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Instructor Guide

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Acknowledgment

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

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

This training curriculum was originally developed in 1983 under Grant #EP-4 to Capitol Communications Systems, Inc. from the U.S. Department of Justice, National Institute of Corrections. The updated video and DVD were developed under Cooperative Agreement 02J23GIV9 to the National Juvenile Detention Association-Eastern Kentucky University from the U.S. Department of Justice, National Institute of Corrections. The accompanying *Participant Manual* and *Instructor Guide* were adapted from the original by Kristin Keller and Evelyn Holland.



Preface to the Trainer

Traditional Training in Corrections

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

Omission of Skills Training

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

Lack of Follow Through

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

The Need for Skills Training

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

The IPC Course

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

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

Sources of the IPC Course

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

Method of Training

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

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

Teaching the Course

Course Materials

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

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

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

Organization of *Instructor Guide*

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

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

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

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

Evaluation

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

Pre-Training Evaluation

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

Post-Training Evaluation

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

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

Training Suggestions

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

Practice What You Teach

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

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

Leading Class Discussions

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

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

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

Seating

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

Conducting the Role Play Activities

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

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

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

Keys to Success

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

IPC Competency Test

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

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

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

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

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

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

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

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

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

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

- 11) Which of the following is not an important principle of positioning?
- a) dress functionally
 - b) look directly
 - c) face the inmate
 - d) establish appropriate distances
- 12) Reinforcing inmate behaviors means:
- a) setting up a token economy
 - b) agreeing with most behavior
 - c) rewarding and punishing appropriately
 - d) giving up control
- 13) Responding accurately to an inmate demonstrates that you are:
- a) soft on security
 - b) skilled in communication
 - c) vulnerable to manipulation
 - d) demonstrating approval
- 14) Asking yourself questions like “How does he look?” “What’s he doing?”, “What did he say?”, are good examples of:
- a) relevancy
 - b) 5W’s and H
 - c) thinking about content
 - d) assessing intensity
- 15) In developing good listening skills, observing and posturing are important. Another prerequisite for good listening is:
- a) learning to use “street” language
 - b) positioning
 - c) asking relevant questions
 - d) developing a “command” voice

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

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

17) Identifying inmates' intense feelings leads to:

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

18) Appropriate distance in corrections first means:

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

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

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

20) Which does not give information about energy level?

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

- 21) Adding meaning to feeling results in:
- a) interpreting
 - b) understanding content
 - c) understanding the reasons for feeling
 - d) keeping inmates under control
- 22) An inmate stoops and picks up an empty milk carton while passing near an officer in the housing area. He is unaware of the officer's presence. The officer gives him a genuine smile as they make eye contact immediately after the incident. This would be an example of:
- a) verbal reinforcement
 - b) good attending skill
 - c) non-verbal reinforcement
 - d) a good inmate-officer relationship
- 23) Your text has three major sections. Which heading is not one of them?
- a) managing behavior
 - b) inmate management
 - c) sizing up the situation
 - d) communicating with inmates
- 24) In seeking information from a reluctant or hostile inmate, an important first step is to:
- a) use 5W's and H questions
 - b) identify the inmate's content, feeling, and meaning
 - c) threaten with consequences
 - d) question the inmate in front of witnesses
- 25) Which is an example of a request in a mild or polite format?
- a) "Look, Jones, get that floor swept now!"
 - b) "Jones, the floor sure is dirty. It would be good if somebody swept it."
 - c) "Jones, would you please sweep the floor?"
 - d) "Jones, I want you to sweep the floor."

IPC Competency Test

Answer Key

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



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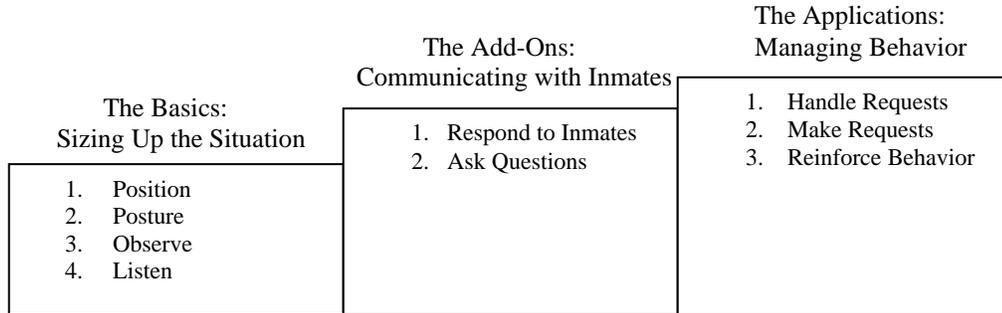


Session 1: Introduction to the IPC Model

Learning Objectives

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

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



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

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

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

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

Explanation

Establish the basic arrangements and procedures for the training:

- 1) Introduce self.
- 2) Class administration.
 - breaks
 - use of cell phones and/or pagers
 - smoking arrangements

3) Administer pre-test.

4) Introduce course.

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

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

5) Build base and skill training.

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

6) Skills explanation personalized.

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

7) Management model—not “helping” model.

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

- 8) Interpersonal dynamics in everything we do.

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

Individual Exercise

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

Video

Introduction

Individual Exercise

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

Class Discussion

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

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

- 3) Your board may have the following:

- feels like part of the organization
- gives orders respectfully
- fairness
- feeling appreciated
- backs you up predictable—consistent
- listener
- has job knowledge
- good role model

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



Session 2: The Basics

Sizing Up the Situation

Learning Objectives

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

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

Video

The Basics

Individual Exercise

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

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

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

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

What’s wrong with just being myself?

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

Do you always use the sizing up skills?

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

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

Class Discussion

1) Have class discuss the exercise on page 7.

2) Why do you think that sizing up the situation is important?

- to know what's going on
- to be able to spot trouble before it starts

3) If you were to walk the area of your responsibility prior to going on duty, what would you be looking for?

- changes in routines
- noise level
- grouping of inmates
- physical changes

4) Which of the basic skills do you think would be most helpful for you to get that information?

- observing
- listening



Session 3: Positioning

Learning Objectives

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

- 1) List the two major elements of positioning.
 - keeping a safe distance
 - being able to see and hear groups and individuals
- 2) List the three major parts of positioning and be able to briefly describe each.
 - distancing
 - facing the inmate
 - looking directly

- 3) Explain why it is important to be “unpredictable” in positioning oneself.

It is always important to change the order of doing things, especially when supervising a large area or when you cannot always remain in one position, so that your behavior cannot be easily predicted.

- 4) List, and briefly describe, at least two duty stations with the appropriate location for positioning oneself identified for each duty station.
- 5) List two situations when direct eye contact with an inmate is appropriate and two situations when such contact is not appropriate.

Explanation

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

Video

Positioning

Class Discussion

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

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

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

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

Individual Exercise

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

Are there certain cultural traits that affect eye contact?

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

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

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

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

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

Class Discussion

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

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

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

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

Explanation

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

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

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

Video

Positioning Scenarios: Positioning Scenario #1

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

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

Video

Positioning Scenario #2

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

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

Role Play

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

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

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



Session 4: Posturing

Learning Objectives

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

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

Video

Posturing

Individual Exercise

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

Class Discussion

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

Video

Posturing Scenarios: Posturing Scenario #1

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

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

Video

Posturing Scenario #2

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

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



Session 5: Observing

Learning Objectives

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

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

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

Explanation

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

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

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

Video

Observing

Individual Exercise

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

Class Discussion

Have the class discuss the exercises.

- 1) Exercise 1 (from page 18):

What feeling word would you apply to the following examples?

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

- 2) Exercise 2 (from pages 18-19):
- a) List two behaviors and/or appearances that would tell you that two inmates have a negative relationship.
 - Name calling
 - Refusing to make eye contact
 - b) What might result from these behaviors and/or appearances?
 - c) List two behaviors and/or appearances that would tell you that two inmates have a positive relationship:
 - engage in activities together
 - laugh and joke a lot with each other
- 3) Exercise 3 (from pages 19-20):
- a) List two behaviors that show a high energy level:
 - participation in activities
 - good posture
 - b) List two behaviors that show a low energy level:
 - sleeping
 - no activity
 - c) List two circumstances that might cause inmate energy levels to change:
 - visits
 - holidays
- 4) Exercise 4 (from page 20):
- a) List three things (in relation to environment) that might reflect inmate values:
 - hygiene/personal appearance
 - who he interacts with
 - what activities he is involved in (recreation, reading, etc.)

5) Exercise 5 (from page 21):

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

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

Reason: _____

Relationship: _____
(*positive, negative, neutral*)

Reason: _____

Energy level: _____
(*high, moderate, low*)

Reason: _____

Video

Observing Scenario

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

Questions After Viewing (from pages 22-23)

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

- 3) What inferences would you make about Billy?
 - Feelings:
 - Reasons:
 - Energy level:
 - Reasons:
- 4) Relationship between Billy and the card players:
 - Reasons:
- 5) Concerning the business of the missing picture:
 - What clues do you have that this situation is either normal or abnormal?
 - What clues do you have that this situation is either trouble or no trouble?

Role Play

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

Feeling? _____ Reason? _____

Relationship? _____ Reason? _____

Energy Level? _____ Reason? _____

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

Normal or abnormal? _____

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



Session 6: Listening

Learning Objectives

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

- 1) List the four steps in listening.
 - suspend judgment
 - pick out key words
 - identify intensity
 - reflect on mood
- 2) Verbally, or in writing, explain how the other basic skills support good listening techniques.
 - A good position will help an individual hear better; proper posturing gives appropriate signals to the inmate and will encourage him to speak; observing his behavior while speaking may give some cues as to the validity of what he's saying.
- 3) List at least ten words or phrases that would be key words in a correctional environment.
 - snitch
 - get out of here
 - coke
 - hostage
 - gang
 - you'll pay
 - thug
 - depressed
 - escape
 - kill
 - shank
 - grass
- 4) List the three degrees of intensity and the three degrees of mood.
 - intensity: high, moderate, low
 - mood: positive, negative, neutral
- 5) List three things that may be used to determine intensity.
 - volume
 - emotion
 - voice pitch

Video

Listening

Individual Exercise

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

Possible questions:

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

Let common sense and your own experience be your guide.

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

Class Discussion

Discuss the exercise with the class.

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

Video

Listening Scenarios: Listening Scenario #1

Scene Summary: An inmate is talking about another inmate.

Questions After Viewing (from page 27)

From the inmate’s statement, identify:

- Key words:
- Mood:
- Intensity:

Video

Listening Scenario #2

Scene Summary: An inmate is talking about his wife.

Questions After Viewing (from page 28)

From the inmate's statement, identify:

- Key words:
- Mood:
- Intensity:

Video

Listening Scenario #3

Scene Summary: An inmate is talking about an officer.

Questions After Viewing (from page 28)

From the inmate's statement, identify:

- Key words:
- Mood:
- Intensity:

Role Play

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

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



Session 7: Summary of the Basics

Learning Objectives

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

Individual Exercise

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

Review

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

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



Session 8: The Add-Ons

Communicating with Inmates

Learning Objectives

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

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

Video

The Add-Ons

Individual Exercise

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

Class Discussion

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



Session 9: Responding to Inmates

Identifying Content

Learning Objectives

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

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

Video

Responding to Inmates: Identifying Content

Individual Exercise

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

Class Discussion

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

Video

Identifying Content Scenarios: Identifying Content Scenario #1

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

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

Questions after Viewing (from page 35)

Has the officer identified the content accurately?

What other ways could the officer respond?

Class Discussion

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

Video

Identifying Content Scenario #2

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

Questions after Viewing (from page 35)

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

Class Discussion

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

Video

Identifying Content Scenario #3

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

Questions after Viewing (from page 36)

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

Class Discussion

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

Role Play

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

Group Exercise Directions

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



Session 10: Responding to Inmates

Identifying Feeling

Learning Objectives

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

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

Video

Responding to Inmates: Identifying Feeling

Individual Exercise

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

Class Discussion

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

Video

Identifying Feeling Scenarios: Identifying Feeling Scenario #1

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

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

Questions after Viewing (from page 39)

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

Video

Identifying Feeling Scenario #2

Scene Summary: An inmate talks about getting out of jail

Questions after Viewing (from page 39)

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

Role Play

Have participants do the class activity on page 40.

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



Session 11: Responding to Inmates

Identifying Meaning

Learning Objectives

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

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

Video

Responding to Inmates: Identifying Meaning

Individual Exercise

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

Class Discussion

Have class discuss the exercise.

Video

Identifying Meaning Scenarios: Identifying Meaning Scenario #1

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

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

Questions after Viewing (from page 44)

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

Video

Identifying Meaning Scenario #2

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

Questions after Viewing (from page 44)

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

Role Play

Have participants do the class activity on page 45.

Exercise 1

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

Exercise 2

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



Session 12: Asking Questions

Learning Objectives

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

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

Video

Asking Questions

Individual Exercise

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

Class Discussion

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

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

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

Video

Asking Questions Scenarios: Asking Questions Scenario #1

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

Questions after Viewing (from page 50)

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

Video

Asking Questions Scenario #2

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

Questions after Viewing (from page 50)

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

Video

Asking Questions Scenario #3

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

Questions after Viewing (from page 51)

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

Role Play

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



Session 13: Summary of the Add-Ons

Learning Objectives

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



Session 14: The Applications

Managing Behavior

Learning Objectives

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

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

Video

The Applications

Individual Exercise

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

Class Discussion

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



Session 15: Handling Requests

Learning Objectives

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

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

Video

Handling Requests

Individual Exercise

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

Class Discussion

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

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

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

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

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

2) Have class discuss the exercise on page 62.

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

Video

Handling Requests Scenarios: Handling Requests Scenario #1

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

Questions after Viewing (from page 62)

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

Video

Handling Requests Scenario #2

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

Questions after Viewing (from page 63):

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

Video

Handling Requests Scenario #3

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

Questions after Viewing (from page 63):

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

Role Play

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



Session 16: Making Requests

Learning Objectives

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

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

Video

Making Requests

Individual Exercise

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

Class Discussion

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

Video

Making Requests Scenarios: Making Requests Scenario #1

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

Questions after Viewing (from page 67)

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

Video

Make Requests Scenario #2

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

Questions after Viewing (from page 67)

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

Role Play

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



Session 17: Reinforcing Behavior

Learning Objectives

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

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

Explanation

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

Video

Reinforcing Behavior

Individual Exercise

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

Class Discussion

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

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

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

Video

Reinforcing Behavior Scenarios: Reinforcing Behavior Scenario #1

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

Questions after Viewing (from page 71)

How does the officer use positive reinforcement?

Video

Reinforcing Behavior Scenario #2

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

Questions after Viewing (from page 72)

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

Role Play

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

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



Session 18: Summary of the Applications

Individual Exercise

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

Video

Summary

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

Questions after Viewing (from page 75)

What interpersonal skills can you identify in this scene?

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



Session 19: Conclusion

Individual Exercise

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

Video

Conclusion

Post-Test

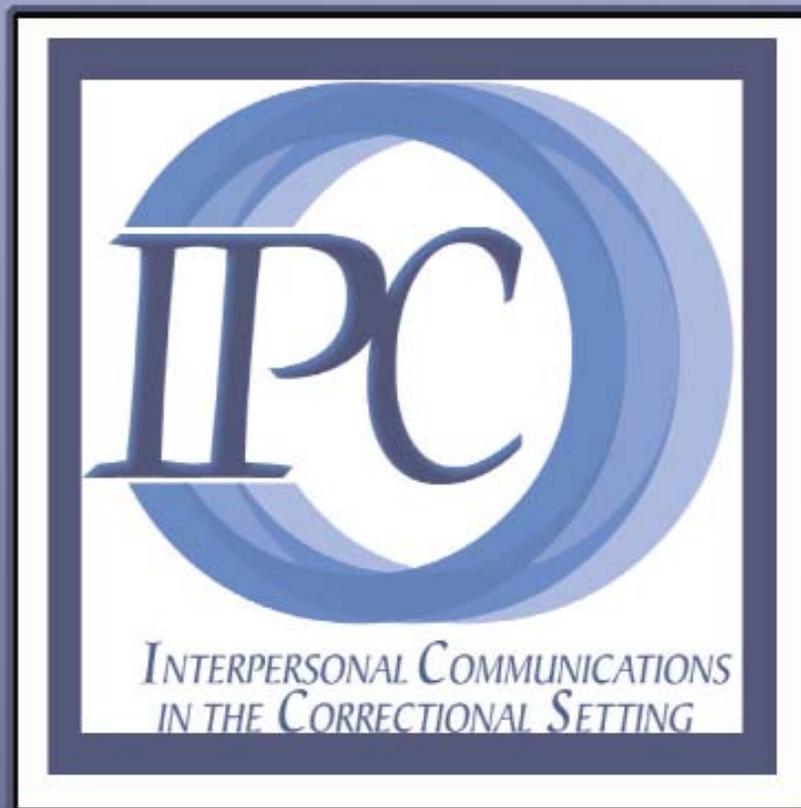
Administer Post-Test.

Class Discussion

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

Close Out

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



Participant Manual

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Participant Manual

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Acknowledgment

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

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

This training curriculum was originally developed in 1983 under Grant #EP-4 to Capitol Communications Systems, Inc. from the U.S. Department of Justice, National Institute of Corrections. The updated video and DVD were developed under Cooperative Agreement 02J23GIV9 to the National Juvenile Detention Association-Eastern Kentucky University from the U.S. Department of Justice, National Institute of Corrections. The accompanying *Participant Manual* was adapted from the original by Kristin Keller and Evelyn Holland.



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Overview of the Training Plan

The following is a description of what you can expect to happen in a typical training session. You can follow the training plan by studying the layout of any chapter in this Manual. We suggest you do that as you review this discussion.



This symbol means that you are to watch a videotape or DVD segment. After an initial exercise, which will help you focus on the skills for the session, your instructor will play the video introduction. This introduction gives a concise description of the skill, telling you what it is, why it works, and what you can expect from it. A summary of the video introduction is contained in this manual for your reference.



The next portion of the manual presents an explanation of the skills under study. This symbol means that you are to read this section of the manual. After reading the background material, your instructor will further explain and demonstrate the skills. He or she will also guide you through a series of exercises that will help you acquire the skills.



This symbol indicates an activity, which you are to complete. Your instructor will give you additional directions for completing the activity. The manual provides space for you to record your answers and reactions. Thus it will be your personal workbook and reference guide. After you have understood and practiced the skills under study, your instructor will show several video scenarios in which the skills are either present or absent. Study questions about the scenarios are contained in this manual.



A final activity will be a group exercise denoted by this symbol. Instructions and worksheets for the exercise are contained in the manual. Your instructor will provide additional directions for conducting the activity.

The most important resource, which you bring to the course, is your own motivation and attitude. This is a course in interpersonal communication skills. You will learn these skills only if you communicate—with your instructor, and with your fellow students.

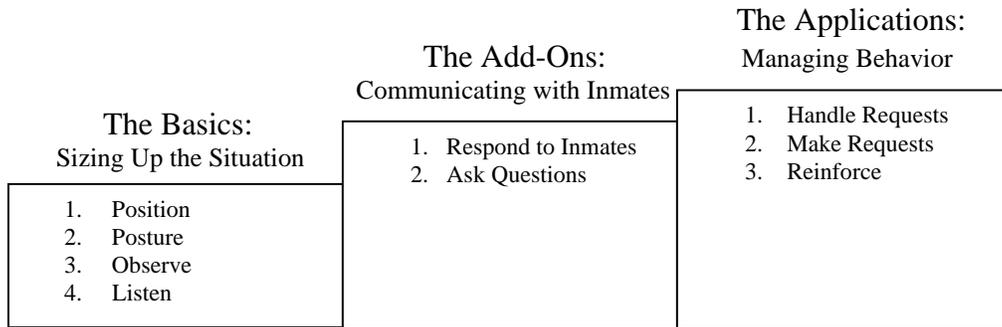
By studying the materials contained in this manual carefully and by participating enthusiastically in the class activities, you will learn skills that will have a positive impact on the way you do your job.



Introduction to the IPC Model



In the first video segment, the narrators introduce themselves and the IPC course. They point out that during the training program, you will learn many skills that will help you manage the inmates in your charge more effectively. The narrators then present the Interpersonal Communications model around which this course is designed. The model looks like this—



Traditionally, the training given to correctional officers has been aimed at their heads—it was filled with theories and ideas. Sure, there was some skills training, but that was usually in firearms or self-defense. Another thing about training was that it was almost exclusively concerned with security—contraband, key control, cell searches and the like.

While these are obviously legitimate concerns, this orientation doesn't take into account the fact that correctional officers spend much (if not most) of their time interacting with inmates—and each other. Officers traditionally have been trained to keep the institution secure, but not to get along with inmates effectively. More important, they haven't been trained in how to get the inmates to do what the officer wants them to do, which is what the job is really all about.

This training program is an effort to change that orientation. The program is based on work done by trainers and researchers in the field of corrections over the past 35 years, and is based on a careful study of the skills that truly effective correctional officers demonstrate. Techniques for identifying those skills have been developed, and now there are techniques for teaching others, like you, how to acquire and use those skills.

As you can see from the diagram above, the IPC model has three major sections.

The *Basics* are fundamental skills that give you information that helps you decide what action to take in any given situation. Another name for the Basics is “Sizing Up Skills”.

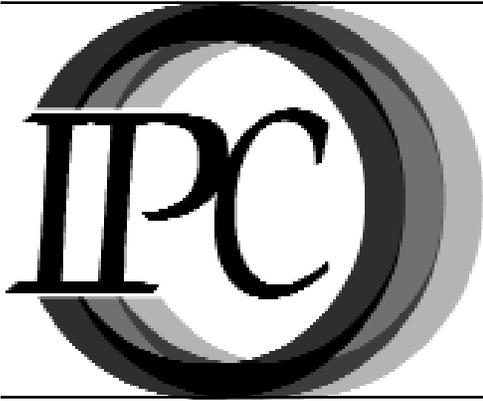
The *Add-ons* are communication skills that will help you get an inmate to explore and share information with you. These skills are the key to finding out what's really going on in a situation.

The *Applications* are supervision skills that help you manage inmate behavior in a respectful way—so that *you* get what *you* want done with minimal trouble.

During this training program, you'll get a chance to learn about and practice all of these skills.



Think back on your own experience in being supervised. You've probably had bosses that you thought did a good job in managing you, and others that you felt did a bad job. Think about the good bosses. What qualities or skills did they demonstrate that made them effective in managing you—that made them successful in motivating you to do a good job? List those qualities and skills below.



*The Basics:
Sizing Up the Situation*



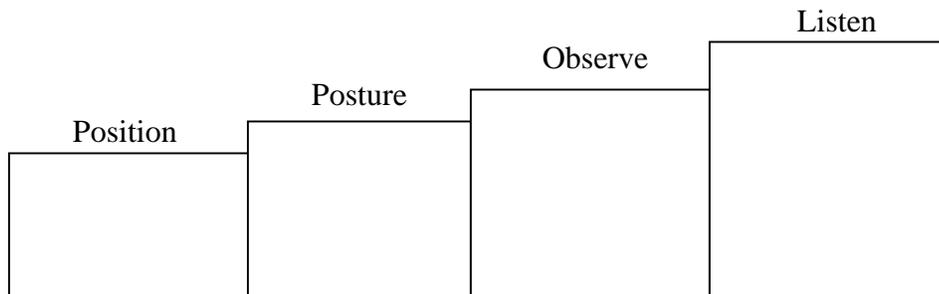
The Basics

Sizing Up the Situation



The Basics are sizing up skills that help you know what's happening in any situation. Sizing up helps you avoid costly mistakes and maximizes the chances that your decisions and actions will be effective and accurate. Sizing up works because it gets you ready to take and use information to manage and often prevent problems. Using the Basics is always appropriate because you always need to size up whatever situation you're in.

The four basic sizing up skills are—



An inmate comes to the correctional officer. He is restless, breathing quickly, repeatedly clenching and unclenching his hands. But the officer doesn't notice these signs. He's busy going over paperwork. His workstation is situated so that the inmate is not in full view. The officer would have to make a 90° turn to see the inmate fully.

The inmate asks if he can speak with the officer. Deep in his work, the officer indicates that he is busy and asks the inmate to come back later. The inmate quickly walks across the dayroom and grabs an inmate seated at a table, punching him repeatedly. The officer uses his radio to summon assistance to break up the fight. The inmate is cuffed and taken to segregation. There is considerable uneasiness and unrest in the housing area as a result of the incident.

The fight came as a surprise. The inmate had a good record with no history of violence. The two inmates were not known to have problems with each other. What happened?

First, we all know that inmates sometimes act impulsively.

Second, we know that situations like the preceding one are not always predictable.

Third, we must recognize that officers always have the option to handle a given situation in a way that is for better—or for worse. The officer in the above situation, for example, might well have handled things in such a way as to avoid the fight.

In general, of course, the officer could have handled things better if he had sized up the situation more accurately. The ability to do just this—to assess what's really going on and

decide what if any action should be taken—is perhaps the most critical part of an officer’s job. Only the officer who really knows what’s going on can choose and take the best possible course of action in managing inmates.

But “sizing up ability” is not an ability that an officer is born with. Nor is it always an ability that an officer develops through experience alone. No, sizing things up requires some very definite skills.

Four Basic Skills

Sizing up any situation involves four very basic skills—positioning, posturing, observing, and listening. The word “basic” is important here. The four skill areas are basic and fundamental to everything you will learn in the rest of this manual – and to everything you actually do on the job. For you cannot hope to communicate safely and effectively with an inmate or inmates until you have used these skills to size up the situation. Nor can you hope to control inmates unless you have first sized up the situation. On the other hand, by learning to make continual use of these four basic skills, you can maximize your chances of making the right response in situations where a wrong response could be very costly indeed!

The four basic skills are cumulative in that each new skill builds on each previous one. For example, posturing yourself effectively means that you should already be in an effective position; observing accurately means you should already have gotten into an effective position and posture; and so on. In other words, you don’t simply use one skill at a time. Instead, you size up a situation by making maximum possible use of all four basic skills.

In general, of course, the skilled officer always systematically sizes things up on his shift, whether he is responsible for a housing unit, booking, or inmate workers. Here are some ways an officer sizes things up before actually going on duty—

- a. Checks with the supervisor and reviews the log to see what has happened during the last shift;
- b. Reads the log of the officer he is replacing and asks for a briefing about the conditions in his area of responsibility;
- c. Determines if there are items that need priority attention (like shaking down a recently vacated living area) and makes a note about taking care of them; and
- d. Walks the area of responsibility to take a reading of what is going on, who is where, who is doing what, and to test the general atmosphere of the area.

It is in this final phase of pre-duty—and in the actual duty that follows—that the officer puts his four basic skills to maximum use.



Why do you think that sizing up the situation is important? _____

If you were to walk the area of your responsibility prior to going on duty, what would you be looking for? _____

Which of the basic skills do you think would be most helpful in getting that information?

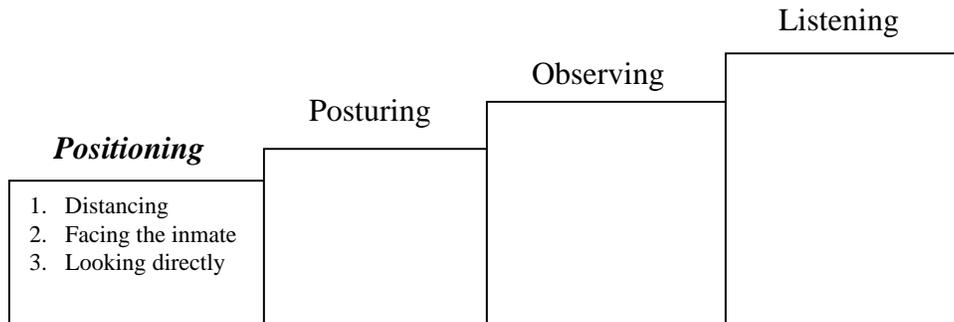


Positioning



Positioning means putting yourself in the best possible place to see and hear individuals or groups. This helps you get information you need to manage inmates and to prevent minor incidents from becoming major problems.

The three parts of positioning are—



Three Parts of Positioning

Physically positioning yourself in relationship to an individual or group is very important in the effective management of inmates. The three basic parts of positioning are establishing an appropriate distance, facing the inmate, and looking directly.

As an effective officer, you need to position yourself where you can see and hear problems. Being in a good position helps you to know just what’s happening and, therefore, to prevent problems from escalating. Then, too, inmates who think they are not being observed are always more of a problem because they tend to live by the rule, “We’ll get away with as much as we can—or as much as you’ll let us.” As you know, it’s impossible for you to be everywhere at once. Yet the more you use positioning skills to see and hear, the less likely it is that the inmates will get involved in things that are against the rules.

Now let’s look at the three specific skills or procedures outlined above.

The First Part of Positioning: Distancing

The first principle of distancing is to keep it safe. Yet while safety is foremost, it is not enough. You could be safely in an office while inmates are doing some pretty negative things. The distance must be safe but you must also be able to see what is going on. And you must be able to hear what is being said whenever possible.

Positioning means distancing yourself far enough to be safe, close enough to see and hear.

The Second Part of Positioning: Facing the Inmate

Facing the inmate ensures that your position gives you the most effective line of vision. Your left shoulder should be lined up with the left boundary line of the area you are

watching, and your right shoulder should be lined up with the right boundary line of the area you are watching. When you move your head to either side so that your chin is right above either shoulder, you should be able to see the entire field for which you are responsible.

Positioning means facing the inmate or inmates.

Sometimes the sheer size of the area for which you are responsible makes it impossible to remain in one position. In this sort of situation, you must move around so that you can see all the areas or persons you are responsible for. In moving around, as in all behaviors, it is always important that you change the order of doing things so that your behavior cannot be predicted easily. At the same time, of course, you must be thorough regardless of the pattern you employ. Facing the inmate helps you to size up a situation. You can see best when you are directly facing inmates. When your goal is communication with inmates, this also lets them know you are open to hearing them.

The Third Part of Positioning: Looking Directly

When positioning yourself, you should look directly at the area or person(s) you are managing. Unless you look directly, you will not be on top of the situation even if you are in the right position and are facing the inmate. Looking directly at a group often involves looking at their eyes. When questioning inmates, for example, you will be able to get important clues by observing their eyes and their facial expressions closely. In addition to the information you can get, your direct look tells inmates that you mean business and are not threatened. This doesn't mean you get involved in a staring contest. But many inmates believe that a person who won't look you in the eyes is afraid.

Eye contact may also be the best way of communicating interest. Inmates become aware of our efforts to make contact with them when they see us looking directly at their faces. Of course, looking directly at inmates will also provide you with valuable information about them. Inmates who keep shifting their eyes while talking to you signal that, at the very least, they are uncomfortable with you or with what is being said. This kind of information is important in managing inmates.

Positioning means looking directly at the area and person or people you're managing.



You probably have posts other than housing units. Think of some of these other posts. Describe where you would position yourself to size up the situation.

Post: _____

Position: _____

Post: _____

Position: _____

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

1. _____

2. _____

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

1. _____

2. _____



Positioning Scenario #1 Summary

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

Questions after Viewing

How could the officer's position be improved?

What might be the consequences of bad positioning in this case?

Positioning Scenario #2 Summary

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

Questions after Viewing

How does the officer change her position in response to the card players?

How does the officer change her position when new inmates come into the dayroom?

Group Exercise Directions



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

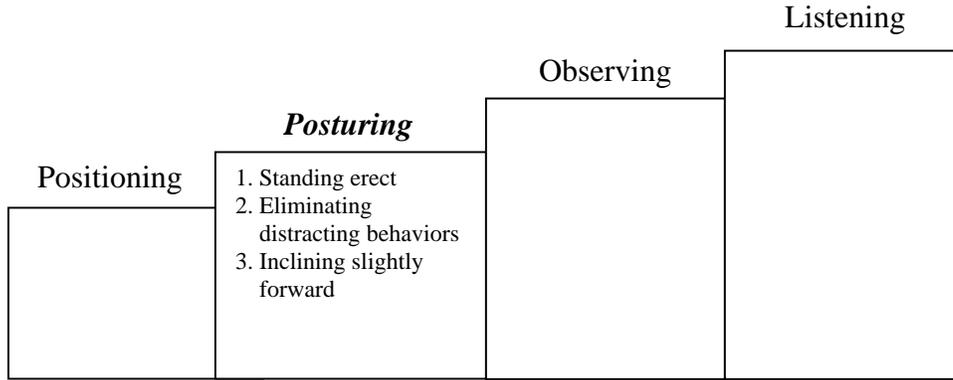


Posturing



Using good posture means holding your body in a way that shows strength, confidence, interest and control. When you appear strong and confident, inmates will believe you are strong and confident.

The three steps of posturing are—



Three Parts of Posturing

Your posture—how you carry yourself—tells an inmate a lot. It can make an inmate think that you’re confident, or that you’re really pretty worried about what might happen. Your aim, of course, is to show your real confidence.

As with positioning, there are several ways in which you can use posturing when you are sizing up the situation. Here we’ll focus on three specific procedures—standing erect, eliminating distracting behaviors, and inclining yourself forward.

The way in which the first two procedures show confidence should be obvious. When you stand erect and get rid of distracting behaviors, you let inmates know that you’re in full physical control—control not only of your own body, but of the whole situation. And that’s essential! Inmates may try to intimidate an officer who doesn’t look as if he is confident about what he’s doing. Any officer without the respect of the inmates will have a difficult time supervising effectively.

By standing erect and eliminating distracting habits, you do a lot to show your strength and confidence. The third part of the posturing skills outlined here, inclining forward, can also show confidence by reinforcing the idea that all your attention and potential energy is riveted on the inmate or inmates. Inclining yourself forward, as you will see in later in this course, can also help you to communicate your interest. Used in this way, such a posture says to an inmate “I am inclined to listen, to pay attention, to be interested.”

Let’s take a closer look at the three parts of posturing already outlined.

The First Part of Posturing: Standing Erect

Each of you knows how important standing erect is. You probably heard it as a child; and you definitely heard it if you were in the armed services: “Stand up to your full height,” “Be proud; stand up straight,” “Stick out that chest,” and “Pull in that gut.” Standing erect takes muscle tone and practice. Look in the mirror and check yourself out. Are your shoulders straight? Is your chest caved in? How do you feel? Ask others for their reaction. Which way do they experience you as stronger, more confident?

Posturing means standing erect to show strength and confidence.

The Second Part of Posturing: Eliminating Distracting Behaviors

A person who can’t stand steady is seen as nervous. Biting your nails, tapping your foot, or other distracting behaviors do not communicate confidence and control. But standing stiff like a board doesn’t communicate it either. You should not feel tension in your body after you have eliminated distracting behaviors.

Posturing means eliminating all distracting behaviors.

The Third Part of Posturing: Inclining Forward

Your intention here must be to communicate interest and concern by shifting your weight forward so that the inmates become more aware of your “inclination” to communicate and supervise them with respect. You can do this by placing one foot slightly forward of the other, with your weight on the forward foot. This does communicate “moving closer” without actually moving you much closer or making any physical contact. Since this position shows you to be more alert, it also gives you more control over the situation. Lean your weight away from another person. What do you experience? Probably a “laid back” sort of remoteness. You’re simply not as involved.

Posturing means inclining yourself forward to show that your attention is really focused.



List some distracting behaviors that *other officers* sometimes show.

What are some distracting behaviors that *you* sometimes show?



Posturing Scenario #1 Summary

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

Questions after Viewing

Describe the officer's posture. _____

How could the officer improve her posture? _____

What distracting behaviors did the officer exhibit? _____

What kind of impression would this officer make on inmates? _____

Posturing Scenario #2 Summary

The same officer gets up from her desk to speak with an inmate.

Questions after Viewing

Describe the officer's posture as she gets ready to talk to the inmate: _____

What distracting behavior did she eliminate? _____

What impression do you think the officer's posture would make on the inmate? _____

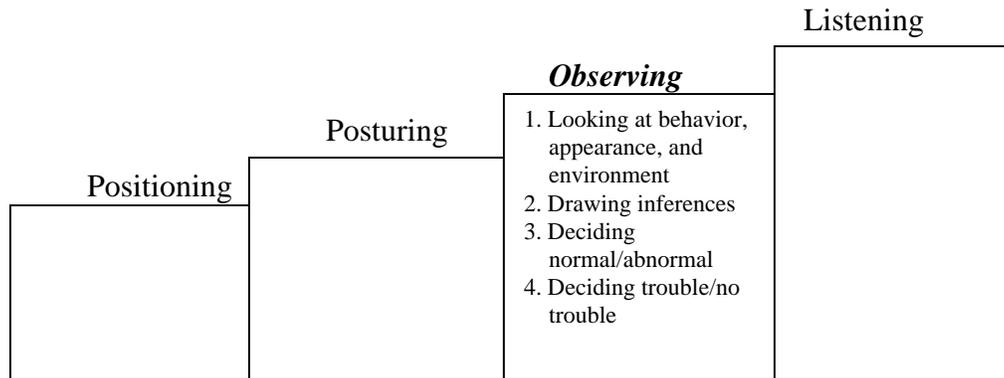


Observing



Observing is the ability to notice and understand inmate appearances, behavior, and environment. Careful observation of inmate actions will tell you a lot of what you need to know about inmates, their feelings, and their problems.

The four steps in observing are—



The First Part of Observing: Looking at Behavior, Appearance, and Environment

A “behavior” is something that the inmate does while conscious and active. For example, an officer might observe any or all of the following behaviors—two inmates playing basketball; one inmate pushing another inmate; one inmate reading. An “appearance” is something an inmate might display even if unconscious or dead. For example, an officer might observe the following appearances: one inmate is black; another inmate isn’t wearing clean clothes today; a third inmate is an older person. “Environment” is the particular people and things around an inmate. When observing an inmate, you should try to answer questions like, “what’s he doing right now?” (behavior), “what are the important things about how she looks?” (appearance), and “what’s important about where he is and who he’s with?” (environment). Once you’re able to answer these questions, you’re ready to draw some inferences about the inmate.

Observing means looking at inmate behavior, appearance, and environment.

The Second Part of Observing: Drawing Inferences

Inferences are the initial conclusions you come to as the result of observing inmates. You take in visual cues related to inmate appearance, behavior, and environment. These cues are really “clues” that show you something about inmate feelings, inmate relationships, inmate energy levels and inmate values. The more observations you make, the more inferences you can draw—and the more accurate these inferences will be.

Observing means drawing inferences about inmate feelings, relationships, energy levels, and values.

Drawing Inferences about Feelings

The officer can use his observing skills to draw inferences about how an individual inmate or an entire unit of inmates is feeling. Knowing how a person is feeling is critical in determining the potential for problems. For example, you might use the feeling word “happy” to describe an inmate who is exercising and smiling. For an inmate who is pacing and wringing his hands, you might apply the feeling word “anxious”. You might use the term “tense” to describe a group of inmates who are tightly clustered and speaking in low tones.



What feeling word would you apply to the following examples?

1. An inmate is sitting on her bed, head hanging down, slowly rocking back and forth.

Feeling word: _____

2. An inmate is looking at the GED certificate that he just received in the mail. He is smiling and motioning for other inmates to come and see the certificate.

Feeling word: _____

Drawing Inferences about Relationships

Besides being aware of the nonverbal cues that indicate the feelings of the inmate, the officer can further increase his effectiveness in correctional management by looking for cues that indicate the nature of the relationship between himself and the inmates and between the inmates themselves. In general, you can categorize relationships and feelings as *positive*, *negative* or *neutral*.

The relationship between the officer and the inmates and among the inmates themselves serves as a good indicator of future action. An inmate who has a good relationship with an officer is likely to cooperate and follow the rules. An inmate who has a bad relationship with either an officer or another inmate may be a source of violence or disruptive behavior. Among inmates, relationships are critical.



List two behaviors and/or appearances that would tell you that two inmates have a *negative* relationship.

1. _____

2. _____

What might result from these behaviors and appearances? _____

List two behaviors and/or appearances that would tell you two inmates have a *positive* relationship.

1. _____

2. _____

Drawing Inferences about Energy Level

Energy level indicates a great deal about how much and what type of trouble an inmate can and/or will cause. For example, inmates with a low energy level are reluctant to initiate anything. Some inmates have a low energy level. They look and act defeated. Their movements are slow, their heads hang down, and every move seems like an effort. These inmates spend a good part of their time sleeping. Low energy inmates may need encouragement to increase their activity, or they may need to be monitored to be sure they are not a danger to themselves. Inmates with moderate energy levels actively engage in activities (playing cards, talking, cleaning) while high-energy inmates not only participate in all that is required but also make use of physical fitness equipment and other optional activities. High energy needs to be used constructively so that it does not become a source of problems.

While it is important to observe basic levels of energy, changes in energy level are even more critical. Energy levels are usually constant for inmates except at special times (e.g., visiting hours, holidays). Changes from high to low or low to high may indicate trouble.



List two behaviors that show a high energy level.

1. _____

2. _____

List two behaviors that show a low energy level.

1. _____

2. _____

List two circumstances that might cause inmate energy levels to change:

1. _____

2. _____

Drawing Inferences about Values

It is also important to understand what a given inmate values. Here is where observing the inmate's environment comes in. You can learn a great deal about an inmate by carefully observing his environment. A general rule is that what a person gives his energy is of value to him; the more energy, the higher the value.

Your observations should help you find out how the inmate relates to his environment. Does he have friends? Who are they? Remember, birds of a feather definitely do flock together! A guy who hangs out with the drug crowd is telling you something. What are the things that are important for the inmate? You should look for things in the environment that reflect his interests and values (e.g., neatness, what he reads). Knowing what an inmate values has real implications for effective management. When you know what a person wants and doesn't want, you've got an edge in managing that person.



List three things in relation to environment that might reflect inmate values.

1. _____

2. _____

3. _____

Reasons For Inferences

The reasons for your inferences should be *visual cues* related to behaviors, appearances and environment. Inferences stand the best chance of being accurate if they are based on detailed and concrete observations rather than on vague and general ones. Inferences are based on your previous observations of behaviors and appearances. The more concrete you can be in describing the appearances and behaviors to yourself and to others with whom you might share them, the more likely it is that your inferences will be correct.

Read the following incident carefully. Be ready to give reasons (descriptions of appearances and behaviors) for some inferences you will be asked to draw.



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

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

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

Reason: _____

Relationship: _____
(*positive, negative, neutral*)

Reason: _____

Energy level: _____
(*high, moderate, low*)

Reason: _____

The Third Part of Observing: Deciding Whether Things Are Normal or Abnormal

Once you've been on the job for a while, of course, you get to know how individual inmates tend to function. One person is easy-going and hardly ever argues with others. Another always looks mad at the world. A third always seems to be feeling sorry for himself. Your observations and the inferences you've drawn can help you determine whether a particular inmate is in a "normal" or "abnormal" condition at any point in time.

Observing means determining if things are normal or abnormal.

In determining whether things are normal or abnormal for a given inmate at a given time, compare your present observations of the inmate with any past ones and/or any comments which other officers may have made about the inmate. For example, you may observe two inmates talking loudly with each other. If this is normal behavior for these inmates, you probably need to exercise only the usual amount of caution. But if the appearance and behavior of the inmates are unusual or abnormal for them, you'll know it's a potentially violent situation.

The Fourth Part of Observing: Deciding Whether There Is Trouble

This decision should be based on your observations and your knowledge of the correctional environment. With your knowledge of the correctional environment in general, you should be able to generate certain principles that will be useful in making this decision, such as the following:

- “Birds of a feather flock together.”
- “A very depressed person usually withdraws from activities and other people.”
- “When 10-15% of a group of inmates are down, tense, or hostile, it can affect the entire group.”
- “Abrupt or major changes in behavior or appearance mean trouble.”
- “An inmate who has assaulted another inmate has a greater likelihood of assaulting someone else.”

Observing means deciding whether it’s a “trouble” or “no trouble” situation.

For example, take the situation described earlier. Two inmates are talking loudly. You have not observed these two inmates together before. As you approach, you hear one inmate rudely telling the other to take a shower. The second inmate begins waving his arms and raising his voice even louder. Given these observations, you can infer that the inmates are angry, have a negative relationship, and have high energy. You combine these inferences with your knowledge that inmates may impulsively lash out if they feel their image has been damaged. You decide that this is a trouble situation.

Observing inmate appearance and behavior is usually the quickest and most accurate way to detect whether or not a given individual is really having a problem. Inmates are usually reluctant to talk about their problems. Your observations will allow you to anticipate problems so that you can prepare for their possible impact upon the inmate himself, on other inmates, and on you and other officers.



Observing Scenario Summary

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

Questions after Viewing

What inferences would you make about the *TV watchers*? Include reasons based on visible cues about behavior, appearance, and environment.

Inferences about relationship: _____

Reasons: _____

Inferences about energy levels: _____

Reasons: _____

What inferences would you make about the *card players*? Again, include reasons based on observed clues.

Inferences about relationship: _____

Reasons: _____

Inferences about energy levels: _____

Reasons: _____

What inferences would you make about Billy?

Feelings: _____

Reasons: _____

Energy level: _____

Reasons: _____

Relationship between Billy and the card players: _____

Reasons: _____

Concerning the business of the missing picture:

What clues do you have that this situation is either normal or abnormal? _____

What clues do you have that this situation is either trouble or no trouble? _____



Group Exercise Directions

Your instructor will guide the group through role-playing activities that will give you more practice in using the skill of Observing.

A. Feeling? _____ Reason? _____

B. Relationship? _____ Reason? _____

C. Energy Level? _____ Reason? _____

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

E. Normal or abnormal? _____

F. Trouble or no trouble? _____

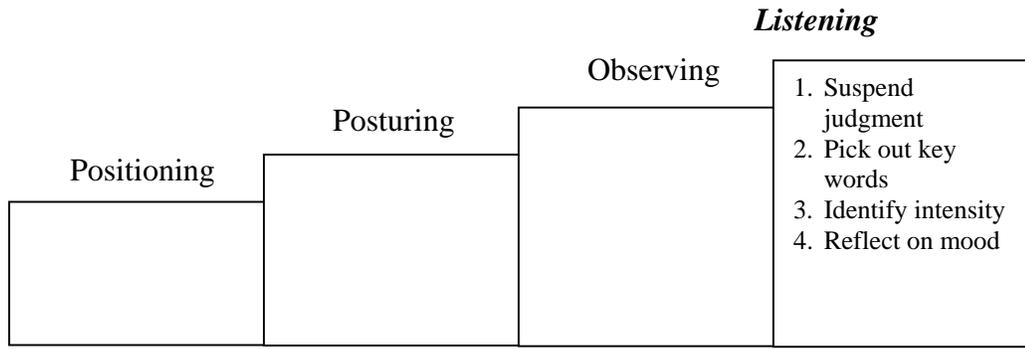


Listening



Listening is the ability to hear and understand what inmates are saying. Listening helps you hear the danger signals from inmates while things are still at the verbal stage so you can take appropriate action to manage situations before they get out of hand.

The four steps in listening are—



Verbal Cues and Signals

Inmates often go through a verbal stage before the action begins. If you can hear the danger signals, you can cut off the trouble before it really breaks out. Listening involves the officer’s ability to hear and accurately recall all the important verbal cues used by the inmates. “Important” here means stated or implied signals of trouble or problems. The danger may be an inmate’s intention to inflict harm on himself or another inmate, an intention to inflict harm on an officer, or even his intention to attempt an escape. You can listen for cues that mean a problem is possible if preventive action is not taken soon. For example, an inmate might tell an officer that he is sick and tired of the food and he isn’t going to eat another bad meal. This could signal that the inmate plans to take some action to express his anger about the food. If the officer listens, he may be able to address the inmate’s complaint and avoid a violent outburst.

Complaints from inmates are common, of course, but they’re also important. An effective officer listens to complaints and recognizes when a familiar cue is uttered in a new tone, or when a complaint arises from a usually uncomplaining inmate. An officer especially listens for changes—silence when there is usually noise (recreation area); or noise when there is usually silence (3 a.m. in the housing unit). Once again, the officer asks himself the question: “Is there trouble here?”

You should get ready for listening by using the basic positioning, posturing and observing skills whenever possible. A good position will obviously help you hear better. Posturing is essential when listening to an inmate who really wants to talk to you; your posture can signal the inmate that you’re focusing all your attention on him. Finally, your observing skills can help you to understand the implications of what you’re hearing. An inmate who sounds angry but turns out to be leaning back in his chair and

grinning may have only been telling a story to others. An inmate whose angry voice fits with his tense appearance presents quite a different situation.

One more preliminary thing—you can't listen effectively to inmates if you've got other things on your mind. If you're thinking about home or other job responsibilities, you may miss a lot of what is said and what it really means. You've got to focus on the inmate to whom you're listening. This takes a good deal of concentration. You can work to develop this kind of concentration by reviewing what you're going to do and whom you're going to see before you assume your post. Then you'll really be ready to start using the four specific procedures which skilled listening involves—suspending judgment, picking out key words, identifying intensity, and reflecting on mood.

The First Part of Listening: Suspend Judgment

This is very difficult to do in relation to any inmate, since society itself has passed judgment on him. Yet most officers agree that it's important to judge a person on what they do *now* in jail rather than what may have been done on the outside. It is still hard at times to listen without immediate judgment because many inmates either complain about other inmates, the jail or you, or demand to be given something. Despite this, it will severely hurt your management efforts if you do not suspend judgment, because you will never hear the real verbal cues you need to prevent danger or assist someone.

Listening means suspending judgment temporarily so you can really hear what's being said.

All complaints sound the same after a while, but they are not all the same! Some are just the normal negatives of inmates while others are real warning signals of danger. Just let the inmate's message sink in before making any decisions about it. Of course, certain situations within the jail call for quick action; but if you develop your nonjudgmental listening ability now, you will hear better and be able to take appropriate action more quickly when necessary.

The Second Part of Listening: Pick Out Key Words

There are key words and phrases to listen for. Here are a few—*kill, depressed, snatch*. Other words to listen for—*you'll pay, get out of here, hostage*. Of course, everything you hear and see must be considered in terms of who the inmate is that said or did it. In addition to the key words, you'll need to pick out the person who is involved.

Listening means picking out key words and phrases like *get* or *shank* or *that S.O.B.*



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

The Third Part of Listening: Identify Intensity

Statements are made with varying intensity (high, moderate and low). The louder or more emotional a statement, the more intense it is. But loudness and emotion are not the same thing. A wavering voice, for instance, signals a lot of emotion even though it may not be loud. High intensity statements are very real signs of danger.

Listening means determining whether the intensity of an inmate's speech is high, medium, or low.

The Fourth Part of Listening: Reflect On Mood

“Mood” here means, at a very simple level, what the inmates are feeling. One question you may ask to determine mood is “what kinds of feelings are being expressed or implied (positive, negative, neutral)?” Another question you want to answer is “is this mood normal or abnormal for this time and place?” Sure, there are always exceptions. For example, someone can say “I’m going to kill you” quietly and without emotion, yet still mean it. This is why it is so important to know your inmates and to continue to observe and listen for other cues.

Listening means determining whether an inmate's mood is positive, negative or neutral, and whether this mood is normal or abnormal.

When you answer the question, “is this normal or abnormal?” you should try to formulate the reason why this is the case. “Normal” means “as it usually is”. This can apply to one inmate as well as to a large group of inmates.



Listening Scenario #1 Summary

An inmate is talking about another inmate.

Questions after Viewing

From the inmate's statement, identify—

Key words: _____

Mood: _____

Intensity: _____

Listening Scenario #2 Summary

An inmate is talking about his wife.

Questions after Viewing

From the inmate's statement, identify—

Key words: _____

Mood: _____

Intensity: _____

Listening Scenario #3 Summary

An inmate is talking about another officer.

Questions after Viewing

From the inmate's statement, identify—

Key words: _____

Mood: _____

Intensity: _____



Group Exercise Directions

<u>Inmate</u>	<u>Officer</u>	<u>Group</u>
Describe the setting. Role-play inmate for 20-30 seconds. Provide verbal cues for conveying information.	Position, Posture, Observe, Suspend Judgment, Say Nothing. Pull out Key Words. Identify intensity (high, medium, low). Define mood (positive, negative, neutral). Mood normal or abnormal? Why?	Position for paying attention. Write own answers. Rate officer on Sizing-Up Skills (#1). Rate officer on #2-6 (yes/no).



Summary of the Basics

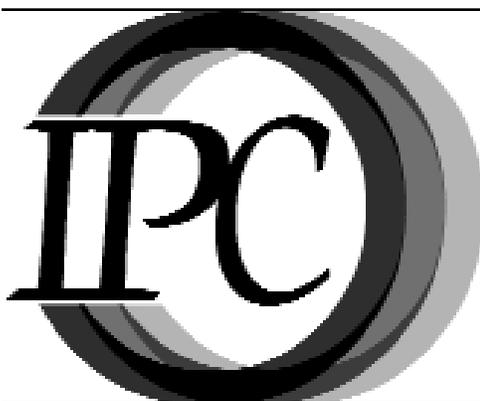


All right, you've had a chance to learn the four basic skills you need to size up a situation—to manage your job and the inmates more effectively. You've practiced positioning, posturing, observing, and listening. But as you know, there's far more to being an effective officer than being able to size things up. Often you will choose to manage by communicating with inmates. You'll want to defuse a troublesome situation or get important information. Or you may need to address an inmate's concerns.

In the second major section of this manual we'll consider the skills you'll need to communicate with inmates. The skills in this second section are important when it comes to helping inmates with their problems and are absolutely essential when dealing with tense situations—situations where strong feelings may get out of control unless you're able to communicate with inmates. Sizing things up just lets you know what's happening and what may happen. To change things for the better—and that's what effective management requires—you need to add on communication skills!

The Add-Ons

The Basics	The Add-Ons
<ol style="list-style-type: none">1. Position2. Posture3. Observe4. Listen	<ol style="list-style-type: none">1. Respond to Inmates2. Ask Questions



*The Add-Ons:
Communicating with
Inmates*



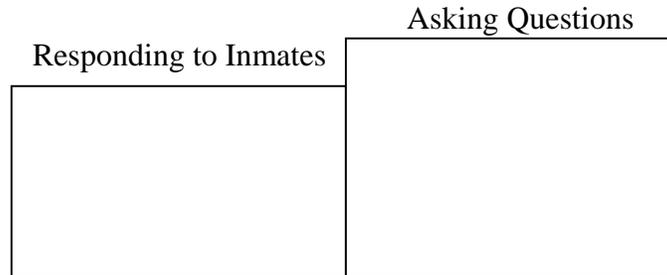
The Add-Ons

Communicating with Inmates



Add-on skills help you open up communication with inmates. They provide you with the ability to get another person to tell you more about what he knows or thinks. You'll find the add-on communicating skills invaluable whenever you need to get more information about a situation or address an inmate's concerns.

The two add-on communicating skills are—



Communication Promotes Understanding

Just what is communication all about? We know that some officers can really talk with inmates and others can't. Although you see and hear inmates every working day, chances are you're never really sure what's really going on inside them. At the most fundamental level, officers and inmates are all human beings. But many times it seems that the similarities stop there. The gulf between you and one inmate may often be frustrating. In one way you feel that you know this inmate but in another way you're sure you don't. And knowing him is important. The better your understanding of any inmate, the more effective you can be in terms of inmate management.

This is where communication skills become important add-ons. When you choose to use these skills, you can find out a great deal more about individual inmates. You can add to your understanding and action in ways that will help you defuse tension, decrease the chances of trouble and increase your ability to handle any and all situations more effectively. The basic skills let you size up the situation. The add-on communication skills presented in this section let you understand the full implications of that situation and act constructively.

Once you choose to communicate with an inmate or a group of inmates, you begin by putting all of the four basic skills to use—positioning, posturing, observing and listening. As the communication process develops, you use new skills in two important areas.

The Two Skills: Responding to Inmates and Asking Relevant Questions

As the materials that follow make clear, responding to inmates means a good deal more than just answering a greeting—although this, too, can be important. You need to take the initiative in developing effective responses. By the same token, asking relevant questions means more than a simple, “Hey, what’s going on”. In this section you’ll have a chance to learn the specific procedures involved in responding and asking questions effectively.

As noted, communicating with inmates must begin with your use of all the basic skills. You position yourself at the best possible distance from the inmate—say three to four feet when you are working with a single person (although this would certainly increase if danger were imminent). This puts you close enough to see and hear everything yet not so close that you seem overly threatening. You face the inmate. And you look directly at him, making frequent eye contact to let him know you’re really “right there”.

You posture yourself so as to communicate both confidence and real attention. You observe the inmate’s appearance and behavior, using visual cues to draw inferences about his feelings, relationship with you, and general energy level. And you listen carefully, making sure you take in all the key words and verbal indications of intensity so that you can determine just what the inmate’s mood really is. Only after you have really mastered and put to use the basic skills will you be able to use the add-on communication skills effectively.

Like the basic skills, communication skills involve a step-by-step approach. First you respond to the inmate. Then you ask any relevant questions you need to ask. Then you respond again, this time to the inmate’s answers. You would usually not, in other words, just jump in and start asking questions—at least not if you’re trying to get the inmate to open up and communicate with you voluntarily.

We have all met some officers who are skilled at communicating with inmates. What qualities or skills did these good communicators have that made them effective? List two.



1. _____

2. _____



Responding to Inmates



Responding means just that—showing a clear reaction to something, which you have seen or heard. A response *gives evidence* that you have listened. In this section we’ll take a look at several levels of responding.

There are three steps to responding to inmates—

Asking Questions

<i>Responding to Inmates</i>	
<ol style="list-style-type: none"> 1. Identifying Content 2. Identifying Feeling 3. Identifying Meaning 	



At the simplest level, you can ***identify content*** by summarizing and expressing what an inmate or group of inmates has said or done. At the next level, you can ***identify the feelings*** shown in an inmate’s words or reflected in his actions. Finally, you can ***identify the meaning*** or reasons for an inmate’s feelings. Each new level of responding does more to show an inmate that you are really on top of things, really seeing, hearing and understanding him.

Probably more than anything else in this training, responding is going to seem strange to you. It’s new, and you may be doubtful about its worth. There are two things to remember here.

First, this is a skill to be added to what you already do rather than a skill to replace what you do. The more responses you have to choose from, the more effective you can be. Second, by practicing the skill you will learn the best places and ways to use it.

The First Level of Responding: Identifying Content

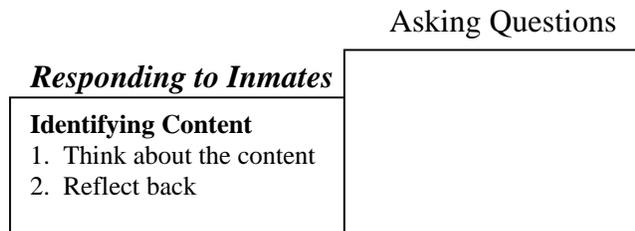
Identifying content is the skill of seeing and hearing what is really happening and the ability to reflect that understanding back to the inmate. You’re letting the inmate know you heard accurately and are on top of the situation.

While your use of the basic skills establishes a relationship in which inmates are more likely to cooperate with and talk to you, responding is a tool you can use in the moment to communicate with inmates. Identifying content is the first part of responding to the total problem or situation involving inmates. It shows an inmate that you have heard or seen what he said or did. When any person, including an inmate, knows that you are seeing and/or hearing him accurately, he will tend to talk more freely. This is critical because

talking gives you more of the information you need while allowing the inmate to get things off his chest.

Responding at the simplest level identifies content: “You’re saying _____.”

The two steps to identifying content are—



When identifying content, you are focusing on what the inmates are either saying or doing. First, you **think about** what you have seen and heard: “What are the inmates doing?” and “What is the inmate saying?” In answering both questions, stick close to what is actually going on and/or what is being said. Second, after taking it all in and thinking about it, you summarize what the inmates are saying or doing in your own words. You **reflect back** the content by saying to an inmate either “You look (it looks _____)” or “You’re saying _____.”

(For example “You look like you’re pretty busy” or “You’re saying you’re pretty busy.”)

You identify content when you want more information to aid you in management. This may occur when you are talking with an inmate or when you notice unusual behavior in an inmate or a group of inmates and would like to get some information from them about what they are doing. For example, you might notice a group of usually talkative inmates being very quiet. You could say to them, “You seem pretty quiet today.” This gives them the opportunity to respond to you while also letting them know that you are observing them and observing them accurately. Unlike other approaches to getting information, identifying content doesn’t automatically put an inmate on the defensive.



List two examples of situations in which you might identify content in order to get more information.

1. _____

2. _____

Get Inmates to Talk Instead of Act!

A common inmate attitude is “the inmate vs. the officer”. Responding can alter the “me against them” belief enough to open communication with inmates. An inmate who is committed to some destructive action and who has done destructive things in the past will probably not be affected by identifying content. But such responses will give many other inmates an opportunity to talk it out, to share it rather to keep it inside.

Here’s an example. One inmate might say, “I really can’t stand him. He pushes me and pushes me. Every time I see him, I want to get even.” Put aside your desire to question such an inmate (“Why do you want to do something foolish?”) and your desire to push him into something positive by stating a negative (“You really want to do some more time?”). Instead, identify the content of his statements—“You’re saying you really want to get back at him.” This response will encourage talk and help you get the information you need to understand the situation before you push or take any action. Instead of switching to a hostile or defensive way to counter what he might see as an officer’s usual hassling, the inmate relaxes. You’re not pushing. Instead, you’re playing along and giving him a chance to talk it out. Also your response gives the inmate a chance to talk and thereby lessens the probability that he will act out negatively. In addition, the more an inmate talks, the more you learn about his values. And the more you know about his values, the easier it is to manage him.



Identifying Content Scenario #1 Summary

An inmate complains about a job request she’s made; the officer identifies the content of the inmate’s statement.

Questions after Viewing

Has the officer identified the content accurately? _____

What other ways could the officer responded? _____

Identifying Content Scenario #2 Summary

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

Questions after Viewing

Has the officer identified the content accurately? _____

What other ways could the officer responded? _____

Identifying Content Scenario #3 Summary

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

Questions after Viewing

Has the officer identified the content accurately? _____

What other ways could the officer responded? _____



Group Exercise Directions

<u><i>Inmate</i></u> Gives the setting. Role-plays 20-30 seconds.	<u><i>Officer</i></u> Attends. Waits 30 seconds. Identifies content: "You're saying _____." "You look (it looks) _____."	<u><i>Group</i></u> Position, observe, listen. Write own responses. Rate officer's response: "Yes," if accurate, "no," if not, including reason. Rate officer's attending.
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The Second Level of Responding: Identifying Feeling

Identifying feeling is the ability to capture in words the specific feeling being experienced by an inmate. By identifying, or reflecting back, the inmate’s feeling, you show that you understand that feeling. This encourages the inmate to talk, to release his feelings.

The two steps to identifying feeling are—

<i>Asking Questions</i>	
<i>Responding to Inmates</i>	
Identifying Feeling 1. Think about the feeling 2. Reflect back	



Every person has feelings that affect what he or she says and does. The nature and strength of these feelings usually determine what a person is going to do. When you identify an inmate’s feeling, you are encouraging him to share those feelings with you. The skill of identifying feelings has important implications for the management of inmates.

Responding at the next level identifies feelings: “You feel _____.”

Understanding Can Defuse Bad Feelings!

Showing you understand how a person feels can be even more powerful than showing you understand the content of his actions and/or words. Showing an inmate that you understand his negative feelings can usually defuse those negative feelings. By responding to feelings at the verbal or “symbolic” behavior level, you keep the inmate’s words from turning into action. Also, responding to feelings at a verbal level can give you the necessary clues to determine the person’s intention. If he clams up after you have identified his feelings, he is probably going to act on them; on the other hand, if he goes with it verbally, he is telling you he wants to talk it out instead of acting on it. You all know the difference between a talking fight where the parties are looking for a way out (“oh yeah?” “yeah!”), and a real fight where the fists will be flying any second.

Besides being able to defuse negative feelings so that words don’t become actions, identifying feelings leads to greater understanding of—and by—the inmate. The inmate can’t always link up his feelings with the situation and is often at a loss to understand what he is feeling. In addition, when you identify positive feelings, these feelings get reinforced (unlike negative feelings). There’s nothing mysterious about this. We don’t enjoy our negative feelings so we get rid of them by sharing them—by “talking it out”. But we do enjoy our positive feelings. So they only become stronger when they’re shared with another person. You can begin to strengthen the positive feelings that will help an inmate to act more positively simply by recognizing and responding to these feelings. As a general rule, a person who feels positively about himself will try to do positive things,

while a person who feels negatively about himself will try to do negative things. If you push this out into a general principle, you get “people tend to act in ways consistent with the way other people see them.” If you put together an inmate’s low self-image and the fact that others have a low image of him as well, you can predict that the inmate will act accordingly (negatively). Now you can’t pretend that someone is positive when he is not; but if in fact he feels positive or does something that is positive, then recognizing this will help.



List two situations where it would be important and useful to defuse negative feelings.

1. _____

2. _____

Identifying Feeling Words and Intensity

To identify feeling, you position and posture yourself, then observe and listen. Then you *think about* the feeling (happy, angry, sad, scared) and its intensity (high, medium, or low). Finally, you respond by *reflecting back*, “You feel _____.” (For example, “You feel angry.”)

Here the new skill involves identifying feeling and intensity. Adding a new skill doesn’t mean discarding the old skills, of course. When identifying feeling, you are really asking yourself, “given what I see and hear, how does this person basically feel?” Is he happy, angry, sad, scared, or confused? His behavior and words will let you make a good guess at the feeling. For example, an inmate who yells at another inmate, “you stupid idiot, look what you did to my bed!” while he waves his arms and his face gets red is obviously feeling some level of anger.

After you have picked out the feeling word, you must think about the intensity of the feeling. For example, anger can be high in intensity (boiling mad), medium in intensity (frustrated), or low in intensity (annoyed). The more accurately your feeling word identifies the intensity, the more effective your response will be. That is, your response will be more accurate and will do the job better (e.g., defuse the negative feeling). You wouldn’t choose “concerned” for the above example because the term is too weak to describe a person yelling, waving his arms and turning red. Such an understatement would probably only make him angrier. But “You feel furious” would fit fine.



Take each of the five basic feeling words (happy, angry, confused, sad, and scared) and write a high, medium and low intensity word for each.

	High	Medium	Low
Happy	_____	_____	_____
Angry	_____	_____	_____
Confused	_____	_____	_____
Sad	_____	_____	_____
Scared	_____	_____	_____



Identifying Feeling Scenario #1 Summary

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

Questions after Viewing

What is the inmate feeling? _____

How intensely? _____

Does the officer capture the essence of his feeling? _____

Identifying Feeling Scenario #2 Summary

An inmate talks about getting out of jail.

Questions after Viewing

How would you describe the inmate's feeling? _____

How would you respond (identifying feeling)? _____



Group Exercise Directions

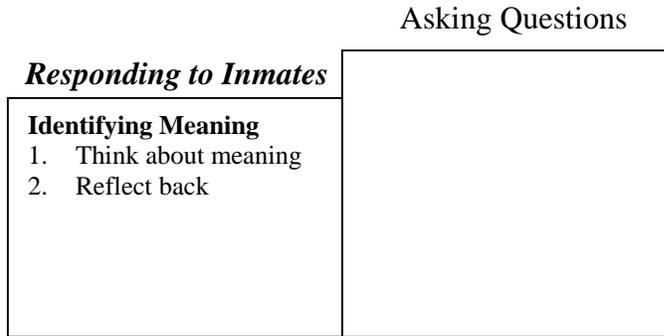
<u>Communicator</u>	<u>Responder</u>	<u>Group</u>
<ol style="list-style-type: none">1. Shares real problem2. Rates responses after group rating	<ol style="list-style-type: none">1. Positions, observes, listens2. Pauses 10-12 seconds3. "You feel _____."	<ol style="list-style-type: none">1. Positions, observes, listens2. Writes own "You feel _____."3. Rate "Yes/No" on officer's response and why.4. Give individual response to group5. Rate "Yes/No" on sizing up.



The Third Level of Responding: Identifying Meaning

Identifying meaning builds on the two previous skills. Identifying meaning requires you to paraphrase the content of an inmate’s statement in such a way as to provide a meaningful *reason* for the inmate’s feeling.

The two steps in identifying meaning are—



Meaning is the Reason for the Feeling

Learning how to identify content and how to identify feeling has prepared you to identify meaning. Now your response at this new level can put everything together. Here you will capture effectively where the inmate is in the moment. By adding the meaning to the content and feeling, you will help yourself and the inmate understand the reason for his feelings about the situation. The reason is simply the personal meaning for the inmate about what is happening. For example, an inmate in danger of being pulled into a fight when his record is clean might feel “scared” because “the fight could blow my chances to get out early.” The personal meaning of the potential fight for this inmate is that it might prevent him from earning good time. That is one reason why he is scared.

Responding at the highest level identifies content, feeling, and meaning: “You feel _____ because _____.”

By putting together the content, feeling, and meaning and responding to all three, you show the inmate you understand his experience as he presents it. This increases the chances of the inmate talking to you.

For example, an inmate asks the officer a question about his work detail.

Inmate: “Why do I have to be in the kitchen? The steam and the odors suffocate me.”

Officer: “You feel concerned because the conditions over there are hard for you to work in.”

Inmate: “Yeah. I get this heavy feeling in my chest and I begin to wheeze after about thirty minutes. I know the kitchen supervisor thinks I’m running a game, but man, I need to get out of there!”

Officer: “You feel worried about your situation because you think something is wrong in your chest that the smells in the kitchen make worse, and you can’t convince the supervisor that you’re leveling with him.”

Inmate: “Right. It’s getting worse all the time, and I don’t know what to do.”

Officer: “How about going to the infirmary in the morning to get it checked? The doctor can authorize a work detail change if he feels that your condition needs it.”

The officer understands clearly where the inmate is in the situation, where he wants (or needs) to be, and is able to suggest a possible solution. This became possible because he was able to attach an understanding of meaning to the content and feeling of what the inmate was saying.

Identifying Meaning

By building on what you know, you add the reason to the content and feeling responses you have just learned. Your new way of responding becomes “You feel _____ because _____.”

What we need to focus on here, of course, is an inmate’s reason (personal meaning) for his feeling. Supplying the reason means you must understand why what happened is important. You do this by rephrasing the content in your own words to capture that importance. You are actually giving the reason for the feeling. In this way, you make the inmate’s feeling clearer and more understandable. It is also important to capture whether the inmate is seeing himself as responsible or seeing someone else as responsible. Your response should reflect where he sees the responsibility in the beginning, even though you may not agree. By doing this you will have a better chance of opening him up. You can always disagree when it becomes necessary and effective to do so.



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

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

Identify the intensity and category of this feeling and pick an accurate “feeling” word to describe the inmate’s emotion. _____

Now supply the reason for the inmate’s feeling. What does his situation really mean to him? Who is he blaming? Why is all of this so important to him? To understand what’s going on, you have to forget that you may not have told anyone who gave you the information; forget that you had your reasons if you did tell someone; forget the inmate’s words and tone and language. What does this mean to him? Recognizing the meaning, formulate a response.

Response to meaning: “You feel _____ because _____.”

Explanation

The officer who was actually involved knew how to initiate communication with an inmate in a tense situation like this—and he recognized that failure to do so could mean real trouble.

He knew that the inmate's basic feeling was anger. He knew that the intensity of this feeling was high and that the inmate was really furious. And he knew that the inmate was blaming him for putting him in danger in the unit—the real meaning of the situation for the inmate. Knowing all of this, the officer was able to respond effectively to the inmate's feeling and to what this feeling meant.

“You feel furious because you think I put you in danger.”

This response caught the inmate flat-footed. He had expected the officer to deny everything. Or to tell him to shut his mouth. Or to ignore the whole thing. He certainly hadn't expected the officer to respond to his situation at the same level that he, the inmate, was experiencing it!

Because the officer knew how to respond at this level, he was able to keep the inmate talking openly. And in a tense situation, this can mean the difference between effective management and genuine danger!

Referral

When identifying meaning, a communication interchange may sometimes go deeper than you feel you can handle. If this happens, you must consider the option of a referral. With your added understanding, your referral will be that much more specific and beneficial. But many times your added understanding will provide you with the information you need to really manage the inmate. The payoff for you and the inmate will be rewarding. Many officers put in their time with the inmates but don't get the payoff because they lack some of the skills needed to finish off the good start that they make by being decent and fair. Responding is one way to ensure the payoff.

Practice your responding skills with inmates with whom you have been communicating. When you practice the skill, don't just give one response and say to yourself, “Well, I did it.” Keep using your responding skills over and over again when you are trying to understand an inmate. When you feel he has said all he is going to say, or when you know all you need to know, then you can take action. But be careful about giving advice too soon. A lot of times an inmate will hold back part of the problem until he sees how you react. If you tell him what to do too early, it may not be good advice.



Identifying Meaning Scenario #1 Summary

An inmate is talking about visitation being cancelled.

Questions after Viewing

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

Identifying Meaning Scenario #2 Summary

An inmate is talking about taking the GED test.

Questions after Viewing

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



Exercise 1

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



Exercise 2

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



Asking Questions



You ask questions in order to get useful answers. Some questions get better answers than others; the skill of asking questions will help you increase your information and hence your ability to manage inmates well.

The three techniques in asking questions are—

Asking Questions

<p>Responding to Inmates</p>	<ol style="list-style-type: none"> 1. Using the 5 W's and H method 2. Thinking about what was said or not said 3. Responding to the answer
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Three Steps in Asking Questions

As the following materials make clear, there are really three basic steps involved in asking relevant questions in an effective way. First, you must develop one or more questions of the “5W’s and H” type—Who, What, Where, When, Why, and How. Second, you must think about the answer or answers given by the inmate to make sure you fully understand all the implications. Third, respond to the inmate by reflecting back the answer.

Asking questions will help you manage an inmate. If an inmate answered our questions, we would be all set. After all, we have all the right questions. The reality, however, is that for a variety of reasons (e.g. lack of trust, his own guilt) the inmate does not answer many questions. In fact, questions will sometimes have the opposite effect. That is, they will shut off communication with inmates rather than open it up. The only way questions can be really effective in opening up an inmate is when they are used in addition to the basic skills plus responding. Use of the basics plus responding can get an inmate to the point where he will talk quite openly. It is then that questions can make their contribution by getting some of the necessary specifics (who, what, when, where, why, and how—the 5W’s and H system).

The First Step in Asking Questions: 5W's and H

Answers to questions will give you the detail you need to manage inmates effectively. The more details you know, the better you can understand what is going on. You always want to know who is involved, what they are doing or going to do, when and where something happened or will happen, how it's going to be done or how it was done, and why it did or will take place. For example—

- “Where were you?”
- “Who were you with?”
- “Why were you there?”
- “What did you actually do?”
- “When did all this happen?”
- “How was it handled?”

The Second Step in Asking Questions: Thinking About What Was Said or Not Said

It's not enough to ask good questions. You also have to be able to make sense out of the answers you get (and recognize as well, perhaps, the answers you're still not getting). An inmate may be leveling with you and giving you the information you need to manage things or to provide assistance. He may be leveling with you as best he can but perhaps not giving you all the information you need. Or he may be covering something up, which means that he is still not fully open, still not really communicating with you.

In thinking about the inmate's answer to your question, you can consider four specific things—how the inmate looks as he answers (relaxed, uncomfortable); what he is doing while he answers (facing you and making eye contact, looking away, looking down at his feet); what he has actually said (the informational content of his answer); and what he may have failed to say (any “gaps” in the way his answer fits with your questions). By reflecting on these four areas of concern, you can make sure that you fully understand all the implications of the inmate's answer.

The Third Step In Asking Questions: Responding To Answers

Responding to answers means reflecting back to the inmate what he has said in terms of content, feeling, and/or meaning—all the skills you learned previously. Responding opens up the inmate and gives you a chance to make sure you understand what is being said. It also builds up trust with the inmate. For these reasons, you should always try to respond to an inmate's actions or words at the highest possible level before and after you actually start asking questions. Questions then fill in the details of the picture. Often details (reasons) come from responding skills alone. If they do not, questions are appropriate. It's as simple as that.



For each of the following questions, first make a response and then ask an appropriate question.

1. You have found an inmate with lots of extra commissary in his cell. You know he can't have enough money on his books to purchase all that stuff. When you inquire about the commissary, the inmate says the following:

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

Respond: “You feel _____ because _____.”

Question (5W's and H):

2. “I know I'm stuck on the stuff. I know it's killing me.”

Respond: “You feel _____ because _____.”

Question (5W's and H):

3. “School is really moving. I read my first novel the other day. Really good stuff. I never knew reading could be exciting.”

Respond: “You feel _____ because _____.”

Question (5W's and H):

Example

Let's imagine that you're talking with a young inmate who hasn't been in jail before. You've recognized that he's really scared stiff of the other inmates. And you've been able to respond to him at the level of feeling and meaning: “So you really feel terrified of the other inmates.” Now you're set to ask a question: “Is someone specifically threatening you?”

The inmate looks around quickly, then looks down at his feet. When his answer comes, it is given in a low, unclear voice. “Nah, just guys in general.”

You look at his appearance and see he's really nervous. He won't look you in the eye. He won't even speak up in a clear voice. On top of this, he's answered your question with

only the vaguest kind of information. In the end, his answer leaves out far more details than it includes. Upon reflection, you realize that the guy is not only scared in general but is really frightened right now in case some of the other inmates should catch him talking to you. In other words, your reflecting lets you know that this isn't a guy who's trying to play smart with you. He's not clamming up on purpose. Instead, he's just living in fear right there in front of you. Realizing all of this, you're able to respond even more fully and immediately to him.

“You're scared stiff right now because someone has been threatening you, and they might get wind of us talking together.”

And the inmate looks up, surprised. He didn't know any officer could really see and hear him as he actually is. You've just grown about six inches in his eyes—maybe to the point where you suddenly seem stronger than the threat of those inmates who have been bothering him! Instead of clamming up, the young inmate keeps on talking, answering your next questions more fully. Which is just what you want him to do. Because in the end, you know you can gain his confidence and learn the information you need to get.



Asking Questions Scenario #1 Summary

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

Questions after Viewing

What does the officer learn from this exchange? _____

How could the officer improve his questioning technique? _____

Asking Questions Scenario #2 Summary

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

What does the officer learn from this exchange? _____

Where in his questioning does he use responding skills (identify content, feeling, and/or meaning)? _____

Where in his questioning does he use the 5W's and H technique? _____

Asking Questions Scenario #3 Summary

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

Questions after Viewing

What does the officer learn from this exchange? _____

Where does she identify the content of the inmate's statements? _____

Where does she identify the feeling and meaning of the inmate's statement? _____

Where does she use the 5W's and H technique? _____

What has the officer accomplished through this communication? _____



Group Exercise Directions

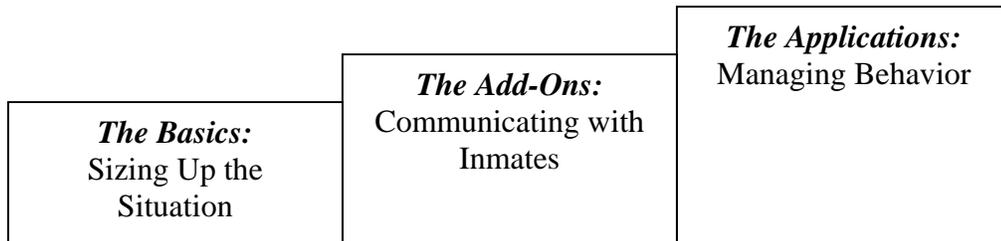
<i>Communicator</i>	<i>Inmate/Staff</i>	<i>Group</i>
1. Positions, observes, listens	1. Role-plays or real stimulus	1. Position, observe, listen
2. Pauses and responds	2. Reacts to responses and answers questions	2. Reflect own response and questions
3. Ask question after reflecting (5W's and H)	3. Gives feedback	3. Rate officer reflecting
4. Pauses, reflects and responds again on answer to question		4. Question attached to reflection: "Yes/No"
		5. Present each response and question
		6. Feedback on sizing up

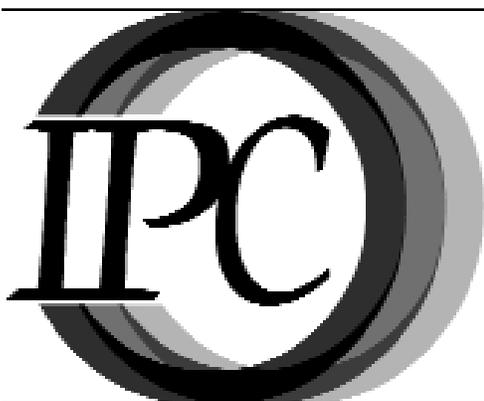


Summary of the Add-Ons



In the first section of this manual, you learned the skills you need to size up the situation. Now, working through this second section, you've learned the skills you need in order to initiate meaningful communication to improve your management responsibilities—the skills involved in responding and asking questions. These skills are designed to help you manage inmates by communication. The payoffs are always good for all concerned. Now it's time to move on—to go beyond sizing up and communicating and consider what's involved in really controlling the situation. We'll concentrate on this topic and the skills it requires in the final section of the manual.





*The Applications:
Managing Behavior*



The Applications

Managing Behavior



The application skills combine the basic and the add-on skills, and are aimed at managing and controlling inmate behavior. These skills are important in helping you maintain control and manage inmates well.

The Applications include three specific skills.



Not all the ways in which officers try to control inmates are good; some are actually dangerous, and more than a few have proven disastrous. Many ineffective methods of management and control have been based on myths about correctional work. The problem with the majority of these is that they treat anything other than a show of pure force as a sign of official weakness. Yet the fear of looking fearful in the inmates’ eyes has actually caused many officers to take greater risks. One thing is certain—as soon as an officer begins to develop effective interpersonal management skills, he begins to experience the real reward of being able to control situations with less tension, less force, and a lot less risk to himself!

However, even the effective use of basic skills plus use of communicating skills is not always enough. Every officer needs specific yet constructive ways of managing and controlling inmate behavior. This section of the manual will outline a number of such ways—the “applications” which any officer should have open to him.

Managing Behavior is the Key

Managing and controlling behavior simply means taking charge. This is what it’s all about in an institution. Without the ability to manage and control behavior, all the other efforts are wasted. An officer has to do everything he can to ensure appropriate behavior—in the interests of the institution, the staff, and the inmates. Officer control of inmate behavior leads to a secure institution. Inmate self-control leads the inmate to success. Without control, nothing productive can occur.

At the individual level there can be great frustration among the correctional staff; officers cannot and will not work well where inmates are poorly controlled. Lack of self-control among inmates is demonstrated in negative behavior. The uncontrolled individual cannot do the constructive things that lead to success. He is doomed to make the same mistakes over and over again. This costs him, it costs society, and it usually costs the

officers who are charged with controlling the behavior of people who can't control their own behavior.

This section of the manual builds on previous sections. It is about the *how's* of controlling behavior by using good management skills. *What are these skills?* In this final section of the manual we'll take a close look at three different areas of skills. These skills are dealt with here as "applications" because they really represent the specific ways in which you can apply all of the other skills you've developed in order to manage and control inmate behavior in the most effective possible manner.

Three Application Skills: Handling and Making Requests and Reinforcing Behavior

Unlike the earlier skills, these three areas are not all cumulative. That is, you will normally be involved at any given time in either handling an inmate's request or making a request of your own. In either situation, however, you will want to reinforce the inmate's subsequent behavior—positively if you want him to keep doing a particular thing and negatively if you want to keep him from doing something.

Before going any further, let's take a look at a couple of these skills in action. Here is a situation, quite routine, where an officer demonstrates skill in management. It could be handled very differently with more negative outcomes. It involves both the officer making a request of the inmate and, in turn, the inmate making a request of the officer.

Officer: "Mr. Jones, I'd like you to switch cleaning chores with Mr. Smith for the next two weeks because he's been having problems with his neck and can't lift the trashcans. He'll do your sweeping while you do the trash."

Inmate: "Is it okay with you if I try to get someone else to do it? I don't like missing the news on TV to empty the trash."

Officer: "I'm sorry, Mr. Jones, I know you'd prefer not to do the trash, but it needs to get done while Mr. Smith's neck gets better. Your chore, the sweeping, is the only one he's cleared to do right now. Mr. Smith can't do his chore for two weeks; if he's not better by then we'll get a new worker to take his place and you can have your job back."

Inmate: "Why do you always pick on me? I'm always the one who gets screwed on these deals."

Officer: "I know you're angry about having to switch chores because you don't like to miss the news, but this is the best way to solve the problem. Please be ready to do the trash tomorrow night. Okay?"

Control Through Skill, Not Force!

The officer in this case used his skills to control his situation. He didn't demean or put down; he didn't use sarcasm. You will observe, however, that included in his skills were firmness and reasons for his actions. There was no weakness. The inmate now knows what he is expected to do and why. The officer was even able to continue to be responsive to the inmate when the inmate became irritated. This use of skill gets that job done and increases the probability that the inmate will

feel he has been treated fairly, even if he has to have his routine interrupted. Quite a contrast when you think about how another officer might have handled it.



Why is control important for inmate management? _____

What does an inmate gain when he learns to control his own behavior? _____

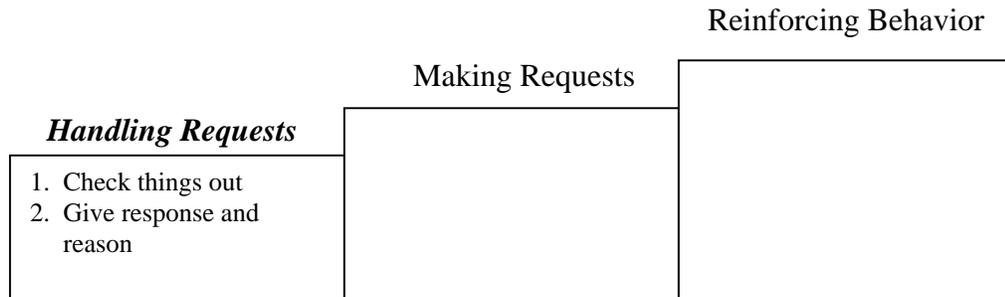


Handling Requests



Handling requests is the ability to manage inmate requests in a fair and effective manner. The skillful handling of requests helps build trust and reduce tension in the institution. It is also a good inmate management technique.

The two steps in handling requests are—



Rules, Regulations, and Inmate Rights

Before we turn to the skills involved in handling an inmate’s requests, we should spend a minute reviewing the way in which institutional rules and regulations often relate to the specific things to which an inmate does—and does not—have a right.

Although times are changing rapidly, each officer and each institution is bound by certain legal and institutional requirements to provide certain things to the inmates. Most of these things are basic rights and/or needs to which an inmate is entitled. Your jail probably has some written regulations to guide you in these areas. Abiding by these rights and needs usually enables an officer to establish a working relationship with most of the inmates. There is always that 5% to 10% who react negatively no matter what you do. But by following the regulations, you can fairly expect the inmate to do what is expected of him. You have taken away his excuse for negative behavior, even in the eyes of the other inmates. When you attend effectively to the inmates, you have fulfilled your basic obligations to make the institution fair.

You can attend to an inmate either as the result of his or her request or by initiating contact on the basis of some need you see. The latter really opens up an inmate. (As used here, “attending” really refers to both of the skills we’ll consider—checking the inmate out and responding to his request with a reason for your decision.) Attending skills are basic but very powerful. They reduce 90% of the tension in a jail and help to establish a relationship where communication is possible if a problem arises.

The First Step in Handling Requests: Check Out the Inmate and Situation

It goes without saying that you are and will be bombarded with requests from inmates. Some will be legitimate, some not. Every request must be, and is, responded to. Even if you ignore the request, you have responded to it; and some consequence will occur which can affect your management and control of inmates. If you find this hard to believe, put yourself in a situation where you want your shift supervisor to consider one of your own requests and he ignores you. How do you feel? What message would it communicate if it happened often? What might be the consequence for your behavior?

Checking out requests involves deciding if they are legitimate or not.

Before you respond to any inmate request, you need to use your basic skills to check the inmate out. Is he leveling with you, or is he trying to run some kind of game? You also need to check out the situation in terms of any rules or regulations that might apply. Using your positioning, observing, listening and responding skills will be invaluable to you here. As you practice, this will become very clear to you.



Read the following situations. Then describe how you would check them out.

Inmate request: “Officer Smith, I feel sick. My stomach is real upset and I’ve been sweating more than usual. Can I go see the nurse?”

What skills would be important to use in this situation? _____

What rules or regulations must be considered? _____

Another inmate makes this request five minutes before count.

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

What skills would be important to use in this situation? _____

What rules or regulations must be considered? _____

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

The Second Step in Handling Requests: Responding with a Reason for Your Decision

The new skill here involves indicating the action you're going to take—your decision—and giving the inmate your reason. Giving the inmate a good reason is not a sign of weakness. On the contrary, it is the best way in which to minimize future gripes. If you turn the inmate down, he won't be able to complain that you didn't even tell him why. And if you grant his request, he'll know that it was just for this one situation for a good clear reason.

Responding with a reason eliminates possible problems.

Basically, of course, an officer has three possible avenues of action in relation to an inmate's request. In each case he should give some reason for his action. Here are the simplest forms these responses can take.

"Yes, I'll do (it) _____ because _____."

"No, I won't do (it) _____ because _____."

"I'll look into (it) _____ because _____."

In each instance, the officer bases his decision on the laws and the regulations of the institution. In cases where inmates need or request something beyond what they are entitled to by law and regulation, each inmate's behavior (past and present), what is asked for, the way it is asked for and the information you have gained by checking things out should determine your response. For example, an inmate might ask you, "Hey man, how about a phone call?" "No, I can't allow you to have a call because it's after 9:00 p.m., and only emergency phone calls are allowed now."

Take Care of Basic Needs

While an officer may have an option in a case like the above, some things—like a person's food—cannot be withheld. You may have other options for an abusive inmate who demands his meals (e.g., write him up) but you can't deny him his food. Knowing the law and the regulations of your institution will definitely make your job easier. By taking care of the basic needs of the inmate, tension, negative behavior, and grievances will be greatly reduced.

Taking care of basic needs is a "must" in any relationship. It would be very hard for an inmate to believe you wanted to communicate and assist him if you did not attend to his basic needs—that is, if you did not give him what he was entitled to. Dealing with such needs in a concrete way builds up trust that will make it more likely that the inmate will talk to you and act upon what you say.



List four legitimate requests, which might be made at your institution and four frequent requests that would not be legitimate at your institution. For the latter, indicate why.

List four legitimate requests inmates could make.

1. _____

2. _____

3. _____

4. _____

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

1. _____

2. _____

3. _____

4. _____



Handling Requests Scenario #1 Summary

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

Questions After Viewing

What skill did the officer use in denying this request? _____

What is the effect on the inmate of using this skill? _____

Handling Requests Scenario #2 Summary

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

Questions After Viewing

What skill did the officer use in approving this request? _____

What is the effect on the inmate of using this skill? _____

Handling Requests Scenario #3 Summary

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

Questions after Viewing

What special circumstances could affect an officer's response? _____

Respond to these inmates' request, giving a reason for your response. _____



Group Exercise Directions

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

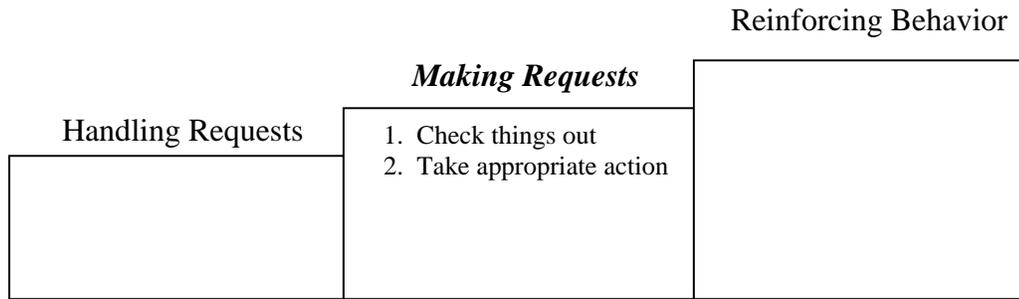


Making Requests



Making requests is the ability to manage inmates by making specific requests of them. Making requests skillfully improves the chances that inmates will cooperate and more readily carry out your requests.

The two steps involved in making requests are—



Two Parts of Making Requests

The two procedures involved in making requests in an effective way are checking things out (using the same procedures as when you are handling inmate requests) and taking appropriate action. As before, you need to check things out to ensure that you don't make the wrong move—a move that might increase tension rather than calm things down. Once you've done this, you can decide whether the best action will involve a simple request, an order or even direct physical action.

The First Part of Making Requests: Checking Things Out

Since the procedures here will be the same as those involved in handling inmate requests, there's no need to go back over them at length. Here, however, your aim should be to understand the whole situation involving the inmate whom you plan to have do something. Is he with his friends? If so, what's his probable relationship with them? Will he feel he's losing face if you give him an order, and therefore react antagonistically? By using your basic sizing-up skills and your responding skills if there's any tension in the air, you can make sure that whatever action you take in making your request will be effective.

Checking things out involves use of your basic and responding skills.

The Second Part of Making Requests: Taking Action

Making requests of inmates is routine in corrections, of course. Many requests are made each shift, and often little thought is given to the impact of requests on the control of inmates. Yet as many of you know, it's how the request is made that often makes the difference, not the nature of the request.

Taking action means selecting the best way to make your request. In taking action to get an inmate to do something, you have to be specific. You should identify what you

want done and when. Many officers have found a polite request is most effective in getting an inmate to do what he is told. Of course, there are officers who feel that the inmates don't deserve politeness, or that it makes an officer look weak. But you were brought up with good manners; and the question is, are you going to let an inmate bring you down to his level? In addition, when an inmate doesn't do something reasonable when asked politely, then it is he who looks weak and not you. Moreover, by being initially polite, you've given the inmate the opportunity to comply easily. Now it's his responsibility if you have to escalate to a harsher request or order. Some of you are going to find it difficult to use a polite format; but many officers have found that it is more effective to be polite. It gets the results you want. A mild (polite) request can take the form "Would you please _____?", or it can take the form "I would appreciate it if you would _____."

When you make an inmate request, the most direct method is simply to identify what you desire and then use the format "I want you to _____." But because inmates will frequently resent authority if you are simply telling them to do something, you may have fewer problems if you use a mild request format. Examples might be "I'd like you to do _____," or "Would you stop _____." You can soften the statement even more by using polite words. For example, "Would you please stop _____."

What format you use for making a request will depend on the situation and the particular inmate. Of course, if an inmate abuses the mild method, you are always free to move to a stronger position including a direct order. As indicated above, the point is to get the job done—to have the inmate do what you want. Most experienced officers agree that it is generally easier if direct confrontations are avoided.

Use Responding Skills

You may also want to use your responding skills in taking action. For example, you come across an inmate who is in a place where he should not be. As you approach, you recognize the inmate as a new to the unit. He doesn't appear to be doing anything else wrong; in fact he greets you:

Inmate: "Hello, Officer."

You give him the benefit of the doubt in the sense that you are open to what he is going to say. *You respond to content:* "Hi, _____. You seem to have drifted off from the rest of the guys."

Inmate: "I guess so, I just wanted to get off by myself for a while."

You respond to feeling and content: "I see. I guess you can get a feeling of being closed in sometimes being in here, but you can't be in this area because it's unauthorized."

Inmate: "I didn't realize that."

You make request: "Yeah, I'd like you to move back to the day area now."



There may be times when you want to start right out with a direct order or take immediate action. List two examples when you would give a direct order or take immediate action without making a request. Give the reason why you would do this.

Direct Order First

1. _____

2. _____

Immediate Action First

1. _____

2. _____



Making Request Scenario #1 Summary

An officer asks an inmate to mop up some water.

Questions after Viewing

What format of request does the officer use? _____

What technique does she use when the inmate wants to postpone the mopping? _____

What is the effect of her technique on the inmate? _____

Making Request Scenario #2 Summary

An officer asks an inmate to clean up his cell.

Questions after Viewing

What format of request does the officer use? _____

Why do you think the officer warned the inmate of the consequences of failure to do as she requested?



Group Exercise Directions

<u>Inmate</u>	<u>Officer</u>	<u>Group</u>
<ol style="list-style-type: none">1. Gives set to group2. Role-plays inappropriate behavior	<ol style="list-style-type: none">1. Leaves room2. Enters and uses basic skills during the 30-second pause, then makes request	<ol style="list-style-type: none">1. Positions, observes, and listens2. Records own version of request and the way it should be made3. Rates officer "Yes/No" on content and style of request, then gives own versions of request4. Rates Basics

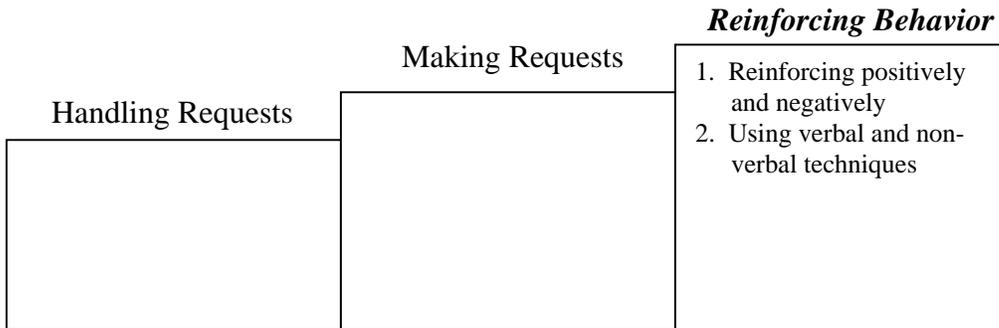


Reinforcing Behavior



Reinforcing behavior is the ability to administer negative and positive consequences effectively. Showing inmates the consequences—either positive or negative—of their actions will help you control behavior.

The two parts of reinforcing behavior are—



Background

The only reason people finally do anything is the consequences (positive or negative) of doing it or not doing it. Behaviors only change when there are consequences. Often, an inmate has been rewarded during his life for bad behavior. For instance, most inmates commit several crimes before they get caught. The inmate doesn't realize that not getting caught or being let off easy is not really in his best interest. In addition to the rewards for negative behavior, many inmates live in a world where being honest and decent is seen as negative and weak. To turn this crazy picture around, institutions and officers must be sure to reward (or correct) the behavior appropriately. Also, the consequences have to be appropriate. That is, the inmate has to experience an action as a positive or a negative. The positive consequence must also be seen as worth the price and the negative consequence as equal to the deed to be effective in changing behavior. If you send an inmate to disciplinary detention and he ends up with a single cell and no loss of privileges, you may not really be giving him a negative consequence. In fact, you may actually be rewarding a negative behavior. In a jail setting, inmates often test to find out what the limits are and who is really in control. Many inmates want to know "How much do I have to screw up before somebody tells me to stop?" Once an inmate knows who is really in control, he will reduce his testing behavior. The result is that the inmate is in your control, instead of you being in the inmate's control!

Reinforcing means addressing positive and negative behaviors both verbally and non-verbally.

Negative Reinforcement

Reinforcements of negative behavior are not threats. As you know, you should never warn anyone of a consequences which you don't intend to follow through on. When you reinforce negatively, you are not setting up a challenge. You are only making clear

what you expect and what will happen if your expectations are not met. You can't reinforce if you are out of control. When you are out of control, you can only threaten. And this puts the inmate in control. Your manner and tone of voice should be firm but calm. For example, you might say, "I'm giving you a direct order to stop. If you do not, then I'm going to have to write you up."

Using physical force to correct negative behavior should only be used where there is a threat of physical harm to you, to the inmate himself, or to other inmates. The risk of such reinforcement is too high, and it should be used as a last alternative.



List some negative reinforcements you can administer and/or take part in personally.

1. _____
2. _____
3. _____
4. _____

Behavior for which you might negatively reinforce inmates.

1. _____
2. _____
3. _____
4. _____

Positive Reinforcement

It's just as important to positively reinforce or reward good behavior as it is to negatively reinforce or correct poor behavior. In fact, trouble can sometimes get started simply because an officer doesn't know how to keep things going as well as they have been going! The effective officer knows which inmates are handling things well and does everything possible to keep them on track. In addition, he positively reinforces positive work by those inmates who may not always behave appropriately. This officer may tell an inmate who always works well, "Glad to see you're doing your usual fine job, Ben. I know I can count on you." This sort of verbal reinforcement helps the inmate keep going in a constructive direction. The officer may also say, "Way to go, Bill" to an inmate who has just done his first positive thing of the day. The officer knows it's important for this inmate to recognize when he's on track—just as he has to realize when he's off the track as well.



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

Positive reinforcements you might give.

1. _____
2. _____
3. _____
4. _____

Behaviors you might positively reinforcement.

1. _____
2. _____
3. _____
4. _____

Two Kinds of Reinforcement: Verbal and Non-Verbal

There are essentially two kinds of reinforcement—verbal and non-verbal. You have several options for giving verbal reinforcements for negative behavior. If a warning is appropriate, you can use a format such as “If you do not do _____, then _____ will happen.” The first blank would be the behavior you want to have the inmate start or stop, and the second blank would be the consequences. If a warning is not appropriate, the format would be “Since you have been (behavior), then (consequences).” Verbal positive reinforcement is expressing your approval of the inmate’s behavior. You can use a format such as “Thank you,” “That’s really helpful thing” or “This place is looking good.” You can reinforce behavior non-verbally with a nod or by shaking your head.



Reinforcing Behavior Scenario #1 Summary

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

Questions after Viewing

How does the officer use positive reinforcement? _____

Reinforcing Behavior Scenario #2 Summary

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

Questions after Viewing

How does the officer use negative reinforcement? _____

What other technique does she use to defuse the inmate's possible anger? _____

Does she reinforce fairly? _____

Group Exercise Directions #1



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



Group Exercise Directions #2

<u>Inmate</u>	<u>Officer</u>	<u>Group</u>
<ol style="list-style-type: none">1. Gives role and setting2. Role-plays3. Reacts to officer responses4. Gives feedback	<ol style="list-style-type: none">1. Uses all appropriate skills	<ol style="list-style-type: none">1. Position, observe and listen2. Assess the use and accuracy of management skills3. Write own responses if appropriate4. Give feedback5. Rate Basics



Summary of the Applications



You have now learned the elements of interpersonal communication skills. By using these skills you will be a more effective and satisfied corrections professional and you'll find a significant improvement in your ability to manage inmates. The key, however, is to *use* the skills you've learned here.

As long as you've got the skills to size things up, you'll know what's really happening in your facility. And now, as long as you've got the skills to communicate with inmates, you'll be able to reduce tension and get them to open up with you. As long as you've got the skills to control inmates, you can manage their behavior in increasingly constructive ways.

Our final scene puts together all the pieces. Watch this scene and identify the IPC skills the officer uses.

Scenario Summary

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

Questions after Viewing

What interpersonal communication skills can you identify in this scene?

Basic Skills: _____

Add-On Skills: _____

Application Skills: _____



Conclusion



You have now completed this course in *Interpersonal Communications in the Correctional Setting*. Even outside of the correctional setting, this training can be of great value to you if you practice it. When dealing with other human beings—and that's what corrections is all about—good interpersonal communications skills are indispensable. You can avoid many potentially dangerous situations and maintain a positive environment by using these skills properly and consistently.

Like any skill, you'll need to practice a great deal to get really good at it. But, when you've mastered the interpersonal communications skills you learned in this course, you can look forward to being a more effective officer, running a well-managed, safe, and secure unit in your facility.