offenders feel disgusted with themselves for what they have done.

In varying degrees, they may also feel some measure of remorse or fear. Offenders can have both remorse and fear. In truth, remorse or fear is no more effective in controlling the assaulting behavior than a hangover is in stopping alcoholism. Offenders go into their sexually deviant cycle to relieve the pain and bad feelings they have.

Sex offenders try to deny the truth of the results of their behavior. They will seek relief from their bad feelings by going back into their cycles. Some offenders have little or no remorse. However, most do experience some type of fear.

Child Molesters:

A child molester's approach is usually one of seduction or persuasion. The offender gains access to his victim through deception, enticement, and/or manipulation.

The offender uses a child's passivity and dependency to his advantage. The offender displays a positive emotional investment in the child and begins to build a "safe" and "caring" relationship with the victim.

The offender typically seeks an on-going (sexual) relationship with the child. The offender is involved with the child over an extended period of time. The victim is a prop in the offender's deviant fantasy onto whom the offender's needs are projected.

The offender sometimes confines sexual behavior to non-genital acts and gradually progresses to increasingly overt and intimate sexual acts. The offender typically wants

his victims to enjoy the sexual activity, to experience it as acceptable behavior, or as an expression of affection.

Typically, a child molester will assault an average of 67 children during his lifetime.

Child Molester Categories:

Child molesters are either *preferential* or *situational* in their target selection.

A preferential child molester's primary sexual orientation is toward children. They are sexually attracted to children. The offender does not recognize a child's age as a temporary state. The interest they experience is due to lapse of control/judgment because of internal psychological influences or external situational influences.

While pedophilic interests are more likely to begin in adolescence, they tend to emerge in adulthood. Precipitating stress is usually not evident. Persistent interest and compulsive behavior may be more episodic and their involvement in these types of behaviors may come and go.

A situation child molester's initial offense may be impulsive and not pre-meditated or pre-planned.

The offender identifies closely with the child victim. The conflicted adult will either equalize his behavior to the level of the child in order to maintain a relationship with a child victim, or he may coerce the child to adopt a pseudo-adult role and the offender then assumes a pseudo-parental role to the victim.

In incest situations, the offender abandons his parental role. Male offenders usually have same sex victims as a primary target. Female offenders usually have opposite sex victims as their primary target. The offender may have little or no sexual contact with a child with whom they coexist. The offender is usually single or in a marriage of convenience.

The child is cast into an adult role for which they are not prepared and cannot cope with psychologically when a child molester induces them to engage in sexualized behavior.

The offender usually has no history of alcohol or drug abuse although the offense is often committed under the influence of substances....typically alcohol to remove any final inhibitions. The child may be given drugs or alcohol as well.

The offender usually has an immature character and poorly developed socio-sexual peer relationships. In fact, the sex offender is a very heterogeneous group with social ineptness being the one clear and common factor across groups.

Rapists:

Child Rapist

The offenders who fit this category also fit one of the child molester categories of either the *situational* or *preferential*. They will also fit into one of the three rapist categories: *power*, *anger*, or *sadistic*. They are a combination of child sex offender and adult sex offender. **The primary identifying characteristic is they are rapists who rape children.**

Rapist Profile

According to Nicholas Groth, a rapist usually commits his first offense during adolescence. **The average age of the rapist at the time of his first assault is sixteen years old** with eight years old as the youngest age. It is primarily a phenomenon of young adults, and as the age of the rapist increases, the frequency of the crime decreases. This also applies to rapists whose victims are adults. FBI statistics show the largest number of convicted rapists fall between the ages of 15 and 25.

Rapists repeat their offenses. They seek psychological satisfaction through the act of rape. This satisfaction is never obtained, so the rapist continues seeking a victim and repeating the crime. **The rapist has usually committed at least ten prior offenses at the time of first arrest.**

Some statistics about rapists:

- Studies have shown that 70 percent of all rapes were planned. **Approximately 50 percent of rapists know their victims casually or intimately.** A rapist may seek a specific victim as the object of his assault. He may stalk his victim for several weeks prior to the assault.
- Sixty percent of rapists are married with access to sexual intercourse in a consenting relationship. **Sex is not the only motivation for rape, as violence and anger are also motivating factors.**
- Thirty-three percent of rapists have a low orgasm rate.
- Fifty percent of assaults involve oral sodomy.
- **Thirty-seven percent of rapists are impotent and may rape by using instruments.**
- Forty-three percent experience no ejaculation during penetration.
- Eighty-seven percent of convicted rapists have past criminal records, often with a history of other types of assault. These statistics, however, reflect information about individuals already convicted of rape. Rapists who are respected community members and know their victims are rarely arrested or convicted; therefore, they do not have a history of criminal activity.
- **Fifty percent of rapists are under the influence of drugs and/or alcohol at the time of the attack.** Chemical use is not the cause of the attack. The rapist's personality is the predisposing factor; however, chemical use may reduce inhibition, which contributes to assault. Some studies show that there is a correlation between the amount of alcohol ingested and the level of violence used during the assault. More alcohol usually means more violence.
- FBI statistics indicate that in 93 percent of assaults, rapists are the same race as their victims; in only 3 percent the assailant is black and the victim is white, while in 4 percent the assailant is white and the victim is black.

Rapists tend to match their victims on most vital statistics: educational background, socioeconomic status, neighborhood, and age.

Rapists appear as normal people; i.e., they look, talk, and interact as normal individuals do. Although they appear “normal,” many have difficulty with authority figures and often have difficulty relating to women as people. They display a greater than average tendency toward expression and acts of aggression/violence. They tend to be anti-social and passive-aggressive. They have difficulty developing close personal relationships with all people and perceive emotional intimacy as a threat. They are often clinically diagnosed with personality disorders.

Types of Rapists:

Power Rapists

Characteristics of “Power” Rapists are:

- Aggression: The offender uses whatever threat or force is necessary to gain control of the victim and overcome resistance. The victim may be physically unharmed. Any physical harm will be inadvertent rather than intentional.
- The assault is premeditated and preceded by persistent rape fantasies.
- Mood state: is one of anxiety. Offenders are repetitive and may show increase in aggression over time.
- Use of language is instructional and inquisitive: the rapist may ask personal questions and inquire as to the victim’s responses. The rapist may also give orders to the victim.
- The assault may extend over a short period with the victim held captive.
- Weapons: Employed frequently and brought to the crime scene for the purpose of threat or intimidation more than inflicting injury.
- Vulnerability determines the victim’s selection. Victims tend to be persons of the same age as the offender or younger. Child victims will be those who are easily intimidated by adult authority.
- Psychological dynamics: Compensatory aggression. The rapist wants to feel powerful and deny deep-seated feelings of insecurity and inadequacy, as well as to show that they are in control.
- The offender usually has a prior criminal record: crimes of exploitation (theft, breaking and entering, robbery, etc.) and/or prior sex offenses.

Anger Rapists

Characteristics of “Anger” Rapists are:

- Aggression: The offender uses more physical force than is required to overpower the victim. The victim is battered and suffers physical trauma to all areas of the body. The assault is more impulsive, spontaneous, and unplanned.
- Mood: is anger and depression. A child is at greater risk of this type of rape in the context of his/her family.
- The offenses are episodic in nature.
- Use of language is abusive: Cursing, swearing, obscenities, degrading remarks, etc.
- The assault is of relatively short duration.
- Weapon: There is usually no weapon used or if one is employed, it is a weapon of opportunity used to hurt, not threaten, the victim.
- Availability determines the victim's selection. Victims are usually the same age as the offender or older. Child victims are sexually abused in context of battering.
- The psychological dynamics: retaliatory aggression. The offense is retribution for perceived wrongs, injustices, or "put-downs" experienced by the offender.
- Child victims are targeted as a way of "getting even" with an adult to whom the child is related, or as a way of "teaching a lesson" to the child.
- This type of rapist's prior criminal record involves crimes of aggression (reckless driving, assault and battery, disturbing the peace, etc.)

Sadistic Rapists

Characteristics of "Sadistic" Rapists are:

- Aggression: The use of physical force is eroticized. If the rapist's need to demonstrate power is eroticized, the victim will be subjected to ritualistic acts (bondage, spanking, enemas, etc.). If the rapist's anger is eroticized, the victim is subjected to torture and sexual abuse.
- The assault is calculated and pre-planned.
- Mood state: intense excitement and disassociation. This type of rapist's offenses is compulsive, structured, and ritualistic. This type of rapist often kidnaps the victim.
- Use of language: commanding and degrading, alternately reassuring and threatening.
- The assault may last for an extended duration. The victim is abducted, held hostage, assaulted, and finally disposed of or released.

- Weapon: Generally, used to capture the victim. Weapon may be used together with instruments of restraint and/or torture.
- Characteristics or symbolic representation determines the victim's selection. The victims are usually complete strangers. Child victims tend to be of the same sex as the offender.
- Psychological dynamics: Eroticized aggression, symbolic control, elimination or destruction of threat or temptation in order to regain psychological equilibrium and achieve a sense of integration and wholeness.
- Typically, this rapist's criminal record will have no prior criminal activity or it will include a bizarre ritualistic or violent offense.

Types of Rape:

The Blitz Rape

The blitz rape occurs suddenly and unexpectedly without prior interaction between the assailant and the victim. From the victim's viewpoint, there is no explanation for the assailant's presence. He suddenly appears and forces himself into the situation. Often, he selects an anonymous victim and attempts to remain anonymous himself. The blitz rape may occur outside or indoors, as in a situation where the rapist breaks into the home at night and attacks a sleeping victim. When the assault occurs outside, the victims describe being jumped upon, grabbed, pushed, or shoved when the assailant approached them from behind. Other victims were in the process of entering cars or apartments or were pulled into cars or grabbed out of doors and taken indoors. Children and adolescents who were victims of the blitz rape were often walking home from school, to or from a friend's home, or playing outside.

The Confidence Rape

The confidence rape is a subtle "set-up" in which the victim is the "mark" in the situation. The offender obtains sex by using deceit, betrayal, and violence. Some form of interaction, usually verbal, occurs between the assailant and the victim prior to the assault. He may know the victim from some other time and place and have developed some kind of relationship as a prelude to the attack. Often there is considerable conversation between the victim and the assailant. Like the confidence man, he encourages the victim to trust him and then betrays that trust.

The rapist uses a number of verbal strategies in order to control the victim before, during, and after the rape. The confidence line occurs in various ways: The rapist may offer or request information, assistance, or company; he may promise information, material items, social activities, employment, or business transactions. He makes reference to someone the victim knows, or he may simply exchange social pleasantries.

The Surprise Rape

During a surprise rape, the assailant waits for the victim or approaches her after she is sleeping. Generally, the rapist targets or **pre-selects his victim** through unobserved contact and knows when the victim is alone. This type of rape generally includes a weapon; however, there is **no actual injurious force applied**.

Modus Operandi of the Rapist:

Most rapes follow a similar pattern. Understanding the event sequence that takes place during a rape not only increases understanding of the crime, but can also help in attempts to avoid victimization. The following is a description of the order in which many assaults take place.

Target Selection

The rapist decides whom he will assault. This process of selection may occur over several months, or the victim may be the next person walking down the street. The rapist also seeks a location that is easily accessible and isolated. At this time, **it is best for the victim to resist quickly and assertively**. Physical resistance, shouting, or talking may be successful in warding off the attack with the least amount of risk.

Testing

The offender makes contact with the victim during this time. His main objective is to intimidate the victim and gain some control and power over him/her. **If he meets with an aggressive and assertive response he may give up**. A person who continues to be congenial is signaling that she/he may be easily manipulated and controlled. At this stage, the assailant may choose to go elsewhere for an easier target since no crime has yet been committed.

Threat

Once the assailant has determined he can intimidate the chosen victim, he will threaten him/her. The most common threat is to offer a "reward" for cooperation ("You won't get hurt if you cooperate.") Many assailants are bluffing at this stage. Many victims are killed after the offender tells them they will not get hurt. **A strong, quick rebuff may still create a chance for escape**. The victim has a better chance of getting away at this time rather than waiting until later.

Transportation

During this stage, the rapist thoroughly intimidates the victim and may decide to move her/him to a more isolated location. **If the rapist is successful in moving and isolating his victim, the danger of the victim losing their life is greatly increased**. He may force the victim into a car, apartment, or another room. Sometimes in the act of moving her/him, the rapist fails to pay attention to the victim, thus giving her/him a **chance to escape**. If in a car, the victim may drive erratically or jump out when the car stops. She/he may be able to draw attention to their situation or take the opportunity to run.

Transaction

At this point, the actual assault takes place. The rapist is in full control and can reach his goal of complete dominance and expression of anger. There is very little the victim can do at this point, short of extreme self-defense. If the victim's attempts at self-defense prove unsuccessful, his/her life will certainly be in danger.

Preventing Sexual Assault in the Correctional Environment:

In this section, we will examine some of the strategies you can use to prevent sexual assault in the workplace:

- Remember: **Avoid over-identification with offenders.** There is no "we" when speaking of staff and offenders. Correctional staff must maintain professional boundaries with offenders to work safely and effectively in the correctional environment. When setting up an offender game, offenders will first attempt to tear down the boundaries between them and the staff member.
- During interactions with sex offenders, you need to be more assertive (especially regarding boundary issues) than you would be with other offenders. Sex offenders do not recognize, or comply with, accepted limits on personal behavior as readily as other offenders might.
- Sex offenders often use vulgar language or swearing, obscenities, and/or degrading remarks to intimidate perspective victims. Staff members must not tolerate intimidating behavior. Address it immediately or at the first safe opportunity.
- **Speaking about sexual matters with offenders is a violation of offender/staff boundaries.** For an offender to insist on speaking to you of these matters is also an example of sexually threatening behavior. Do not tolerate this behavior and report it immediately.
- **Do not give offenders any personal information or information about your family.** This is even more important when working with sex offenders. This boundary is also extremely hard to maintain over a long period of time working with them. This is another good reason to rotate offender orderlies and workers in your area on a regular basis.
- **Do not put yourself in isolated one-on-one situations with offenders** unless it is an essential requirement of your job. If there is no choice, make contact with other staff members on a frequent regular basis. Do not allow offenders to get the impression that you are physically or psychologically isolated from co-workers.

Development of Enhanced Observation Skills:

Most people go through life only half-aware of their surroundings. They are mentally distracted, thinking, planning, talking with others, on the move, and getting the job done. Their attention focuses into a type of "tunnel vision," only consciously thinking about the narrow range of issues immediately at hand.

You cannot afford to behave this way in the correctional environment. Predators often depend on stealth to approach and attack their victims. They depend on the victim remaining unaware of their intentions, and often their presence, before the attack. **Learn to be aware of your surroundings at all times.**

Learn to **“scan” your environment**. Keep your eyes moving. Notice who is around you, their proximity, what they are doing, and where their hands are. Look for things and people that are out of place, things that are different from the last time you were in this spot. Is something or someone missing that should be there? Is there something or someone present that should not be?

We call this strategy scanning for anomalies. An anomaly is an abnormality, an unexplained change in the environment or people’s behavior. It is something that just does not fit or is not right. Your perception of the anomaly may be on an unconscious level, it may be something that you just cannot put your finger on, but you can “feel” it.

“Intuitive perception” is processing unconscious information and using it to your advantage. Learn to trust these feelings, to analyze and organize perceptive information, and bring it into conscious focus. Then learn to articulate it to others in a comprehensible form. The ability to understand and use this skill can save your life.

Intuitive perception is a set of skills learned through experience. Those professionals that deal with crisis and danger on a regular and frequent basis, such as successful law enforcement officers, combat veterans, and yes, correctional employees all learn to develop these skills. The ability to use this “sixth sense,” “gut feeling,” or “intuition,” is extremely valuable. Ask any veteran correctional officer and they will tell you of incidents where they have used these skills to their advantage. Develop these skills, use them at work and in your personal lives, and they will increase your safety margin dramatically.

Defensive Strategies:

Examine your work area. Look at it from the perspective of a potential rapist.

- **Where can you be isolated, cornered, or trapped in your work area?**
- Can you change the physical plant’s layout to eliminate such areas or make a point of not going into these areas alone?
- If that is not possible, can you arrange to notify other staff when you do?
- Do you have an escape route out of your work area?
- Is your office arranged in order to give you a good field of observation of doorways, hallways, and access and exit points?
- Can you use your office furniture as a barrier between you and offenders?
- Have you **worked out some contingency plans, i.e.,** gone through the “what if’s” and “If that happens then I’ll do this?”

To be prepared – plan. Research done on crisis incidents has shown that if you do not plan a response prior to the incident, you will not have time or the presence of mind to think about it during a crisis. An old training maxim is this: In time of crisis, you will remember, fall back on, and use what you trained to do about similar situations prior to the emergency.

In your particular work place, your particular situation, you have to take responsibility for planning and training for your own self-protection.

Dressing for Success AND Safety:

For whom are you dressing up when you come to work?

The agency expects its employees to dress and behave professionally in the work place. Regulations on dress were not written just to promote a good public image. When you work in the correctional environment, chances are you will encounter more offenders during your workday than co-workers or members of the public.

Are you dressing up for the offenders?

Most people dress in a manner that they think enhances their attractiveness. Perhaps this is for their own self-esteem, but usually it is to attract the attention and approval of others for their physical appearance.

When you work in proximity to sex offenders, perhaps you should re-consider your priorities. How does a rapist target his victim? While some victims are targeted for specific characteristics, others are chosen due to their availability, or their appearance of vulnerability. What does a rapist find attractive with regard to physical appearance? Generally, the same thing everyone else finds attractive. The problem is, what most people would simply note as attractive, the rapist often sees as sexually provocative, and most do not exercise very good impulse control.

The type of clothing worn by staff members should reflect their professionalism, not only because it reflects the agency's values, but for their safety and self-protection.

- Clothing should be of the correct size and kept in good repair, i.e., neither so baggy and loose that a woman displays her bra or breasts when bending over, or so tight that the body strains the materials, causing gaps between fastenings, or pulls in such a way as to expose the body inappropriately.
- Do not wear sleeveless blouses that allow offenders to look through the sides of it and see undergarments.
- Blouses should not be so low cut as to show a woman's cleavage.
- Skirts should be long enough to be modest while sitting.
- Pants should not be worn skin tight on either gender. If you can take your thumb and forefinger, grasp the seams at the back of your pants just under the buttocks, and can roll a double thumbnail width of material up, it is fitted correctly. (U.S. Air Force dress regulations.)
- Avoid high heel shoes. (They re-arrange the body's configuration. They raise the buttocks up and out, and thrust the breasts forward accentuating both.)

- Open toe shoes might not be a good idea either. Some people (including sex offenders) find them sexually provocative.
- Men should not wear clothing that cuts so tight as to show off their muscles or other attributes. (Some sex offenders do not discriminate between the genders in their victim selection.)
- **Neither gender should bend over at the waist in front of offenders.** Always squat instead. (It is better for your back too.)
- Be wary of wearing strong perfumes and colognes. Many offenders, due to their circumstances, feel sensory deprived. Perfumes and colognes can attract offenders obsessed with scent.

Unconscious Flirting – Provocative Body Language and Some Innocent Mannerisms:

Do you actively monitor your behavior and deliberately choose to **behave professionally at the workplace**? From the time most of us were children, we have been taught to be “nice,” to other people. Generally, girls (especially those raised in traditional families) were conditioned to be “nice” and accommodating to others.

While this strategy works well in most situations, you must understand that the correctional environment represents an atypical and dysfunctional part of our culture. Many offenders equate “nice” behavior with weakness or vulnerability. They will attempt to exploit this to their advantage.

The agency did not hire you nor does it pay you to be “nice” to the offenders under its supervision. This absolutely does not mean that you are expected to, or will be allowed to treat offenders in an oppressive, hostile manner. **Agency employees are expected to behave in a professional manner in all interactions with offenders and to be firm, fair, and consistent with them.** Professional behavior is a matter of balance and good judgment. It is essential that employees maintain strong boundaries with offenders, practice good observation skills noting people and activity in your area. **Behaving professionally is the only way to do your job effectively and safely.**

Some examples of unconscious flirting behaviors are:

- Winking eyes, fluttering eyelashes, wiggling or raising eyebrows
- Pursing or licking of lips, pouting (in play)
- Using baby talk, slang, or nicknames
- Preening; flipping or toying with hair
- Touching yourself in inappropriate areas, or suggestive hand gestures
- Use of provocative body postures; un-intentionally bending over in front of someone or wiggling your buttocks while bent over, sitting with legs widespread, or reclining your body in an open “I’m accessible” posture
- Adjusting clothing in front of others

These and other types of (hopefully) unconscious flirtatious behaviors and body language can be interpreted as sexually suggestive, provocative, or as an invitation to make sexual advances. Remember: Many offenders, especially sex offenders, are

legends in their own minds and will intentionally misinterpret innocent mannerisms as an invitation for sexual assault. (“She winked at me and smiled, so I knew she wanted to have sex with me.” “No, I didn’t rape her; it was consensual. We were making love with each other.”)

The rapist usually sees the victim as weak and helpless. Your defense against this is simple: Do not appear weak and helpless. In our business, you must be assertive with offenders. You must be able to direct and supervise them with confidence. If you do not project a professional, confident, attitude, the offenders will assume that you are vulnerable.

Approximately 50 percent of rapists know their victims, casually or intimately. You may spend eight hours a day around the same offenders for years. You absolutely cannot become complacent due to over familiarity.

Rapists appear as normal people: they look, talk, and interact normally.

Research shows that the type of offender most likely to set up a staff member for a relationship is one with good social skills, good hygiene habits, and is fairly well educated. In other words, they look a lot like we do except that they also tend to be manipulative or even murderers.

Murderers are more likely to form a relationship with a staff member because they have probably only committed one crime in their life, are basically ordinary looking and acting, and they have very little or nothing to lose. In fact, if they “take out” (compromise and cause the ruin and disgrace of) a staff member, they gain a great deal of status within the prison or “on the yard” among their peers.

Stalking Behaviors

An offender may use sexually harassing or sexually threatening behavior to “test” a staff member’s boundaries during the grooming phase leading up to a sexual assault. *If you need to review the information on **sexually harassing, threatening or grooming behaviors** return to the previous sections in this lesson that address those subjects.*

A rapist may seek a specific victim as the object of his assault. He may stalk his victim for several weeks prior to the assault. When stalking behavior begins, the particular victim has already been targeted.

What would this look like in a correctional environment?

Perhaps the offender who “just happens” to be hanging around on the compound every day and walks with you to your work area; the one who “**just happens” to be around when you need something done;** or an offender who (although they do not approach you) you **notice watching you frequently and paying more attention to you than normal?** What about the one who makes a point of checking whether the door to your office is always locked?

If you can distinguish a behavior pattern, then you need to be concerned. You should be aware of similar types of behavior in your daily life. **You should take notice**

and be on your guard if you find that someone just starts “turning up” at odd times and places (especially if these are the times and places when you are isolated and alone, or the person is paying you more attention than you are comfortable with, or appears for no apparent reason and/or without invitation). Again, if there is a distinguishable pattern of behavior, you need to be concerned.

The best defense against stalking behavior is to become actively aware of your environment and the people in it. If you become aware that an offender is stalking you, there are procedures in place for you to use to protect yourself. **The first step is to report the behavior immediately upon your becoming aware of it.** You will have to be able to articulate clearly, who is involved and what the specific behavior was that made you aware of the situation. This report needs to go to both your immediate supervisor and to the Chief of Security. Maintain a copy for yourself. If action is not taken, follow-up in a timely manner.

The offender may be disciplined or placed on administrative segregation. If you think the threat is serious enough, you can file a separatee against the offender, requesting that he be moved to another facility. To initiate this process, again, file the proper reports and required separatee forms. (Case management or case manager coordinators can supply you with the proper forms.) If the behavior was blatant enough, and there is enough evidence, the offender may have new charges filed against him.

If you become aware that you are the subject of a stalker in your personal life, it is time to bring in the professionals, the police, the courts, or whatever other resources you determine to be necessary for your self-protection. The criminal justice system has become more sensitive to these types of crimes in recent years and a great deal of emphasis has been placed on arresting and prosecuting the individuals who commit them. Do not ignore or fail to take action against this kind of behavior because if you wait until later in the rape cycle, it may be too late.

III. SUMMARY

It is important for the employees to understand the dynamics of sexual assault. The fact that we work in correctional facilities alone places employees in proximity to many sex offenders, more than they ever would be exposed to in the community. We must exercise caution in our daily interactions with the sex offenders under our supervision, not only to protect ourselves from them, but because we are obligated to treat them in the same professional manner that we would treat any other type of offender.

The bottom line is that we must be able to supervise sex offenders fairly, firmly, consistently, and safely. The best way to accomplish this goal is to implement good security practices, remain alert and aware of our environment, and effectively manage offender behavior.

Oklahoma Correctional Training Academy



Preventing Sexual Harassment

Academy Contact:

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Revised for Temp Health Care Staff
By Cheri Atkinson, October 2019

Preventing Sexual Harassment

Student Lesson

I. The Oklahoma Department of Corrections has a “zero tolerance” policy for sexual harassment. This course of instruction was developed to aid employees in identifying the types of behavior that constitute sexual harassment, the penalties for engaging in this type of behavior, and the procedures for reporting incidents of sexual harassment. This course also covers the responsibilities of supervisors and managers of the Department of Corrections in handling incidents of sexual harassment, as well as the strategies developed by the agency for educating the workforce and preventing sexual harassment in the workplace.

II. INSTRUCTIONAL INPUT

Sexual harassment – Unwelcome sexual advances, requests for sexual favors, or verbal or physical conduct of a sexual nature – is not new to the American workplace. This form of sex discrimination existed long before Title VII of the 1964 Civil Rights Act prohibited discrimination in employment based on race, color, sex, national origin, and religion.

What is new? The increased attention about sexual harassment issues.

Nationwide studies and surveys indicate that 80 percent of all working women and at least 15 percent of all working men have experienced some form of unwelcome sexual conduct in the workplace.

The financial aspects of sexual harassment have also encouraged employers to focus on the problem. Absenteeism, employee turnover, and low productivity that result from sexual harassment can be extremely costly. Furthermore, money paid by employers for unemployment compensation, lawsuits, and court awards can cost millions of dollars.

Sexual harassment usually occurs because of a lack of awareness. Many individuals who sexually harass in the workplace are simply unaware that their behavior is improper and illegal. Likewise, many recipients of unwelcome sexual attention are not sure that subtle behavior qualifies as harassment and those who are sure do not think they can stop it. A lack of knowledge among supervisors and managers about how to recognize and deal with sexual harassment makes it clear why the problem is so widespread.

OP-110215, “Rules Concerning the Individual Conduct of Employees,” Section IV.C.

OP-110205, “Employee Grievance Resolution Procedures,” Section V and the

Employee Rights & Relations unit DOC website information page:

http://www.doc.state.ok.us/general/emp_rights.htm

will provide you with very specific information about our guidelines regarding sexual harassment.

“How can I be sure?” “Maybe I’ve been overreacting!” “What did I do to provoke this behavior?” Sexual harassment victims commonly ask these questions. Certain “myths” influence our ideas about sexual harassment. As we will see, most myths have little to do with the facts.

1. **Myth:** An individual receiving unwelcome sexual attention wants or is somehow responsible for that attention.

Fact: Most people who are sexually harassed neither ask for nor encourage sexual attention in the workplace.

2. **Myth:** Harassers are non-managerial he-men who only bother attractive, helpless females.

Fact: Sexual harassers and the objects of their attention come in all shapes and sizes and from all walks of life; they are men and women at all levels in an organization. It is true, however, that recipients of unwelcome sexual attention are usually women and many of them feel helpless.

3. **Myth:** The motivating force behind sexual harassment is strictly about sex.

Fact: Contrary to popular belief, sexual harassment is seldom strictly about sex. The motivating force behind sexual harassment is often power – the harasser having or wanting to have control over an individual. In many cases, the harasser is not even conscious of this desire to control.

4. **Myth:** Employees who wear provocative or suggestive clothing to work are asking for sexual attention.

Fact: Employees do not have the right to sexually harass other employees, regardless of what they choose to wear to work. Employees are responsible for dressing appropriately at work and supervisors have the right to enforce this responsibility by counseling employees who dress provocatively or suggestively and by insisting on appropriate attire (stress agency dress code). Employees should remember that a pattern of provocative or suggestive dressing could hurt a victim’s credibility when unwelcomed sexual attention is an issue.

5. **Myth:** A past relationship implies that one of the individuals has to put up with unwelcome sexual attention from the other.

Fact: A past relationship does not mean that one of the individuals has to put up with unwelcome sexual attention from the other. The same standard applies whether or not the recipient had or has a personal relationship with the harasser. If the sexual conduct in the workplace is unwelcome or creates an intimidating, hostile, or offensive work environment, it is sexual harassment and therefore prohibited.

6. **Myth:** Staying away from members of the opposite sex is the best way to avoid accusations of sexual harassment.

Fact: Avoiding or excluding individuals because of their sex is not the answer to the sexual harassment problem. Such behavior is inappropriate in the workplace and may be a form of sex discrimination.

7. **Myth:** “Now that everyone is ‘up in arms’ about sexual harassment, I have to change my entire behavior. I cannot even joke with a co-worker.”

Fact: If an individual’s behavior is inappropriate for the workplace, it has to change. Consequently, employees can still be friends, have lunch together, or behave in any manner that is appropriate for their work environment.

8. **Myth:** Some use an allegation of sexual harassment to get revenge on someone with whom they are angry.

Fact: Nationwide studies indicate the majority of sexual harassment allegations are valid. Most experts agree that few individuals are willing to subject themselves to the attention that follows by deliberately making a false charge.

Harassment on the basis of sex is a violation of Section 703 of Title VII. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment.
2. Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual.
3. Such conduct has the purpose or effect of unreasonably interfering with an individual’s work performance or creating an intimidating, hostile, or offensive working environment.

In determining whether alleged conduct constitutes sexual harassment, the EEOC and DOC civil rights administrator will look at the record as a whole and at the totality of the circumstances, such as the nature of the sexual advances and the context in which the alleged incidents occurred. The legality of a particular action will be determined on a case-by-case basis from the facts.

Applying general Title VII principles, “An employer or employment agency, joint apprenticeship committee, or labor organization (hereinafter collectively referred to as “employer”) is strictly liable for acts of its agents and supervisory employees (quid pro quo) with respect to sexual harassment regardless of whether the specific acts complained of were authorized or even forbidden by the employer and regardless of whether the employer knew or should have known of their occurrence.” DOC will examine the circumstances of the particular employment relationship and the job functions performed by the individual in determining whether an individual acts in either a supervisory or agency capacity.

With respect to conduct between fellow employees, an employer is responsible for acts of sexual harassment in the workplace where the employer (its agents or supervisory employees) knows or should have known of the conduct, unless it can show that it took immediate and appropriate corrective action.

An employer may also be responsible for the acts of non-employees, with respect to sexual harassment of employees in the workplace, where the employer (its agents or supervisory employees) knows or should have known of the conduct and fails to take immediate and appropriate corrective action. In reviewing these cases, the DOC Employee Rights and Relations Unit will consider the extent of the employer's control and any other legal responsibility, which the employer may have with respect to the conduct of such non-employees.

Prevention is the best tool for the elimination of sexual harassment. An employer should take all steps necessary to prevent sexual harassment from occurring such as: staff training, affirmatively raising the subject, expressing strong disapproval, developing appropriate sanctions, informing employees of their right to raise and how to raise the issue of harassment under Title VII, and developing methods to sensitize all concerned.

Occasionally, courts find sexual harassment liability for asexual gender based acts (i.e., expressing an opinion or belief, which stereotypes a person on account of their gender).

Other related practices: Where employment opportunities or benefits are granted because of an individual's submission to the employer's sexual advances or requests for sexual favors, the employer may be held liable for **unlawful sex discrimination** against other persons who were qualified for but denied that employment opportunity or benefit.

The scenarios presented below, and the discussions that follow them, illustrate how the law forbidding sexual harassment applies in various situations.

SCENARIO A

Elena, a secretary, is a very attractive woman. A few men in her work group are quite obvious about their attraction to her. They constantly stare at her, and more than once, she has overheard them discussing her anatomy and making sexual remarks about her. Although the men have never said or done anything directly to her, Elena is embarrassed and uncomfortable around them. Jack, the supervisor, knows a little about sexual harassment and watches out for it in his workplace. For some time, he has observed the men's behavior and Elena's discomfort. He has taken no action and believes the situation is not a problem because Elena never complains and the men never directly approach her.

1. Could this be sexual harassment?

Maybe – because sexual harassment must manifest into something more than mere discomfort or embarrassment. If Elena is offended by the men's behavior, which may be creating a hostile work environment; if she is uncomfortable around them and is forced to work in an embarrassing situation; and if Elena

feels that she must change her work routine to avoid the men, their behavior could also be affecting her ability to do her job. Not all courts will require her to prove that she has changed her work routine.

2. What should Elena do?

Elena should tell the men that she has overheard their comments about her, that their behavior toward her is offensive, and that she wants it to stop. However, Elena's failure to confront the men does not mean that their behavior was welcome nor does it rule out her filing a complaint of sexual harassment. Any actions by her that indicate unwelcomeness – disapproving looks, avoidance, obvious discomfort in the men's presence – should be enough for a reasonable person to understand that the behavior is unwelcome. If the conduct continues or if Elena feels uncomfortable confronting the men, she should discuss the problem with Jack or another appropriate manager and ask that the harassment be stopped.

3. Is Jack acting responsibly? If not, what should he do?

No, Jack is not fulfilling his responsibilities as a supervisor. He is obligated to stop inappropriate behavior among his subordinates. After observing the men's conduct, Jack should have immediately talked to them and not waited for Elena to complain. He should have told them that their conduct was creating a hostile work environment and that their behavior must stop at once. By not handling the problem, Jack is leaving himself and his employer open to liability for sexual harassment – an employer has a legal obligation to ensure that its workplace is free of sexual harassment. When an employer has delegated authority to a supervisor or a manager to act in a position of power over another employee, the employer is responsible for the act of the supervisors when he or she is performing in that delegated capacity. Also, if a supervisor or manager knows of sexual harassment and does nothing to stop it, his or her employer is fully responsible – regardless of whether the specific acts complained of were unauthorized or even forbidden by the employer and regardless of whether the employer knows or should have known of their occurrence.

SCENARIO B

Four co-workers (male and female) often tease each other, make sexual comments, and tell sexual jokes among themselves. They sometimes leave suggestive notes and cartoons around the office.

1. Is this an example of sexual harassment?

The four co-workers are not being sexually harassed because there is equal initiation and participation, and the behavior is apparently welcome at the moment. You must realize that some women will joke around to fit in, but this does not prohibit them from filing sexual harassment complaints at a later date, when they do not welcome the behavior, although it could hinder the claim. Still, this behavior may create a hostile work environment for others in the work area

that may be offended by the sexual jokes that they overhear or the cartoons and visuals that they see displayed. The supervisor should tell the employees that their behavior is inappropriate and must be stopped, and this behavior is prohibited in the workplace.

SCENARIO C

Sally's supervisor Joe has always treated her "like a lady." He often smiles at her or compliments her on her appearance. Sally, who never felt intimidated by Joe, used to enjoy this treatment. She was flattered and certain that he was just being friendly. That is until a few weeks ago.

Around that time, Sally began thinking that Joe was acting overly attentive. She suspected that his interest in her was more than friendship and her suspicion was confirmed when Joe asked her to have dinner with him. She was not interested in dating him, but before she could respond, Joe switched subjects and began talking about an important project that Sally had been hoping to work on. He casually mentioned that he was considering her for the project's team. Afraid she would not be picked for the project, she agreed to go out on the date.

1. Did Joe sexually harass Sally?

Yes. This type of situation is common. By mentioning the date and the project at the same time, Joe strongly implied that Sally would only be selected for the project team if she dated him. Selection for a project team is an employment decision. Therefore, this situation is quid pro quo sexual harassment because Sally thought that she had no other choice but to date Joe. On the other hand, Joe may not have connected his asking for a date and his talking about the team selection. He may simply have wanted to let Sally know how highly he thought of her. Whatever his true intention, Joe may be leaving himself open to charges of sexual harassment or conflict of interest by trying to date a subordinate. Even relationships between subordinates in which both parties are willing participants have potential sexual harassment and conflict of interest implications.

2. What could Sally have done differently?

The most important thing Sally could have done differently is to politely tell Joe that she does not want to date him and that she would like to keep their relationship on a professional level. If she is not selected for the project team, she should ask Joe what the criteria was and why she was not chosen. Joe should be able to tell her exactly why she did not make the final selection because he said he was considering her. If Sally believes that her refusal to date him had anything to do with her not getting selected, she can follow her employer's procedures for addressing such problems.

SCENARIO D

A work group consists of two females and four males. Although all the members have the same job title, the group's supervisor always makes the females take notes at meetings, copy material, and distribute group information. In addition, the men often make derogatory comments about women such as, "In the natural order of things, a woman's place is in the home," and "Women are not equipped to work in scientific or managerial positions."

1. Is the supervisor's behavior improper or illegal?

The supervisor's behavior is improper and possibly illegal because he is treating the women differently than he treats the men. Title VII of the 1964 Civil Rights Act prohibits sex discrimination in the workplace.

2. Are the men's comments about women sexual harassment?

The men's derogatory comments about women fall into the category of gender-based harassment (behavior that ridicules a person because of his or her gender). Gender-based harassment is a form of illegal sex discrimination or sexual harassment. Although the men are not making unwelcome sexual advances to the women, their comments do create a work environment that is hostile, intimidating, and offensive. In which case, the women may be experiencing sexual harassment. A hostile work environment might also exist if the men were ridiculing or making derogatory comments about a co-worker because of the co-worker's sexual preference.

SCENARIO E

Amy complained to her supervisor Wilbur about Tom, a co-worker. She said that Tom had made sexual comments to her, constantly touched or brushed against her, and repeatedly asked her for dates. Wilbur listened sympathetically and assured Amy that he would look into the problem, but before he ended their conversation, Wilbur asked Amy to try not to be so sensitive. He explained that, "Tom means no harm. That's just the way he is, and he does it to all the girls." As promised, Wilbur talked to Tom. During their brief discussion, Tom acknowledged his behavior but used Amy's dressing habits as an excuse. He said that Amy seemed "to ask for it" by wearing form-fitting sweaters and short skirts. Wilbur agreed with him. Wilbur also nodded knowingly when Tom pointed out how Amy openly flirts with Michael, one of the other men in the group.

1. Is Wilbur handling the situation appropriately?

No. Wilbur should not make excuses for Tom's actions based on Tom's personality and poor judgment. Wilbur's observation, "Tom means no harm. That's just the way he is, and he does it to all the girls," demonstrates that Wilbur fails to see that Tom's personality is irrelevant. What is relevant is that Tom's behavior is inappropriate for the workplace and unwelcome by Amy. Even if Tom means no harm, his actions are having a negative effect on Amy. (It is not the intent behind behavior, but rather the impact on the recipient that is important.) Wilbur was also acting inappropriately when he agreed with Tom's excuses which were that Amy seemed "to ask for it" because of the way she dresses and

that Amy flirts with another co-worker. Regardless of what Amy wears, she has the right not to be sexually harassed on the job, and Wilbur has the responsibility to see that this right is not violated. Furthermore, Amy's having a relationship with another co-worker does not mean that she has to put up with Tom's behavior.

As a supervisor, Wilbur should have said nothing to Amy that would make her feel responsible for the unwelcome behavior (such as his comment about her being too sensitive) nor should he have made excuses for Tom. Instead, Wilbur should have objectively received the complaint and should have ordered Tom to cease and desist any inappropriate behavior that may be of a sexually harassing nature. Wilbur should have consulted the next level of management and the affirmative action officer. Trained investigators should have interviewed Tom and, if necessary, other staff to determine the facts.

Finally, Wilbur could have arranged to provide his work group with training about sexual harassment, especially because he admitted he had noticed inappropriate sexual conduct among his subordinates (Tom's behavior with "all the girls").

2. Given the perception of her attire and flirtatious ways, does Amy have the right to complain?

Yes. In any event, Amy's attire and her behavior with another co-worker do not prohibit her from complaining about Tom's sexual harassment. The dress code procedure addresses proper dress attire for staff in the workplace.

IN REVIEWING THE TOTALITY OF THE CIRCUMSTANCES, PROVOCATIVE DRESSING CAN BE SEEN AS A FORM OF WELCOMING THE BEHAVIOR THAT WAS COMPLAINED ABOUT LATER; DEFEATING THE CLAIM OF SEXUAL HARASSMENT.

SCENARIO F

Cheryl is a new member of a work group in which all the other members tell sexual jokes and tease each other. The joking and teasing seem harmless, but Cheryl never joins in — she feels uncomfortable. However, she listens, smiles a bit, and sometimes gives a nervous laugh because she does not want to appear unfriendly.

1. What are some ways to resolve this situation? What should Cheryl do?

The behavior in this situation is inappropriate for the workplace and could escalate to sexual harassment. Although the sexual behavior is not directed at Cheryl, it is making her uncomfortable. Left unchecked, Cheryl's discomfort could affect her job performance, environment, or both. Her co-workers obviously do not realize that their conduct is offensive and is unwelcome to Cheryl because she appears to take part by listening. Therefore, Cheryl should tell them that she is bothered by the behavior and ask them to stop. If Cheryl feels uncomfortable asking her co-workers to stop their behavior, she could tell her supervisor about the situation. The supervisor has the responsibility to ensure the behavior stops and the employees are advised of the

inappropriateness of their behavior. Supervisors need to look for these situations and prevent them from being part of the work environment.

SCENARIO G

Catherine and Luis have lived together for two years and they work in the same department. Catherine was promoted to department head six months ago and since that time she has occasionally let her relationship with Luis influence her job decisions. For instance, Catherine recently had to choose one person from her department to make a presentation at a conference in Honolulu. Because she wanted Luis to have a trip to Hawaii, Catherine selected him to attend the conference.

1. Can the other members of Catherine's department file a sexual harassment complaint based on the premise that Catherine's personal relationship with Luis is causing her to show him favoritism and that this favoritism is creating a hostile work environment for them?

No. Catherine was not discriminating against the other employees on the basis of their sex. Her decision to send Luis to the conference in Hawaii was based primarily on her romantic involvement with him. Therefore, the women in Catherine's department had no more chance of being selected to go to the conference than the other men in the department had. If Catherine provides benefits to Luis to the detriment of other employees, this may be grounds for a sex discrimination complaint. In addition, supervisors or managers who practice widespread sexual favoritism may be sending a message to employees that subordinates must engage in sexual conduct to get fair treatment. Such a message, notes the EEOC, could form the basis of a quid pro quo harassment claim.

SCENARIO H

Cindy's co-worker Frank had complimented her earlier in the day about a necklace she was wearing. After lunch, Frank came up to her desk and said, "Hi cutie! How about a date this weekend?" Although Cindy likes Frank as a person, she is not interested in him romantically. She declined the date and quickly returned to her work — his advance made her uncomfortable. Slightly embarrassed, Frank mumbled, "Just thought I'd ask," and walked away.

1. Did Frank sexually harass Cindy?

No. Frank did not sexually harass Cindy. It is not illegal to ask a co-worker for a date. Although Frank's request for a date made Cindy uncomfortable, a behavior such as this does not by itself constitute sexual harassment. Even combining the date request with Frank's past compliments on Cindy's jewelry does not equal sexual harassment — unless, of course, the compliments were sexually suggestive and occurred repeatedly. If Frank continued his advances or if he grabbed Cindy's jewelry while complimenting her on it, he may be guilty of sexually harassing her if the advances were unwelcome.

SCENARIO I

Leo works for an investment firm. A highly valuable client is frequently making passes at him when she comes to his office. During their meetings, the client sits provocatively and frequently touches Leo's hand. She always asks him to walk her to the elevator when their meetings are over — as they walk, she holds on to his arm. On one occasion, Leo's boss Christy is standing outside of Leo's office and observes the client's flirtatious behavior. She also notes the look of discomfort on Leo's face. However, she says nothing to the client. Later that day, Christy calls Leo into her office and apologizes for the client's behavior. She explained why she said nothing; she has no employment authority over the client, and she does not want to risk losing the client's business. Christy assures Leo that his dealings with the client will be over soon, and she asks him "to put up with it just a little longer."

1. If Leo lodges a sexual harassment complaint, will he have a valid claim against Christy or the company?

Yes. An employer is responsible for the sexual harassment of an employee by a non-employee client, vendor, and contractor if the employer knew of or had reason to know of the behavior and failed to take immediate and appropriate corrective action. Because Christy, a manager, witnessed the sexual harassment and failed to take immediate corrective measures, Leo appears to have a valid claim if he lodges a sexual harassment complaint. Christy could have reduced her liability and that of her employer if she had confronted the client about the observed behavior and insisted that the client conduct herself properly when dealing with Leo or any other employee of the firm. She most certainly should not have asked Leo to put up with the client's improper behavior.

If you believe, you are being sexually harassed contact the CHSA or their designee immediately. You are encouraged to discuss issues with your supervisor.

Individuals who are sexually harassed in the workplace should take immediate action to stop the offensive behavior. Here are some effective ways of handling the problem:

1. Clearly inform the harasser that his or her behavior is unwelcome and that you want it to stop. Say exactly what it is you want stopped, such as "I want you to stop rubbing my arm when you talk to me," or, "I want you to stop telling me sexual jokes." If necessary, keep repeating what it is that you want stopped (this is known as the broken-record technique). You do not have to justify your reasons for not wanting the behavior.
2. If talking to the harasser does not work or if you are uncomfortable about a face-to-face confrontation, write a letter to the individual asking that the offensive behavior stop. Be sure to include specifics (what, when, where) in the letter. Date and sign the letter then give it to the harasser in the presence of a witness. Keep a copy for your records.
3. If the direct approach (either in person or in a letter) does not resolve the problem or if you are uncomfortable handling things yourself, contact your supervisor.

Again, be specific. If your supervisor is the harasser, contact another appropriate manager and/or the department's civil rights administrator.

4. Keep a log in which you record the incidents and any specifics.
5. Make others, who may have witnessed incidents, aware of the situation.
6. If you are uncomfortable talking to the CHSA, or if after talking to the CHSA the behavior continues, contact the Medical Services Administrator at 405-962-6155.
7. Do not ignore sexual harassment and assume it will stop. This type of behavior usually will not go away by itself.

Here are some things for you to remember:

Be a role model.

State in clear terms that you will not tolerate sexual harassment in any form. Adopt a "ZERO TOLERANCE" policy! Let them know that you take the matter seriously.

The CHSA has an "open door" policy encouraging employees to report any instance of sexual harassment.

Learn to recognize harassment when it occurs.

Treat every incident seriously and follow agency guidelines.

Always keep matters confidential. Both the "accused" and the "accuser" have the right to confidentiality.

Finally, remember the things that you can do day-to-day to prevent sexual harassment in the workplace:

Know policy on sexual harassment.

Set a positive example by treating everyone with respect. Let others know you expect the same of them.

Consider your attitudes about sexual harassment. How would you feel if your mother, wife, son, or husband were harassed? What would you do?

Avoid making assumptions that "practical jokes," "friendly gestures," etc. are harmless or inoffensive. Sometimes they are not viewed that way!

Do not go along with the crowd or accept behavior that may be offensive. Make your feelings known. Ask that the offensive behavior stop.

Think before making comments or asking personal questions. Could they make the other person feel uncomfortable?

Be supportive of people who are experiencing sexual harassment. Remind them that sexual harassment is never the victim's fault. Encourage them to take action. Offer to be a witness, if appropriate.

III. SUMMARY

It is every employee's right to expect that they will be safe from sexual harassment and/or discrimination in the workplace, regardless of race, color, sex, national origin, or religion. The Department of Corrections does not tolerate sexual harassment or discrimination in any form. Individuals inclined to engage in such unprofessional behavior should have no doubt that the laws and department policies concerning sexual harassment are consistently and aggressively enforced. If any employee perceives they are the victim of sexual harassment, they should have no qualms about bringing such incident(s) to the attention of their CHSAs or designees, and be confident that the ODOC will respond appropriately.

Oklahoma Correctional Training Academy



Course Title: Prison Rape Elimination Act of 2003

Academy Contact:

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Revised for Temp Health Care Staff
By Cheri Atkinson, October 2019

Prison Rape Elimination Act of 2003

I. Since the practice of imprisonment for criminal punishment began, prison rape/sexual assaults and staff-offender sexual misconduct have been a documented problem.

Due to the difficulty of developing effective methods for contending with this problem, as well as the "cultural taboos" against openly discussing it, prison rape, sexual assault, and staff-offender sexual misconduct are subjects that correctional systems are often reluctant to directly address.

Research conducted by the federal government revealed prison rape/sexual assault and staff-offender sexual misconduct has a far greater impact on our society than originally believed. The U.S. Congress chose to address the issue and in doing so passed the Prison Rape Elimination Act of 2003. This legislation will apply to, and provide guidelines for, all correctional systems in the United States.

This lesson provides an overview of this law and the procedures that the Department of Corrections have developed to implement the provisions of the act. This lesson outlines the responsibilities the law and procedures place on the correctional system, and individual staff for the detection, prevention, reduction, treatment, punishment and reporting of prison rape/sexual assault, and staff-offender sexual misconduct.

This lesson contains information on the characteristics and habits of offenders that act as sexual predators as well as those offenders deemed "at risk" for rape/sexual assault.

The procedures adopted by the department for the detection, prevention, reduction, treatment, punishment, and reporting of prison rape/sexual assault, and staff-offender sexual misconduct incidents are also included in this presentation. These procedures were developed to provide correctional employees with some practical tools for responding to incidents of prison rape/sexual assault and staff-offender sexual misconduct.

While the provisions of PREA also require all correctional systems to place greater emphasis on the detection, prevention, reduction, punishment, and reporting of incidents of staff on offender rape/sexual assault, this course will focus primarily on offender on offender rape/sexual assault because another lesson plan entitled "Staff/Offender Relations and Sexual Misconduct" already covers that topic in sufficient detail. It must also be noted that the Oklahoma Department of Corrections has a long standing "no tolerance" policy concerning staff on offender rape, sexual assault, and other sexual misconduct. During the course of your pre-service training, you will be directed to applicable procedures for more information on these subjects.

Finally, we present this material in order that our employees will be better prepared to protect the public, themselves, and the offenders who may be vulnerable to rape/sexual assault while in the care of the Department of Corrections.

II. INSTRUCTIONAL INPUT

(The information contained in the Congressional findings is the work product of the U.S. Congress and they are solely responsible for the contents. The Oklahoma Department of Corrections cannot substantiate or corroborate the information and does not agree that the information is representative of the factual situation within any Oklahoma Department of Corrections facility or Probation and Parole system.)

Congressional Findings on Prison Rape and Sexual Assault

The Congress of the United States listed the following findings in the Prison Rape Elimination Act of 2003:

There were 2,100,146 persons incarcerated in the United States at the end of 2001. Of those, 1,324,465 were incarcerated in federal and state prisons and 631,240 were in county and local jails. In 1999, there were more than 10,000,000 separate admissions to and discharges from prisons and jails in the United States.

While it is acknowledged that insufficient research has been conducted and insufficient data reported on the extent of prison rape, experts have conservatively estimated that at least 13% of offenders in the United States have been sexually assaulted in prison. Many offenders have suffered repeated assaults. According to this estimate nearly 200,000 offenders now incarcerated have been or will be the victims of prison rape. The total number of offenders who have been sexually assaulted in the past 20 years exceeds 1 million.

Offenders with mental illnesses are at increased risk of sexual victimization. America's jails and prisons house more mentally ill individuals than **all** of its psychiatric hospitals combined. Statistics show as many as 18% of offenders in state prisons and jails and 7% of federal offenders suffer from mental illness.

Young first-time offenders are at increased risk of sexual victimization. Juveniles are 5 times more likely to be sexually assaulted in adult rather than juvenile facilities, often within the first 48 hours of incarceration.

Most prison staff were not adequately trained or prepared to prevent, report, or treat offender sexual assaults.

Prison rape often goes unreported, and offender victims often receive inadequate treatment for the severe physical and psychological effects of sexual assault; if they receive treatment at all.

HIV and AIDS are major public health problems within U.S. correctional facilities. In 2000, 25,088 offenders in federal and state prisons were known to be infected with HIV/AIDS. In 2000, HIV/AIDS accounted for more than 6% of all deaths in federal and state prisons. Infection rates for other sexually transmitted diseases, tuberculosis and Hepatitis B and C, are also far greater for prisoners than for the general U.S. population. Prison rape undermines the public health by

contributing to the spread of these diseases and often giving a potential death sentence to its victims.

Prison rape endangers the public safety by making brutalized offenders more likely to commit crimes when they are released, as 800,000 offenders are each year.

The frequently interracial character of prison sexual assaults significantly exacerbates interracial tensions both within prison and upon release of the perpetrators and victims from prison to the community at large.

Prison rape increases the level of homicides and other violence against offenders and staff, as well as the risk of insurrections and riots.

Victims of prison rape suffer severe physical and psychological effects that hinder their ability to integrate into the community and maintain stable employment upon their release from prison. They are thus more likely to become homeless and/or require government assistance.

Members of the public and government officials are largely unaware of the epidemic character of prison rape and the day-to-day horror experienced by victimized offenders.

The high incidence of sexual assault within prisons involves actual and potential violations of the United States Constitution, (*Farmer v. Brennan*, 511 U.S. 825 1994); the Supreme Court ruled that deliberate indifference to the substantial risk of sexual assault violates prisoners' rights under the Cruel and Unusual Punishments Clause of the Eighth Amendment. The rights of state and local prisoners are protected through the Due Process Clause of the Fourteenth Amendment. Pursuant to the power of Congress under Section Five of the Fourteenth Amendment, Congress may take action to enforce those rights in states where officials have demonstrated such indifference. **States that do not take basic steps to abate prison rape (by adopting standards that do not generate significant additional expenditures) demonstrate such indifference. Therefore, such states are not afforded the same level of federal benefits as are states that do adopt these standards.**

Congress has found that the high incidence of prison rape undermines the effectiveness and efficiency of United States Government expenditures through grant programs for health care, mental health care, disease prevention, crime prevention and investigation/prosecution, prison construction, maintenance and operation, race relations, poverty, unemployment and homelessness.

In addition, Congress has found that the effectiveness and efficiency of these federally funded grant programs are compromised by the failure of state officials to adopt policies and procedures that reduce the incidence of prison rape, sexual assault, and staff-offender sexual misconduct. As a result, the high incidence of prison rape increases the costs incurred by federal, state, and local jurisdictions to administer their prison systems.

The Prison Rape Elimination Act of 2003

The Prison Rape Elimination Act of 2003 mandates changes in the operations of all federal and state correctional systems and county and local jails in the United States. This legislation requires both adult and juvenile systems to enforce the provisions set forth in the act.

The purposes of PREA are to:

1. Establish a zero-tolerance standard for the incidence of prison rape in prisons in the United States.
2. Develop and implement national standards for the detection to make the prevention of prison rape a top priority in each prison system.
3. The prevention, reduction, and punishment of prison rape.
4. Increase the available data and Information on the **incidence** of prison rape, consequently, improving the management and administration of correctional facilities.
5. Standardize the definitions used for collecting information on the incidence of prison rape.
6. Increase the accountability of prison officials who fail to detect, prevent, reduce, and punish prison rape.
7. Protect the Eighth Amendment rights of federal, state, and local prisoners.
8. Increase the efficiency and effectiveness of federal expenditures through grant programs such as those dealing with health care, mental health care, disease prevention, crime prevention, investigation and prosecution, prison construction, maintenance and operation, race relations, poverty, unemployment, and homelessness.
9. Reduce the costs that prison rape imposes on interstate commerce.

NOTE:

(The information contained in the following statistics is the work product of the National Institute of Corrections and they are solely responsible for the contents. The Oklahoma Department of Corrections cannot substantiate or corroborate the information and does not agree that the information is representative of the factual situation within any Oklahoma Department of Corrections facility or probation and parole system.)

Prison Rape Statistics

Research conducted by the National Institute of Corrections on the subject of rape, sexual assault, and prison rape in particular, has revealed the following conclusions:

1. Anyone (male or female) can be sexually assaulted.
2. Rapists can be male or female.
3. Age is not a factor concerning sexual assault.
4. Sexual orientation is not a factor concerning sexual assault. A rapist may be either heterosexual or homosexual (though 98% of male rapists in one study indicated that they were heterosexual). The victims may be either heterosexual or homosexual.
5. No person asks to be raped. The victim of an assault is not at fault. Sexual assault is a crime of violence and has nothing to do with lust or passion.
6. Both men and women who have been victims of sexual assault may feel dirty, ashamed, and guilty.
7. Male victims report experiencing a "loss of manhood."
8. Victims may believe that because they became sexually aroused they were not raped or were somehow consenting. This is not true. These are normal, involuntary physiological reactions that have nothing to do with sexual orientation or consent.
9. Many rapists state the gender of their victims was inconsequential to them.
10. In a prison setting, offenders that rape are frequently doing so to assert their masculinity, strength, dominance and control. They rape to degrade, humiliate and punish. They do this at the expense of weaker members of the offender population.
11. About 3% of American men (2.78 million) have experienced an attempted or completed rape in their lifetime.
12. One out of every six American women have been the victim of an attempted or completed rape in their lifetime.
13. About 44% of female rape victims are under age 18. Three out of every twenty female rape victims are under age 12.
14. In 2001, only 39% of rapes and sexual assaults were reported to law enforcement officials, or about one in three.
15. 90-95% of males who are raped will never report their assaults to authorities.
16. A study of seven male populated prisons in four mid-western states indicated that 21% of the surveyed offenders indicated they had experienced at least one

episode of pressured or forced sexual contact since being incarcerated.

17. Research clearly reflects that sexual assault is an under-reported crime, particularly by male offenders. The reasons for this, according to the research, include the shame associated with being sexually assaulted, fear that other offenders will find out about the sexual assault, which will make the victim more likely to be attacked again, and fear of retaliation by the attackers friends.

Characteristics of Sexually Aggressive Offenders

While it is very difficult to state with any certainty that any particular profile will describe all rapists, some of the reported common characteristics of sexually aggressive offenders may include those who are:

- Between the ages of 27 and 45
- Medium to large build and possessing physical strength
- Aggressive in nature
- Limited in ties to outside family and friends and have no outside means of financial support
- Incarcerated for sex offenses or other violent offenses
- More streetwise and gang affiliated
- More accustomed to prison life
- Doing a substantial amount of time and having established themselves by power and strength with the prison offender hierarchy

Offender Terminology

Commonly used names for offenders engaging in predatory behavior are: "daddy," "big daddy," "papa," "boss," "your man," "stud," "bull," "pitcher," etc.

Terms indicating one offender's dominance over another offender are: "riding," "my property," "mines," "forking," etc.

Characteristics/Behaviors of "Sexually Vulnerable" Offenders

Again, while caution must be taken not to over generalize, characteristics of offenders that may be targeted as victims or prey include those who are:

- Young – generally between 16 to 26 years of age
- Small build – and not seen as strong in appearance

- Seen as possessing "feminine" characteristics
- First time offenders
- Well-connected to outside family and friends; especially those with outside means of financial support
- Identified as homosexual or have been previously raped
- Convicted of sexual offenses against a minor
- Passive, timid or weak willed, or give the appearance of such

Offender Terminology

Some of the commonly used names for offenders targeted as victims/prey are: "punk," "sissy," "gumpy," "fresh meat," "boy," "gay boy," "young thing," "mines," "mule," "little buddy," "bitch," "my bitch," "catcher," etc.

Rape/Sexual Assault Committed by Female Offenders

Most research regarding offender on offender sexual assault has focused on male offenders at risk from other male offenders. However, staff and female offenders do report that female offenders can and do sexually assault one another. It is reported that physical force may be used but more often the aggressor will use intimidation and emotional abuse to coerce another offender into a sexual relationship. As with male offenders, it is reported the stronger women will seek out female offenders that appear weaker-physically and/or emotionally.

Violence among women in prisons is frequently similar to domestic violence situations. █

How do we put the provisions of the law into practice?

The following excerpts are taken from DOC OP 030601 entitled: "Oklahoma Prison Rape Elimination Act." This OP can be accessed through the DOC home page. Several related OP's are noted in these excerpts. You can access those OP's through the DOC home page also, and you should take the time to become familiar with those OP's as well.

Per OP 030601:

"It is the policy of the Oklahoma Department of Corrections (DOC) to provide a safe, humane, and secure environment for all offenders." "For the purpose of this procedure, the term "offender" will apply to anyone in the authority, custody or care of a prison or a community-based facility operated by or contracted with the Oklahoma Department of Corrections."

"The agency's prime objective is to ensure a program of education, prevention, detection and investigation, and that punishment for the perpetrator is enforced."

"The program provides treatment for the perpetrator and the victim and includes ongoing support for the victim to protect the offender population from offender-on-offender sexual violence."

"In addition, the agency provides education to offenders about staff sexual misconduct and harassment."

"The agency administers a program of prevention, detection, response, investigation and tracking of all reported sexual abuse, assault and rape cases."

"During the admissions process, all offenders are provided information about sexual abuse/assault including: prevention/intervention, self protection, reporting sexual assault, treatment, and counseling."

"Zero Tolerance"

"The Oklahoma Department of Corrections maintains a "zero tolerance" for offender-on-offender sexual violence and staff sexual misconduct and harassment toward offenders."

"Every allegation of sexual violence, misconduct and harassment is thoroughly investigated."

That's a good summary of the policy's intentions, but what specific types of acts and behaviors are the OP's talking about?

Again, from OP 030601:

"The prohibited conduct identified below applies to all employees, volunteers and contract staff of DOC."

"Sexual conduct between staff and offenders, volunteers or contract personnel and offenders is prohibited and subjected to administrative disciplinary sanctions and referred for prosecution."

Definitions and Clarification of Prohibited Conduct:

A. Rape

Rape is defined as sexual intercourse, oral sodomy and sexual assault with an object or sexual fondling of a person. In addition, rape is defined as, forced or against that person's will or sexual intercourse or the exploitation or fear or threat of physical violence or bodily injury (PREA of 2003).

Rape and related sex crimes are also defined by Oklahoma statute and include but are not necessarily limited to the elements defined in each crime (21 O. S. 1111, 1111.1, 886, 888, 1123).

B. Sexual Assault

For purposes of reporting and investigation, sexual assault is categorized as one of the following:

1. Offender-on-Offender Non-Consensual Sexual Acts

This category includes contact of any offender without his or her consent or of an offender who is unable to consent or refuse; and one or more of the following:

Contact between the penis and the vagina or the penis and the anus involving penetration, however slight;

Contact between the mouth and the penis, vagina or anus; or penetration of the anal or genital opening of another person by a hand, finger, or other object.

2. Attempted Sexual Assault

Any attempt or non-completed sexual assault.

3. Offender-on-Offender Abusive Sexual Contacts

This category includes intentional touching, either directly or through clothing of the genitalia, anus, groin, breast, inner thigh or buttocks of an offender without his or her consent or of an offender who is unable to consent or refuse.

4. Staff Sexual Misconduct/Harassment

This category includes any behavior of a sexual nature directed toward an offender by an employee, volunteer, contract personnel, official visitor or agency representative;

All completed, attempted, threatened, or requested sexual acts between staff and offenders;

Any incident of intentional touching of the genitalia, anus, groin, breast, inner thigh, or buttocks with the intent to abuse, arouse, or gratify sexual desire;

Or incidents of indecent exposure or invasion of privacy for sexual gratification in accordance with OP-110701 entitled "Sexual Misconduct with offenders."

Due to the offender's custody or supervision status, in accordance with law (21 O.S. § 1111) and this procedure, no prohibited act of sexual misconduct can have as an affirmative defense, a claim of consent.

For further definition of related terms refer to OP 030601 titled "Oklahoma Prison Rape Elimination Act."

III. Staff Responsibilities

So, as DOC employees, what roles do we play in implementing the provisions of the Oklahoma Prison Rape Elimination Act?

The following part of the procedures applies to the employees listed below:

B. Director, Investigators, Officers, Managers, Program Supervisors and Correctional Supervisors

1. Treat all reported incidents of prohibited conduct seriously and ensure that known or suspected acts, or allegations, of sexual misconduct or offender on offender sexual assault are reported immediately and referred to internal affairs for investigation in accordance with OP-040117 entitled "Investigations."

The Internal Affairs Unit ensures a timely response and investigation of every report of offender-on-offender sexual violence and every allegation of staff sexual misconduct/harassment toward offenders and expedites a comprehensive investigation to determine the nature of the incident and the role of each person involved.

2. Ensure that all substantiated allegations of prohibited conduct and all allegations that are substantiated as false are referred appropriately for disciplinary action.
3. Ensure that all victims who report sexual abuse or assault are appropriately referred for medical and psychological evaluation and assessment for crisis intervention counseling and long-term follow-up in accordance with OP-140118 entitled "Emergency Care." (4-4406)
4. Ensure that offender orientation at reception and at facilities includes sexual misconduct and retaliation information and that offenders understand the process by which such incidents are reported and investigated and are informed of the sanctions for making false allegations against a staff member, volunteer worker or other offender in accordance with OP-110701 entitled "Sexual Misconduct With Offenders."

Communication upon arrival of offenders includes oral and written language that is clearly understood by the offender. This

information includes the prevention/intervention, self protection, reporting of sexual abuse, treatment and counseling pertaining to all aspects of sexual abuse/assault. (4-4281-1, 4-4281-7)

5. Ensure that adequate measures are taken to provide separation between the affected offender and staff member, volunteer worker or offender during the investigation in accordance with OP-040204 entitled "Segregation Measures."
6. Ensure disciplinary actions and/or sanctions as deemed appropriate are taken. Refer all substantiated staff-offender sexual misconduct, which violates statutes, to the appropriate jurisdiction for criminal prosecution.
7. Ensure any instance of alleged staff-offender, contract staff-offender, volunteer-offender or offender-offender sexual misconduct is reported appropriately through their chain of command. Ensure confidentiality of victims in incidents of offender-on-offender sexual violence or staff sexual misconduct/harassment toward offenders.
8. Ensure that offenders who are found guilty of committing sexual violence are disciplined appropriately in accordance with agency procedure(s), up to and including referral for criminal prosecution.
9. Ensure employees, volunteers, contractors, official visitors or other agency representatives found guilty of committing sexual misconduct/harassment toward offenders are disciplined in accordance with agency procedures, up to and including termination and referral for criminal prosecution.

Next, let's turn to how we are to implement the provision on providing information and training to the offenders on the subject:

IV. Offender Orientation and Education

A. Verbal and Written Information

All new offenders receive verbal and written information about sexual assault during their orientation at the reception centers and facilities. This information addresses:

1. Prevention
2. Self-protection
3. Reporting sexual assaults/Protection from retaliation
4. Treatment and counseling

5. DOC's zero tolerance for sexual assault

Information regarding these topics is included in the DOC "Offender Rules and Regulations Handbook."

Upon reception to any facility, offenders receive information concerning PREA during the facility orientation process. Appropriate provisions are made as necessary for offenders not fluent in English, persons with disabilities, and those with low literacy levels.

How does the agency proactively evaluate and identify offenders who may be vulnerable to rape or sexual assault, or exhibit predatory behaviors? Again, OP 030601 provides the answer.

V. Screening/Assessment at Reception Centers

All offenders receive a mental health screening and/or appraisal during the initial reception and assessment process within 24 hours at a receiving facility in accordance with OP-140114 entitled "Screening New Arrivals." This screening and/or appraisal include potential vulnerabilities or tendencies related to sexually aggressive behavior (4-4281-2) as determined appropriate and whenever possible, a single occupancy cell will be assigned in accordance with OP-140201 entitled "Mental Health Services, Duties and Responsibilities" and OP-030102 entitled "Offender Housing." These screenings and or appraisals are conducted by a trained mental health professional.

Any housing concerns noted during the mental health screening regarding an offender's history of sexual abuse-victimization or sexual predatory behavior is communicated to the (receiving) facility job and housing coordinator for entry into the offender's record. (4-4281-2)

How does the screening process function once the offender is sent on to a correctional facility from the reception center? As you will see, it is a continuous process of monitoring, evaluation, and response.

VI. Screening/Assessment at Receiving Facilities

- A. Any offender who at any time displays predatory behavior or the potential for victimization is referred by the warden/designee for appropriate mental health evaluation.
- B. Once an offender is identified as a High Risk Sexual Predator (HRSP) or as a victim/potential victim at any time during his/her incarceration, the offender is evaluated for appropriate housing and programs.

As you can see, monitoring, evaluation, protective measures, and treatment follow the offender throughout their incarceration, or it can begin at any point during their

incarceration if the offender's behavior or staff evaluation indicates the need for these measures.

One of the most significant areas in which PREA will impact all ODOC employees is that the mandate requiring implementation of PREA falls under the provisions of the 8th and 14th Amendments which implies failure to implement the provisions of this law constitutes "deliberate indifference" on the part of correctional officials. This not only increases the liability of the agency for the detection, prevention, reduction, treatment, punishment, and reporting of incidents of the rape or sexual assault of offenders, it places an increased personal liability upon each employee for compliance with the standards as well.

Line Staff Responsibilities

The first issue that a correctional employee should examine when considering how to respond to incidents of sexual assault/rape of offenders is the attitudes they have about prison rape/sexual assault, the aggressors that commit them, and the victims that suffer them.

Take a moment to reflect on your personal attitudes concerning the following topics:

1. *Prison rape in general*

Prison sexual assault/rape is an uncomfortable subject and was once excused as just "part of the prison experience." Because conventional wisdom accepted there was little that could be done to prevent it, most offenders and employees felt it was best to avoid acknowledging the problem and its pervasiveness within the prison culture.

2. *Homosexuality – both in society and its practice in prison*

Some individuals believe that if the victim of a sexual assault or rape in prison was a homosexual, then they somehow "deserved" or "desired" to be victimized.

This is false! Rape is not about sexual orientation. It is about power and control. Remember, we (ethically, morally, and legally) have a responsibility to protect ALL of the offenders in our care regardless of their sexual orientation.

3. *The "dominance" of weak offenders by stronger offenders and the problems this issue creates in a correctional setting*

Another belief that some individuals hold is that if you are "weak" enough to be victimized, (while that may be seen as unfortunate) it's somehow the victim's fault because they are "weak." They adopt the view that prisons operate on some type of "survival of the fittest" or "law of the jungle" philosophy. These attitudes and any other that prevent correctional employees from living up to their responsibilities to protect ALL the offenders in their care are unacceptable and must not be tolerated.

So, what are individual employees expected to do to meet the standards set by the agency? Policy is clear on our responsibilities.

A. Employees, Contract Employees and Volunteers

1. Employees, contract employees, and volunteers adhere to these procedures by ensuring that their conduct does not constitute or promote sexual misconduct or offender-on-offender sexual assault nor in any other way violate the provisions of these procedures.
2. Immediately report any known or suspected act or allegation of sexual misconduct, sexual assault, or retaliation to the unit manager, community corrections administrator, deputy warden or shift supervisor on an "Incident/Staff Report Form" (OP-050109, Attachment A), through the appropriate chain of command in accordance with OP-040117 entitled "Investigations."

What should a line employee do if they discover that a sexual assault or rape has occurred or an offender reports that one has occurred? The policy provides instruction on this also:

VII. Reporting of and First Response to Sexual Assaults

An investigation is conducted and documented whenever a sexual assault or a threat of sexual assault is reported in accordance with OP-040117 entitled "Investigations." Such allegations are treated with discretion and, to the extent permitted by law, confidentially.

The "First Responder Alleged Sexual Assault Report" is completed and forwarded to the administrator of Internal Affairs.

A. Initial Report and Separation

1. Any offender may report a sexual assault or misconduct to any employee, contract employee or volunteer using available methods of communication, including but not limited to: verbal reports, "Request to Staff" (DOC 090124D) and/or sick call (DOC 140117A entitled "Request for Medical Services").
2. Anyone that receives a report of a sexual misconduct or possible sexual assault, whether verbally or in writing, immediately notifies the supervisor and completes an "Incident Report" written on OMS and the "First Responder Alleged Sexual Assault Report."
3. The supervisor, through his/her chain of command, ensures the alleged victim and alleged perpetrator are physically separated either through the placement of one or both offenders in segregation or some other effective means.

4. The alleged victim is immediately taken to medical services in accordance with OP-040204 entitled "Segregation Measures." The definition of "segregation" in this PREA policy ensures the safety of the alleged victim as a service to the offenders.

What should first responder's do to preserve evidence and aid the investigation of the alleged rape/sexual assault?

If an offender reports that he/she has been sexually assaulted, advise the offender not to clean him/herself, brush his/her teeth, wash his/her clothes or do anything else that could destroy evidence of the assault. Then, as policy instructs us:

1. Preservation of Evidence in Recent Sexual Assaults

If the alleged sexual assault is reported or discovered within 96 hours of the incident, in addition to the provisions in this section, the following steps are taken by the investigator if present or the person who is in charge in accordance with OP-140118 entitled "Emergency Care."

- a. Physical Evidence – Victim

In preparation for transporting the alleged victim to the hospital's emergency room, the offender is provided and instructed to undress over a clean sheet to collect any potential forensic evidence that may fall from the person. The sheet along with the offender's clothing is collected as evidence and placed in a paper bag with an appropriate chain of evidence form attached.

Forensic evidence collected by the hospital emergency staff is gathered and delivered to Internal Affairs through appropriate protocol(s).

When the alleged victim returns from off-site emergency medical care, treatment, safety and security is used to determine placement.

- b. Physical Evidence - Perpetrator

Immediately upon being identified as the alleged perpetrator the offender will be instructed to undress over a clean sheet to collect any potential forensic evidence that may fall from the person. The sheet along with the alleged perpetrator's clothing is collected as evidence and placed in a paper bag with an appropriate chain of evidence form attached. Thereafter, the alleged perpetrator under investigation is held in segregation until the investigation is completed, unless other circumstances require transfer. During the course of the investigation, the alleged victim and alleged perpetrator remain separated.

c. Physical Evidence - Crime Scene

Based upon the amount of time passed since the alleged incident and other factors, a determination is made to assess whether there is a possibility of evidence still existing at the crime scene. If determined that a possibility of evidence still exists, and if possible, the crime scene is secured and any potential evidence remains for the investigator's examination. If the crime scene cannot be secured, the crime scene is photographed and/or video-taped and if any evidence exists, placed in a paper bag with a chain of evidence form attached. If a potential crime scene is established, limited access is authorized and a log maintained as established in policy. (4-4207)

So, to summarize our responsibilities immediately after a report of a recent rape/sexual assault are:

- A. IMMEDIATELY report the alleged rape/sexual assault.
- B. Separate and protect the victim from the perpetrator.
- C. Take the victim to medical, ASAP.
- D. Preserve the forensic evidence that might be on the victim.
- E. Preserve forensic evidence that might be on the perpetrator.
- F. Secure the crime scene.

What are our responsibilities if the assault or rape took place longer than four days before discovery or BEFORE the offender reports it?

1. Investigation of Sexual Assault Occurring More than Four Days Prior

If the alleged sexual assault is reported or discovered more than four days after the incident, in addition to applicable provisions in Section D above, the following steps are taken by the supervisor in charge:

- a. If feasible, secure the alleged crime scene, as forensic evidence may exist.
- b. Place the alleged victim in an environment to assure safety and security.
- c. Place the alleged perpetrator, if known, in segregation.
- d. Notify the Internal Affairs Unit and the victim support designee. If the victims support person is not on-site, he/she is notified the next day.

Now that we know what the first responder's responsibilities are, what happens to an offender once we take them to medical? What does our medical personnel do once they receive the victim of an alleged rape/sexual assault?

VIII. DOC Medical Services Responsibilities

A. Provision of Medical Care for Oklahoma Offenders

Medical services follows established protocol, which includes provisions for examination, documentation, transport to local emergency medical care when appropriate, testing for sexually transmitted diseases (including an HIV test), counseling as appropriate, prophylactic treatment, follow up and mental health counseling and support as defined in OP-140118 entitled "Emergency Care." The completed MSRM 140118.01 is forwarded to the administrator of Internal Affairs.

If procedures are performed by in-house medical personnel (DOC or private prison), the following guidelines are used: (4-4406)

1. A history is taken by health care professionals who conduct an examination to document the extent of physical injury and determine if referral to another medical facility is indicated. With the alleged victim's consent, the examination includes collection of evidence from the victim using a rape kit provided by the local health care authority.
2. Provision is made for testing for sexually transmitted diseases including and not limited to: HIV, Syphilis, Gonorrhea and Chlamydia. Counseling accompanies STD/HIV testing.
3. Prophylactic treatment and follow-up for sexually transmitted diseases are offered to victims.
4. Following the physical exam, a mental health professional provides an evaluation to assess the need for crisis intervention and long term follow up.

B. Guidelines for Medical Care and Investigations at Community Medical Facilities

Victims of sexual assault or sexual misconduct are referred under appropriate security provisions to a community-based health care provider or hospital in accordance with MSRM 140118-01. The completed MSRM 140118-01 is forwarded to the administrator of Internal Affairs.

We know that victims of sexual assault may experience feelings of self-loathing, anger, rage, humiliation, nightmares, isolation and depression. We also know that these emotional and psychological problems can bring about psychosomatic physical symptoms, which may include headaches, stomachaches, sleep disturbances and loss of appetite. Correctional staff should report to medical or mental health services any concerns they have regarding an offender who has been, or is suspected to have been, sexually assaulted and is exhibiting or complaining of these symptoms.

So, what are the responsibilities of the agency's psychologists and mental health providers?

C. Psychologist/Mental Health Care Provider

The mental health care provider or health administrator is notified as soon as possible, but no later than the next business day that an alleged sexual assault occurred. After providing mental health counseling, the mental health care provider consults with the investigator on the case and offers appropriate assistance in accordance with OP-140201 entitled "Mental Health Services, Duties and Responsibilities."

It should also be noted that mental health counseling and treatment for the victim of rape/sexual assault may be necessary for an extended period because the trauma of such an attack can linger far longer than any physical injury.

D. Confidentiality

All cases associated with claims of sexual abuse, including incident reports, investigative reports, offender information, case disposition, medical and counseling evaluation findings and recommendations for post release treatment and or counseling are confidential and retained by DOC. (4-4281-8)

All investigative files are considered confidential information. Copies of the investigative file, applicable section of the offender field file and pertinent medical information is forwarded to the administrator of Internal Affairs.

III. SUMMARY

In this lesson, you have been presented with basic information contained in the Prison Rape Elimination Act of 2003. You have received information developed by the National Institute of Corrections and correctional departments around the country. You have also reviewed the policy specifically developed by the Oklahoma Department of Corrections for implementing the provisions of the Oklahoma Prison Rape Elimination Act, and understand the impact that these laws will have on the agency, and each employee, and the importance of meeting the standards established under the policy.

You should, by now, understand the role each individual employee plays in successfully implementing the agency's program for the detection, prevention, reduction, treatment, punishment, and reporting of prison rape/sexual assault, and Staff Offender sexual misconduct.

Resolving the issues associated with the problem of prison rape/sexual assault will require each employee to know and understand PREA and to act in accordance with its requirements to protect the offender, to protect ourselves and the agency from civil and criminal liability and in so doing, protect the public.

We know you will do your part to help the Department of Corrections to meet the challenges presented by PREA and continue to meet its mission of protecting the people of Oklahoma.

Oklahoma Correctional Training Academy



Course Title: Report Writing

Academy Contact

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Revised for Temp Health Care Staff
By Cheri Atkinson, October 2019

Report Writing

I. Report writing is a critical aspect of your job. It affects **everyone who uses your report**. One written report can have far-reaching consequences. People outside the agency who do not know you, frequently judge your professionalism based on the reports you write.

Report writing requires practice and skill. Often, administrators and other professionals in the criminal justice system must make critical decisions based on your reports; therefore, they must be clear, concise, and accurate. Reports serve as a tool to help prepare for and give court presentations.

II. INSTRUCTIONAL INPUT

Reports must give an orderly and exact account of an incident. Because reports rely on direct observation by yourself and others, they commonly contain information that people see and hear. Given that explanation, we define a report as a written set of facts based on the direct observations of those with knowledge of the incident.

The Primary Purpose of Reports

A report provides a permanent record of an incident. They also:

- **Preserve knowledge**
- **Help gather research and statistical information**
- **Serve as a tool to help prepare and give court presentations**
- **Help DOC staff and other law enforcement agencies coordinate activities and resources**

Think Before You Write

Thinking and Planning – Think before you write: Clear writing comes from thoughtful planning. A wide variety of people might read our reports. Therefore, our success will depend on how well we keep our readers in mind as we write. We should follow these four guidelines:

1. **Know what you want to write.**
2. **Assess your reader's needs.**
3. **Anticipate questions your readers may ask and answer them in your report.**
4. **Use language your readers can easily understand.**

A report must be completely honest, fair, accurate, and in compliance with our rules and regulations. Although the report may reflect your individual style of writing, it must contain all essential information about an incident. You should leave nothing out and must always be prepared to support the conclusions you reach.

Common Report Errors:

Every report you write becomes a permanent record and therefore may be a “discoverable document” to be used in an investigation or in a court case. It permanently reflects on both the behavior of the offenders you are writing about and on your judgment and competence.

Eight Common Report Writing Mistakes:

1. Missing names and places
2. Missing dates, times, signature
3. Misspelled words
4. Unsupported conclusions
5. Slang or jargon
6. Biased information
7. Awkward style
8. Incomplete information

Common Writing Omissions:

Some of the worst writing errors are those made by omission. Here are some tips for avoiding common writing omissions:

1. **Missing or Improperly Stated Names:** Complete names make a report accurate and credible. Always write out full names, with middle initials (if they have them), and include proper titles. When you use titles, numbers, and middle initials, it is clear to whom you are referring.
2. **Missing or Improperly Stated Places:** Where an event takes place is a crucial fact and should be recorded in precise detail.
3. **Missing Dates and Times:** The complete date includes the month, day, year, and time the incident occurred. Write it like this: **April 5, 2003 at 1500 Hours.**
4. **Missing Signatures:** Your signature proves that you wrote the report. In fact, your signature is the only proof that you wrote it. On all reports, **type or print your full name and title first and then sign your name above.**

Jargon and Acronyms

Many professions use jargon. Lawyers and doctors, for example, have actually created their own language that is particular to their profession and would not be understood by most non-professionals. It is a kind of “insider’s shorthand.”

The same holds true for the corrections profession. “Correctional jargon” will not only confuse the issue for some readers, but will also waste time as they attempt to interpret your meaning.

Acronyms can be just as confusing as jargon. A rule of thumb is to spell out the set of words the first time you use them in a report and put the acronym in parentheses right after it.

Correctional Emergency Response Team = (C.E.R.T.)
Protective Custody – (P.C.)

Generally, it would be **best to avoid using jargon and acronyms** unless it is necessary to the information in the report.

Facts versus Opinions and Hearsay

Facts: A “fact,” as defined by Encarta Dictionary, is “something that can be shown to be true, to exist, or to have happened.” **Your report must be factual.** So, in an incident report, state all the facts about the person or persons and/or the actions involved.

Opinions: By definition **opinions may differ from one person to another.** If you write opinions in a report, you should state them clearly as your opinion. You could say, “It is my opinion based on these facts...” or “I think...” or “It appears to me...”

Hearsay: The word “hearsay,” as defined by Encarta Dictionary, is “second hand information; information that is heard from other people.” Because you cannot testify to something you did not see or hear directly, hearsay information is generally inadmissible in a courtroom. When entering information that you did not directly witness into a report, always include where or from whom you received the information.

To be effective and thorough, a report should answer seven essential questions: **who, what, where, when, how, why, and should include what action was taken.**

Number 1: Who?

Who was involved in the incident? The "who" of a report identifies all the persons involved in an incident. As we talked about earlier, properly identifying offenders means writing out their full names, their identification numbers, and their living and work assignments. Be sure to identify both offenders and staff clearly and completely. You might even need to include a physical description of each person to avoid any possibility of confusion. So that one person will not be mistaken for another, you need to describe who was involved in the incident as exactly as possible.

Number 2: What?

What happened? What incident occurred that required you to write a report? Was someone fighting, escaping, stealing, or assaulting another? The "what" describes the action that happened in accurate detail and chronological order.

Number 3: Where?

Where did it happen? The "where" of a report pinpoints the location of the incident. It also pinpoints where all the persons who were involved were physically located.

In your reports you should specify the exact locations of all persons and places. When you can, include diagrams, sketches, or photos of where the incident happened, so that the reader can reconstruct the incident if they need to. If someone challenges what you have written, you will be able to describe what happened with a clearer picture in your mind. Finally, state where you were located as the incident occurred. You add credibility and power to your report if you can indicate your proximity and view of the incident, for instance, "I was five feet from where Jones hit Smith, and I was able to hear clearly what was said before the fight began."

Number 4: When?

When did it happen? The "when" of a report gives the exact date and time (a.m. or p.m.) that the incident happened. If you cannot give the exact time an incident occurred, estimate the time. In fact, you might want to use qualifying words like "at approximately..." or "about..." rather than stating an exact time. It is not likely that you will always have a chance to look at both an incident and your watch (or a clock) at the same time.

Number 5: How?

How did this incident start? What happened next? The "how" of a report describes the events of an incident in chronological order. The "how" of your report will usually be the longest section because you will be explaining how the incident occurred in detail. Be thorough in your description, and include all relevant information. Even if you think something might not be important to the incident, but you are not sure, record it. That small detail might prove to be important later. Someone else will determine whether it is significant to the incident or not.

Number 6: Why?

The "why" of a report explains the reasons events occurred as they did and/or motives for behavior. Include the "why" portion only when you can prove it or when any reasonable person would come to the same conclusion based on the facts known at the time. This section may be the most difficult for you to complete since you must separate fact from assumptions. **If you have no information about why the incident occurred, do not comment on it at all.** The report should not include statements that you believe, think, or feel. It should state only facts that you know. Remember, a fact is something that you know through your five senses. You see a fact. You hear a fact. You can touch it, taste it, or smell it. Simply list what you observed.

Do not prejudice your report. Do you already have a positive or negative relationship or view of any of the persons involved? Remember, the words you use may slant the information for or against the persons in your report, so choose them carefully. **Your report should provide a fair representation of the facts.**

Number 7: What Action was Taken?

What action did you take? What did you or anyone else do with the evidence, the offender(s), or witnesses? The “action taken” part of a report explains what the officer did during and after the incident. It also lists any actions that are pending, remaining persons to interview, or evidence left to analyze. Be sure to record any actions taken by other officers or supervisors that were involved during or after the incident. If a supervisor confiscated any contraband, provide a description of the item, and list who took what, when, where, and from whom. If further action is required, this may become crucial information.

The Four C’s (Characteristics) of an Effective Report:

To be effective, your report should have the following characteristics:

- **Complete**
- **Concise**
- **Clear**
- **Correct**

Before submitting your report, make a final check for accuracy.

- Is all of my information accurate?
- Have I properly identified all of the offenders and residents?
- Have I identified the other employees who were present?
- Have I checked the spelling of their names?
- Is the sequence of events accurate?
- Does my report make sense?
- Is my grammar and punctuation correct?

When you are certain that your report is clear, concise, complete, and correct, sign it in the appropriate space. Your signature at the end of the report indicates that the report is authentic and may be used for official purposes.

Employees are required to submit reports before going off duty

Writing the Report

The first section of this course of instruction presented the seven essential elements and four C’s (characteristics) of good reports as well as how to avoid common report writing problems. We can apply an old military saying called the “five P’s” to report writing: Pre-Planning Prevents Poor Performance. Writing even a short report requires planning. The first step is to prepare an outline.

Preparing an outline:

- Keep a notebook
- Use abbreviations
- Use ink
- Use drawings, sketches, and diagrams

Whether the incident is brief and simple, or serious and complicated, **take notes** before you actually write the report and keep them in a notebook, preferably a small loose-leaf one to carry in your pocket. Record all notes as soon as possible. You may need to refer to them before completing your report and other persons may need to review them as well.

Use abbreviations: Take notes in shorthand or some similar form of commonly accepted abbreviation. You will write faster. Additionally, you will be able to understand them later and so will others who may need to refer to them.

Use ink: Use ink rather than pencil as it is permanent and will not easily smudge. Remember, your notes are a permanent record and may be used in court.

Use drawings, sketches, and diagrams: Remember to make drawings and sketches an integral part of your report. If you draw or sketch some part of a scene, be sure to draw something stationary like the doorway or front walls first and then the objects involved in the incident. When you write the report, the diagram will refresh your memory of the incident.

Now, we are ready to **outline the incident**. **First, write the list of the seven essential words:** “who,” “what,” “when,” “where,” “how,” “why,” and “action taken” down the left-hand side of a clean sheet of paper. **Then,** as you **review your notes**, start grouping your facts under each of the headings:

1. **WHO:** Write out all names (and identifying information) of the individuals involved in the incident.
2. **WHAT:** Sum up the entire incident in one or two sentences; e.g., “Peters threw a fork at another offender.”
3. **WHEN:** Fill in days, dates, and approximate times.
4. **WHERE:** Fill in the floors or tiers, rooms, and areas where the incident occurred.
5. **HOW:** List each step of the incident as it happened. Arrange each step in chronological order as if you were telling a story.
6. **WHY:** Leave this section empty if you do not know why the incident occurred.
7. **ACTION TAKEN:** List all your actions while the incident was happening and after it stopped. Include the actions of any other employees involved.

The next step is to write the full report. Your final report should contain these three parts:

Three Parts of a Report:

- Introduction
- Body
- Conclusion

Use a simple “**three-box method**” to write your report. Put the introduction of your report in one box, the body in a second box, and the conclusion in the last box.

Introduction: Put the introduction in the first box. Give a brief overview of who was involved, what happened, and when and where the incident happened. The first sentence of the report should contain all of this information.

Body: Put the body of the report in the second box. The body of your report may have one or more paragraphs, depending on the amount of information. In the body, describe the details of the incident in chronological order exactly as events occurred. This should include the actions and statements of each individual involved in or connected with the incident and any other pertinent facts.

Conclusion: Put the conclusion in the last box. Describe your actions, or that of any other employees, during and after the incident. Keep the conclusion short and concise. It should be a paragraph or less depending upon the complexity of the incident.

Style: When you communicate a message to another person, you are using much more than words alone. We are projecting an “image” to others at all times by the way we dress, the way we sit, stand, walk, and talk.

In the business world, readers have little time to decipher written communication. Therefore, it is important to streamline the message to convey it quickly and effectively. The recommended style for writing effective, professional reports is to use **simple, direct, and dynamic language**.

Writer-Reader-Message:

As a report writer, you want to project a strong, dynamic, and credible image to your readers. When you write a report, your general goal is to have the appropriate people read your message, understand it, and take some sort of action.

Six Style Guidelines

- Choose familiar words
- Choose strong verbs
- Write short sentences
- Omit empty fillers and eliminate redundancy
- Use active voice

III. SUMMARY

This lesson introduced you to many important concepts in the art of report writing. The list below is for your review:

- Definition of report
- Reasons for writing reports
- The four most common reporting errors
- Jargon and acronyms
- Differences between facts and opinions
- The seven questions that are essential elements of every report
- The four C's that must be applied to every report
- The three box system for outlining reports

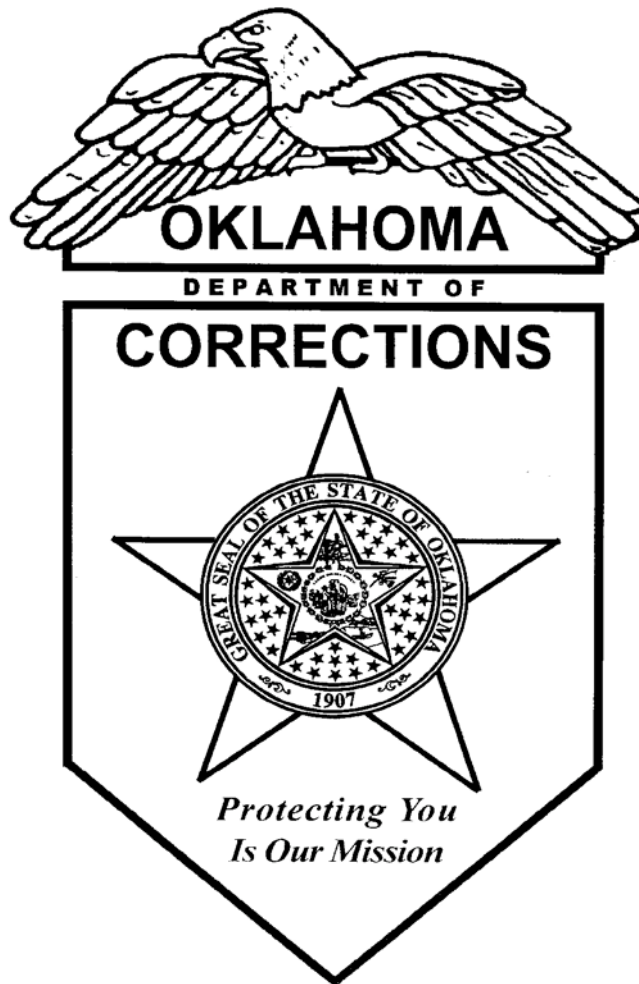
In the second section of the lesson, you worked through several ways to improve your style of writing. Review the key points listed below:

- Use familiar words, strong verbs, and short sentences
- Omit fillers and eliminate redundant phrases
- Use active voice when constructing sentences

Understanding the concepts of report writing and using the information and methods presented in this lesson will help you write reports quickly, effectively, and confidently.

Employees are required to submit reports before going off duty.

Oklahoma Correctional Training Academy



Course Title: Riot Prevention and Control

Academy Contact:

Terry Goodall, CTOIII; Phase I Coordinator

Revised for Temp Health Care Staff
By Cheri Atkinson, October 2019

Riot Prevention and Control

I. Although riots and disturbances in correctional institutions are not a new phenomena in the United States, recent decades have seen an alarming increase in the number, extent, and the destructiveness of such events.

A riot is one of the most devastating events that can occur in a correctional facility, devastating because of the destruction, the potential for death and injury to both staff and offenders, and long term trauma for those who may have been held hostage.

The riot that occurred at the Oklahoma State Penitentiary, in 1973, cost taxpayers \$30 million and three offenders their lives.

As a contract employee of the Oklahoma Department of Corrections, you must understand the dynamics of the prison riot, be able to recognize pre-riot conditions, effectively play your role in implementing strategies to prevent their outbreak, and resolve incidents that might precipitate pre-riot conditions.

II. INSTRUCTIONAL INPUT

An Historical Perspective of Riots in the USA

Attica Correctional Facility Riot, New York, September 10-13, 1971

Causes/Conditions

Prison Conditions – Overcrowding, poor medical care, poor food, minimal recreation – lack of offender programs.

Offender Population – In 1971, 62% of the offenders had been convicted of violent crimes and 40% were under the age of 30. In 1971, the population was 54% black, 37% white, and 9% Hispanic. Offenders were polarized by race and gangs.

Staff – Largely white. Staff bid on assignments resulting in the least experienced officers having the most contact with offenders – inconsistent enforcement of rules.

Results – 42 killed (32 offenders, 10 staff)

How Terminated – Assault by State Police. The majority of the deaths (29 offenders and 10 staff) occurred during the assault.

Oklahoma State Penitentiary Riot, McAlester Oklahoma, July 27, 1973

At approximately 12:30 p.m. on July 27, 1973, the most costly riot in Oklahoma history broke out. Starting in the mess hall, approximately 14 offenders high on home brew, took

mess hall staff hostage and began vandalizing the area. The riot quickly spread to the housing units and workshops. Fires were started by the offenders in all the industry work areas and the housing units; locking devices were destroyed. A total of 23 employees were taken hostage. Two offenders were killed by fellow offenders. One offender died due to medical problems. On July 28, 1973, the offenders released all hostages. An attempt was made to secure the offenders in the housing units; however, this failed resulting in the offenders being returned to the yard. Eventually, the cells were fixed and the offenders were returned to the housing units.

Causes/Conditions

Prison Conditions – Overcrowding, poor medical care, poor food, minimal recreation – lack of offender programs, poor contraband control practices. (This riot resulted in the landmark *Battles vs. Anderson* lawsuit placing ODOC under Federal oversight.)

Results – 23 employees taken hostage, 3 offender deaths, \$30 million property damage. Three quarters of the penitentiary burned.

How Terminated – Assault by National Guard and Law Enforcement. Riot lasted 3 days.

Joliet (Illinois), Joliet Correctional Center, April 22, 1975 (riot lasted less than 24 hours)

Causes/Conditions

Offender Population – Chicago street gangs of the 60's and 70's had a great deal of power. The riot started when 3 offenders demonstrated because of the transfer of gang members to another facility.

Staff – A new administration was attempting to regain the power that gangs had in the institution.

Results – 10 staff taken hostage, 1 offender killed by other offenders.

How Terminated – Resolved by negotiation.

New Mexico State Prison, Santa Fe, New Mexico, February 2, 1980 (riot lasted 36 hours)

Causes/Conditions

Prison Conditions – The administration set up a reward system for snitches; they were transferred into a separate wing with better housing, food, and recreation. Overcrowding, lack of offender programs, poor or nonexistent classification system.

Staff – The staff experienced a turnover of between 50% and 70% in the years prior to the

riot.

Results – 14 staff taken hostage, 33 offenders killed by other offenders. The majority of those killed were from the snitch wing.

How Terminated – The rioters achieved their objective of getting to the snitches; most rioters just gave up and returned to their cells while others were involved with negotiations.

Michigan Prison Riots (3 prisons). State Prison of Southern Michigan (Jackson, Michigan); Michigan Reformatory (Ionia, Michigan); and Marquette Branch Prison (Marquette, Michigan); May 22-26, 1981, with 5 riots at these prisons over a 5-day period. (These riots are an example of what is termed “the contagion factor,” or, the phenomenon of riots spreading from facility to facility during a crisis period through copycat riots.)

Causes/Conditions

Prison Conditions – Overcrowding. The entire state system had twice the number of offenders in relation to capacity. Age of institutions – most were very old; for example, the Marquette Branch Prison was built in 1870 as an insane asylum.

Staff – Major conflicts between line staff and administrators after an incident in which a correctional officer was stabbed. The line staff (without approval of the administration) instituted a lockdown and cell-by-cell search for weapons.

Other contributing factors – State administrators revised the parole procedure making it more difficult to get parole. Voters refused a tax increase directed toward improving salaries and facilities.

Results – No hostages and no deaths; \$10 million in property damage.

How Terminated – Combination of negotiation, assault by staff, and offenders voluntarily returning to their cells.

West Virginia State Penitentiary, Moundsville (West Virginia), January 1, 1986 (riot lasted less than 24 hours)

Causes/Conditions

Prison Conditions – Prison constructed in early 1900's; extremely loose security prior to riot – many cells had locks that did not work, offenders moved freely throughout the facility, no contraband control policy.

Other – State legislature refused to add funding to upgrade the facility; staff pay and morale was low. After an incident where an offender escaped by walking out the front door and later killed a police officer, a general crackdown was instituted.

Results – 16 staff taken hostage, 3 offenders killed by other offenders.

How Terminated – Negotiated settlement.

Atlanta (Georgia) Oakdale (Louisiana); U.S. Penitentiary, Atlanta, GA and Federal Detention Center, Oakdale, LA; November 21-30, 1987 (Oakdale) and November 21-December 1, 1987 (Atlanta).

The two longest, simultaneous sieges in U.S. history.

Causes/Conditions

Offender Population – The U.S. State Department entered into an agreement with Cuba to deport Cuban detainees. There were over 2,500 Cuban detainees in the two facilities who did not want to return to Cuba.

Results – A total of 130 staff were held hostage (the largest number in U.S. history), over \$100 million in damage.

How Terminated – Negotiated settlement.

Talladega (Alabama)- Federal Correctional Institution; August 21-31, 1991

Causes/Conditions – Offender Population; Return of Cuban detainees.

Results – 13 staff taken hostage.

How Terminated – Assault.

Camp Hill (Pennsylvania) – State Correctional Institution, October 25-27, 1989

Causes/Conditions – Prison conditions; overcrowding, poor staff training; indecisive action on legitimate offender grievances.

Results – 17 staff taken hostage, \$3 million in facility damage.

How Terminated – Resolved by negotiation.

Lucasville (Ohio) – Southern Ohio Correctional Facility, April 1-22, 1993

Causes/Conditions – Prison conditions; overcrowding, lack of offender programs,

planned lockdown for tuberculosis tests was resisted by offenders and ignited into a riot; tighter security procedures were resented by offenders.

Results – 8 staff taken hostage, 1 hostage killed by offenders, 9 offenders killed.

How Terminated – Resolved by negotiation.

The student should note some of the common causes listed for these ten riots:

Poor conditions of incarceration and overcrowding were the two top reasons cited for the riots discussed above.

Other common causes:

- Militant offenders
- Racial tensions (offender/offender; offender/staff)
- Outside groups/gangs
- Staff inaction
- Administrative/legislative or other governmental action

Post Riot Investigations Were Conducted After Each Riot

These investigations identified some common problems which were thought to have contributed to the riots. These were:

1. **Failure to respond to high levels of offender-to-offender and offender-to-staff incidents.** A sudden increase in the number of incidents may be an indicator of a riot or disturbance. Staff should continually monitor the number and frequency of incidents. Staff should effectively supervise offenders and isolate violent offenders.
2. **Failure to control contraband: drugs, alcohol, weapons, and tools.** Contraband control is a measure of a well managed or poorly managed institution. A lack of contraband control can contribute to offenders having weapons to commit acts of violence. Regular searches, shakedowns, and tool control help limit access to weapons.
3. **Inconsistent enforcement of rules by different correctional staff or unclear rules.** Staff should apply all rules consistently. Inconsistent rule enforcement may result in staff treating offenders differently. This differing treatment can promote fights and arguments and contribute to violence. Thus, the failure to apply rules in a "firm, fair, and consistent" way can lead to a disturbance or riot.
4. **Poor management and frequent turnover of staff.** Ineffective management and a high staff turnover can dilute the consistency of managing an institution in a "firm, fair, and consistent" way. The following chart lists the yearly turnover rate for correctional officers at the New Mexico Penitentiary prior to the 1981 riot.

1970-74	28%
1975	44%

1976	46%
1977	66%
1979	76%
1981	Riot

5. **Without clear lines of authority and administrative responsibility**, staff may become confused and frustrated. During the response to the New Mexico riot, correctional staff had to wait for the commander to make decisions and provide leadership. As a result, the operation came to a standstill. During a normal day or in an emergency, staff needs to know who is in charge and what has to be done. When there is strong leadership, an institution will operate smoothly and respond effectively to an emergency.
6. **Staff, especially line officers, need to be informed about new policies, procedures**, and offender programs. When the facts are not available, rumors and misinformation will spread and may result in a riot or disturbance.
7. **Frequent changes in policies and procedures, or reduced offender privileges** that are carried out quickly and without warning, can cause a negative reaction by the offenders.
8. **High-level administrators who are not available to offenders and staff**. High-level personnel should maintain regular contact with offenders and staff. These regular visits can allow administrators to answer questions directly and to discuss any problems. As a result, tension among offenders and staff can be reduced.
9. **Confining offenders in an area with little program activity** can lead to excessive idleness. Meaningful programs should be planned rather than just "warehousing" offenders in large areas. These programs should provide structured time for offenders. They should actively involve offenders in education, vocational training, jobs, career planning, community reentry, counseling, family, and recreation (both leisure and competitive). When offenders are busy, they spend less time arguing or fighting with other offenders, or taking part in illegal activities, such as plotting escapes or riots. Useful programs also can improve offenders' self-esteem, and help them prepare for their return to society.
10. **Construction, renovation, and expansion**. Any of these changes can lead to **reduced program space** and an increase in contraband. These changes need to be completed carefully. During construction, programs such as recreation should not be eliminated or reduced. Careful control of outside contractors, and their tools and materials, will prevent offenders from getting weapons.
11. **Improper classification** of offenders or lack of a good classification system. Classification plays an important role in the security of an institution. For example, housing rival gang members together can increase the chances of conflict. An effective system separates both individuals and groups to minimize violence.

12. **Poor responses or no responses to offender complaints, letters, grievances, and requests.** Offender concerns should be resolved quickly and efficiently. Unresolved offender issues may later become offender demands during a riot.

Primary Contributing Factor in Prison Riots: Overcrowding

Overcrowding was identified as a primary factor in prison riots and disturbances in post incident investigations. **The effects of overcrowding were categorized in the following ways:**

- Physical
- Social
- Environmental
- Administrative

Overcrowding can have an enormous impact on a facility.

Physical Effects of Overcrowding

One of the physical effects of overcrowding is an increase in staff and offender health-related complaints. These kinds of complaints may be brought on by:

- Not enough medical staff to respond to complaints
- Poor ventilation
- Clothing shortages
- Poor sanitation
- Converting recreation or administration areas into offender housing

For example, in overcrowded institutions, the possible spread of tuberculosis among offenders and staff is a common fear. These complaints and fears can cause increased tension among offenders.

Social Effects of Overcrowding

An increase in aggressiveness and withdrawal among the offenders is one of the social effects of overcrowding. Some examples include: acting out, antisocial behavior, violence, and isolation. According to one study, there is a clear association between restrictions on personal space and the occurrence of disruptive and aggressive behavior. This connection may explain why some offenders isolate themselves in protective custody or seek protection in groups or gangs.

Environmental Effects of Overcrowding

Overcrowding brings an increased demand on support services. This results in:

- Frequent equipment breakdowns in the kitchen, laundry, and ventilation system
- Lack of privacy
- Less medical care
- Fewer programs
- Fewer beds
- A reduced number of staff services, counselors, and teachers

Administrative Effects of Overcrowding

Overcrowded prisons put a strain on the administration of the facility, resulting in more paperwork, an overburdened classification system, higher staff turnover, a shortage of trained staff, more offender legal complaints, and more grievances.

Offender Population "Organizational Tendencies"

Populations in long-term facilities and in some jails tend to organize themselves along a number of fairly similar lines. The three most common methods in which offenders group themselves are:

- Race
- Gang membership, and
- Geography

In prisons, offenders often identify themselves with others from the same hometown.

Where there is a majority of offenders who identify with one particular element then there is greater solidarity. Solidarity can lead to offenders acting as a group against the facility.

In most correctional facilities a rapport exists between staff and offenders. In fact, the administration wants offenders to view the correctional staff as their protectors from other predatory offenders. These groups of offenders want to do their time and get out with as little hassle as possible. They view correctional staff as a necessary element in keeping order. In some situations, however, hostility exists between offenders and staff. Normally, hostility develops over extended periods of time and grows through offender rumors.

The Utility of Offender Programs

In facilities where offenders believe that there are significant offender programs, there is less likelihood of major disturbances and riots. This is true primarily for two reasons:

When offenders believe they are making progress in a program be it counseling, drug or alcohol abuse, education, or vocational training, they are less likely to become involved in a disruption that may temporarily or permanently end the program.

When offenders are involved in programs, they are productively using major portions of their time and, thus, are not idle. Conversely, when offender programs are cut, offenders often feel they were betrayed and look for ways to retaliate.

Anatomy of the “Riot”

A good definition of a riot is when a significant portion of the offender population controls a significant portion of the facility for a significant period of time.

Although most riots involve the taking of hostages, injuries, deaths, and the making of weapons, these factors are not necessary for an event to be called a riot.

Each riot discussed in section one was different from the others. There were differences in the number of offenders involved, in the length of the riot, in the reasons behind the riot, and in the way the riot ended. However, there are distinct stages that a riot will follow. **The stages are initiation, expansion, the siege, termination, and explanation.**

The “Stages” of a Riot

Stage I – Initiation

At the beginning of a riot there is offender and mob violence, destruction, chaos, hostage takings, and building takeovers. In this stage, and future stages, offenders may brutalize other offenders, steal, sodomize others, or act in groups or gangs. Fires are started, barricades are set up, and property is destroyed. Offenders may take hostages, get contraband (like drugs), and make weapons. **Because of the violence and destruction that occurs, this is the most dangerous period for offenders and hostages.**

Often, only a small portion of the offender population is involved in this stage. Usually, the majority of offenders are not part of the initiation stage; they are concerned with their personal safety. Many of them will remain in their cells, or, if possible, give themselves up to the authorities.

This initial stage may only last a brief period of time. Estimates vary, but generally it lasts 30 to 60 minutes. Depending on the pre-riot conditions, this initial stage of violence could be longer and may even repeat itself.

At this stage, there are two elements that will determine if the riot will end or if it will continue on to the next stage.

- **How the offenders react**
- **How the staff reacts**

Offender reaction often depends on the conditions that existed in the facility before the riot. For example:

- Are large groups of unified offenders involved, or is there a small group trying to get others to go along with the disruption?
- What is the level of hostility toward staff?
- Has security been so lax that offender leaders have the tools necessary to expand their area of control?
- Will some groups stay out of the disturbance and cause it to fail because of lack of participation?

Elements that determine staff response:

- The locations and numbers of instigators.
- The locations and numbers of hostages and offenders who are guarding them.
- The medical conditions of the hostages, instigators, and other offenders.
- The number of weapons held by the instigators; the number of radios and keys they have taken.
- The physical layout of areas controlled by offenders.
- The amount of time needed to assemble the assault team and stage an assault.
- Whether or not an assault plan is in place and ready to be initiated.
- The degree of immediate threat to the hostages if an assault occurs.

Stage II – Expansion

As the riot continues, Stage 2-Expansion begins. During this phase, the offenders attempt to take control of certain areas of the institution, and the authorities establish their control of other areas. This **set up of boundaries marks the second stage of a riot.** However, there is still much confusion among the offenders. Some destruction and violence may continue, as well as private violent acts. **Rioters attempt to get as many offenders as possible to participate in order to gain momentum.**

During this stage, **offender leaders and groups begin to struggle for power and leadership.** Some offenders may claim to be spokespersons, but they may not really represent the true leadership, or have control of the hostages.

Meanwhile, hostages are usually moved and split up to avoid their detection. The offenders complete barricades, make improved weapons, and set up booby traps to stop the assault team.

During this stage, the hostages are usually well guarded. They are dressed in offender clothes, split up, and moved around to prevent their location from being discovered. Because hostages are important in the negotiations, they usually are safe while they are protected by offender guards. Remember that in most riots, the hostages are released at

the end of the riot.

Stage III – The Siege

“The Siege” is characterized by the offender spokesperson(s) emerging. The violence continues to decrease and usually ends. Being a spokesperson can give an offender increased status in the eyes of the other offenders. Presenting demands and grievances to the authorities enhances his image and justifies his leadership to the rest of the offender population. The demands are usually put together by a group of offenders. Then, one offender spokesperson (or a few offenders) meets with negotiators to discuss the issues.

Often at this stage, the administration will use the lack of food, water, and electricity to bring the riot to a conclusion. However, these acts may "harden" the offenders and make them more unified.

Stage IV- Termination

All riots come to an end. Some last a few hours, some for weeks. Riots end in one of three ways.

1. The administration uses force to take back the facility. Often, this results in death or injury to the rioters and hostages. Attica is an example where the use of force ended a riot.
2. The riot ends through negotiations. Generally, this option results in the least amount of death, injury, and destruction. Joliet is an example of a riot that ended through negotiation.
3. The offenders just quit and return to their cells. After the initial euphoria, many offenders realize the helplessness of their situation, and they just quit. New Mexico is an example of a riot in which the offenders quit and returned to their cells. This stage includes restoring order and regaining administrative control.

Stage V – Explanation

Officials regain control, investigate to identify the causes of the riot and to develop remedies to prevent future disturbances. In this way, the public can be assured that necessary remedies are undertaken to prevent future riots.

“Pre-Riot” Indicators

While monitoring the institutional social/emotional climate, it is important to report any changes in the facility climate to your supervisor and up the chain of command.

Examples:

1. There may be an increase or decrease in tension shown by elevated incidence of arguments, a decrease in noise levels, or a lack of tension shown by an unusual absence of arguments among offenders.

2. Take special note of reports of offender fights that are more serious in nature or that result in serious injuries.
3. An increase in the number of grievances can be an indication of future trouble. Most demands during riots and disturbances focus on grievances or complaints that were not adequately or completely dealt with in a timely manner.
4. Unusual incidents as expressions of aggression and violence. Examples of unusual incidents include stabbings, assaults that involve the use of weapons, destruction of property, and fires. An increase in these types of incidents may indicate increasing tension among offenders.
5. Noise levels in the mess hall, yard, recreation areas, or offender gatherings change from normal levels. An increase or decrease in the normal level of noise can be an indication of a disturbance.
6. Offenders hoarding food and supplies. Offenders may stockpile food, commissary purchases, and/or items received in the mail. This activity can be a sign that offenders are preparing for a riot. During a riot, it is common for food to become a scarce item. Offenders who know that a riot is going to occur may save food ahead of time.
7. Before disturbances, some offenders may avoid eye contact with correctional officers. Others may stare with intense hostility. Some offenders may be reluctant to communicate with staff or make excessive and/or specific demands.

You may see an increase in reports of hostile offenders threatening and intimidating correctional staff. These reports may be early warnings of a riot or disturbance.

8. Staff may find an alarming number of "homemade" weapons during routine searches and shakedowns. This stockpiling of weapons may indicate that offenders are preparing for a riot.
9. Offenders signing up for sick-call and medical attention.

Some offenders may want to be away from the conflict when it happens or avoid punishment when the conflict is over. One way they can "escape" before the disturbance occurs is to pretend they are sick.

10. Offenders in voluntary and involuntary protective custody.

Some offenders may cause themselves or others to get into protective custody. They may do this to avoid being around the area where a riot or disturbance may occur. These offenders may be the "snitches," "rats," and "informants" who will be targeted by instigators during riots.

11. You may notice a sudden drop in attendance at movies or other popular activities. Offenders may stay in their cells, rooms, or dormitories to avoid areas where trouble may start.

Other Possible pre-riot INDICATORS include:

- Increased requests for transfers
- Separation by racial or ethnic groups
- Unusual and/or subdued actions by offender groups
- Warnings to "friendly" officers to take sick leave or vacation
- Increase in staff requests for sick leave, resignations, and demands for safety
- Increase in calls and/or letters from concerned family members demanding protection for offenders
- Unusual number of calls about facility conditions
- Outside agitation by lawyers or activists
- Increase in the number of disciplinary cases

Riot Prevention Strategies

Probably the most overriding element that allows disturbances and riots to develop is the attitude that staff may have about security. In any correctional facility, security must be **JOB ONE FOR ALL EMPLOYEES**. Consistently applied security procedures and practices not only make a facility a safe place for offenders to live and staff to work, but also prevents riots and disturbances. All staff must be constantly aware of the critical importance of good security practices in deterring disturbances.

What responsibilities do individual employees have in preventing riots and disturbances?

All correctional staff is responsible for the security of the facility in which they work. If an employee becomes aware of any of the behaviors or circumstances that were identified earlier in this lesson pre-riot indicators, it is their obligation to **report their observations and perceptions up the chain of command immediately, both verbally and in writing**. But, it goes further than passively observing and reporting. Employees must frequently and thoroughly **inspect all security elements within their areas of responsibility**. All locks, doors, gates, security devices and systems, and electronic devices must be maintained in working condition to assure security. All security devices and strategies must be utilized as the security program design requires. Each employee must learn their role in maintaining security and put those skills into practice.

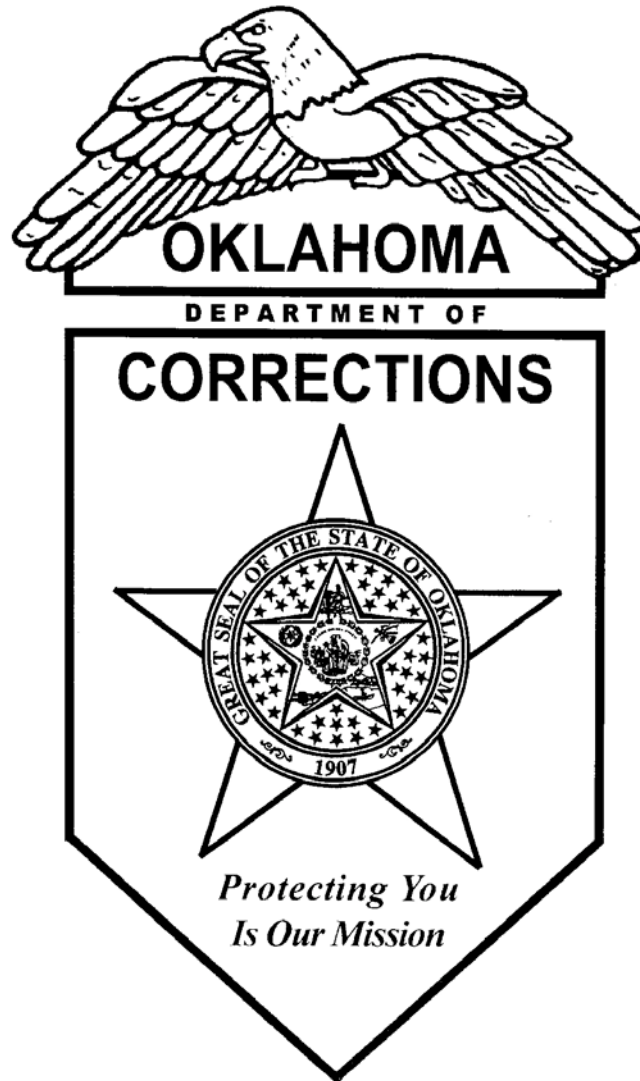
In some post riot investigations, offenders were found to have facility schematics, institutional emergency plans, keys, electrical diagrams, weapons, food supplies, and staff clothing. The need to proactively **practice good contraband, key, tool and document control**, can't be emphasized enough. Again, each individual employee has a role to play in insuring that these important aspects of maintaining the security of their facility is successfully accomplished.

III. SUMMARY

As contract employees of the Oklahoma Department of Corrections, you may find yourself in the midst of a disturbance, incident, or riot. How you react could resolve the situation and save lives and property or exacerbate the already perilous situation.

In this lesson, you have reviewed some of the worst American prison riots in the last century. We have illustrated how prison conditions can contribute to the outbreak of disturbances and riots. We have discussed the stages that most riots go through, and most importantly, what individual employees should be aware of and watch for in order to recognize pre-riot conditions. It is the responsibility of all employees of the Oklahoma Department of Corrections to make every effort to prevent the outbreak of prison disturbances and riots and gain the skill and abilities needed to effectively aid in resolving situations that, left unchecked, could lead to disaster.

Oklahoma Correctional Training Academy



Course Title: Search of an Area and a Person

Academy Contact:

Terry Goodall, CTO III, Phase I Coordinator

Revised for Temp Health Care Staff
By Cheri Atkinson, October 2019

Search of an Area and a Person

I. Violence and drug use in prisons and on the streets have become an unfortunate, and all too real, management challenge for correctional employees all across the nation. Oklahoma is no exception. We have all heard stories about offenders assaulting and sometimes killing each other with weapons. There are also instances of offenders assaulting and sometimes killing staff members with weapons. If you have been on the job any length of time, you also know that drug and alcohol uses among the offender population is also a problem for correctional employees. Often, the violence that occurs in free society today results from drug use. The same phenomenon occurs in prison facilities. We must make every effort possible to eliminate drugs, alcohol, weapons and other contraband from our facilities in order to manage the population and fulfill the mission of our agency. This class will deal with searching persons and areas in an effort to do just that.

II. INSTRUCTIONAL INPUT

The following are some common terms related to searches:

1. **Contraband:** Contraband is any item or substance not authorized for possession by the department or law by an offender or any person. Possession, in this instance, would mean on the offender's person or anything that is stored in an area that the offender has access to.
2. **Shank/Sticker:** These terms usually refer to homemade or manufactured knives offenders will keep hidden. These terms refer to any slashing or stabbing instrument(s) that may be used as a weapon.
3. **Keestered:** Refers to any contraband that has been inserted into the offenders' rectum in order to avoid having the contraband discovered.
4. **Shakedown:** Is used to describe any search, including clothed body search, unclothed body search, cell search, or common area search in an effort to discover and to reduce the incidence or presence of contraband.
5. **Pat-down:** Refers specifically to a clothed body search.
6. **Strip-search:** Refers specifically to an unclothed body search.
7. **Gender Specific:** Unclothed body searches are performed by staff members that are the same gender as the subject unless an emergency situation exists. This rule would make unclothed body searches gender specific under normal circumstances.

There are three types of searches that we are concerned with in this lesson. They are:

1. Clothed body search

2. Unclothed body search

3. Area or room search

Let's take a look at what each of these types of searches consists of:

1. Clothed body search

The clothed body search, also called a pat-down, means that the staff member will attempt to locate contraband by visual inspection, as well as running the hands over all areas of the offender's body, **outside** the clothing, to try and detect contraband.

2. Unclothed body search

The unclothed body search, also known as a strip search, means that the staff member will direct the offender to remove all clothing, and all areas of the offender's body will be visually inspected for evidence of hidden contraband. Additionally all of the offender's clothing will be inspected **visually** and/or by touch for signs of hidden contraband.

3. Cell or Area search

The cell or area search will consist of thoroughly searching for contraband in an offender's personal living area, common areas, or areas of the facility that the offenders have access to, even if only at certain times. **There are two basic types of area searches: The Grid Search and the Spiral Search.**

Before we discuss the mechanics of actually performing each of these types of searches, let's discuss some things that are common to all searches.

There are three main reasons why we perform searches. They are:

1. Preventing contraband from entering the institution.

2. Detecting contraband that is already present in the institution.

3. To protect the lives of staff and offenders.

The Guidelines for Conducting Reasonable Searches and Seizures are as Follows:

1. All searches will be conducted, whenever possible, in a manner so as not to damage property. Property will be left in as close to the original state as possible.
2. The searches normally should be conducted by staff or officers trained in search techniques and procedures unless otherwise dictated by emergency circumstances.

3. Searches will be conducted at a reasonable time of day or night unless emergency circumstances exist and require otherwise.
4. Searches are not to be conducted for arbitrary, capricious, oppressive, unreasonable reasons or harassment.
5. Searches will be conducted in a manner that causes the least disruption and affords respect and privacy for the property or person searched. Staff will avoid unnecessary force or embarrassment.
6. Whenever practical and where there is no undue risk to the officers or employees conducting the search, the person or offender to be searched will remain within view of the property being searched.
7. All items seized will be properly tagged and identified according to procedures outlined in [OP-040109](#) entitled "Control of Contraband and Physical Evidence."
8. Items that are discovered during a search which are either evidence of a crime or contraband will be seized and processed for appropriate disposal as required by law or regulation. (4-4231)
9. When practicable, canine search teams, metal detectors, sensors, x-ray equipment and other technological devices are authorized for department use. Mirrors should be used in hard to reach spaces and in areas where sharps could be placed causing potential injury to staff.
10. You may search anything belonging to an offender, including searching his person. Searches may be performed on a random basis, as directed by policy, or anytime you suspect contraband.

Searching Visitors (4-4193, 4-4503, 4-ACRS-2C-04, 4-ACRS-2C-05)

Pat down and frisk searches will be conducted on every person desiring entry into a prison. Such searches will be conducted in accordance with [OP-040113](#) entitled "Master Roster and Staffing Analysis." (4-4194, 4-ACRS-2C-06)

Strip Searches:

- a. There will be no random strip, visual body cavity, or intrusive body cavity searches of visitors by Department of Corrections' employees.
- b. Department of Corrections medical staff will not participate in a nonconsensual visual or intrusive body cavity search of a visitor or employee.

Staff Searches

All staff, including contract employees and volunteers, entering a correctional facility will be subject to pat down, frisk, strip search, or visual or intrusive body cavity searches. (4-4193)

- Staff may be subject to a strip search only if the facility head or designee determines that reasonable suspicion or probable cause exists and authorizes the search.
- Strip searches will only be conducted if: the staff member is informed of the type of search to be performed; the staff is given the option to refuse to be searched; the staff member gives consent in writing to be strip searched; or a search warrant has been obtained and a peace officer is present.
- Department of Corrections medical staff will not participate in a nonconsensual visual or intrusive body cavity search of a visitor or employee.
- There will be no random strip searches of staff.
- Visual and intrusive body cavity searches of staff may only be conducted with a search warrant. After obtaining a search warrant for an intrusive body cavity search, its execution by a medical professional and the peace officer named in the warrant will be approved by the deputy director. (4-4194)
- Refusal by any contract employee to submit to a search will require that person leave the facility grounds immediately.
- A refusal may be used as evidence to deny entry into any Department of Corrections facility at a later time.

Personal Property Searches

1. All personal property being carried through the perimeter of a facility is subject to being searched.
2. Any search of the personal property of staff, offender, or a visitor must be done in their presence unless security concerns or circumstances dictate otherwise.
3. In the case of an offender who is unavailable, the unavailability will be documented, and one staff member will conduct the search while another staff member witnesses the search unless circumstances dictate otherwise.

Next, let's take a look at some rules that are universal to all types of searches.

The Five Rules of Searches are:

1. Be systematic – Do the search the same way every time, and do it the right way.
2. Be Thorough – Don't get in a hurry. Take your time and concentrate on what you are doing.
3. Be Objective – Act without distortion by personal feelings and prejudices.
4. Be Curious – Look for the obvious, as well as the hidden.

5. Be Professional – Always be respectful of other people's property.

Let's discuss how to perform each of the three types of searches. Again, we will
AREA SEARCH

There are two basic types of area searches. First we will discuss the Grid Search. The Grid Search is most suitable for searching large, open areas such as fields, outdoor recreation areas, perimeters between fences, gardens, etc. To conduct a Grid Search, it is advisable to have enough staff members to cover the area to be searched as this makes this kind of search much easier and faster.

SPIRAL SEARCH

Next is the Spiral Search. The Spiral Search will be used primarily for rooms or small, enclosed areas. Only one or two staff members will normally be required for this kind of search. Pick a starting point and work your way around the perimeter of the area in ever-smaller circles until you reach the center of the area. This is the preferred method for searching rooms or cells. Take your time and be thorough. One team member should keep a log of the search, including names of the search team, descriptions of any evidence/contraband found, the specific location it was found in, and who collected the contraband.

III. SUMMARY

In this lesson we have discussed the different types of searches that are a part of daily life for a correctional professional. Remember that the security of the facility, your safety, and the safety of coworkers and offenders is at stake every time a search is performed. As non-uniformed staff, searches may not be a routine part of your duties. The offenders are aware of this and in most cases don't expect you to perform searches very well. If the offenders have access to your work area at any time, even briefly, they may be hiding contraband there. You should search your work area periodically AND THOROUGHLY.

Finally, in the words of an experienced correctional officer, "Always remember this, "The knife you don't find today might end up in your back, or worse, my back tomorrow! Take searches seriously. Our lives depend upon it."

Oklahoma Correctional Training Academy



Course Title: Security Issues

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Revised for Temp Health Care Staff
By Cheri Atkinson, October 2019

Security Issues

I. The Mission of the Oklahoma Department of Corrections is:

- To Protect the Public
- To Protect the Employees
- To Protect the Offenders

How do we accomplish that mission?

The development and implementation of sound correctional security plans and practices play a major role in the successful achievement of the agency's mission.

In the correctional environment, the importance of each employee maintaining a proper level of "security consciousness" cannot be overstated. If security issues are ignored, a correctional system cannot function. Unless we maintain good security practices, programs, services, and daily operations cannot be accomplished safely or effectively, and will, ultimately, lead to mission failure.

For Example:

An officer who had several years of experience was responsible for making counts of Unit #6 offenders. The officer counted at the regular times and reported his counts as being correct. The officer turned his post over to the oncoming officer. It was soon discovered that an offender was missing from Unit #6.

Upon investigation, a human-like dummy was found in the offender's bed. A search was underway for the escapee. Over ten hours had elapsed since the offender had escaped. By this time he was out of the state and on a crime spree.

In this particular incident, the officer's failure to observe good security practices resulted in that correctional facility's failure to achieve its primary mission: To protect the public. The public was put at risk and the officer was suspended as a result of disciplinary action.

This lesson is designed to introduce you to the concepts and practices that comprise the major components of sound and effective correctional security programs.

Although counts are usually the responsibility of security staff, support staff can, on occasion, be called in to assist. When that happens, you will be held to the same standard of performance as a security officer. Mistakes can lead to escapes, even rapes or homicides. There is no latitude for errors. Each individual employee, by maintaining the proper level of "security consciousness," and observing effective security practices, ensures that his/her facility successfully meets its mission.

II. INSTRUCTIONAL INPUT

Security is one of the most important aspects of corrections. Security is the responsibility of all correctional staff.

Who is considered correctional staff? Who is on our team?

Every employee (fulltime, part-time, contractors, interns, volunteers, program providers, etc.) that enter into, and work in, the correctional environment is considered correctional staff.

Security is a state of mind involving staff and offenders.

Employees must operate in this security conscious “state of mind” to effectively supervise offenders and complete their daily activities. This state of mind also serves as the filter through which correctional employees observe their correctional environment.

The offenders are also concerned with security. They have the expectation that the correctional staff is going to follow the rules, maintain order, and keep them safe from harm while they are incarcerated. They are also interested in finding the weak points in any security program and look for every opportunity to exploit those weaknesses for their personal gain.

Security is woven through every aspect of operations in the correctional environment and takes many forms. Three primary considerations that have an effect on security are:

- Facility Physical Plant Design
- Method of Facility Operations
- Characteristics of a Facility’s Offender Population

There are five main levels of security:

- Maximum
- Medium
- Minimum
- Community
- Community Supervision

(There are sub-levels too such as high-medium and low medium.)

Maximum Security

Maximum security facilities can be identified by the following characteristics:

Facility Design

In older institutions, the secure area of the institution is surrounded by a high, thick, continuous wall, interspersed with towers. Because of the cost involved in manning numerous towers, this design is being replaced with facilities surrounded by two ten foot high cyclone fences, topped, and lined with razor wire. The areas between the fences are kept clear of plant growth and debris, and are usually graveled, in order to deny escapees hiding places or blind spots where they have a better chance to escape.

There are several types of electronic alarm systems used to monitor facility perimeters. These include microwave units, shaker systems, motion detectors, and systems that detect when weight is placed on the fencing material. The alarm system is generally tested once per shift. Depending on the facility design, one or a number of towers may be used. Towers are useful in giving correctional officers a bird's eye view of the facility, allowing them to observe rooftops, and more area than could be observed from ground level, but, they are costly to man and maintain. A more cost effective measure is the use of mobile patrols, which can respond quickly to alarms at any point on the perimeter. These secure perimeters usually have two or possibly three entrances: One entrance is used for staff and pedestrian traffic; another for deliveries built to accommodate large trucks; and at times, a third for the reception and discharge of offenders. All entrances in the perimeter are equipped with sally ports. A sally port is a system of double gates, with an area between them, where searches can be conducted on both vehicles and personnel. The gates are operated by remote control from a secure control room, separated from the sallyport, and the gates are designed only to be opened one at a time to prevent offenders from rushing the gate.

In the interior of the secure compound, there are numerous security grills, locked or barred doors, and slowdown fences all meant to keep the offender population divided into manageable size groups, and keep them from being able to gather in groups large enough to be a threat to the security of the facility.

Methods of Operation

Maximum security facilities are often kept locked down for most of the day with unrestricted movement forbidden. All individual offender movement is escorted by correctional officers. Meals, recreation, showers, programs, and virtually every other aspect of the offender's life and time are regimented. All group activities are done by housing unit rotation. This keeps the number of offenders gathered in one place down to manageable size. Strict schedules of counts and count practices are maintained.

Characteristics of Maximum Facility Offenders

Maximum security bed space is expensive and is at a premium. Only those offenders determined to present a very serious threat to the community and/or people around them are held at maximum security. Offenders guilty of violent crimes or prone to violent behavior once incarcerated wind up in maximum security facilities. Disciplinary Units, Administrative Segregation, Protective Custody, and Death Row offenders are all housed in maximum security facilities. These offenders are single celled when possible,

or double celled, when bed space is limited.

Medium Security

Medium security facilities differ from maximum security facilities in several respects. While they are still very secure, the architecture of the perimeter design may be less formidable; there is less use of razor wire, and the alarm system may not be as extensive as in maximum security, but the most striking differences are to be found in how the facility is operated. Offender movement is more relaxed with periods of “open” movement in an “open” compound where offenders can gather in common areas. Programs, work opportunities, and recreation activities are more readily available. Individual offender movement is seldom escorted and is usually accomplished through an offender “pass” system. The types of offenders housed in medium security differ also. Medium security offenders have generally committed less violent crimes or have worked their way down in security assessment points thru good behavior and program participation. They are not considered to be as high a threat to the community, or those around them, as maximum security offenders. Medium security offenders are usually double celled, and except for periods of time when the facility is locked down, can enter and exit their cells as they wish.

Minimum Security

Minimum security facilities are less secure than medium security facilities with sometimes only one, or no, fence or alarm systems. Offender movement is more relaxed, activities are less restricted, and the offenders experience a greater level of “freedom” at these types of facilities. Minimum security offenders are not thought to present a very serious threat to the community or others around them. Accountability and discipline is less restrictive. They are often housed in open bay dormitories and their movement within the dorms, except for count times and other regulated periods, is generally unrestricted. The types of restraints use during transport outside of the facility are not as restrictive as with higher security levels.

Community Corrections

Community Correctional Centers can be distinguished from higher security level facilities by the following characteristics: There are no perimeter fences or alarm systems in use. The uniformed correctional staff is kept to the basic minimum number required to operate the center, and no weapons are kept at the center. Escapes and disturbances are generally dealt with by local law enforcement agencies.

The operation of these types of facilities are different from other facilities in that offender movement is often open to the rest of the community with offenders coming and going from the center as their itineraries dictate. They often work in the community and participate in programs on and off center.

The mission of Community Corrections is to prepare the offender for re-entry into the community.

The type of offenders housed in Community Corrections Centers are those who have been convicted of non-violent crimes, or those close to discharge, who have transferred from higher security levels through program participation and good behavior.

Community Supervision

Offenders assigned to Community Supervision live and work in the community and are supervised by Probation and Parole Officers. Community supervision offenders are required to comply with orders of the court, such as payment of fines or restitution, and participate in recommended programs in the community. Probation and Parole Officers have the responsibility to insure that offenders meet the conditions and stipulations of their probation/parole plans, or see that they are brought before the court and placed in higher security facilities.

To summarize: Security levels of different types of correctional facilities can be distinguished by three major characteristics:

- The type of perimeter barriers and the technologies used to secure and monitor the perimeter of the facility.
- The extent to which offender movement is restricted within the facility, the degree of regimentation that is imposed upon the offender population, and the methods used in facility operations.
- Appropriate offender classification; i.e., matching the security risk level presented by the offender population to the appropriate security level facility.

In facilities, the heart of a security system is the area designated as the central control room. This secured location is the operations center of the facility. It is designed to:

- Allow visible inspection of sallyports and facility grounds
- Use remote control to open/close gates and doors
- Control the movement of people and vehicles into and/or out of the secure area of the facility

The staff in the central control room is tasked with monitoring the perimeter surveillance systems, dispatching patrols and personnel to respond to perimeter alarms, or reports of disturbances, and coordinating movement between work areas, housing units, and the rest of the facility. They are also responsible for tallying and verifying offender counts, serve as a central communications center, and generally control the daily operations of the facility.

The central control room is not only responsible for accounting for the offender population, they are also responsible for keeping track of both employees and visitors moving in and out of the facility. It is very important that both staff and visitors comply with the procedures for checking in and out of the facility and providing the central

control room with a form of identification which will allow the control room staff to identify who is in the facility in case of an emergency.

As a non-uniformed employee, do you have responsibility for implementing your facility's security plan? Absolutely!

As previously stated, everyone is responsible for maintaining security in a correctional facility. While you probably will not be involved in controlling disturbances or chasing escapees, non-uniformed staff play an important role in security operations.

One of the MOST CRITICAL roles that non-uniformed staff play in a facility's security system is their ability to provide information and intelligence to security staff that security might not otherwise be able to gather. Offenders are much more comfortable talking to non-uniformed staff and will more likely give you information than they will a correctional officer. Second, you are the "expert" in your specific duties at your worksite. You will be in a better position to know when something is wrong than a correctional officer that is not familiar with the daily routine in your area of responsibility.

So, what are you specifically responsible for doing to maintain security?

Educate yourself as to proper security policies and procedures and FOLLOW them. Even though these rules often seem a nuisance by slowing down progress and interfering with "getting the task done," they were developed for good and sufficient reasons. Rules and the development of the sense of "feel" (perhaps intuition, sensing, feeling for what is happening around you or for what is normal at your institution) together are key to your being able to maintain good security. For instance, security rules, policies, and procedures and sensing, feeling or intuiting:

1. Help you to maintain proper security practices. The locking and unlocking of doors, slow-down fence gates, and security grills may seem to be an inconvenience, but they are designed and installed to limit the size of, and restrict the movement of, groups of offenders. For your own safety, as well as the security of the facility, lock them.
2. Provide direction which helps you to become the "expert" in your area of responsibility. No other staff, and certainly not offenders, knows more about your worksite than you do. Do frequent inspections and searches of your worksite. Check the locking devices, doors, fire escapes, and emergency equipment in your area. Try to find all the hiding spaces for contraband and search them often.
3. Remind you to maintain a constant awareness "feel" of what is normal within your institution. Rules encourage you to get out and talk to offenders; try and keep tabs on the pulse of your facility. This is sometimes referred to as "walking and talking" on the yard. You might perceive tension and abnormal behavior in the offender population before security does.
4. Help you to become the "expert" on the offenders that you supervise. No, you don't need to know their life story or their mother's name, but you should have the ability to distinguish between what is normal behavior and what is abnormal behavior in

offenders that you supervise.

5. Most important of all: Encourage you to maintain communication with your chain of command and specifically with security staff. Whenever there is a post incident investigation done after a disturbance or an incident, someone will invariably stand up and say, "I knew something was about to happen," or "I knew he was going to do that." If you have information or suspect that something is going on, it is your duty and obligation to REPORT IT.

Learn to verbally report information up the chain of command and then follow up with written incident reports. Your facility intelligence officer may need the piece of information that you have to complete the puzzle that will allow him/her to prevent a dangerous Incident from taking place.

What are the goals and objectives of a facility security plan? In simplified form, they are:

- No Escapes
- No Contraband
- No Disorders

How do we achieve those objectives? What are the nuts and bolts processes for maintaining a good facility security program?

There are nine essential components that must be taken into consideration when developing a facility's security program.

NINE ESSENTIAL COMPONENTS OF SECURITY

(1) RECORDS AND THEIR CONFIDENTIALITY

The first essential component of a good security program is the establishment of the offender record. When an offender is received at the Lexington Assessment and Reception Center, the first task is to determine the degree of risk or the threat-level the offender presents to the system in order to match him/her to the appropriate security level facility. The first step in this process is to gather, organize, and evaluate the documentation concerning the offender, and the crimes he/she has been convicted of and establish the records contained in the offender's file.

Although you may not work with offender field files in your specific work area, it might be helpful to understand how an offender file is organized, and what information is contained in the file. An offender field file is divided into six sections. Other than the noted exceptions, documents in each section are arranged in the file in chronological order.

The following list of documentation, sorted by file section, is representative of the important documents contained in the file. This list is not all inclusive, as the information may vary between individual offenders and their incarceration histories.

(Note: Examples provided are for correctional facility files. Probation and Parole creates and stores other documents that might not be mentioned. These documents are addressed in the Probation and Parole specific training.)

SECTION ONE: Legal

Section One contains documentation received with the offender, the documents that describe the terms of their incarceration, and all details compiled by the courts and jails prior to reception and documents that identify the offender. These include:

- Court Minutes
- Death Warrants
- Death Certificate
- Detainers
- Disposition of Personal Property
- District Attorney's Information
- Executive Leave
- Fingerprint Card
- Identification Packet
- Jail Time Statement
- Judgment and Sentence (commitment documents from which term of incarceration is calculated)
- Mandates and Opinions
- NCIC Search
- Notice of Court Cost Hearing
- Offender Identification and Re-Entry Envelope
- Order Revoking Parole/Probation
- Parole Certificate
- Pardon Certificate
- Personal Property Inventory
- Photo Packet
- Rap Sheet (OSBI, FBI)
- Reception Intake Form
- Requests for Notification
- Sheriff's Receipt
- Specialized Offender Accountability Plan
- Split Sentence Information
- Stay of Execution
- Warrants
- Writs
- Related Correspondence

SECTION TWO: Time Credits and Sentencing Information

Section Two is all about time. Time calculations begin with the term of incarceration taken from the Judgment and Sentences, minus any jail time and other credits, and is calculated monthly until discharge. Earned credits, achievement credits, etc. are deducted, while losses of earned credits due to misconduct sanctions are added on. Time calculations MUST be kept accurately, and the following documents that affect credits and sentencing will be kept in section two:

Certificate of Release
Consolidated Record Card (copy only, original in commitment folder)
Discharge Notice
Earned Credit Class Report
Escape Reports
Final Disposition Report
In-Processing & Time Calculation Audit Form
Intra-facility Assignment Form (if used to award credits)
Monthly Earned Credit Report
Rebill Form
Reporting Instructions & Acknowledgments

SECTION THREE: Assessment and Intake Information

Section Three contains documentation and information that determine an offender's security level. The specific document that lists an offender's security level is titled the "Custody Assessment Scale." The most current Custody Assessment Scale should be kept on the top of section three.

The following documentation is kept in section three:

Assessment/Facility Assignment Form
Assessment of Needs
Assessment of Protective Measure Need
Case Plan
Cell Assessment Form
Classification Audit Form
Custody Assessment Scale
District Attorney's Narrative
Family/Employment History
Facility Assignment Form
Housing Assignment Form
Initial Classification Security Assessment
Initial Custody Assessment/Facility Assignment Form
Offender Profile Screening
Interstate Investigation
Intra-Facility Assignment (used to document job changes)
Juvenile Criminal Records
LSI/ASUS
Offender Case History
Offender Accountability Plan
Physical Description

Previous Incarceration Plans
Previous Incarceration Summary
Protective Custody Review
Mediation Agreement
Reassessment of Protective Measure Need
Reception/Intake Form
Reclassification Security Assessment Form
Reintegration Assessment Referral Form
Related Correspondence
Request for Protective Measures
Separatee/Medical Flag
Test Results
Verifications

SECTION FOUR: Programs and Case Management

Section Four includes the most current Adjustment Review form which should be kept at the top of section four.

The following documentation is kept in section four:

Adjustment Review
Administrative Segregation Hearing
Case Manager Intake Summary Chronological Record
Classification Action Form
Education and Vo-Tech Information
Halfway House Screening Form
New Arrival Review
New/Arrival Adjustment Review/Earned Credit Class Review
Offender Financial Responsibility Form
Pride Contract
Program/Work Referral
Related Case Material or Correspondence
Release of Information Authorization
Request for Review of Individual Department of Corrections Record
Restrictive Housing Order
Substance Abuse Information
Visiting and Telephone Information

SECTION FIVE: Parole Considerations

Section Five contains documentation that is directly related to the parole process. These include:

Parole Ballots
Parole Matrix Assessment
Parole Program
Parole Status Report
Parole Stipulation Report

Parole Summary
Parole Waiver
Related Memos & Correspondence

SECTION SIX: Misconducts and Revocations

Section Six contains documentation that is directly related to the offender disciplinary and appeal process. These documents include:

Administrative Review Authority Correspondence
Incident Reports
Misconducts

An offender's file contains all the critical information concerning an offender's incarceration. It is important that we maintain the confidentiality of offender files. The Records Officer and Unit Case Managers maintain the offender files within an institution. Within field services the individual probation and parole officer maintains the files. It is of vital importance that offender files are secure at all times.

The dissemination of any information from an offender file should be strictly controlled. In essence, any information contained in that file is to be made available to any criminal justice agency per established guidelines.

To any non-criminal justice agency or individual you can provide the following information (this information is contained on an Oklahoma DOC Consolidated Records Card (CRC)).

Name
Register (DOC) Number
Place of Incarceration
Current Age
Race
Offense
County of Conviction
Sentence Information
Current Release Date
Program State
Institution Adjustment
Any Official Action or Due Process
Date and Time of Release

How do you seek information that is contained in an offender field file if you do not have routine access to them? Consult with the offender's case manager. You will probably have to demonstrate that you have a need for the information in order to carry out your legitimate responsibilities. You should not access confidential offender information out of curiosity or for personal reasons, as this might involve an invasion of the offender's privacy rights. An offender's case manager will be able to tell you if the information you are seeking is confidential and whether you are allowed to have access to it.

(2) CLASSIFICATION (The second of the nine essential components of security)

Proper Offender Classification is the second element of a good security program and is vital to the security of correctional facilities. A file gives you insight but may hinder you in how you look at that individual as a person.

Regular and careful review of the classification process provides an up-to-date assessment of how the offender has behaved during his/her incarceration which allows staff to make appropriate decisions concerning the risk or threat level presented by the offender, and match the offender's security level assignment to the appropriate security level facility.

Examples of how inappropriate classification can create security issues:

- Placing high security risk offenders in a minimum-security facility
- Placing opposing gang members together in the same housing unit
- Assigning informants to the same unit or facility where those who have been informed on are assigned

As you can see, each of these classification decisions can adversely affect the safety of the public, employees, and offenders.

(3) INSPECTIONS

Inspections are the third element of a good security program. Because of their importance, inspections should be done in a thorough and detailed manner to ensure the facility and all equipment is working properly.

There are two types of inspections:

- Security inspections such as locks, doors, windows, etc.
- Safety, sanitation and health inspections such as fire extinguishers, exit doors fire alarms, kitchen and dining areas, etc.

The importance of performing good security and safety inspections are self evident. While sanitation and health inspections are not considered an "official" security inspection, these issues can have a direct impact on the security of a facility. There are two immediate reasons why these types of inspections should be given high priority.

- Control of communicable diseases which are spread from person to person or through the surrounding environment. The risk of these types of issues is higher in a confined area with a high population density such as correctional facilities. The fear of disease and injury can contribute to incidents of disorder and even escape attempts.

- By maintaining high standards for the appearance of our facilities, we demonstrate responsible use of State resources with which we have been entrusted.

(4) POST ORDERS

Post orders are the fourth element of a good security program. Within the Department of Corrections there are three methods of communicating the agency's expectations to employees. Each method is developed and distributed at different levels within the organization and each plays an important role in the agency's operations.

- Departmental Policies and Procedures (OPs): These regulations are developed by the central administration, are uniform across the whole department, and every facility, unit and employee is held responsible for compliance. OPs can be accessed from the DOC web home page. At the institutional level, OPs are maintained by each facility Procedures Officer.
- Field Memoranda: These regulations are developed by each facility or work unit and explain in more detail how policy and procedures are to be implemented at that specific facility. Field Memoranda take the specific physical plant, mission, and operations of the facility into consideration. Field Memoranda are maintained by each facility's Procedures Officer.
- Post Orders are the most specific form of regulations used in the department. Post Orders are uniform procedures for performance of duties for a specific job. Post orders are maintained by each facility's Procedures Officer and a copy should be available on the post which they govern. There are three primary purposes of post orders. These are:
 - They improve communication between staff. Examples: Concerning custodial procedures and controlling of offenders.
 - They avoid duplication of employee efforts. Example: Two employees making the same inspection on the same day.
 - Post orders are uniform procedures of duties for a specific job. They should explain specifically what, how, when, and where job tasks related to that specific post are to be carried out.

It is the responsibility of each employee to locate, access, know, and understand the OPs, Field Memoranda, and Post Orders that govern their area of responsibility.

(5) FIREARMS CONTROL PLANS

Firearms control plans are the fifth element of a good security program. These plans should be known inside and out. Each facility will have its own firearms control plan. It should address the types of firearms to be used, define where and how they will be issued, carried, used, maintained, and stored. These plans should be maintained in each facility by the Procedures Officer.

(6) KEY CONTROL

Key control is the sixth element of a good security program. The need for key control never changes. There are three very good reasons for key control.

- To prevent loss
- To prevent copying
- To prevent offender possession

While the department has published uniform key control policies, each facility has the responsibility for developing and implementing a key control program. Key control logs are maintained at each control point from which keys are issued. Each key ring is marked with an identification number and with the number of keys on that particular key ring. When a key ring is checked out from the key control point, an employee should verify that the number of keys is correctly noted on the ring and whether the keys are in good condition or not. In the key control log, the employee shall note his/her name, when the keys are checked out, and when they are returned.

Each key is marked with a serial number that identifies which doors it will open. These serial numbers are maintained by the administration. Doors are not to be numbered with the serial number on the key, and employees should protect their keys from the offenders. Do not allow offenders to handle keys at any time or read the serial numbers on them.

If a key becomes broken or damaged, report it immediately. Turn in each piece of such a key to your key control officer, along with an incident report as to how the key was broken. Do not use keys as door handles or levers to open doors, as this will weaken and damage them. In one instance, a key broken off in a lock blocked a housing unit fire exit, resulting in the deaths of offenders who were unable to escape the fire in the housing unit.

Become familiar with your Key Control Policy and carry it out.

(7) COUNTS

Counts are the seventh essential component of a good security program and probably the most important. There are two criteria that must be observed while making an offender count. These are:

- See flesh
- See movement

Always make positive identification while observing flesh and movement and develop a style that works for you. But beware, offenders may discover a flaw in your style and use it against you.

There are two types of counts. These are:

- Formal (mandatory by facility and/or departmental regulations). Among these formal counts is a “standing bunk count” held the first count of each morning in order to determine if all the offenders are in good enough health to stand for count.
- Informal example: If assigned to a work crew, you would periodically, on your own, check the number and location of offenders under your supervision.

Because counts are the heart of a facility’s accountability process, every effort must be made to make accurate counts. Never be tempted to do a “paper” count. Always observe both flesh and movement of each offender under your supervision. If a mandatory count does not clear within the designated time, a recount will be necessary. This usually involves sending all offenders back from program and work areas to their housing units for a mandatory bunk count. If the recount does not clear, escape procedures will be initiated. This process is very disruptive to a facility’s operations and it is an undesirable position to have been the “trigger” of these consequences by making a mistake on a count.

(8) CONTRABAND CONTROL

The control of contraband is the eighth essential component of a good security program. Contraband in a correctional setting can cause very serious problems. There are two categories of contraband:

- Serious contraband. Drugs, weapons, escape tools and plans, alcohol, paraphernalia, keys, security equipment, and money are examples of serious contraband.
- Nuisance contraband. Basically anything not designated as allowable property that does not present the risk of serious contraband.

Nuisance contraband includes extra clothing, linens, mattresses, blankets, and other items of state issued property that offenders should not have, as well as excess magazines, papers, and craft materials. All of these items, uncontrolled, can become space and storage issues, as well as health and fire hazards.

Another source of nuisance contraband is the trash generated every day in all facilities. Boxes, packages, and shipping materials, as well as many other items considered trash can be used in a variety of ways by offenders and the offenders routinely scavenge these materials whenever possible. Over time these materials accumulate and become health and fire dangers. Prevent offenders from gaining access to nuisance materials by escorting and insuring the proper disposal of all refuse.

(9) TOOL CONTROL

Tool Control is the ninth essential component of a good security program, and this topic should be a high priority for each correctional employee as well. Many tools can be used as weapons, or used to manufacture weapons, and escape tools. While the method of tool control management depends on the security level of your facility, tool control standards are uniform across the agency. A logbook for recording the issuance and return of tools, much like that used for key issuance is utilized. Facility tool rooms are required to do inventories on a daily basis to prevent theft or loss of tools. The use of shadow boards to display tools makes discovery of missing tools easily recognizable.

There are three classes of tools. These are class A, B, and C.

- Class A type tools are ones which may be used to attempt an escape. Examples of Class A tools: Wire cutters, grinders, bolt cutters, ropes, ladders, etc. Class A tools are issued to staff members only and can only be used by offenders under immediate and direct supervision.
- Class B tools are those which are hazardous, but are not likely to be used in escape attempts. Examples of class B tools are: axes, knives, picks, shovels, hammers, screwdrivers, etc. These tools can be used by offenders under supervision.
- Class C tools are any tool which does not fall into the A and B class categories. These tools can be issued to offenders and returned after work assignments are complete.

Different colors are used on each tool in each class:

Class A - Red
Class B - Yellow
Class C - Black

If a tool becomes broken, each piece of it must be returned to the tool control officer along with an incident report explaining how the tool was broken. If a tool cannot be accounted for at the end of the day (depending on the type of tool and the facility's security level) it may be necessary to lock down the facility or work area and search for the tool until it is found. This can be very disruptive to a facility's operations, making appropriate tool control critically important.

Employees are not authorized to bring personal tools into the facility.

III. SUMMARY

During this lesson, you have learned the characteristics that define the different levels of security within correctional facilities. You have read descriptions covering the operation of the central control room (the heart of a security system) and reviewed what a non-uniformed employee's responsibilities are in making his/her facility's security program a success.

You have also seen an outline of the nine essential components of a proper security

program and had explained for you the importance of these components.

It is vital that you and all correctional employees understand that security within the correctional environment is "Job One" and that you and each and every other employee is responsible for implementing and maintaining his/her facility's security program.

Oklahoma Correctional Training Academy



Staff/Offender Relationships and Sexual Misconduct: Ethics & Professionalism in the Workplace

Academy Contact:

Terry Goodall, CTO III, Phase I Coordinator

Revised for Temp Health Care Staff
By Cheri Atkinson, October 2019

Staff/Offender Relationships and Sexual Misconduct: Ethics & Professionalism in the Workplace

1. The topics of staff and offender relationships and sexual misconduct are two issues of great national concern to correctional employees and administrators. The incidence of incorrect relationships between these groups presents a hazard to all correctional employees, their families, the facility in which they work, the entire agency, and the public.

Through completion of this lesson, you, as a new contract employee, will gain a more complete understanding of how to establish and maintain professionalism in your interactions with offenders and will identify and properly respond when offenders make improper advances.

II. INSTRUCTIONAL INPUT

The Oklahoma Department of Corrections' OP-110701 "Sexual Misconduct with Offenders" outlines the operations procedure regarding this issue. Please make sure you read and fully understand that procedure.

Oklahoma State Statute Title 21§1111 A (7) defines sexual contact between correctional employees and those they have in custody or supervise as a felony rape crime.

Events such as the \$2 million judgment in October of 1996 against a former Moore probation and parole officer for sexual harassment, or the Tulsa case in October of 1996 where a former security guard hired to supervise female offender cleanup crews was charged with the first degree rape of two of those offenders, or the DOC employee who was convicted of rape and sentenced to 10 years in prison after admitting to having a sexual relationship with an ex-offender in early 2008 have brought to light the seriousness of the situation.

Power Dependency Relationships

Power dependency relationships are those in which one's freedom to act and authority to make decisions are subject to the approval or control of another. These are personal and professional associations where one party is dependent upon another due to an imbalance in power. Courts have held that the powerful person:

- Must appreciate the significance of the imbalance in power
- Has a duty to refrain from taking advantage of the dependent party
- Is assumed to know the potential harm
- Will be viewed as "abusing power"
- May be held liable for compensatory and/or punitive damages

Examples of Power Dependency Relationships

- Parent/child – Corrections employee/offender

- Adult/child – Psychotherapist/client
- Physician/patient – Attorney/client
- Clergy/penitent – Teacher/student
- Dentist/patient – Employer/employee

Types of Sexual Exploitation in a Correctional Context

Without Touching

1. **Sexual Voyeurism**

Looking at disrobed or naked offenders to receive personal gratification, i.e. peeking, unnecessary observations, and unannounced cell and lavatory visits.

2. **Sexual Harassment**

Written, spoken, and/or non-verbal expressions having a sexual overtone, i.e. offensive greetings, “elevator” eyes, body comments, jokes and stories, sign language or gestures, following and blocking, notes and poems, groaning and whistling.

With Touching

1. **Sexual Contact**

Touching of **private areas** to offend, arouse, or sexually gratify the offender, i.e. kissing, hugging and holding, touching and contouring, brushing and bumping, patting and stroking, or massages.

2. **Sexual Abuse**

Subjecting another person to sexual activity with or without their consent, i.e. intercourse, sodomy, sex with instruments.

The Setting for Exploitation

The correctional environment offers distance, seclusion, isolation, and stress which make it possible for those who would act on their desire to sexually exploit others. The legal assumption of the “parent–child relationship” between employees and offenders within the institutional environment presumes that employees will act in a responsible manner. Factors that make it possible for sexual misconduct include:

- Degree of Isolation:** The correctional environment is designed to physically isolate offenders.
- Psychological Seclusion:** The physical isolation may contribute to a sense of psychological isolation.
- Distant Supervision:** The lack of continuous oversight provides opportunity for

those who would exploit others.

- D. **Stress**: The stress inherent in correctional environments may also contribute to the breakdown that allows some employees to sexually exploit offenders.

Consequences of Misconduct

The consequences for **sexual exploitation** vary from ostracism to criminal charges. The range of sanctions includes such responses as the following:

Administrative (The Agency)

1. **Court administration** – The court can decide to maintain oversight to ensure such behavior is not repeated.
2. **Facility closure or re-staffing** – The court can close the facility, or the agency might decide to re-staff the facility to convince the court not to close the facility.
3. **Policy and procedure revisions** – The agency could rewrite policies and procedures to ensure that employees fully understand expectations and sanctions.
4. **Clarification of corrections' mission** – The agency could examine its mission to determine whether it needs to be strengthened in order to clearly establish a vision that is compatible with its policies, procedures, and other expectations about the treatment of offenders.

Individual

1. **Criminal** Liability – Oklahoma State Statute Title 21§1111 A (7) defines sexual contact between correctional employees and those they have in custody or supervise as a felony rape crime.
2. **Civil** liability (\$) – The offender or the offender's family could sue the employee for civil damages.

Possible Causes for Damages

- Ambivalence and guilt
 - Emptiness and isolation
 - Sexual confusion
 - Impaired ability to trust
 - Identity and role reversal
 - Emotional liability and dyscontrol
 - Suppressed rage
 - Increased suicidal risk
 - Cognitive dysfunction
3. **Familial** problems – Trust, etc.

4. **Personnel** action - The Oklahoma Department of Corrections' OP-110701 "Sexual Misconduct with Offenders" outlines the operations procedure regarding this issue. Please make sure you read and fully understand the policy. Sanctions may include:
Corrective supervision actions – **Reprimand** or **Suspension**
Transfer – Move to another facility away from where the misconduct occurred
Termination – Loss of one's job
5. Peer **Disapproval** – Ostracism
6. Offender/Offender disapproval – Effectiveness compromised

Staff-Offender Communication

Communication "Do's"

- Be fair, firm, and **impartial**
- Be polite (business-like), not friendly
- Be strict and **consistent** about rules
- Follow through on **requests**
- Be a good **listener** (not a talker)

Communication "Don'ts"

- Do not resort to "**offender**" language
- Do not discuss personal matters
- Do not discuss other **staff** or **offenders**
- Do not promise confidence or **secrecy**

Offender – Staff Characteristics

Primary Causes for Inappropriate Relationships and Sexual Misconduct

From an administrative standpoint, the primary reasons that some employees commit sexual misconduct are:

1. Staff **Selection** – The selection process fails to weed out potential violators.
2. Inadequate **Training** – The training curriculum fails to cover or emphasize the issue.
3. Un-emphasized **Mission Statement** – The mission statement is not emphasized or the statement fails to emphasize appropriate behavior.
4. Poor **Supervision** – Supervisory staff may fail to emphasize appropriate behavior, model inappropriate behavior, or neglect to address inappropriate behavior.
5. Unclear, Un-enforced **Policy** – See above

6. Toxic **Management** – See above

Secondary Causes

Additional reasons why some staff members knowingly or unknowingly resort to sexual misconduct are as follows:

1. Personal **Problems** – An employee who has personal problems may resort to finding acceptance or consolation through the development of a personal relationship with an offender.
2. Lack of Professional **Recognition** – An employee who feels his or her efforts have not been adequately recognized may seek recognition from an offender.
3. Conflict with **Management** – An employee who is in conflict with management may feel isolated and decide to reach out to an offender for reassurance.
4. Exclusion from Team **Membership** – An employee who feels isolated, perhaps even ostracized, might look to an offender for companionship.
5. Offender **Character** – Some offenders are apt to notice staff that are isolated or upset and step in to exploit those employee's situations for personal gain.
6. Offender **Incentives** – Offenders look at every situation available to them to see if there is a way to gain an advantage, a privilege, or pass on their behavior. The biggest gains are derived from having a staff person who has been compromised to help them in some manner that is in violation of policies and procedures, i.e. bringing in contraband, turning a back on behavior that is in violation of operations procedures, or providing other services at the demand of the offender. Other reasons that offenders might submit to sexual exploitation include:
 - Status in population
 - Blackmail for **money** or drugs
 - Protection from other **offenders**
 - Protection from **staff**
 - **Thrill** (fun) seeking
 - Desire for sex
 - Need for **intimacy**

Characteristics

Offenders who are apt to get involved in sexual misconduct with employees display certain characteristics that can help employees to identify their intent. Those characteristics include:

1. **Appear Different from Other Offenders** – Their manner of dress, demeanor, and general deportment may suggest that they are conscientious about being perceived in a positive light by employees. It may suggest that they are

different/better than other offenders or more like the employees than other offenders.

2. **Good Social Skills** – Offenders prone to such behavior tend to have better social skills than the average offender does. They use their skills to their advantage in trying to get closer to employees than is appropriate.
3. **Perceptive and Sensitive Façade** – These offenders will put up a façade that portrays them as sensitive and caring, willing to listen, and help employees who share information that is troubling them.
4. **High Achieving** – Offenders who appear to be high achievers may be using their achievements to lull employees into believing that they are committed to making positive changes in their lives and are, therefore, deserving of the employee's respect and confidence.
5. **Not a Behavior Problem** – Offenders who do not pose problems for staff could use their compliant behavior to convince vulnerable employees that they are worthy of being extended special, trustworthy status.
6. **Subdued Appearance** – Offenders who exhibit passive or subdued behaviors may appear to be or more in need of employee assistance than the average offender does. Employees at risk may cross the line by engaging in behaviors that constitute sexual misconduct with such offenders.
7. **Substance Abuse History** – Offenders that have a history of substance abuse are prone to using their charm or other social/behavioral skills to exploit employees who are at risk of engaging in sexual misconduct.

Employees who engage in sexual misconduct fall within two broad categories – the hunters and the hunted.

Hunters – Staff that pursue

Character flawed

- Narcissistic – Extremely self-centered, incapable of meaningful relationships
- Seek out relationships only to fulfill personal needs and desires
- Sexually unfulfilled
- Liberal correctional philosophy
- Angry with administration
- Morally less conforming
- Kept appearance
- Use of substances

Naughty or Bawdy Employee

- Frustration with administration
- Detached from peers

- Feel under-valued
- Relationship problems
- Dissatisfied with life circumstances
- Financially strained

Hunted – Staff that is pursued

Personally Distressed – Two Types

1. The “Hunted”
 - Suffering from low self-esteem
 - Relationship problems
 - Romantic fantasy
 - Job performance problems
 - Pent anger
 - Withdrawn from other employees
 - Anxious and/or depressed

2. Rescuers
 - Fulfilling a moral mission
 - Naïve
 - Gullible
 - Friendly and disclosing
 - Develop a romantic interest
 - Personally distressed

The Dangerous Dozen

Listed below are some examples of behaviors that should serve as warnings that one's actions have or are about to cross over the line from professional behavior to illicit behavior. They are “The Dangerous Dozen.”

1. Looking forward to seeing a particular offender when you come to work.
2. Doing things with an offender you would not want your family or supervisor to know about.
3. Being reluctant to have a co-worker observe your behavior for an entire day.
4. Talking about personal matters with offenders.
5. Asking an offender to do personal favors for you.
6. Receiving personal advice from an offender.
7. Saying anything to an offender you would not want tape-recorded.
8. Having fantasies of touching an offender.

9. Believing that you have the right to touch an offender wherever and whenever you want.
10. Looking forward to sharing good or bad news with a particular offender.
11. Thinking offenders are not allowed to say no to you, no matter what you ask.
12. Allowing offenders to talk about sexual experiences or sexual fantasies or tell sexual jokes in your presence.

If you engage in one or more of these behaviors, **you are at risk** for developing an inappropriate relationship with an offender. Discuss the situation with the CHSA or a supervisor.

DO NOT RISK YOUR CAREER!

III. SUMMARY

The purpose of this lesson was to make you aware of one of the most dangerous and devastating career derailments in the corrections profession. Some of you may be thinking that you would never get involved in a relationship with an offender, and let's hope that you never do. Nevertheless, the truth is, it happens more frequently than perhaps we realize. Ideally, it should not ever happen. Please consider the information presented in this lesson and compare it with your own professional life to protect yourself against this serious mistake.

Oklahoma Correctional Training Academy



Suicide Prevention and Intervention

Academy Contact:

Terry Goodall, CTO III, Phase I Coordinator

Revised for Temp Health Care Staff
By Cheri Atkinson, October 2019

Suicide Prevention and Intervention

I. Suicide prevention and intervention strategies are critical components of an effective correctional system. Offender suicide is one of the three most serious events that can occur in a correctional facility, ranked just behind prison riots and offender-on-staff assaults. According to the Bureau of Justice, suicide is the third leading cause of death in prison, the second is natural cause, and the number one cause is death directly related to AIDS.

Professional standards for the employees of the Oklahoma Department of Corrections mandate that all correctional personnel are obligated to serve and protect the public, employees, and offenders. One measure of our dedication to protecting the offenders in our care is the priority we place on accomplishing the critical task of preventing offender suicides.

II. INSTRUCTIONAL INPUT

The Impact of Suicide on the Correctional System

In addition to the moral and ethical issues involved, two significant reasons for addressing suicidal behavior more aggressively are:

- Increasing civil liability
- Increasing public awareness of and expectations for what constitutes good correctional practice

As correctional law becomes more defined, correctional administrators are becoming more proactive managers in terms of documenting their problems, developing/implementing adequate policies and procedures, and creating effective training programs. Those who fail to do so will assuredly become more at risk for civil liability.

One court ruled that in order to succeed in litigation, a plaintiff must show the correctional agency as **negligent** in one or more of the following areas:

- Staff training
- Proper supervision of staff
- Appropriate hiring or retention of staff
- In the area of training, successful litigation issues against correctional departments have been:
 - Identification of specific training **not** provided that could reasonably be expected to prevent the suicide that occurred.
 - Demonstration that the risk reduction associated with the proposed training is so great and so obvious that the failure of those responsible for the content and delivery of the training program can reasonably be attributed to a deliberate indifference to whether (the offender) succeeded in committing suicide.

Courts have also held that correctional departments have obligations and responsibilities to the suicidal individual. Basically, correctional staff must:

1. **IDENTIFY** – the victim as suicidal and take proper preventive measures. This is particularly important during intake screening.
2. **MONITOR** – the victim who is identified as suicidal while at the facility. Ensure they do not have any property which can be used to accomplish suicide.
3. **RESPOND** – to a suicide once it is detected. Even when the offender appears to be dead, efforts to revive him/her must begin immediately; although security concerns may require a brief delay.

The purpose of this training is to enable you to effectively identify, manage and facilitate treatment of the potentially suicidal offender and prevent the loss of human life.

Suicide is one of the most serious acts attempted or carried out in a correctional environment. Aside from the grief that offender suicides cause both family and friends, suicides generate a great deal of public concern which results in higher expectations and standards for the treatment of this issue.

Many factors thought to be associated with suicide are difficult to measure. Therefore, the successful identification of potentially suicidal offenders depends both on our knowledge of factors associated with suicide and our sensitivity to the offender's mental status.

While we cannot predict with any significant accuracy those who will be successful in committing suicide, experience has clearly demonstrated that most prison suicides can be prevented. With capable staff and sufficient orientation and training, we can prevent most suicides and avoid their serious repercussions.

First, we will examine some of the general attitudes and beliefs our society holds about suicide and individuals who attempt or commit suicide.

In our society, suicide is a misunderstood subject. In general, people find suicide to be a depressing topic and those with certain opinions or religious beliefs might even consider it to be taboo.

Common Myths about Suicide

- If you talk about suicide with a suicidal person, they are more likely to commit suicide.

FALSE: Actually, the opposite is generally true.

- It is not possible to identify individuals who are considering suicide.

FALSE: Studies consistently show that a majority of suicide victims have made their intentions known to someone before the attempt.

- If a person's suicidal threats or gestures are ignored, the chance of the person completing suicide increases.

TRUE: Suicidal gestures and threats may be the person's way of asking for help.

- Suicidal tendencies are inherited.

FALSE: Research does not indicate a genetic inclination toward suicide, but there are patterns of suicide within families.

- Suicide rates increase when the weather is depressing.

TRUE: Suicide rates are slightly higher during weather patterns one would normally describe as depressing.

- Most suicides occur at night.

TRUE: Darkness provides privacy. Most routine functions decrease or cease at night and the suicidal person has fewer distractions to occupy their thoughts.

- Suicide may be viewed as the only option when a person is faced with serious life problems.

TRUE: The judgment of a person overwhelmed by serious life problems is often impaired.

- One important predictor of suicide is a history of previous suicide attempts.

TRUE: This is one of the strongest predictors of completed suicides.

- More women than men **attempt** suicide.

TRUE: Women are about three times more likely to **attempt** suicide than men; but men have more **completed** suicides than women.

- Correctional officers and support staff need not be trained in suicide prevention. Mental health and medical staff are already doing all that is necessary to prevent suicides.

FALSE: Correctional officers and some support staff are at the facility 24 hours a day and tend to be more aware of changes in offenders' daily habits and moods.

The task of suicide prevention is enormous. Correctional personnel need to be on alert for offenders who may become suicidal.

The Suicide Continuum

There are three necessary conditions that must exist in order for a suicidal event to occur:

- Sufficient psychological pain
- The wish to die is greater than the wish to live
- A self-injury method is available

This is most commonly referred to as the “suicide prevention triangle” or SPT. Suicidal behavior runs on a continuum--a long process during which suicidal persons try various ways to reduce their emotional pain. They have contradictory desires to live and to die and the balance between the two shifts back and forth.

Individuals usually attempt suicide to block unbearable emotional pain, which may be caused by a variety of problems. In the majority of cases, suicidal persons would choose differently provided they were not in great distress and able to evaluate their options objectively.

It is often said that suicide is a “permanent solution to a temporary problem.” However, we should understand that a suicidal person may have come to believe that it is the only solution to their problems.

Suicide Statistics

- Annually in the United States, there are 30,000 to 50,000 suicides and approximately 500,000 suicide attempts. At any one time, 5 million people will have attempted suicide. It is important to remember that 1 out of every 10 persons (10%) who have attempted suicide will succeed within ten years.
- As age increases so does the rate of suicide. Successful suicide rates increase significantly for women after the age of 30; and also reach a peak at the age of 60-70 for men.
- There has been an alarming increase in adolescent suicide. Suicide is currently the third highest cause of death for teenagers.
- Suicide rates are lower for married couples than divorced couples. The highest suicide rates are among those who are single or widowed.
- Women attempt suicide three times more often than men; yet men succeed more often because they generally use more direct and/or lethal methods.
- Holidays, weekends, spring, and fall are the most frequent times for suicide.

- Many suicides occur within 72 hours of a sudden negative experience, or within a 3 month period afterward.
- Men most frequently use firearms in suicides; with hanging being the second most common method.
- Firearms are most frequently used in suicides by women.
- In prison, the most frequently used suicide methods are hanging, cutting, and drug overdose.
- The suicide rate is highest among Native Americans and Caucasians with African-Americans having the lowest suicide rate.
- Hungary has the highest suicide rate in the world; while Egypt and Jordan have the lowest.
- The United States' suicide rate falls midway between the highest and the lowest of all countries.

Prisoner Suicide Profile

The following characteristics typify the average prison suicide:

- Male
- Caucasian
- Method – hanging
- Occurs in a segregation cell or in a mental health seclusion cell
- Occurs during the 5-hour period between 12:00 a.m. and 5:00 a.m.
- Committed by an offender with a history of mental health problems and a history of at least one previous attempt.
- Occurs slightly more often during January/February and slightly less during the last half of the year.

Offender Suicides in the Oklahoma Department of Corrections

The typical suicide for an incarcerated ODOC offender is similar to the national profile listed above. As statistics indicate females are becoming more violent, it is predicted they will also be more likely to commit suicide in the future.

Definitions

Self-injurious and suicidal behaviors can be divided into 5 categories:

- self-injury
- suicidal threat
- suicidal gesture
- suicide attempt
- suicide

Self-Injury

Self-injury is an act of deliberate harm to one's own body with no intention that it will lead to death.

Some forms of socially unaccepted self-injury include: cutting, burning of the skin, banging of the head or limbs, picking wounds and chewing fingers (not fingernails). Usually the lethality (potential for death) of self-injury is low and the person who self-injures wants relief from tension and/or attention from others.

In a prison environment, self-injury may be intentionally manipulative in order to change the environment or to gain something.

The offender may have needs that are not being met and the only way they know how to communicate this need is through self-injury.

Not all self-injury in prison is intentionally manipulative.

Developmentally or cognitively disabled offenders may self-injure out of frustration or inability to cope with the stress of prison life. Poor impulse control contributes to these behaviors.

Offenders with psychotic disorders may self-injure in response to command hallucinations or delusions.

Offenders with personality disorders may self-injure due to a poor tolerance for anxiety, emotional arousal, or inability to appropriately focus anger outwardly.

Suicidal Threat

A suicidal threat is a direct or indirect verbal threat to commit a potentially suicidal act.

Suicidal threats usually occur before an overt suicidal gesture or attempt.

A direct verbal threat is an indication of ambivalence about life and represents the hope that someone will come to the rescue. An indirect threat may take the form of statements such as, "Will you remember me when I'm gone?" or "Take care of my family."

There are also behavioral indicators such as giving away personal property; sudden, marked change in behavior or speech; or destruction of property.

Suicidal Gesture

A suicidal gesture is a self-injury, usually of moderate or high lethality.

It is directed toward the goal of receiving attention or influencing another's behavior. Use of this term is questionable as it implies that the suicidal gesture is only attention-seeking behavior and should not be taken seriously. This is **not** true. All suicidal behavior **is** serious and some suicidal gestures do result in death.

Suicide Attempt

A suicide attempt is a self-directed action taken by the individual that will lead to death if not interrupted. Suicide attempts usually involve a method of high lethality (those very likely to cause death).

Suicide

Suicide is the act of taking one's own life voluntarily and with intent. Suicide is a conscious, intentional act. The term "conscious" implies that there is always an element of awareness and intent in suicide.

The goal of suicide is death of self. Thus suicide becomes the act of stopping or ceasing personal consciousness. This definition of suicide has an adaptive and self-serving function in the mind of the suicidal person. It is seen as the only viable solution to the internal and external forces at work in the ego/mind of the suicidal person.

Assessment of Lethality Potential

When assessing suicidal behavior, the emphasis is the potential lethality of the method which is threatened or used. Emphasis is also placed on whether the person has a definite plan and the means to carry out that plan.

Outside of prison, firearms are the most frequently used of the high lethality methods.

In prisons, hanging is usually considered the method of highest lethality; as it is the method used in more than 90 percent of all prison suicides. Medication overdose is of second highest lethality.

In general, cutting and swallowing foreign objects are considered low lethality methods; however, this may depend on where and how deep the cuts are made or what objects are swallowed.

Predisposing Stressors

Predisposing stressors include personal, situational, and environmental factors. These can contribute to a potentially higher suicide rate.

Environmental Issues

- The authoritarian environment –
Offenders must adjust to authority and regimentation. Persons not used to being regimented can encounter traumatic difficulty in the prison setting.
- No apparent control over the future including fear and uncertainty –
Offenders often experience feelings of hopelessness and helplessness. They may feel powerless and overwhelmed.
- Isolation –
Offenders are no longer able to be with their family, friends, and community that were part of their former life.
- Dehumanizing aspects of incarceration –
Many of the factors of incarceration have a devastating effect on offenders. These factors include a lack of privacy, association with acting-out individuals, inability to make their own choices in the regulation of their lives, strange noises and odors, and overcrowding.
- Insensitivity of employees –
Over time many correctional staff become insensitive to the emotional effects of arrest and incarceration on offenders – especially young, first time offenders.
- Misconceptions of prison life –
First time offenders may arrive at prison with fears of prison life based on stereotypes seen on television and in movies. Their fears may also be based on the nature of their crime or the notoriety from their trial.
- Routine victimization –
Day to day events such as assaults, threats, robbery, theft, verbal abuse, and exclusion are issues inherent in incarceration. These events contribute significantly to the crises faced by offenders.

Personal Factors

Personal factors are the offender's internal stress forces making him/her more vulnerable to suicide:

- Impulsiveness
- Prior suicide history
- History of alcohol/drug abuse
- History of mental illness
- Severe guilt or shame over crime or other personal behavior
- Current mental illness
- Recent suicide attempt(s)
- Terminal illness or chronically poor health
- Hopelessness/Helplessness

The more upset and disturbed an offender is, the greater the degree of suicide risk.

Historical Factors

- History of self-destructive behavior
- History of close personal contact with suicidal individuals
- Fascination with suicide

Situational Factors

Situational factors are the external forces that influence an offender toward suicidal behavior. The greater number of situational factors present in an offender's behavior the more likely suicidal behavior is to occur. For example:

- First time arrest or insignificant arrest history
- Poor institutional adjustment
- Being under the influence of alcohol/drugs upon admission or prior experience with the pain and suffering of alcohol/drug withdrawal and reluctance to undergo this ordeal again.

Also, loss of stabilizing resources serve as situational factors, such as:

- Loved ones/peers
- Recent job loss or failure
- Loss of home
- Financial loss
- Rejection by loved ones/peers
- Loss of status
- Incarceration for heinous or revolting crime
- Same-sex rape or threat of it, or victim of same sex rape at previous institution or during a previous incarceration
- Harsh condemning or rejecting attitudes of correctional staff and mental health staff
- Long sentence in a correctional facility perceived to have poor conditions and/or quality of life
- Prior suicide by close family member or loved one
- Juvenile (anyone under 18, whether waived to adult court or not)
- Prior suicide attempt at another institution, in jail, or in the community prior to incarceration

Warning Signs of Suicidal Behavior

An offender shall be considered a suicide risk when the offender's behavior or statements appear to have intent or the definite potential of leading to sufficient physical self-inflicted injury or death. A common statement concerning suicide is that a person who is going to commit suicide will do it; regardless of attempts to stop them. However,

the wish to die is counterbalanced by the will to live. Some are successful while others are not.

Most suicidal people give warning signs in the hope that they will be rescued because they are intent on stopping their emotional pain, not on dying. Correctional staff should know these signs and symptoms so they can help a suicidal person get treatment.

Important Note: Verbal references or threats of suicide demand an **immediate response and intervention**. Observe whether the offender appears in crisis. Obtain information from other correctional staff, relatives, or friends of the offender that may assist in assessing the degree of intent or distress.

Signs to Watch For

Significant Depression

Do not confuse depression with occasionally feeling sad or down. A depressed person constantly feels sad or down. A suicidal individual will express the following signs/symptoms with respect to:

Mood

- Extreme sadness (a doom or gloom perspective)
- Hopelessness
- Anxiety
- Mood variations, particularly a state of euphoria coming immediately after a period of agitation or depression
- Feelings of guilt or remorse; for example, those offenders who have committed particularly heinous crimes or ex-law enforcement officers
- Feelings of shame; or the belief that the offender is a bad person
- Withdrawal or silence
- Downcast physical appearance
- Lethargy (Sluggish and in a stupor-like state)

Thoughts

- Feeling unable to continue
- Loss of interest in activities, people, and appearance
- Pessimism toward the future
- Pre-occupied with the past
- Excessive self-blame
- Low self-esteem
- Difficulty in thinking or concentrating

Physical and Behavioral Signs

- Loss or increase in appetite/weight
- Sleep problems (too little or too much)
- Tenseness

- Writing or leaving suicide notes
- Neglect of personal appearance
- Excessive crying
- Discarding or giving away personal effects
- Social/ interpersonal withdrawal

Verbal Signs

- Expression of self blame, low self esteem, deep guilt, or shame
- Pessimistic comments about future
- Expression of an inability to go on
- Unrealistic talk about getting out
- Talk about suicide or death
- Ruminative talk about the past

Psychosis

Psychosis refers to the presence of delusions (false beliefs) or hallucinations. The presence of a psychotic disorder such as schizophrenia may indicate that the offender presents a suicide risk. During a psychotic episode, the offender may experience “command hallucinations” which could represent authoritative voices that order or instruct the individual to perform some behavior such as engaging in self-harm.

Agitation

Suicide is often preceded by unusual agitation followed by a period of calm. Although agitation ordinarily exists in a correctional facility, unusual agitation is a concern in suicide prevention. This unusual agitation can be:

- A high level of tenseness
- A high level of anxiety or panic
- Strong emotions, such as guilt, rage, suspicion, anger, or revenge
- Seen in individuals who are diagnosed with Bipolar Disorder

Anxiety

Anxiety disorders are illnesses that fill people’s lives with overwhelming anxiety and fears that are chronic, unrelenting, and can grow progressively worse. Anxiety disorders are the most common mental illnesses in the United States today.

Intoxication

Suicide risk may increase when the offender is under the influence of drugs or alcohol. Suicide may be contemplated during the process of drug or alcohol withdrawal as the process is physically and emotionally uncomfortable. Withdrawal may be intensified in a prison setting as the offender may not have access to stress management approaches available prior to confinement such as smoking or recreational activities.

Impulsive Behavior

Many offenders behave impulsively, often doing things “on the spur of the moment.” Such behavior is driven by immediate thoughts and feelings without consideration of the consequences. If a history of impulsive behavior is present, it may:

- Suggest a tendency to be more involved in internal thoughts
- Lessen the chance for distraction from the attempt

Decreased Staff Supervision

Higher suicide risk occurs during a period of time when there is less staff supervision, such as on weekends, nights, and holidays, or when there are fewer programs and activities available.

Bad News

Bad news of any kind can greatly disturb an offender. You should be aware of offenders experiencing a crisis such as receipt of a “Dear John” rejection letter, separation or divorce proceedings, restraining orders from returning home, loss of job, foreclosure, death, or lack of visitors.

Personal Anniversaries

These are dates that have extreme significance to the offender such as wedding anniversaries, loss of significant others, date sentence, date crime committed, or birthdays. Such times may cause the offender to experience emotional distress and feelings of separation from others.

Correctional Status Changes or Reviews

An offender may become overwhelmed during housing changes as reflected from moving from minimum to medium security or from a single/double cell to general population. Offenders may also be overwhelmed by a move from a cell to an open dormitory situation. In addition, emotional distress may be experienced upon learning of a negative parole decision or denial of placement in lower security facility.

Managing and Preventing Suicide in Corrections

If your job involves direct contact with and/or supervision of offenders, you must become knowledgeable of procedures outlined in **OP-140129** entitled, “Suicide Prevention Program.” The materials presented below are for purposes of understanding basic concepts for suicide prevention, not as a substitute for a thorough knowledge of official policy and procedure.

Speaking with Suicidal Offenders

Speak to the offender in a calm, matter-of-fact manner. Listen closely and be sensitive to the thoughts and feelings expressed. **Never** demean or respond jokingly to suicidal expressions. Directly question the offender about suicidal thinking. Determine if the

offender has made prior suicide attempts. Past behavior is the best predictor of future behavior. If there have been prior suicide attempts, there is increased risk.

Determine if the offender has a specific plan to accomplish suicide. If the offender has a suicide plan and the means to affect the plan, there is increased risk. Ask questions such as:

"Have you ever thought about taking your own life?"

"If so, how would you do it?"

"When would you do it"?

"Where would you try to commit suicide"?

When talking to a suicidal offender, it is important to develop as much empathy as possible for the situation. Try to understand the offender's point of view as much as possible.

- Use a non-threatening manner.
- Do not be judgmental.
- Be as natural as possible.
- Accept the possibility that the person is suicidal.
- Keep calm.
- Do not make statements such as, "This is stupid!" "What are people going to say?"
- Talk freely about it. Encourage the person to verbalize their suicide plans.
- Open lines of communication by encouraging the person to reveal their personal feelings.
- Give honest responses. Tell the person that you do not have all the answers, but that you are willing to help find the answers with the person.
- The more time spent with the person, the more time he/she has to explore other choices.

Remember: Positive contact with a suicidal person often prevents the suicide from happening.

Identification and Referral of Offenders at Risk for Suicide

When offenders are sentenced to incarceration in the Oklahoma Department of Corrections, they go through an initial screening at Lexington Assessment and Reception Center as outlined in **OP-140201**:

- 1) After reception, if behavior is observed that would lead staff to believe that an offender may be suicidal they should immediately notify the supervisor and health care professional.
- 2) A staff member shall remain with the suspected suicidal offender and will continually observe the offender until a decision has been made about the plan of intervention and assessment.
- 3) A member of the Suicide Intervention Team will be notified by the shift supervisor and will remain with the offender until the QMHP (Qualified Mental Health

Professional) or mental health authority evaluates the situation and makes a recommendation for intervention.

- 4) In acute, emergency situations, with possible imminent danger of self-harm, a designated shift supervisor or health care professional trained in suicide-risk assessment may order a suicide watch with an offender or staff monitor until the first available scheduled QMHP can perform an in-person evaluation of the need for continuation of the suicide prevention procedures. The facility head will ensure that every shift has a person trained annually in suicide prevention curriculum approved by the CMHO (Certified Mental Health Official).
- 5) Suicide watch procedures will be implemented for the following reasons:
 - An offender engages in behavior that is likely to cause physical harm to him or herself
 - An offender makes suicidal gestures or threats
 - An attempt to commit suicide is made
 - Results of the "Prison Suicide Risk Assessment Checklist" indicate a need
 - Following evaluation by a QMHP, a mentally ill offender may be referred to a Mental Health Unit (MHU) or the Intermediate Care Housing Units for in-patient treatment if necessary. Referrals to these units must be made in accordance with **OP-140127** entitled, " Mental Health, Intermediate Care Housing Units and Habilitation Programs

Handling Suicide Attempts or Statements Believed to be Manipulative

Up to this point, we have focused on the premise that persons who display warning signs or make suicidal statements are truly suicidal. However, this is not true of all offenders who make suicide statements or attempts in prison.

Some offenders who engage in suicide attempts or statements display this behavior to manipulate staff to obtain something desirable. The behavior may be aimed at getting a transfer, avoiding another offender, or hoping to be placed in a mental health facility.

The key element in handling these cases is to remember: All suicide threats or gestures must be taken seriously and handled appropriately.

Difficulties arise when trying to categorize offenders as "manipulators." It is difficult to make the distinction between manipulative suicide threats or gestures and actual suicidal intent. Additionally, offenders who are being manipulative and do not intend to commit suicide may accidentally do so or seriously injure themselves.

If a "manipulative" offender speaks of suicide, makes suicide "gestures," or displays elements previously outlined as essential risk factors, the procedure is to consider the offender as a suicide risk.

Suicide prevention measures should be followed and the facility mental health authority or QMHP immediately notified.

Behavior management techniques and a plan for handling the behavior problem can be implemented by mental health staff to ensure the offender's safety and discourage further manipulative behavior.

Correctional personnel should take all suicide threats and behavior seriously, even if it is suspected that the offender is a “manipulator.” Suicide prevention procedures are to be followed with all offenders in a consistent manner. Nevertheless, this approach does not rule out taking other measures to minimize successful manipulation attempts.

Responses to Suicide Threats or Actual Suicide Attempts

Take precautions when dealing with a suicidal offender. Although your first instinct may be to rush in and make an immediate rescue, such actions could lead to your injury or death.

A Suicidal Offender is Unpredictable and May Become Violent

You should protect yourself and others:

- 1) Call for assistance
- 2) Survey the scene for safety
- 3) If the area is safe, enter the scene

Contain the Situation

- 1) Lock the area down, if possible
- 2) Move other offenders from the area
- 3) Limit the suicidal offender's movement to within a manageable area

Remove the Source of Danger

- As soon as it is possible, and only when safe to do so.

Contact Central Control or have others alert Central Control. You should identify the location, situation, and who you are.

Notify, or have others notify, your supervisor.

If force is necessary, follow the guidelines set forth in **OP-050108** entitled, "Use of Force and Reportable Incidence." Also follow procedures outlined in **OP-140129** entitled, "Suicide Prevention Program."

Cell Search

The offender's cell must be shaken down and items that could be used as a weapon removed. Care should be taken regarding clothing, belts, shoe strings, sheets, etc.

Referral for Treatment by Mental Health Services

If mental health staff members are present on the facility, an immediate referral should be made for an assessment.

Transfer or Cell Change

If determined to be necessary by proper medical or mental health authority, the offender will be transferred to an observation cell and placed on suicide watch.

Documentation of a Suicide Related Incident

Document the event in detail. Documentation is important for safety, medical, and legal purposes. Use specific and concrete language including all essential facts and events in the order they occurred.

Information that should be checked by medical or mental health personnel and included in their reports:

- Previous attempts
- Medication
- Other contributing medical problems

Rescuing a Hanging Victim

Hanging is the most frequent method used in offender suicide attempts. You should perform the following steps when responding to a hanging victim:

- Summon assistance - alert Central Control by the quickest available means.
- Identify your location, situation, and your name (even if you think the person you are talking to should know – give them this information).
- Request backup support and medical assistance.
- Central Control will notify Health Services.
- If the scene is safe for you to enter, lift the victim upward to release pressure on the ligature (noose).
- Lifting upward relieves strangulation, although the actual cause of death is often a neck fracture (which may occur when cutting the victim down). Try to have the proper amount of assistance available to get the person down. This may prevent fracture to the neck. Remember: Brain damage can occur within 4 minutes and death in 5 to 6 minutes from the start of the hanging.
- Use a cutting tool to cut the hanging device in a location above the knot.
- Use appropriate first aid measures as needed.

- If the victim is conscious, talk to him/her. When you do, be honest and sincere. Do not make rash promises, offer false hopes, or try to frighten by threats. Distressed persons are very sensitive regarding insincerity, broken trust, or the rejection implied in threats.
- Always treat the suicide attempt as genuine until there is clear evidence to the contrary.

Despite legitimate prevention efforts, there may be occasions when an unsuccessful or successful suicide attempt occurs. When such an incident occurs, the critical principle is the preservation of life. This takes precedence over the preservation of a crime scene.

Consider safety risk factors for staff in facilities with high security levels or in high security units. Any delay in response for security reasons must be detailed in the incident report.

Strategies for Counseling Offenders at Risk for Suicide

In addition to the techniques discussed in the section for speaking with suicidal offenders, some useful strategies for intervention are listed below:

- Examine alternatives.
- Assist in exploring the choices available to the offender at that time.
- Facilitate a search for immediate situational support, coping mechanisms, and positive thinking.
- Determine if there are things they can do to help the situation.
- Determine if there are any other persons available that can be of assistance to them.
- Determine what other help is available. Focus on their strengths.
- Help them explore their options, i.e.,

"What have you done in the past to survive these types of problems and come out safe?"

"Is there anyone that you could contact that will support you during this difficulty?"

Intervention Plan

When counseling with an offender that does not present an imminent danger to him/herself, assist in developing a short term intervention plan to:

- Identify additional persons or groups that may be contacted for immediate support.
- Provide coping mechanisms; i.e., something concrete and positive for the person to do. Break it down into definite action steps the person can understand; for example, a variety of psychomotor activities may be considered including running, daily walking, reading, dance classes, etc. These should be activities in which the person has expressed an interest.

Obtaining a Commitment

- Help the person commit him/herself to the plan of action by getting a commitment indicating they are willing to follow the plan, seek further help, and will not harm themselves in the meantime.
- Ask the person to verbally summarize the plan and make a verbal contract to adhere to the agreed course of action. Remember: Follow-up and monitoring are essential.

Documentation of the Event

In a correctional setting, as in any organizational system, documentation of critical events is essential for effective communication, maintaining medical and legal records, and for allowing others to review the event. With respect to suicidal offenders, proper documentation is imperative. Adequate documentation may protect the department against legal action and assist in the revision of policy for managing suicidal offenders.

Re-entry of Offenders with Suicidal Tendencies/Histories

Offenders with suicidal tendencies, or with a history of suicide attempts, should not only be afforded appropriate mental health treatment during their incarceration, special care should be taken to prepare the offender for re-entry into society. As an offender nears release, mental health care providers and case managers should coordinate with outside mental health service providers, and related public agencies to insure the offender has a support system in place before release. If the offender is released to parole, the offender's Parole Officer should be included in planning for the offender's release and transition to supervision in the community.

Currently DOC has several Discharge Planning Coordinators from the Oklahoma Department of Mental Health and Substance Abuse Services (ODMHSAS) placed with DOC facilities to facilitate the re-entry process. Offenders are referred to community resources for re-entry support. These resources span a wide range from very basic to intensive and comprehensive and include psychotherapy, day treatment, inpatient and outpatient services, medication management, vocational rehab, adult education, housing, transportation, and medical care among others.

III. SUMMARY

As correctional professionals, it is our duty to treat each suicidal offender with concern and be responsive to their needs. Correctional personnel are obligated by standards set forth by the Oklahoma Department of Corrections, and the American Correctional Association to identify those offenders at risk, protect them from themselves, and assist them in getting proper care and treatment while in DOC's custody, and prepare them for success by use of wrap around services that bridge the gap from custodial support to supported self-reliance.

Oklahoma Correctional Training Academy



Use of Force and Reportable Incidents

Academy Contact:

Terry Goodall, CTO III, Phase I Coordinator

Revised for Temp Health Care Staff
By Cheri Atkinson, October 2019

Use of Force and Reportable Incidents

I. There are few, if any, policies in ODOC with the impact of OP-050108, “Use of Force Standards and Reportable Incidents.” If you are faced with a use of force situation and respond with insufficient force, you and those who depend on your skills could be injured or killed. On the other hand, if you respond with excessive force, then you may be fired, prosecuted, or sued, or any combination of the three. The ODOC will have to answer for these incidents and they could negatively impact our public image. The only difference between these two possible outcomes is a thin line called “acceptable response.”

As a contract nurse we hope you are never faced with a need to use any type of force, but working with offenders there the possibility always exists. When you are faced with a “use of force” incident, you will not have time to run to the nearest computer to look up the proper response according to policy. This OP requires you to develop a thorough understanding of “use of force” options and how to apply them. As you have already seen, a mistake in either direction can result in terrible consequences.

Where you have offender contact, you have the possibility of being faced with a confrontational situation that may escalate into a use of force situation. If you are able, you are encouraged to learn self-defense skills and to practice those skills regularly. Or, at the very least, remember that being alert to what is taking place around us and relying on our brains and good judgment are probably the most important self-defense assets any of us might possess.

II. INSTRUCTIONAL INPUT

Use of Force Defined

Use of force is defined as: Any action involving physical contact in a confrontational situation employed by staff using authorized means to obtain compliance from offenders with orders from staff, to control disruptive or violent behavior, enforce or restore order to a prison facility, protect persons from imminent death or serious bodily harm, to protect state property, prevent escapes, and capture escaped or escaping offenders.

Physical force is NOT the use of verbal commands, the routine use of physical restraints (i.e., handcuffs for transporting an offender from one facility to another), a show of force, or the use of canines.

Canines will only be used for tracking escapees, placement between fences, or as drug dogs.

Appropriate Level of Force

There is not a rigid hierarchy that requires each level of force to be used before arriving at the one you need. The level of force and type of equipment used is dictated by YOUR assessment of the risk presented and the severity of the conditions of the situation. This is done in accordance with the “**Use of Force Continuum.**” When force

is necessary, it will be limited to the minimum degree reasonable and necessary to resolve the situation promptly and as safely as possible.

When possible, a show of force will be used first. This demonstrates to the offender that enough resources are available to subdue him/her, hopefully persuading the offender to surrender. A show of force should never be used when resources are inadequate or when there is a lack of commitment to use force if necessary.

There are two levels of force currently authorized for use, and are appropriate to the situation. These two levels of force are: **Deadly Force and Non-Deadly Force**.

Non-Deadly force is the use of any physical force designed either for defensive purposes, to temporarily incapacitate, immobilize, or disorient a person, or to gain control of an offender. The use of force is not designed to inflict a deadly wound, nor is it likely to inflict a deadly wound if properly employed. There are two types of non-deadly force.

1. **Without a Weapon**, which means obtaining control of an offender by using your body.
2. **With a Weapon**, which means obtaining control of an offender by using any of the devices listed in "Types of Non-Deadly Force Equipment" section of OP-050108. Take some time to look that section over now.

Deadly Force

Deadly force is force used that is likely to cause death or serious bodily injury. This also includes the threatened use of force by aiming, pointing, or any action that communicates to the person deadly force may be used. It will also mean the display of the means capable of infliction or delivery of deadly force. **The type of deadly force is a firearm.**

Unless otherwise specified in this policy, the use of force does not require prior approval. Policy does provide specific circumstances to consider when making a decision to use force.

Deadly force is authorized to be used by staff when:

1. To prevent an offender from escaping from prison unless you have reason to know the escapee's crime was a non-violent one and the escapee is unlikely to endanger the public if not prevented from escaping.
2. You reasonably believe it necessary to protect yourself or others from death or serious bodily harm.
3. Maintaining or restoring control of a prison when staff reasonably believes an offender is participating in a disturbance in a manner that threatens the safety of the physical plant.

4. When less severe levels of response are inadequate or inappropriate to prevent escapes or stop assaultive behavior, prevent riot, or arson.

Things to Remember

1. If possible, alert other correctional personnel by sounding an alarm. If applicable, signal the alert with a whistle, siren, radio, diversion device, or by voice.
2. During an assault by an offender, if possible, other means will be used before using deadly force.
3. During a riot or arson of state facilities by offenders, all other means will be used before using deadly force. **If we have to shoot, we shoot to stop the action.**
4. We will not fire upon an offender if it endangers the lives of innocent bystanders.

Non-Deadly Force

Non-deadly force is authorized in the following instances listed by type:

1. Physical restraints include handcuffs, leg irons, waist chain, black box, and medical restraints – which must be approved by Mental Health (4/5 point restraints).
 - For medical reasons – approved by Mental Health.
 - For preventing offenders from injuring themselves or others, or from damaging property.
 - The use of four or five point restraints is outlined in Attachment C of OP-050108.
2. Electronic weapons, including tasers, electronic shields, electronic stun guns, stun belts, custody control belts, XR-5000, or similar weapons will be used in the following situations:
 - To subdue offenders or prevent a disturbance in which there is a threat of death, bodily harm, escape, or property damage.
 - Except in an emergency, electronic weapons will not be used until medical has screened the offender's records for any unique problems.
3. Chemical Agents (CS and CN)
 - Officers must be trained in the use of chemical agents before they can use them.
 - Except in an emergency, medical must screen the offender's records for unique problems that chemical agents could make worse.

4. Water Under High Pressure

- Used to subdue an offender or prevent any disturbance when there is a threat of death, bodily harm, escape, or property damage.

5. Impact Weapons

- Riot batons, side handle batons, collapsible batons, or similar weapons are authorized for use only by staff that is trained in their use.
- Care will be exercised to avoid damage to vital areas of the offender.

6. Inflammatory Agents (OC)

- May be used to subdue an offender who poses a threat of death or bodily harm, to subdue an offender resisting arrest, or to prevent a disturbance when there is a threat of death, bodily harm, or property damage.
- Except in emergencies, OC spray will not be used until Medical has screened the offender's medical records to check for unique medical problems.

Use of OC spray and decontamination will be as follows:

- Do not violate manufacturer's instructions.
- Remove affected person(s) from the presence of OC spray as soon as possible and provide water to decontaminate the affected areas of the body.
- Medical personnel will evaluate all persons affected and treat any injury or side effects.

Warnings

The following types of warnings will be used as the situation dictates:

Warnings will be used when feasible and only if it does not increase the danger to others involved.

Audio Alarm: Audio warnings may consist of vocal warnings, whistles, sirens, bells, or explosive devices.

Distraction Devices: May be used to prevent escapes and preserve life and/or property. Care should be taken to ensure the safety of all personnel involved.

WARNING SHOTS ARE PROHIBITED

Audiovisual Cameras

Portable audiovisual cameras will be maintained in all maximum, medium, and minimum-security facilities. All incidents will be filmed, whether planned or spontaneous. ***This section explains how this process is to be done.**

*See page 12, Section VII. "Audiovisual Cameras" of OP-050108.

Medical Treatment

When an injury is inflicted during a use of force, immediate medical attention will be given. When order is restored, medical staff will examine any offender subjected to a physical use of force. This will be done either at a department facility, public hospital, or private hospital. Any staff member who is involved in the use of force will also be examined.

Reportable Incidents: Any incident listed here is considered a critical/serious incident and must be reported immediately using Attachment I.

- Situations resulting in the issuance of use of force technology that are not otherwise reported.
- Discharge of firearms or use of other possible lethal weapons for purposes other than training or equipment maintenance.
- Fires caused by arson or of unknown origin that result in \$500 or more of property damage.
- All use of force incidents.
- Escapes of any sex offender, murderer, or offender with a sentence in excess of 20 years regardless of security level.
- Any burglary or vandalism of state property.
- Any time a weapon is un-holstered and pointed at any individual.

Serious Incident Reports

All the incidents listed as "Reportable Incidents" above require the following:

- All personnel involved will submit a written report before going off duty.

III. SUMMARY

The proper use of force is an important concern not only for the ODOC and the offenders committed into our care; it is also of great concern to the public we serve.

Our mission is to protect the public by maintaining control of the offenders. We are also responsible for protecting our employees, as well as the offenders themselves. One of the unpleasant aspects of working in corrections is that occasionally force must be used to control the offender's behavior. While we recognize this reality, the excessive use of force is unacceptable and will not be tolerated. The need for accurate and timely reports on serious incidents that occur is of critical importance in exercising quality control over our operations, planning for the future, and the improvement in the delivery of our services. All of these responsibilities are essential to the fulfillment of the mission of the Department of Corrections.