Prison Rape Elimination Act (PREA)
Oregon Juvenile Detention

Instructor's Guide & Training Curriculum

The Moss Group, Inc.

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Introduction

The Moss Group, Inc. has prepared this training curriculum under funding from a grant provided by the National PREA Resource Center, which is operated through a cooperative agreement between the National Council on Crime and Delinquency and the United States Department of Justice, Bureau of Justice Assistance. This training was developed as part of an ongoing initiative on the part of Oregon Juvenile Detention facilities to incorporate the Prison Rape Elimination Act standards into employee training to implement PREA Standard 115.331.

Teaching Tips

Selecting Trainers

- Those in charge of selecting speakers for the training, might want to use the following criteria to ensure desired results:
    1. Content expertise
    2. Effectiveness as a speaker
    3. Diversity (race, gender, age, ideas)
    4. Credibility
    5. Availability
    6. Reliability
    7. Technologically competent with presentation technology (e.g., PowerPoint® slides)
    8. Someone from the local site in addition to national presenters
    9. Commitment to and interest in the topic of PREA.

- Have speakers provide current “bios” for their introductions and for inclusion in the participant notebook. Each biography should be two to three paragraphs in length and highlight the speaker’s relevant experiences and qualifications. It should also include contact information for the speaker such as address, phone number, fax number and email address.

- In addition to the main trainers, you may want to include guest speakers for some of the modules. Talk with selected faculty members and representatives from host site for local suggestions and assessment of strengths. Have personal contact ahead of time with the guest speakers to articulate your expectations and needs, to answer any questions they may have, and to describe the audience so that their information is targeted appropriately. If a guest speaker has handouts, pre-arrange for copying and distribution.

Prior to the Training

- Those coordinating the training should encourage participants to bring examples of materials to use in the training from their own agencies or facilities that relate to sexual abuse/harassment in juvenile facilities. Give participants a "what to bring list" ahead of time.

- Trainers need to be sure all classroom space, equipment and audiovisual materials (e.g., video, projectors) have been ordered or reserved in advance.

- Trainers should confirm with the organizer that the "logistics" have been arranged (e.g., food for lunches and breaks, special needs, parking, printing of materials, name tags, contracts).

Setting Up the Training Room

- The suggested audience size for the training is 10-15 people.

- The training room should accommodate classroom-style (round or rectangular) tables and movable chairs with four to six participants per table. This works well for small group discussions and for participants who wish to take notes. The least effective seating layout in terms of learning and attention is "auditorium" with everyone in rows looking towards the front of the room. You may also want to try a "chevron" layout where tables are angled out from the middle of the room in a "v."

- Set up a table in the back of the room for faculty to be seated when not presenting and to store upcoming audio-visual programs.

- Test all audio-visual materials (slides, overheads) and equipment (projector, easel pad, paper, pens, laptops) in the room to be sure they work. The resources needed for each module are listed at the beginning of that module.

- Each participant should have an unobstructed view of the front of the room, be able to see the speaker and easel, audio-visual screen and other training aids.

- Good ventilation and room temperature is important for an effective and comfortable training environment.

- Make sure restrooms are located nearby and easily accessible.

- Have water available for speakers and microphones, if needed.

- The lighting in the room should be able to dim or turn off for showing PowerPoint® slides and/or overheads.

- Be sure arrangements have been made for refreshments (e.g., water, coffee, tea, soda, non-caffeine alternatives, juice) for the morning and afternoon each day.

- Good acoustics are also important to facilitate good communication. If the room is too large or not sound proof to outside noises, it may not be an effective training location. A lapel microphone may be an option for some speakers so they can be heard while moving around the room.

- Be sure the training site meets the Americans with Disabilities Act (ADA) requirements for any special needs of participants and speakers. Registration applications should ask participants if they have any special needs or accommodations.

Knowing Your Audience:

- The target audience for this training is personnel working with juveniles working as direct care staff in detention settings.

- Know your audience in your training. Find out who they are, what they want to know and learn and their level of experience, and any politics or particular group dynamics among the players. Some trainers may wish to develop pre-training questionnaires to help gather this information. Understand and learn as much as you can ahead of time about participants' issues, concerns and profile data. Time is also set-aside at the training itself to discuss this information with participants.

Team Teaching

- As you will most likely be training in teams, prior to the presentation meet or talk (e.g., conference calls) to the other team member(s) about who is the lead instructor, teaching methods and styles of delivery. You might also wish to discuss:

  1. Whether everyone feels comfortable if one team member interjects examples or ideas during another team member's presentation
  2. How all team members will receive the same background information about participants, key issues, etc.
  3. Goals and procedures for group activities
  4. Who will lead discussions following group activities
  5. Back-up plans in case a team member is unable to train at the last minute
  6. Whether it is useful to designate a "team leader" who introduces the next speaker, providing a common thread throughout the training
  7. Who will summarize each section and direct participant questions, etc.

- A team meeting the day before the training is suggested to finalize the training details and logistics.

- At the end of each training day, meet together as a team, debrief the training and review daily participant suggestions and comments from the written evaluations and cards:

    1. Discuss if the level of information and delivery style is appropriate;
    2. Discuss overall strengths and weaknesses;
    3. Review and discuss participant daily evaluations;
    4. At the end of the entire training, provide each team member with a copy of the participants' written evaluations.
    5. Record information in an overall work product to be used to make appropriate changes or adaptations in the curriculum training program.

Teaching to Maximize Effectiveness

- Arrive at the training room at least 45 minutes before the session begins. This allows time for you to be sure all the audio-visual equipment is there and functioning and that the appropriate room arrangements have been made.

- Tape on the wall two or three large blank pages from the easel pad for "Parking Lot" issues and questions. These issues will be addressed throughout the training.

- Ask participants to turn off the ringers on their pagers and cellular phones (encourage the use of less disruptive notification systems such as vibration or digital display).

- Review your own commitment and passion for the topic.

- Review your values and attitudes towards women and incarcerated women.

- Move around the room as you talk. Convey your energy about the work to your audience. Do you believe what you are saying?

- Help quiet participants speak up and be included.

- Be supportive, non-judgmental, and give compliments to participants: “That’s a good question. I am glad you raised that…”

- Keep language simple and avoid jargon; be clear. If acronyms or abbreviations are used, explain what they mean (BJA, NIC, etc.).

- Encourage participants to share their own experiences at the appropriate places but keep the pace moving along.

- Help participants who have difficulty presenting information by asking, “Is this an accurate summary of what you are saying…?”

- After you answer a question from a participant, ask them, “Does that answer your question?” “Do you agree?” or “Has that been your experience as well?”

- Challenge participants to speak up and be engaged in order to reduce passivity. Always try to get clear answers from participants and make sure that you fully understand the comments made. Ask for clarification if necessary. Encourage participants to be succinct in voicing their comments and concerns.

- Continually remind participants that the information presented during this training is a combination of specific strategies and concrete examples as well as a philosophical change in the “way of doing business.” The programs are not “cookie-cutter” that always can be transferred exactly from community correctional program to another. Each agency is unique, with particular issues, demographics, crime characteristics, personalities and existing structures. Many of the curriculum concepts, such as using data and research on gender to guide policy and actions, are transferable. Pose scenarios for the jurisdictions or for the different types of community corrections agencies and programs represented. .

- Do not take things personally or become defensive. Know your “hot buttons.” Encourage participants to think critically and to challenge how policy affects programs, and how correctional programs do what they do. Participants may challenge and ask questions about what is contained in the curriculum or examples you use.

- During the first break, informally seek honest feedback from an audience member or co-presenter. Ask for his or her perception of the training including room temperature, pace, appropriateness of information, presentation style, to level of participant's interest and engagement. Make adjustments as needed.

- Allow adequate time for moving into small group exercises and make certain there is adequate, pre-arranged space for the small groups.

- Many activities involve writing ideas on an easel pad. Be sure you can do this easily and still facilitate/instruct. Also, write large and legibly. You may also want to ask a participant to write the responses for you.

- Be flexible… issues arise, coffee is late, pagers go off, audio-visual equipment stops working, people cough, egos emerge, guest speakers get stuck in traffic, someone forgets the name tags and participants have their own agendas. When you anticipate these things before they occur, some can be avoided but some simply cannot. Just keep going, recognizing that the best-laid plans sometimes have to be adjusted. Always have a back-up plan. A prepared trainer can go with the flow and still successfully present the materials.

Instructional Methods

METHOD	ADVANTAGES	POSSIBLE DISADVANTAGES	COMMENTS
INFORMATIONAL			
Lecture **Lecturette** (shorter lecture) **Lecture-Forum** (with question cards or question/answer period)	Conveys large sum of information; fast; efficient forum allows exploration of content in more detail.	Audience is largely passive.	Trainer should be an interesting speaker, able to self-limit and stick to time, be able to facilitate questions effectively.
Panel **Panel forum** **Expanding Panel** (vacant chair—individual can join panel when wishing to express opinion)	Adds different points of view to content.	Audience is largely passive with exception of expanding panel; expanding panel not practical with groups larger than 20.	Leader must express solid set of ground rules and have skills to enforce them.
Debate	Provides different points of view; thought-provoking.	Audience is largely passive.	Same as for panel.
Presentation **Presentation with Listening Teams** (participants given listening assignment before presentation question speaker afterward) **Presentation with Reaction Panel** (small group listens and forms panel following	Keeps participants interested and involved. Resources can be discovered and shared. Learning can be observed. Lots of information; fast; new points of view; a more organized question-and-answer format; reaction panel can speak.	Learning points can be confusing or lost. A few participants may dominate the discussion. Time control is more difficult. Audience is largely passive; reaction panel may not represent all views of the group.	Trainer orally presents new information to the group. Trainer should structure listening assignment with clear purpose; must select panelists from a cross-section of the group.

presentation)			
Film **Prepared Videotape** **Slides** **Educational T.V.**	Reinforces content, adds entertainment; video allows lights to remain on; flexible start and stop for discussion.	Passive methods for an audience; possibility of equipment problems.	These methods are not appropriate early in a session; never use to start a session; always introduce & de-brief a film, etc.; say, "Look for___, ___, & __"; leader should set up and test equipment before session; have adapter plug and extra bulbs.
Group Discussion (of given topic) **Buzz Groups** (short, time-limited discussion on given subject)	Keeps participants interested and involved. Resources can be discovered and shared. Learning can be observed. Participants are active; allows chance to hear other points of view; quieter people can express viewpoints and ideas.	Learning points can be confusing or lost. A few participants may dominate the discussion. Time control is more difficult. Inexperienced leader may be unable to use format for attitudinal purposes.	Trainer divides large group into small groups; groups of 4–6 are most effective. Small group has a short time to discuss a topic or solve a problem Trainer should be able to give clear instructions and keep discussion on target. Main function is judging when to cut off discussion.
Brainstorming	Can get all participants involved in collecting a lot of information. Quickly generate ideas. Good for problem-solving; quick change of pace; filler; allows all to participate; validates ideas of group.	The problem/issue must be clearly defined. Time control is more difficult. Need clear trigger questions and evaluation/discussion afterwards; somewhat over-used method; requires careful facilitation.	For idea generation and creative group thinking; all participants present many ideas as rapidly as possible on a problem or issue. Then group organizes list into categories for further discussion. Do not evaluate, criticize, omit, or discuss contributions until all are written; record in contributor's own

			words; use another person to record if possible.
Reading (alone or aloud) **Reading with Discussion or Report**.	Saves time (trainees can read faster than trainer can talk). Material can be kept for later use. Insures consistency of information. Engaging, active; provides a chance for in-depth insight and different perspectives.	Can be boring if used too long without interruption. Participants read at different paces. Difficult to measure if people are learning. May require more reading/writing skills than participants have; leader may have to fill in after reports.	Written material is used to present new information to participants Requires skill to select relevant material; reading skill by participants.

ATTITUDINAL

METHOD	ADVANTAGES	POSSIBLE DISADVANTAGES	COMMENTS
Role-play **Mini-role-play** **Playing Self "movie"**	(See Behavioral Methods.)	(See Behavioral Methods.)	(See Behavioral Methods.)
Doodling **Portraits** (of self or others)	Thought provoking; good for making thoughts and opinions more concrete, warm-up activity.	Requires participant self-direction.	Need to relate to relevant learning goals.
Simulation Games	(See Behavioral Methods.)	(See Behavioral Methods.)	(See Behavioral Methods.)
Task Groups	Sustained interaction allows quieter people to express themselves; validates participants.	Time consuming; requires great degree of self-direction and group maturity.	Keep groups small and diverse with sustained interaction and clear purpose.
Pantomime Skits	Engaging, active; good for warm-up.	Willingness and trust of group necessary.	Need to provide direction and purpose; relate method to relevant goals.

BEHAVIORAL			
METHOD	**ADVANTAGES**	**POSSIBLE DISADVANTAGES**	**COMMENTS**
Role-Play **Mini-Role-Play**	Helps retention. Allows participants to practice new skills in a controlled environment. Participants are actively involved. Observers can impact attitude and behavior.	Requires preparation time. May be difficult to tailor to all situations. Needs sufficient class time for exercise completion and feedback Requires maturity and willingness of groups; requires trainer have excellent facilitation skills.	Participants act out problem-solving situations similar to those they will encounter in their workplace. Trainer needs skill and understanding—must get people into roles, give directions, establish a climate of trust. Trainer needs insight into how an activity may pose a threat to some individuals; ability to help group process & de-brief. Use in well-formed group. Can be structured into dyad, triad, and fishbowl.
"**Movie**" (role-play assisted by feedback, "more__, or less __")	Useful in rehearsing new skills, behaviors.	(Same as for role-play, intensive and time consuming.)	
Simulation games	Intense involvement; practice skills in problem solving and decision-making; competitive.	Competitive; requires a game and possibly a consultant to help facilitate; time consuming.	A package game requires prep time for the leader to learn the rules and directions.
Tape recording with playback **Videotape recording with playback**	Very concrete learning tool; participant involved in judging own performance.	Criteria must be clear; feedback and assessment based on specific behaviors; requires equipment.	Trainer should establish purpose and performance criteria clearly.
Case study **Mini-case**	Requires active participant involvement.	Information must be precise and kept up-to-date.	Participants are given information about a situation

study (problem situations for small groups to analyze) **Critical incident** (small section of case stating most critical or dramatic moment)	Can simulate performance required after training. Learning can be observed. Opportunity to apply new knowledge; requires judgment; good assessment tool; participants active; chance to practice skills.	Needs sufficient class time for participants to complete the case. Participants can become too interested in the case content. Case study must be relevant to learner's needs and daily concerns.	and directed to come to a decision or solve a problem concerning the situation. Trainer needs to have knowledge and skills to "solve" the problem; may need to design own studies; compare approaches of several groups and reinforce best solutions.
"In-basket" (form of case study—"Letters, memos" etc. given to participant for response)	Helps participant clarify and crystallize thoughts, opinions, values; opportunity to apply knowledge to "real" situation.	Requires writing skills; must be relevant to participant.	Leader needs knowledge of participant's daily concerns/needs; ability to critique responses.
Demonstration **Demonstration with practice** (by participants)	Aids comprehension and retention. Stimulates participants' interest. Can give participants model to follow. Allows for optional modeling of desired behavior/skill; can be active; good for learning simple skills.	Must be accurate and relevant to participants. Written examples can require lengthy preparation time. Trainer demonstrations may be difficult for all participants to see well. Method more effective if participants are active; feedback must follow immediately after practice.	Participants are shown the correct steps for completing a task or are shown an example of a correctly completed task. Requires skill to model desired behavior; break procedure down into simple steps; ability to provide feedback.
Skills practice lab (small participant groups practice together).	Different points of view and feed-back; participant active; good for translating information into skills.	Group should have enough knowledge or insight to coach one another.	Act as a resource to groups.

PLANNING			
METHOD	**ADVANTAGES**	**POSSIBLE DISADVANTAGES**	**COMMENTS**
Group discussion with decision-making regarding a new action **Individual or group planning session with report**	Validates maturity and needs of group members; members have best insight into their problems and needs on-the-job; group leaves session with practical, constructive and mutual goals; groups get ideas from one another.	Requires mature group that can self-direct and stay on task; time consuming.	Leader serves as resource once directions are given.

Facilitating Common Training Methods

Brainstorm

The trainer poses a question and asks for a quick listing of responses.

Rules:

- No criticism
- Be creative
- Have fun
- Piggyback on each other's ideas

Think of a variety of ways to ask the question to stimulate more responses from a variety of perspectives.

Caution

Some participants may have a lot to say and will speak up right away. Others may hang back. To facilitate broader involvement, you might ask everyone to write down three ideas, and then go around and have participants read their lists.

Case Histories

The trainer uses stories or descriptions of patients to help learners relate to the topic and/or solve a hypothetical problem or set of problems. The case description is typically given to a small group with a set of instructions for such tasks as diagnosing, developing treatment plans, solving compliance issues, etc. See Developing Case Presentations for Clinical Training for step-by-step explanations and instructions.

Variation	Ask groups to create case histories from their own experiences.

Continuum

Use this method to explore the group's range of opinions on an issue. The trainer draws an imaginary line on the floor representing a continuum of opinions. The trainer asks a learner, or several, to make their statements by standing on the line somewhere between two opposing viewpoints on an issue, assuming gradations in between. The trainer facilitates a discussion, and asks for responses from various positions along the line. Participants may change their positions as they listen to others' reasoning.

Variation	Ask participants to express their place on the continuum on a printed worksheet. Collect the worksheets, shuffle them, and hand them to others. Ask people to stand on the line according to the view on their paper, and then one-by-one, read them aloud. Learners must try to express a perspective different from their own, enhancing their own understanding and options.

Forced Choice

This method is different from a continuum in that no gradation of opinion is allowed. Participants are asked to "force" themselves to choose between two viewpoints, demonstrating that many people see choices as forced, often feeling they have no good options.

Discussion

To increase interaction among learners in a discussion and enrich the dialogue, try the following:

- Arrange seating so participants can see and interact with one another.
- Pose open-ended questions.
- Resist asking questions for which only you have the "correct" answer; instead, give that information in statements.
- Draw out a number of perspectives.
- Wait for responses; try to calibrate your tolerance for quiet time—when no one is talking—to the comfort level of the group.
- Avoid jumping in with an opinion before participants get a chance to respond.
- Use flip charges and newsprint to record points for later review.
- Don't reply to all input; wait for and encourage other members to reply while you facilitate a multi-directional conversation.
- Watch people's body language. When quiet people seem to want to say something, invite them to speak.
- Refer to ground rules (which you may have stated at the beginning of training) when necessary, especially with regard to respecting other people's values and beliefs.

Graffiti Sheets

Invite participants to respond to a series of questions or stem sentences posted on butcher paper around the room. Each sheet has one question. All the sheets should relate to the same issue or general topic. Use this method to:

- Assess participants' knowledge
- Identify and explore misinformation and myths
- Determine beliefs or values
- Stimulate discussion about the responses participants posted

Presentations

Build your presentations around a few key concepts and stick to them. The following are good keys to presentation success:

- Be well prepared.
- Deliver your notes in a concise, accurate, relevant, and honest way.
- Assess the group's needs and the physical environment and adapt if/where necessary
- Focus on your learners; remain attentive to their verbal and non-verbal responses and reactions.
- Use clear language and anticipate language differences
- If you have a sign language interpreter or language translator, ask him or her to stand where the whole group can see/hear them.
- Use visual aids to engage visual learners.
- Keep it brief and follow your presentation with interactive methods

Remember

What you say is not necessarily what your listeners hear, perceive, or comprehend. Check understanding and reactions periodically by asking open-ended questions; and listening to learners during other active and interactive activities.

Role plays

This provides an opportunity to practice skills and behaviors as well as to explore attitudes, knowledge, and feelings. Role plays force participants to apply what they are learning about a key concept or a new skill to a simulated situation. Emotions and complexities surface and the situation is experienced more fully. You can:

- Conduct role plays in front of the group as a demonstration by trainers or participant volunteers.
- Ask participants to practice in triads, taking turns with three roles: provider, patient, and observer.

Provide guidance for the observers regarding content and process for delivering their feedback and observations.

Slides, overhead transparencies, and PowerPoint Presentations

These visual aids often accompany a lecture, presentation, or discussion. Keep them simple, attractive, and easy to read and see from all seats in the classroom or clinic. Use them as a guide or outline of a presentation, not to show all the details of what you might say.

Tip

Don't over use visual aids—their purpose is to provide a visual illustration, not simply provide the same detailed information you could get across better in a handout.

Task Groups

Small groups are often a way for quieter participants to speak up.
Ask small groups to accomplish a set task. Its purpose may be as simple as discussing reactions or sharing information, but usually includes finishing an assignment and a report back to the larger group.

Groups can share their results in a number of ways.

- Each group explains their work on one item of the task and subsequent groups add on, one item at a time until all ideas from all groups are summarized.
- Each group can talk about their entire process and the results of their work together.
- Each group can report only one item: their favorite idea, most significant idea, most surprising result, etc.

Worksheets

These handouts give guidelines for thinking or working through a complex issue or problem. They should provide opportunity and structure for learners to analyze information, to examine, question, evaluate, categorize, extrapolate, generalize, synthesize, compare, and contrast parts of the content. A tool for individuals or small groups.

Whip

This is an exercise in listening. The trainer poses a question, usually on addressing an opinion or feeling, and asks each participant to respond quickly in turn—either one after another around the circle or when pointed to at random. Allow participants to pass if they choose. The most valuable effect of this process is that the group hears a pattern of response, or more easily hears contrasting opinions or themes.

**Adapted from Education & Counseling for Risk Reduction (ECRR) Curriculum, Center for Health Training (based on an adaptation from Teaching About Sexuality and HIV: Principles and Methods for Effective Education, Hemlich J and Hedgepeth E, New York University Press, 1996)*

Delivering Effective PowerPoint Presentations

Presenting Clear Information

- ✓ **Use your slides to visually punctuate your message.**

  Your slides should help your audience focus on the main points. Make sure each word and image helps convey your message in the strongest possible way.

- ✓ **Limit how much information you provide on each slide.**

  Use the slides for emphasis, but don't try to include all of the instruction on your slides.

  - Include only one main idea per slide.
  - Use key words to help the audience focus on your message.
  - Use active, visual language.
  - Cut unnecessary words: Take a look at a written copy of your presentation. Cut paragraphs down to sentences, sentences into phrases, and phrases into key words.

- ✓ **Give each slide a title.**

  Titles will help the audience quickly understand the main themes of your talk.

- ✓ **Organize your presentation into a logical sequence.**

  Make sure that your presentation is easy for the audience to follow by checking the sequence of your slides. The main point of each of the slides should flow logically from one to another.

Presenting Clear Visuals

- ✓ **Make your text large.**

  Small text is hard for audience members to read.

  - Use at least 32 point font size for titles.
  - Use at least 20 point font size for body text.

- ✓ **Keep the text slides brief.**

  Too much information can overwhelm your audience.

  - Choose brief, simple statements instead of full sentences.
  - Try to use no more than eight to ten words per line of text.
  - Try to use no more than eight to ten lines of text on each slide.

Use an easy to read, color format.

- Pick a color combination that offers a strong contrast between the background and the text. Dark backgrounds with light colored text or light backgrounds with dark colored text work best. If you know you will be presenting in a poorly-lit room, use a light background. Conversely, if you know you will be presenting in a well-lit room, use a dark background.
- Limit the number of colors you use to no more than three. Color can help add interest and can be used to emphasize key points. However, too much color can be distracting.
- Text drop shadows should be black or a darker shade of the background color.

- ✓ **Keep images simple.**

  Images (such as graphs, tables, and pictures) can help strengthen your presentation by conveying your message in an interesting and often easy-to-understand format. Before using art, ask yourself whether the art enhances or clarifies your message.

  - Unnecessary art and animation can create visual clutter and distract from your message.
  - Some art, especially photos and other high-resolution images, can also greatly increase the amount of memory needed to run the slide show.
  - Sometimes scanned images and photos are too large for a film recorder to handle easily, leading to delays in the slide presentation.

Tips for Giving a Successful Presentation

✓ **Check your equipment in advance.**
Before your presentation, check the following:
- Make sure cables and cords are connected properly and all the equipment is operating.
- If you are using someone else's computer, make sure it has adequate disk space, adequate memory, and the appropriate versions of the software you need (including PowerPoint).

✓ **Check your computer settings in advance.**
It helps to check the following, especially if you are using someone else's computer:
- Make sure the "system standby" function on the computer is turned off. If this function is turned on, your computer might temporarily turn off if you don't use it for a designated time period. On a PC, you can check this by going to the Control Panel and look at the Power Options.
- Turn off the screen saver, since a screen saver can slow down your presentation. On a PC, turn this off by going to the Control Panel and then to Display. Click on the Screen Saver tab to turn the screen saver off.

✓ **Interact with your audience.**
Don't read off the screen.
- Use slides as prompts, outlines, or conversation points, not as a script.
- Move around the room and make eye contact with as many people as possible.

✓ **Use your finger as a pointer, rather than the mouse.**
Although you can use the mouse to create a pointer on the slide, using your finger to point is generally more accurate and less distracting to the audience. When you move the mouse to point, it is often difficult to control the little pointer and it can be difficult to see.

Handling Challenging People

- Be sure your values and emotions are in check prior to teaching. Anticipate emotionally charged challenging questions such as, "what about men?" "this is too feminist," "this is special treatment for women". Develop a response that is compelling, clear and reasonable such as, "gender-responsive programming should be implemented for men as well, but this training is going to focus on women", "it is not 'special' treatment, but rather, correctional responses that are more likely to work and be effective with women", or "if addressing women's needs so that they will function successfully in the community and not re-offend is labeled 'feminist', then I guess that is what we are going to talk about." Specific examples of responses are given in the lesson plans. Choose words that are not "hot buttons" for people, but rather help further communication and understanding.

- Encourage participants to be creative and non-traditional to bring about better results. Help participants to use training as an opportunity to reflect on desired outcomes and how best to reach them.

- During the training, manage the discussion and do not let one or two people dominate. Start a session by saying "I would like to start this discussion by inviting people who have not spoken much to give us their thoughts". It is important that different viewpoints get expressed. Possible responses to difficult, controlling or domineering people include:

    1. Politely interrupting them with a statement such as, "May we put that on the back burner for the moment and return to it later?" or "If it is all right, I would like to ask if we can discuss that on the break. There's another important point we still need to discuss and we are running a little short of time."

    2. You can also jump in at a pause with, "That's a good point, let's hear from some of the others" or redirect the conversation. "We have had several comments in support of this idea, are there different viewpoints in the room?" This gives the control of the training back to the instructor.

- A good instructor allows everyone a chance to speak and facilitates opportunities for less vocal people in all parts of the room to be heard. If people do not participate in discussions or appear to have their minds elsewhere, call on them by name to give an answer, opinion, or recount an experience. However, do it in a way that does not put the person on the spot. Then praise the person for responding.

- If a participant is belligerent or rude, walk closer to the person, even standing next to them.

- If a discussion escalates and becomes highly emotional, divert the conversation away from the people participating before it gets out of hand.

"I think we all know how John and Bob feel about this. Now, does anyone else have a comment?" or validate their feelings or emotional reactions by saying something such as, "clearly this is a very emotional and difficult issue with differing viewpoints." Intense emotions can also be a good indicator of major issues in the system (which is made up of people and values). You may want to give extra time for discussion to see if some clarity or understanding can come out of it.

- Another option with heated discussions is to take a break, talk to the person in private, and be clear but polite with expectations

- As you go along, register steps of agreement and disagreement with participants. "Am I correct in assuming we all agree (or disagree) on this point?" or "you may simply agree to disagree on certain issues since each jurisdiction is unique".

- If you need to control the person who "knows it all," acknowledge the person's contribution and then ask others in the group for their opinion of the person's statement.

- If you have a person who "knows their job and doesn't want to be told how to do it," explain that s/he is just the individual you are looking for, that the training is to exchange ideas and points of view that will benefit everyone and that their experience will be valuable to all. Make this person a resource and give them "responsibility" for others' learning while keeping it under control and accurate.

- When a discussion gets off track say, "Your point is an interesting one, but it is a little different from the main issues here; perhaps we can address your issues during the break or after the session," or, "We will be talking about that later in Module X. Your points are very interesting, could you hold those thoughts until we get to that module?"

- If a person speaks in broad generalizations ask, "Can you give us a specific example on that point?" or, "Your general idea is a good one, but I wonder if we can make it even more concrete. Does anyone know of a case where… ?"

- If a person in the group states something that is incorrect (yet no one addresses the misinformation due to the person's status), avoid direct or public criticism. You can graciously correct the information or use indirect methods to set the record straight such as analyzing a similar case or situation in another jurisdiction where the correct information is given. You may also want to talk to the person at the break and share the correct information.

- You may choose to allow fellow participants to respond to difficult people in the class

- Generally, try not to interrupt participants. Be respectful and listen. Be open, yet firm, and manage the discussion keeping in mind what is best for the whole group.

Responding to Questions

- Anticipate the types of questions participants might ask and plan how to handle them. Before you begin the training, prepare a list of questions you are most likely to get and prepare your answers. You can also use these questions to stimulate group discussions throughout your presentation. Make sure your questions are designed to get thoughtful reactions to specific points. Do not ask questions that can be answered by a "yes" or "no" response. Open-ended questions generate better audience participation.

- Questions from participants are a good indication of the level of their awareness, attention and interest in your subject. Questions have value in helping you to clarify, modify or fortify points or to test an idea for its potential. Remember that answering a question is impromptu. Pause if you need to, relax, maintain your poise, keep your answers short and to the point, and give the short answer first (e.g., yes/no) then explain why.

- Some correctional issues or questions involving gender-specific programming may border on giving legal advice. Be clear about when it is appropriate to refer a question to a lawyer in the group if he or she is willing to answer or suggest the questioner check with his or her own agency's attorney.

- If you do not know the answer to a question, acknowledge that fact and offer to find the information or check with the audience to see if anyone knows the answer. Not all questions have to be answered. Sometimes the most effective response is one that allows the audience to keep thinking about the issue or concern. Some instructors keep a running list of questions or issues on a displayed easel pad ("Parking Lot" issues) and come back to the questions throughout the training.

- When a person asks a question, restate the question for the entire group and direct your answer to the audience, not the individual questioner. Make sure everyone has heard the question. Rephrase questions that are unclear or rambling. Diffuse emotional questions by politely asking for clarification.

- Avoid a one-to-one conversation/argument with a participant.

Inviting Guest Presenters

- You may find that you want to include guest speakers for some of the modules. Have personal contact ahead of time with the speakers to articulate your expectations and to describe the audience so that their information is targeted appropriately.

- Talk to guest speakers ahead of time about how they would like to be introduced. If a guest speaker has handouts, make arrangements for printing and distribution.

- Have water available for speakers and microphones, if needed.

Ice Breaker Activities for Training Sessions[1]

"Learning from Experience"

Have participants introduce themselves and explain one thing they have learned the hard way about the topic you are covering. Post their "lessons learned" on a flip chart. Refer to them throughout the class.

"Challenges and Objectives"

Divide the class into small teams. Instruct teams to identify their challenges in the topic and their objectives for the training. Post work on flip charts. Have them introduce their team and share their work with the rest of the class.

"Questions"

Have each person write a question they want answered in the training on a Post-it© (sticky) note or piece of paper. Have them introduce themselves and their question. Then post all questions on a wall chart. During or at the end of training, ask the group to answer the questions.

"Role Models"

Have each person identify someone who is a role model for the topic being discussed. Have them share the person's name and the qualities or characteristics that make them a good role model. Post characteristics on a flip chart.

"Dos and Don'ts"

Have participants introduce themselves, sharing their name, hospital or clinic, and either a "Do" or a "Don't" tip that they have learned related to HIV and AIDS Management. Post tips on a flip chart.

"Collective Knowledge"

Have participants work in teams to identify five rules for dealing with challenging patients. Write the rules on flip chart paper.

[1] Adapted from *Results Through Training*, www.RTTWorks.com

"A Helpful Colleague?"

Have participants identify someone who has contributed to their professional development and who they admire. As they introduce themselves have them explain their relationship to the person that contributed to their development.

"Developing Yourself"

Have each person introduce himself or herself and share one action they have recently taken to improve or further educate themselves related to patient care and treatment. This can be done as a group or in small teams.

"Acceptance Speech"

Have participants introduce themselves and thank someone who has contributed to their professional development. They should thank the person as if they are receiving an Academy Award. You may need to limit speeches to 30 seconds.

"First Job"

Have participants introduce themselves, sharing their name and something they learned on their first paying job.

"Brain Teaser"

Use a quiz as an ice breaker. Ask questions of common knowledge about any topic, or a number of topics. There should be both easy and difficult questions. Ask members to answer individually, and then give them a few minutes to work in small groups to finish answering the questions. The groups should be able to answer more questions than any one individual. This is a good demonstration of synergy and can lead into a discussion of the importance of teamwork in healthcare. Sample questions:

- What are the names of the planets, starting from the one closest to the sun?
- What are the five most populous countries in the world?
- What are the five least populated countries in Africa?
- What are the five most commonly spoken languages in the world?

"Dinner Plans"

Have each person complete the following sentence:

"If I could have dinner with any person, living or dead, it would be

_______________________ because ________________________."

"Experience Tally"

Ask each participant how long he or she has been with their clinic or hospital, or had their current job. Total the number of years. Point out that the class will have X number of years of experience on which to draw.

"Good or New"

Ask each person to share something good or new they have experienced in the last 24 hours.

"I Noticed"

As an ice breaker for the second or third day of a training, have each individual share one thing he or she has learned since the last session that they know they will use in their clinical practice.

"I'm Unique"

Ask each person to share one thing that makes him or her unique.

"My Slogan"

Explain that many organizations have slogans or sayings that reflect their values and are easy for customers to remember. For example, the Coca-Cola Company uses the slogan, "Have a Coke and a Smile." Ask each person to write (or borrow) a slogan to describe him or herself and share it with the class. A variation could be to develop a slogan for their hospital or clinic.

"The Worst Team"

Have each person share a description of the worst team they have ever been on and why. Post characteristics on a flip chart. Debrief this exercise by having the team identify ways to avoid the "worst team" characteristics.

"Three Truths and a Lie"

Give each individual a 3x5 card and instruct them to write four statements about themselves: one of the statements should be false while three should be true. Explain that the goal is to fool people about which one is the lie. Allow five minutes to write statements; then have each person read the four statements and have the group guess the lie. Award a prize to the individual who makes the most correct guesses.

"I'm like a…?"

Have each person develop a **simile**—something you compare with something else because they share similar characteristics—for themselves when they are in a particular mood or experiencing difficulty. For example: "When I get busy and have too much to do, I'm like a car with a little bit of gas—I usually have just enough energy for one more task, but eventually I run out and just completely stop." Emphasize that people have different ways of dealing with stress and challenges because people experience them differently.

"Worries"

Ask each person to share his or her greatest concern or reservation about participating in the training (e.g., everyone else will know more than me). Post participants' concerns on a flip chart. At the end of the session, revisit the list and ask the group to share whether their concerns were realized.

"What Do You Know?"

Divide the class into teams of three-four people. Assign each team a different flip chart or piece of flip chart paper. Explain that each team will be asked to record information they know about the members of another team. For example:

Team A: Mary, Chris, Pat, and Terry

Team B: Jane, Frank, Phil, and Sharon

Team C: John, Mike, Andrea, and Larry

Team A is assigned Team B; Team B is assigned Team C; and

Team C is assigned Team A.

Have the team divide their flip charts into sections, one for each person in their assigned team. Allow them five minutes to record what they know about the people on their flip chart (both work and non-work related) without violating any confidences. After five minutes, have teams rotate flip charts and add information on their new flip chart. Continue rotating until they come to the flip chart with their own names on it. Have each person comment on what was written about him/herself.

"Guess Who"

Prior to the session, have each participant complete and return to you a survey with answers to five-to-seven questions about him or herself. For example:

- Favorite type of food
- Last movie you saw
- Last book you read
- Where you would love to visit
- Favorite activity

During the session, read the clues and have the rest of the class guess which person is being described.

"Something New"

On the second day of training, ask each person to share one thing they learned about another participant on the previous day. Have the rest of the group try to guess who is being described.

“You did what!?”

Give each person a 3 x 5 card and ask the group to write down something true that nobody else in the room knows about them, e.g., “I once wrestled a bear in Yellowstone National Forest.” Mix up the cards and put them in a box or hat. Have each person pick a card and read it out loud. Ask the group to try and guess who wrote the card.

Using the Curriculum

1. The lesson plan modules may be arranged in a variety of ways to meet the specific training needs of participants. The suggested format for the training is teaching the modules in the numeric sequence over one day (8:30 am to 4:30 pm for a total of 6.5 to 8 hours), that includes a one-hour lunch period and breaks.

2. Adjust the breaks as needed by the group.

3. The lesson plans are written in a lecture format with talking points. The left hand column has icons to the time needed, the handouts referred to for that section and if audio-visuals are used. On the right, speaking notes and the slide topic and content are provided to be used as a guide if needed. Notes to the instructor are written in *red italics* while suggested speaking points are written in *black italics*

   A clock tells how much time you typically need to present that topic and to keep on schedule. Do not feel confined by the minutes listed. It is only meant to be a guideline in order to get through the materials on time. Adjust based on the needs of the audience.

   A hand indicates that the instructor needs to refer participants to a handout that the trainer is providing.

   Audio-visual aids including videos and a PowerPoint® slides, are used throughout the training. At the beginning of each slide, video, or exercise the following logos will appear in the lesson plans:

   for video

   for PowerPoint®

   for a classroom exercise

(Sample)

Topic and Time	Slides/Speaking Notes
30 minutes #7 Skills Interview Tips	**Interviewing Skills** • Conversational Style • Don't judge • Listen carefully *When interviewing a woman it is important to be empathic. Use a conversational and curious style. Demonstrate genuine regard and interest and remain nonjudgmental throughout the interview.* *This may be a good place to ask participants questions about other techniques that they have found to be effective.*

4. Group activities and participant involvement are a big part of this training. Group interactions with the trainer involving mutual inquiry, shared experiences and personal observations help keep the training interesting and relevant.

5. Adult learning models suggest that for maximum attention and retention, "non-lecture" activities be interjected often. Therefore, the curriculum is designed to be interactive, with instructor-generated questions for participants, some small group discussion, etc.

   - People learn in different ways – some are visual learners, some need to experiment and be more "hands on", while others prefer a lecture format. Mix up your teaching style to reach the maximum number of people.
   - Explain things in different ways and monitor your audience for comprehension through verbal interaction, watching their behavior, and feedback. The slides are used to enhance and clarify your presentation.
   - Do not read or talk "to" the slides. Use a remote control to forward the slides so you are not forced to remain by the equipment the whole time you are teaching. Practice using the equipment before the training.

6. The word “Activity” or “Exercise” appears whenever there is an individual or small group exercise. General discussion questions posed to the full group by the instructor are not listed as an “activity”.

    - It is suggested that you allow six to eight hours to review the materials before you instruct the program and plan activities. You should be able to present the materials with the PowerPoint® slides serving as a guide and not have to read their notes.

    - This curriculum is designed as a one-day training. However, we strongly encourage agencies to use and incorporate the information in pre-service orientation trainings as well.

<table>
<tr><th>Slide Numbers, Time, and Materials</th><th>Slides/Speaking Notes</th></tr>
<tr><td colspan="2">Preparation: Read the U.S. Department of Justice PREA Standards to familiarize yourself with the standards. Also ensure you are familiar with your agency/facility policies related to PREA.

Read the “Unit 1 Activity Instructions” to learn about the “Dozens” game and prepare the game cards. Use note cards or sheets of paper to create at least four category cards for each team (4-6 participants per team). Prepare the cards before the training.

Materials: Accompanying powerpoints, computer, projector, screen, category cards, and the Unit 1 Activity Instructions.

Note: These units were designed for the Oregon Juvenile Detention Centers</td></tr>
<tr><td>1 hour module

#1</td><td>Employee Training Unit 1
Introduction to Standards/Zero-Tolerance/Mandatory Reporting

Pass out any applicable handouts.</td></tr>
<tr><td>#2</td><td>Welcome and Introductions
Who am I?
Who are you?
Housekeeping

If this is the first module in your training, the trainer should begin with introducing themselves and have participants introduce themselves. Afterwards, mention any housekeeping items such as bathrooms or when breaks will be. If this is not the first module in your training design please</td></tr>
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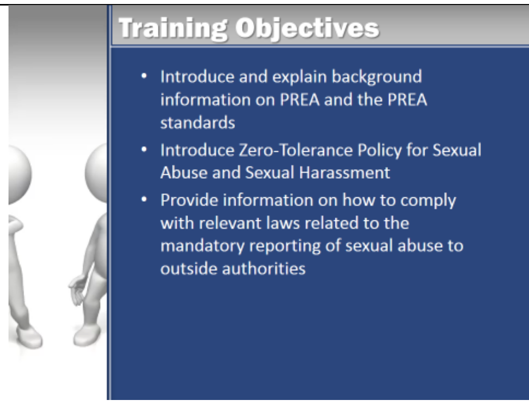
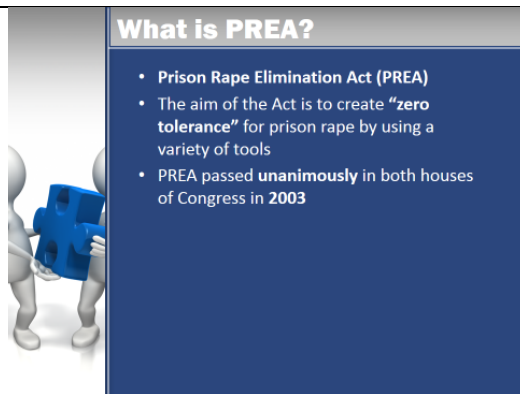
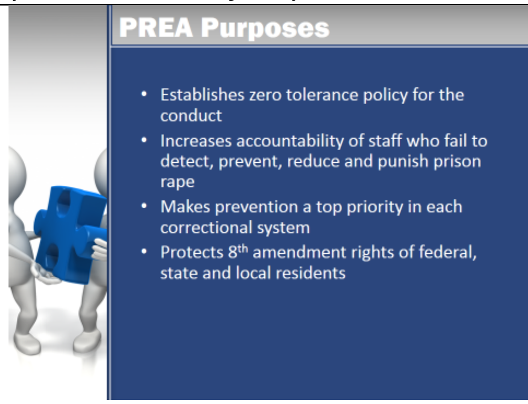
<table>
<tr><td></td><td>discard this slide.</td></tr>
<tr><td>#3</td><td>


Read each objective to the class.</td></tr>
<tr><td>#4</td><td>


The act was passed in 2003. Although the term "prison" is in the title, the legislation is clear that it was intended to include juvenile correctional facilities, including juvenile detention.

The original title of the act was the "Prison Rape <u>Reduction</u> Act" but this was changed when lawmakers questioned how much of a reduction there should be. Critics argued that no level of sexual abuse should be tolerated, and this led to the idea of "zero tolerance" for sexual abuse.

There are a lot of commonalities in the standards for Adult Prisons and Jails, Community, Juvenile and lockup facilities.
The auditing of these standards began August 20, 2013 with 1/3 of all facilities types operating within any state being required to be audited within the next three years.</td></tr>
</table>

	Does anyone here know if they will be audited this year?
#5	 *Everyone in our field agrees that having a safe facility is the primary goal to ensure both staff and resident safety. If we focus on safe environments from a PREA lens it evolves into a culture that is proactive in recognizing risks and addressing low level behaviors and safety concerns.* *Being proactive allows for an environment that is prevention oriented and not reactive. This applies to both physical plant issues (e.g. blind spots, broken locks, etc.) and low level inappropriate behaviors on the part of staff or allowed of residents. (e.g. name calling, touching)* *The relevant 8th amendment concern for PREA is the amendment protections against cruel and unusual punishment. Courts have ruled that sexual assault in confinement settings is a violation of the 8th amendment rights of the victim, which then opens the abuser and, at times, the facility/agency up to a federal lawsuit. PREA helps protect these rights through creating a zero tolerance standard for sexual abuse, creating clear direction about preventing and responding to sexual assault, placing requirements on agencies regarding hiring staff with a history of sexual abuse or child neglect.*

<table>
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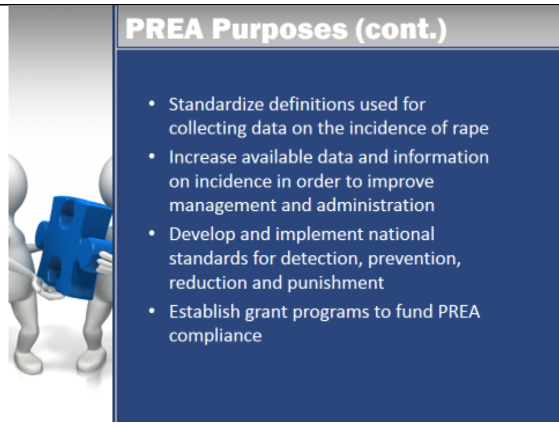
<td>#6</td>
<td>

PREA is also powerful when used to assess for needed corrective actions. Having ongoing and regular mechanisms in place to capture data, analyze it and then plan for systems improvements keeps facilities from being faced with the same type of sexual misconduct over and over. It is the responsibility of leadership to see the opportunities for data to help course correct. The greatest liability any agency faces is when the same type of abuse is allowed to occur over and over and they are unable to demonstrate having implemented any system improvements.</td>
</tr>
<tr>
<td>#7</td>
<td>

The standards were well vetted before being finalized. There was opportunity for public opinion. Different entities were asked to review and provide feedback, i.e. CJCA which is an organization made up of all State Directors of Juvenile Corrections systems. These were looked at from many vantage points, i.e., financial feasibility for implementation, consistency with other rules and standards in place (i.e. ACA) and the ability for implementation.</td>
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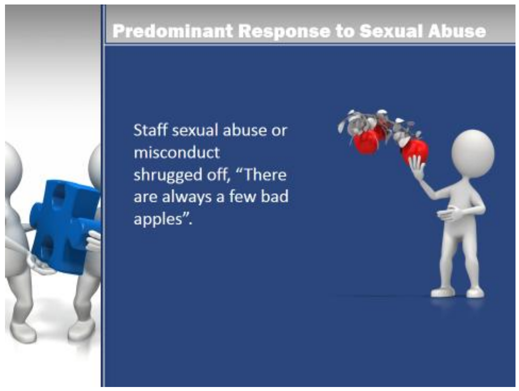
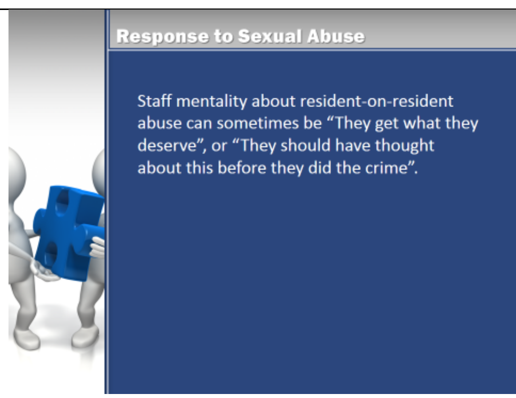
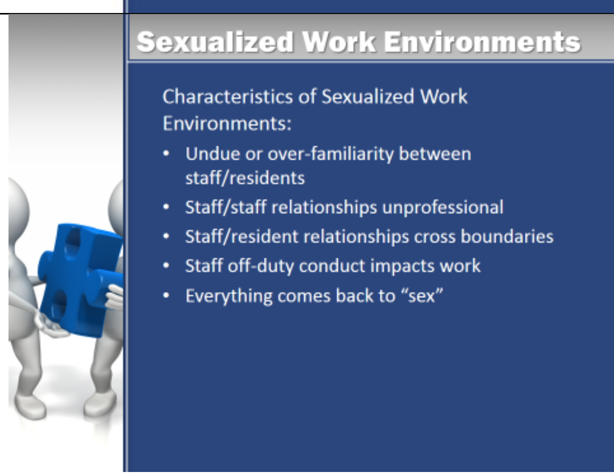
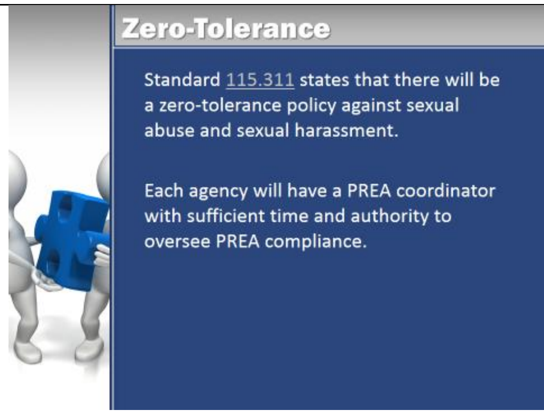
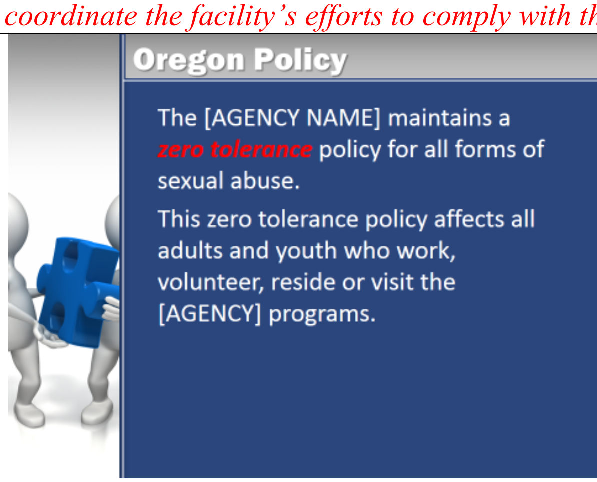
	If staff want to read the full standards, they are available online at http://www.ojp.usdoj.gov/programs/pdfs/prea_nprm.pdf
#8	 *A major area that PREA addresses is sexual safety. This is the backbone of the law and the reason that standards were developed. The goal is to eliminate all sexual abuse and harassment in correctional environments.* *Unfortunately when an incident happens, the response is sometimes "I always thought something wasn't right with how……." or "That's just [name]. We have accepted him/her being a little odd."*
#9	 *There are also those who see sexual abuse as part of the punishment of being incarcerated. This viewpoint has been soundly rejected by juvenile service and corrections professionals and even the Supreme Court.* *All residents have the right to a safe and humane environment, which includes being free from sexual abuse and harassment.*

#10	 *Creating a positive, healthy environment for residents and staff is the most effective way to prevent sexual abuse and harassment. This means that we can't limit ourselves to just the "few bad apples" theory or the "they deserve it" school of thought.*
#11	 **Organizational Culture** *It is important to ensure that our staff, volunteers and residents do not view PREA as a separate and distinct program- that is a stand-alone. In reality PREA standards are one tool that assists in the development and maintains a healthy organizational culture.*

#12	 *Have someone in the class read the definition of culture from the slide. Ask if others have a different definition.*
#13	 *Culture is how the humans interact so will bring a lot of personal bias, prejudice and interpretation into the work place.* *What one person views as right or good might not match another person's views.* *One example is the use of sarcasm. Often in residential facilities residents report staff being rude to them. When asked of the staff they are surprised as they describe their behaviors as just using sarcasm as a type of humor. In this case a different interpretation could lead to issues between staff and residents feeling safe.* *Other major influencers to the Organizational Culture could be:* *Historical events: people often remember significant events for quite some time*

	Critical events even from a long time ago can live on as if they happened just yeterday. This could manifest itself in statements like "administration won't do anything, you know they never do. Remember what happened last time?" Last time might have been 15 years ago but when this story is replayed for newer staff, it might appear to have been very recent. *Another common example is how new staff are oriented to the work unit and team. It is not uncommon for a staff to come from new employee orientation and be met with the advice from a seasoned team member. "I know they taught you how to do this, but here we do it this way." The expectation is that new staff need to follow the lead of "around here…" in order to fit in and be accepted, even if they are not sure the practice is correct or meets policy and procedures.*
#14	
#15	 *In a recent training conducted with corrections professionals, 84% of the class reported that staff discuss personal issues in front of residents*

	sometimes or frequently. (42% each category) *Staff culture and norms are clear indicators of what residents are witnessing and how they develop their own beliefs about what is accepted or not. A sexualized work environment creates serious boundary issues, both for staff who are uncomfortable and for residents who will take their cues from them.* *It was also reported by 63% of the same group of professionals that romantic relationships are common among staff.* *Do this polling results match how you would respond?* *The training that is referenced was conducted for an audience of state adult corrections and community confinement staff conducted on 10/15/2013. There were 75 total participants. A hand-held polling technology called Turning Point was used to gather anonymous responses. Staff were from multiple jurisdictions, both state and local. This is presented to initiate discussion, not as scientific evidence.*
#16	**Zero-Tolerance Policy** 

#17	 *The slide provides a summary of the standard. The trainer can click on the standard and the presentation will go to the exact language of the standard. When you click on the arrow icon at the bottom left-hand corner of the standard slide, you'll return to the original slide (in this case slide 17).* ***§ 115.311 Zero tolerance of sexual abuse and sexual harassment; PREA coordinator.*** *(a) An agency shall have a written policy mandating zero tolerance toward all forms of sexual abuse and sexual harassment and outlining the agency's approach to preventing, detecting, and responding to such conduct.* *(b) An agency shall employ or designate an upper-level, agency-wide PREA coordinator with sufficient time and authority to develop, implement, and oversee agency efforts to comply with the PREA standards in all of its facilities.* *(c) Where an agency operates more than one facility, each facility shall designate a PREA compliance manager with sufficient time and authority to coordinate the facility's efforts to comply with the PREA standards.*
#18	

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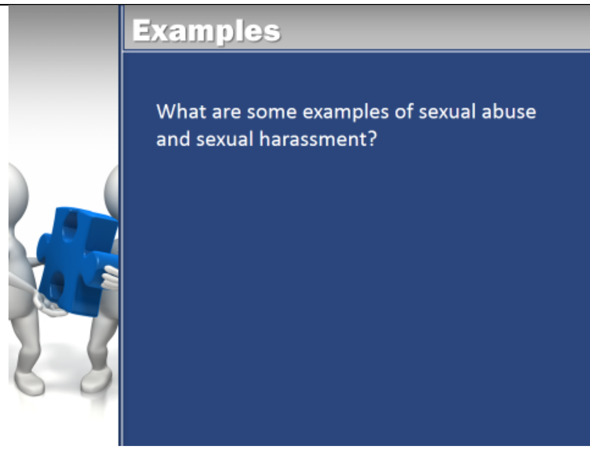
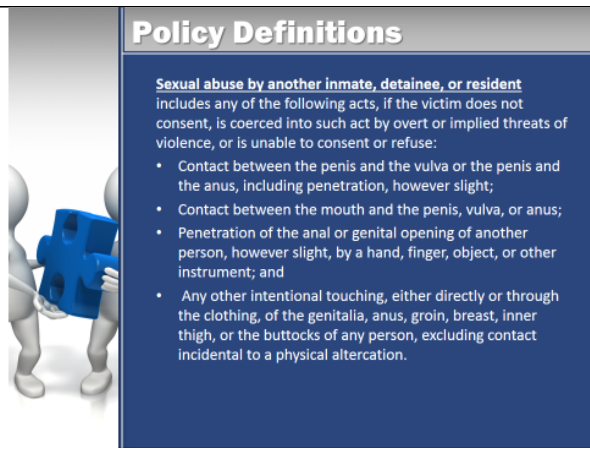
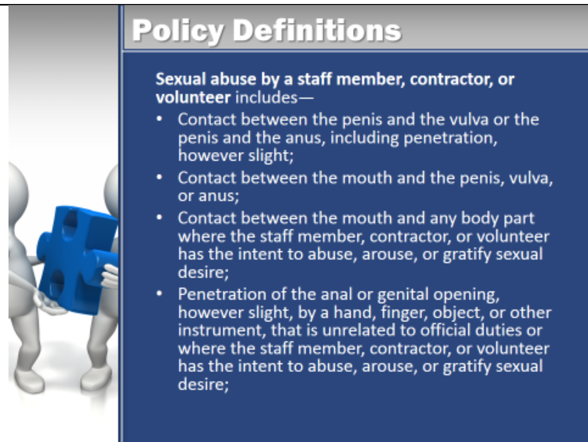
<tr><td></td><td>The trainer should make sure these slides match their specific facility policy.</td></tr>
<tr><td>#19</td><td>


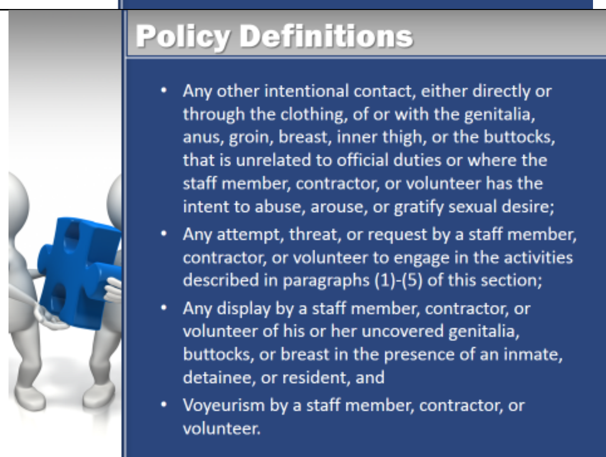
Ask the participants for a few examples of sexual abuse and sexual harassment. We will address this topic again in Unit 2 in more detail.</td></tr>
<tr><td>#20</td><td>


These definitions are provided in full to make sure that all staff who attend this training have seen the full definition and have had the opportunity to ask questions. Trainers can choose how to review this information in training, however it is suggested to read the definitions aloud or have a participant read them aloud.</td></tr>
</table>

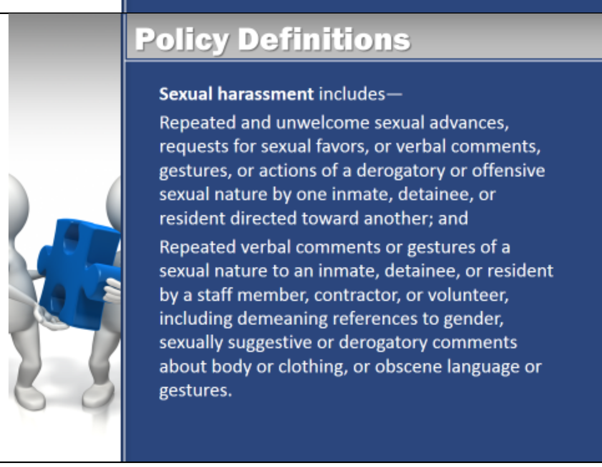
#21


Policy Definitions
Sexual abuse by a staff member, contractor, or volunteer includes—
• Contact between the penis and the vulva or the penis and the anus, including penetration, however slight;
• Contact between the mouth and the penis, vulva, or anus;
• Contact between the mouth and any body part where the staff member, contractor, or volunteer has the intent to abuse, arouse, or gratify sexual desire;
• Penetration of the anal or genital opening, however slight, by a hand, finger, object, or other instrument, that is unrelated to official duties or where the staff member, contractor, or volunteer has the intent to abuse, arouse, or gratify sexual desire;

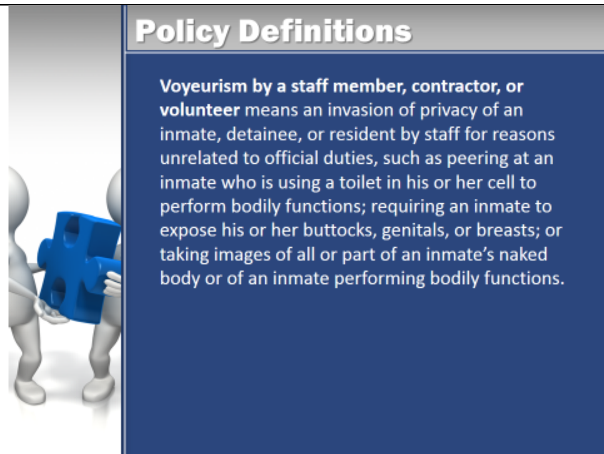
#22


Policy Definitions
• Any other intentional contact, either directly or through the clothing, of or with the genitalia, anus, groin, breast, inner thigh, or the buttocks, that is unrelated to official duties or where the staff member, contractor, or volunteer has the intent to abuse, arouse, or gratify sexual desire;
• Any attempt, threat, or request by a staff member, contractor, or volunteer to engage in the activities described in paragraphs (1)-(5) of this section;
• Any display by a staff member, contractor, or volunteer of his or her uncovered genitalia, buttocks, or breast in the presence of an inmate, detainee, or resident, and
• Voyeurism by a staff member, contractor, or volunteer.

#23


Policy Definitions
Sexual harassment includes—
Repeated and unwelcome sexual advances, requests for sexual favors, or verbal comments, gestures, or actions of a derogatory or offensive sexual nature by one inmate, detainee, or resident directed toward another; and
Repeated verbal comments or gestures of a sexual nature to an inmate, detainee, or resident by a staff member, contractor, or volunteer, including demeaning references to gender, sexually suggestive or derogatory comments about body or clothing, or obscene language or gestures.

#24



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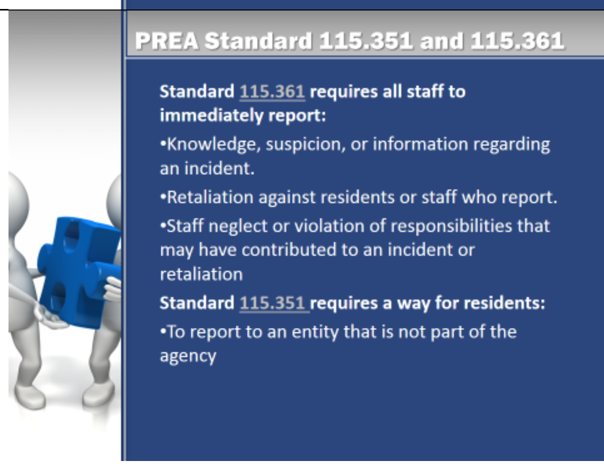
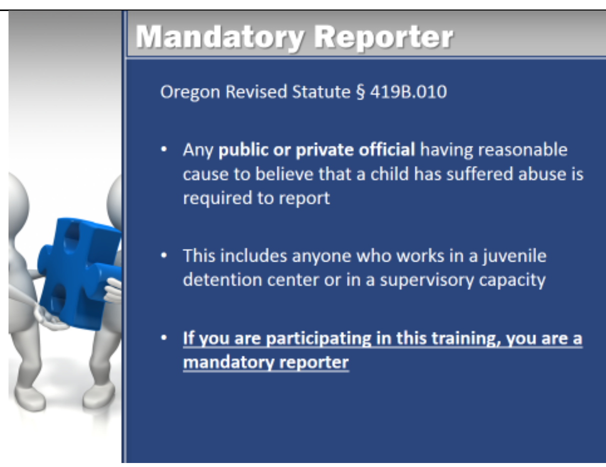


In addition to policy requirements, there are specific requirements in the PREA Standards regarding reporting sexual abuse and harassment.

#26



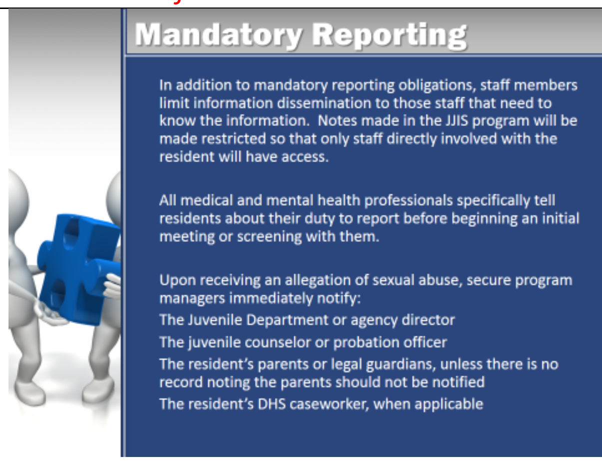
The ORS reference here is current as of January 2014. Trainers should verify

<table>
<tr><td></td><td>

this information before conducting training to make sure there have not been any revisions to the statute.

Ask someone in the class to read the definition of a mandatory reporter. Stress the fact that anyone working with residents in juvenile detention meets this definition.

</td></tr>
<tr><td>#27</td><td>



</td></tr>
<tr><td>#28</td><td>

Activity

Arrange the group in teams of 4-6 players. Use the handout "Unit 1 Activity Instructions" to describe the game "Dozens" and explain how to play. Provide each team with a handout of page 1 and the game cards. Allow the group to play the game for at least 1 round or as long as available within the allotted training time.

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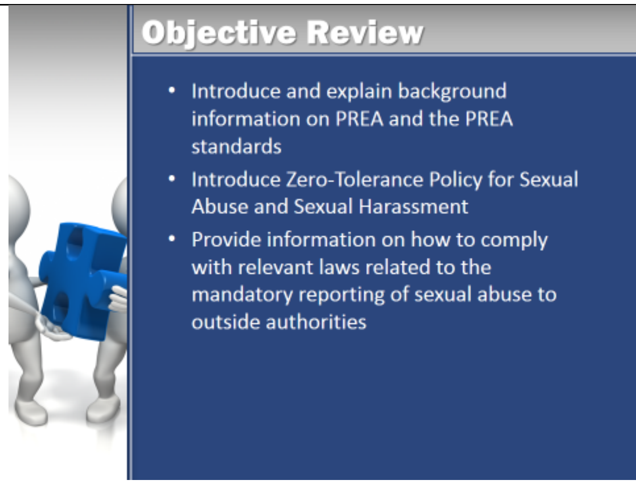
<tr><td>#29</td><td>
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<tr><td>#30</td><td>Questions?</td></tr>
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<table>
<tr><th>Slide Numbers, Time, and Materials</th><th>Slides/Speaking Notes</th></tr>
<tr><td colspan="2">Preparation: Review the slides and notes thoroughly to make sure you are familiar with the material.

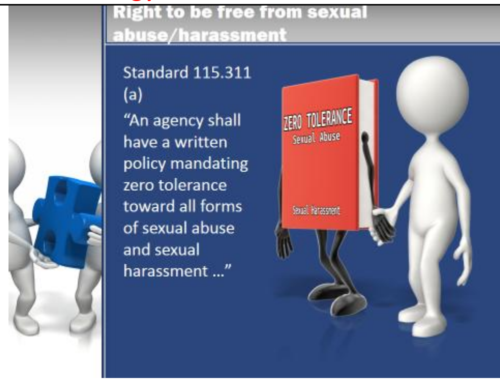
Materials: To deliver this training you will need the PowerPoint slides, projector, computer, screen, flip chart, and markers.</td></tr>
<tr><td>1 hour
#1</td><td>Employee Training Unit 2

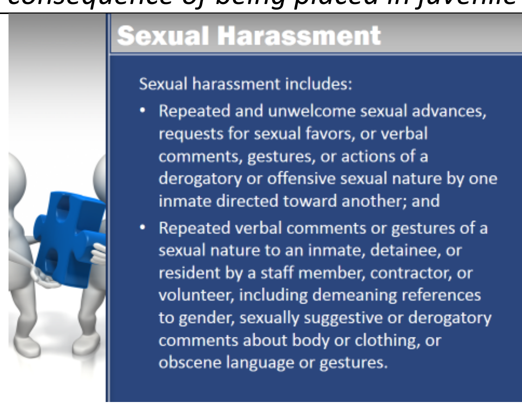
Residents and Staff's Right to be Free from Sexual Abuse and Retaliation</td></tr>
<tr><td>#2</td><td>Objectives for this Unit:

Read the objectives to the class.</td></tr>
<tr><td>#3</td><td>

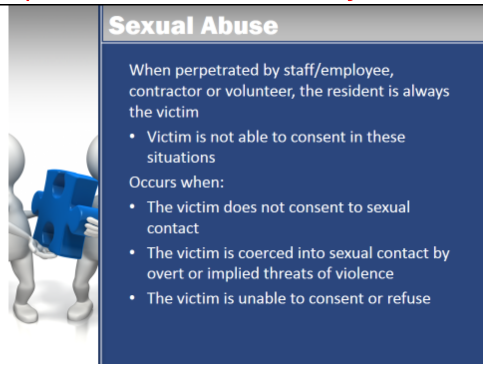
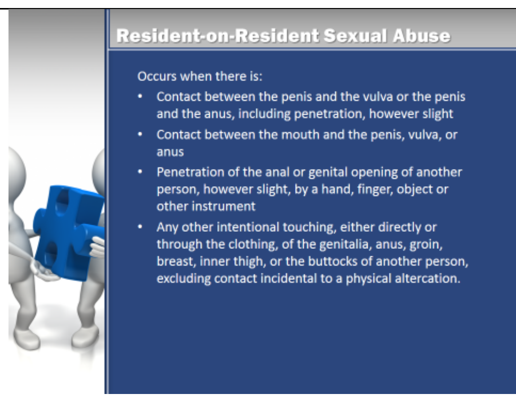

</td></tr>
</table>

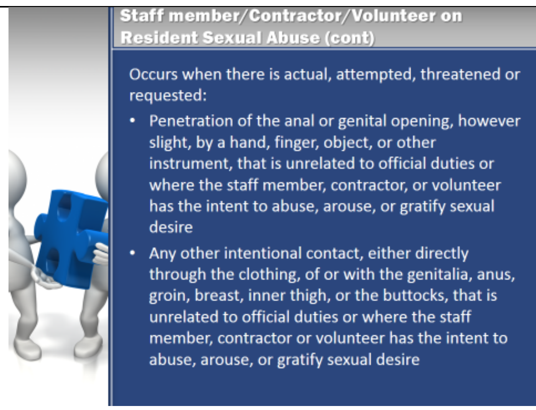
	Key Terms *This section is to ensure that everyone becomes comfortable with the terms we are going to use throughout the module.* • *Sexual Abuse* • *Sexual Harassment* • *Reporting* • *Retaliation* • *Organizational Culture*
#4	 *Select a participant to read each scenario or give the participants to read them silently and then ask the participants to respond to the scenarios.* *First scenario—Sexual abuse. See the definition of "Sexual abuse of a resident by another resident" item 4.* *Second scenario—Neither. Although the staff saw the youth unclothed, she was conducting cell checks, which are related to official duties. The staff also moved on quickly to the next cell instead of lingering and watching for a period of time. She only saw the youth long enough to determine that he was not injured or in distress. Therefore, this example does not constitute voyeurism and, by extension, does not constitute sexual abuse.* *Third scenario—Neither. The definition of sexual harassment includes "repeated and unwelcome" sexual advances. In this scenario, once the youth was corrected he stopped, thereby his actions were not repeated. Had he continued with the statements or other similar statements, then his actions would have constituted sexual harassment.*

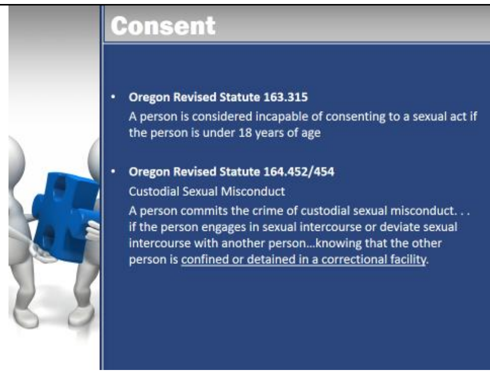
<table>
<tr><td></td><td>The trainer should note that there are many other scenarios that staff may see. Participants should familiarize themselves with the appropriate definitions so they will know the differences in terminology.</td></tr>
<tr><td>#5</td><td>

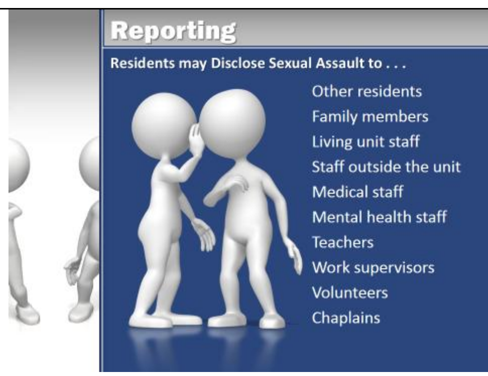
The trainer may want to replace the PREA Standard with the agency/facility policy on zero-tolerance and that outlines the resident's right to be free from sexual abuse and sexual harassment.
It is important to recognize that residents have the right to be free from sexual abuse and sexual harassment during their time in our facility. As discussed in Unit 1, sexual abuse/harassment is not part of the consequence of being placed in juvenile detention. </td></tr>
<tr><td>#6</td><td>

Sexual harassment is demonstrated in many different ways and can start with low level joking and name calling that is meant to be "funny."
Organizational culture often sets the tone for what is believed to be acceptable and often is an indicator as to what harassing behaviors might be present in the pod or unit. For example, inappropriate language or sexualized talk in the presence of residents; ridicule or </td></tr>
</table>

	threats of a sexual nature. *Ask participants to give some examples of harassment they have experienced or are aware of.*
#7	 *Ask: Why can there be no consensual sexual activity between staff and residents?* *Possible answers include:* *It is illegal* *There is such a power differential between staff and residents that residents may be coerced even when it looks like they are consenting.*
#8	 *Review the characteristics of resident-on-resident abuse with the participants. Note that some in the class may be uncomfortable with some terms and be sensitive to this.*

#9	 *The next three slides cover the features of sexual abuse by a staff member, contractor or volunteer.*
#10	 *In the case of staff/contractor/volunteer it is likely that these allegations could result in the involvement of law enforcement as in many cases it is an abuse of authority by a person in position of trust.*
#11	

<table>
<tr><td></td><td>Note that voyeurism on the part of staff, contractors or volunteers falls under the definition of sexual abuse and should be taken seriously. This type of behavior would require reporting and investigation.</td></tr>
<tr><td>#12</td><td>

It is important for employees to recognize that there are Oregon statutes that set the applicable age of consent and that criminilize sexual misconduct by employees regardless of the age of the victim. Note that these are excerpts from the statutes, not the entire statute.</td></tr>
<tr><td>#13</td><td>Reporting</td></tr>
<tr><td>#14</td><td>

Have the participants brainstorm anyone else to whom residents may report an event of sexual abuse or harassment. Emphasize that staff must consider all sources to be equally trustworthy – it is not their responsibility to decide whether a report is factual. It is only their responsibility to disclose the information to the agency to ensure that it is investigated.</td></tr>
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<td>#15</td>
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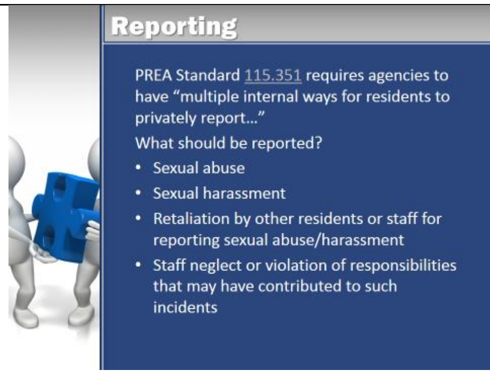

Note that agency/facility policy could be substituted here for the PREA standard if appropriate.

§ 115.351 Resident reporting.
(a) The agency shall provide multiple internal ways for residents to privately report sexual abuse and sexual harassment, retaliation by other residents or staff for reporting sexual abuse and sexual harassment, and staff neglect or violation of responsibilities that may have contributed to such incidents.
(b) The agency shall also provide at least one way for residents to report abuse or harassment to a public or private entity or office that is not part of the agency and that is able to receive and immediately forward resident reports of sexual abuse and sexual harassment to agency officials, allowing the resident to remain anonymous upon request. Residents detained solely for civil immigration purposes shall be provided information on how to contact relevant consular officials and relevant officials at the Department of Homeland Security.
(c) Staff shall accept reports made verbally, in writing, anonymously, and from third parties and shall promptly document any verbal reports.
(d) The facility shall provide residents with access to tools necessary to make a written report.
(e) The agency shall provide a method for staff to privately report sexual abuse and sexual harassment of residents.
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<tr>
<td>#16</td>
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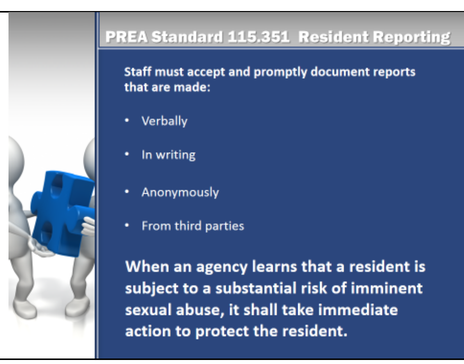

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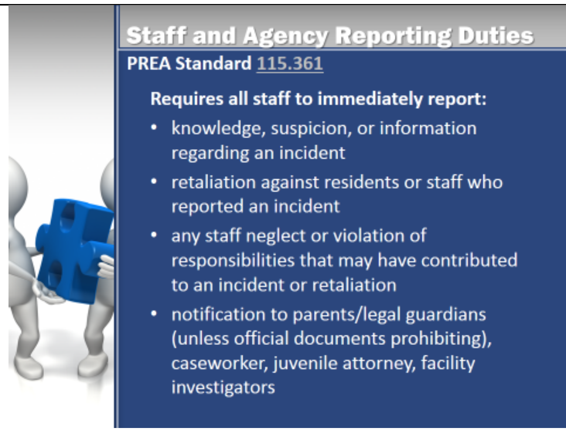
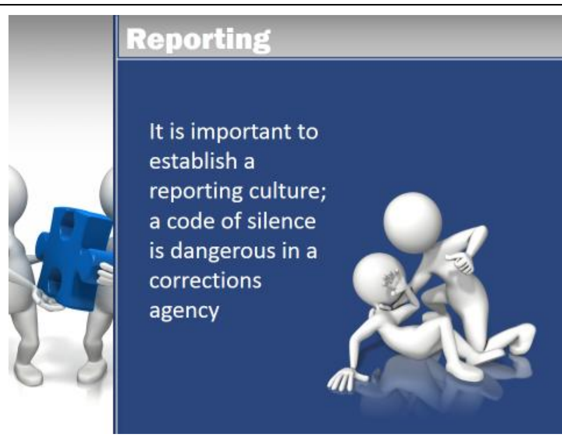
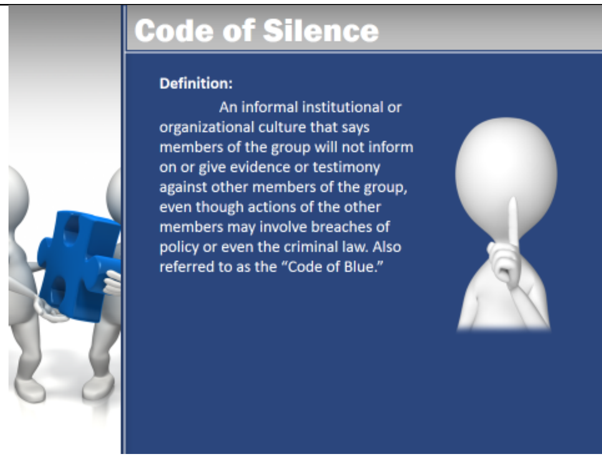
	Point out that staff cannot determine which reports to accept and which ones to reject. They must accept all reports and take immediate action if they believe a resident to be at immediate risk of further abuse.
#17	 *Anyone who witnesses or suspects abuse should report, regardless of their status or position.*
#18	 *Often, victims are uncomfortable reporting. Having more than one way for victims to report abuse and retaliation gives victims the opportunity to use the mechanism that is most comfortable for them. There are many studies that show that reporting of abuse is more likely when there is more than one way for victims to report.* *Use a flipchart to record participant responses. Make sure the following items are included in responses:* • *Having a 1-800 number* • *Dedicated phone line for reporting* • *Using the grievance system* • *Reporting to staff, volunteers, family, attorney, social worker, etc.*

	• *Sending a sealed letter to someone inside/outside the facility* • *Contacting an advocate* *Insert facility policy here, if applicable.*
#19	 *Substitute the PREA standard with applicable facility policy if available.* *It is important for staff to recognize their reporting responsibilities, which are listed on the slide.*
#20	 *The PREA Standard also requires that the agency provide residents at least one way to report to a public or private entity or office that is not part of the agency and that is able to receive and immediately forward resident reports of sexual abuse and harassment to agency officials.* *The agency should allow the resident to remain anonymous upon request.*

	The standard requires staff to accept reports that are made verbally or in writing, anonymous reports, and reports from third parties. Staff are also required to document any verbal reports received. *The agency also has to provide a method for staff to privately report sexual abuse and sexual harassment of residents.* *In addition to the standard, the facilitator should discuss the relevant local policy as well.*
#21	 *The trainer can refer to the agency/facility policy in this area if available.* *Facilities are required to have a way to receive reports of sexual abuse from third-parties such as parents, social workers or attorneys. This method should be publically available to anyone who has information is able to make a report when needed.*
#22	

	If the steps in facility policy differ from this slide, the trainer should adjust the slide to be consistent with policy.
#23	 *If the policy does not address these things specifically, it should be noted that best practice in the field includes the following responses:* *Information from the reporter that is passed on will be done so on an as need to know basis only. Reassure the reporter that the agency respects the sensitivity of what was reported and will act accordingly.* *It is possible that the reporter will need to provide information to the investigator. Explain that they might be asked to provide the report in writing using a specific agency form.* *It is good practice to keep the reporter informed as to the status of the investigation. If another agency such as law enforcement is involved letting them know that is important.*
#24	

	Having policy and procedures is only part of addressing reporting. Understanding what makes up an environment where reporting is valued and taken seriously allows reporting to occur. It is equally important to recognize the barriers that may keep people from taking these requirements seriously.
#25	 *The "code of silence" has been defined as the unwillingness of staff and/or management to talk openly about other staff or incidences of an illegal, unethical or questionable nature. Staff may refuse to cooperate in the investigation of critical events, specifically the reporting and investigation of an allegation of staff sexual misconduct, in order to protect fellow staff members. Most staff members would rather risk discipline than violate the code of silence within the correctional community.* *Source: Breaking the Code of Silence: Correction Officers' Handbook on Identifying and Addressing Sexual Misconduct*

#26

Ask: What is the history in your organization when allegations have been brought forward? Have you yourself experienced or witnessed retaliation as a result of reporting?

Possible answers:
Fear that staff wont respond in support of a situation or as back up.
Fear that my safety might be in jeopardy.
Staff compromise their values in order to fit into an agency and to avoid becoming an outsider
Staff may find it easier to ignore the conduct
Staff may fear retaliation from the accused or other employees for violating the code
Staff may find it impossible to believe that a peer could have a sexual relationship with an offender
Staff may see internal investigations as unprofessional, untimely or even as a "witch hunt."
Staff may believe offenders deserve what they get
Staff fear if they report misconduct, other staff may not protect them if they are involved in physical altercations with resident in the future
Staff may not see relations with offenders as wrong

Source: Breaking the Code of Silence: Correction Officers' Handbook on Identifying and Addressing Sexual Misconduct

#27

Ask: *Have there been fair processes when allegations have been reported at your facility/agency? Do investigations occur or not?*

Most often reports are made about resident misconduct and blatant staff misconduct.
Sometimes the culture does not support staff reports about staff harassment of residents, e.g. name calling, sexual jokes or slander about sexual choice or gender identities… (fag, queer, homo, girl etc.)
These unspoken rules often result in irreparable damage to the profession, largely agency security. The primary mission of corrections is to provide safe and secure environments for persons under correctional supervision and the staff who supervise them. The presence of unethical behavior, abuse of power and cover-ups may result in the institution becoming a dangerous place to work and live. It ultimately breeds and distrust and can destabilize an agency.

Source: *Breaking the Code of Silence: Correction Officers' Handbook on Identifying and Addressing Sexual Misconduct*

#28

In a reporting culture, staff and residents are confident there will be no retaliation for reporting and they trust the process. It is not seen as a witch hunt rather expected part of the work whose goal is safety for both staff and residents.

It is important to have processes in place where the staff who is alleged to have conducted abuse knows the status of the investigation. Not knowing or understanding the investigative process often leads to fear, lower morale, and a loss of productivity.

#29

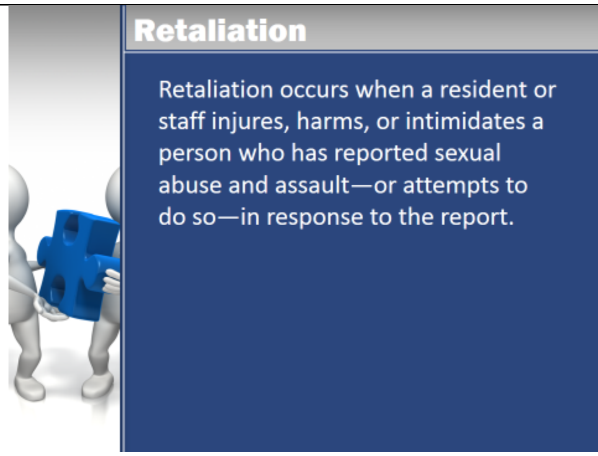
Retaliation

#30

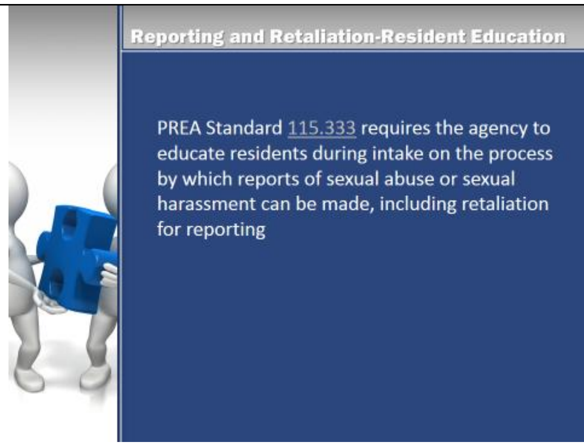
Trainers may substitute agency policy in this slide if it sufficiently covers the PREA Standard.

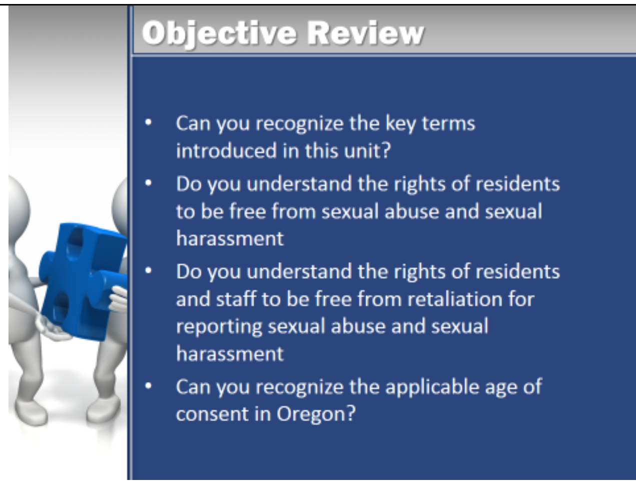
Fear of retaliation is directly correlated to the agency culture. If there is a greater fear that something negative could or will happen to you then

	that there will be a fair and safe process it will influence reporting. *Facilities are required to protect staff and residents who report from retaliation in multiple ways.* *The facility also must monitor the situation for at least ninety days following a report to make sure that there is no retaliation occurring.* ***115.367 Agency protection against retaliation.*** *(a) The agency shall establish a policy to protect all residents and staff who report sexual abuse or sexual harassment or cooperate with sexual abuse or sexual harassment investigations from retaliation by other residents or staff and shall designate which staff members or departments are charged with monitoring retaliation.* *(b) The agency shall employ multiple protection measures, such as housing changes or transfers for resident victims or abusers, removal of alleged staff or resident abusers from contact with victims, and emotional support services for residents or staff who fear retaliation for reporting sexual abuse or sexual harassment or for cooperating with investigations.* *(c) For at least 90 days following a report of sexual abuse, the agency shall monitor the conduct or treatment of residents or staff who reported the sexual abuse and of residents who were reported to have suffered sexual abuse to see if there are changes that may suggest possible retaliation by residents or staff, and shall act promptly to remedy any such retaliation. Items the agency should monitor include any resident disciplinary reports, housing, or program changes, or negative performance reviews or reassignments of staff. The agency shall continue such monitoring beyond 90 days if the initial monitoring indicates a continuing need.* *(d) In the case of residents, such monitoring shall also include periodic status checks.* *(e) If any other individual who cooperates with an investigation expresses a fear of retaliation, the agency shall take appropriate measures to protect that individual against retaliation.* *(f) An agency's obligation to monitor shall terminate if the agency determines that the allegation is unfounded.*

#31	 *Ask a participant to read the definition of retaliation on the slide.* *Retaliation is serious and needs to be addressed every time there is a report. Only then will the culture change. Hearing phrases like "Oh, he/she always treats people like that" only increases the likelihood of additional abuse and retaliation.* *Abusers, both youth and staff will recognize when boundaries are enforced and when they are not. This is known as boundary probing and might result in more serious abuse if the restrictions against retaliation are not enforced.*
#32	 *Retaliation on staff could take many forms. Go over the examples on the slide and ask participants to brainstorm other ways that retaliation could occur. Other examples of retaliation on staff could include:* *Schedule changes*

	Less attractive post assignments *Ignored or canceled vacation requests* *Retaliation on residents could look like:* *Harsh chore assignments* *Write-ups for minor infractions* *Restrictions from activities or free time*
#33	 *The PREA standards are designed to support safety: facility safety, staff safety and resident safety. This ultimately also impacts community safety.* *In the event your agency is one where there is fear of reporting it is imperative for leadership to assess the culture and make specific course corrections. This is best done when staff at all levels of the organization are included.*
#34	

	The PREA standards also require the facility/agency to provide emotional support services for residents and staff that fear retaliation for reporting.
#35	 *PREA Standard 115.333 requires the agency to provide residents with education on their right to be free from sexual abuse and sexual harassment, including retaliation for reporting.* *The trainer should also address facility policy/procedure in this area, focusing on exactly who is responsible for this education and when in the intake process it occurs.* ***115.333 Resident education.*** *(a) During the intake process, residents shall receive information explaining, in an age appropriate fashion, the agency's zero tolerance policy regarding sexual abuse and sexual harassment and how to report incidents or suspicions of sexual abuse or sexual harassment.* *(b) Within 10 days of intake, the agency shall provide comprehensive age-appropriate education to residents either in person or through video regarding their rights to be free from sexual abuse and sexual harassment and to be free from retaliation for reporting such incidents, and regarding agency policies and procedures for responding to such incidents.* *(c) Current residents who have not received such education shall be educated within one year of the effective date of the PREA standards, and shall receive education upon transfer to a different facility to the extent that the policies and procedures of the resident's new facility differ from those of the previous facility.* *(d) The agency shall provide resident education in formats accessible to all residents, including those who are limited English proficient, deaf, visually impaired, or otherwise disabled, as well as to residents who have limited reading skills.*

<table>
<tr><td></td><td>(e) The agency shall maintain documentation of resident participation in these education sessions.
(f) In addition to providing such education, the agency shall ensure that key information is continuously and readily available or visible to residents through posters, resident handbooks, or other written formats.</td></tr>
<tr><td>#36</td><td>
</td></tr>
<tr><td>#37</td><td>Questions?
Ask the participants if there are any questions.</td></tr>
<tr><td></td><td></td></tr>
</table>

<table>
<tr><th>Slide Numbers, Time, and Materials</th><th>Slides/Speaking Notes</th></tr>
<tr><td colspan="2">Preparation: This module should take 1 hour to complete. Review the information to ensure you are familiar with the content. Prepare scenarios for Activity Two using the “Unit 3 Activity Two Scenarios” document.

Materials: To deliver this training you will need the PowerPoint slides, projector, computer, flip chart, and markers.</td></tr>
<tr><td>1 hour module

#1</td><td>Employee Training Unit 3
Dynamics of Sexual Abuse & Sexual Harassment/Common Reactions of Sexual Abuse Victims/How to Detect & Respond to Sexual Abuse

This unit will teach participants about the dynamics of incarceration as it relates to sexual abuse. Participants will also identify the signs and symptoms of trauma as it relates to sexual abuse and how to respond when it is reported.</td></tr>
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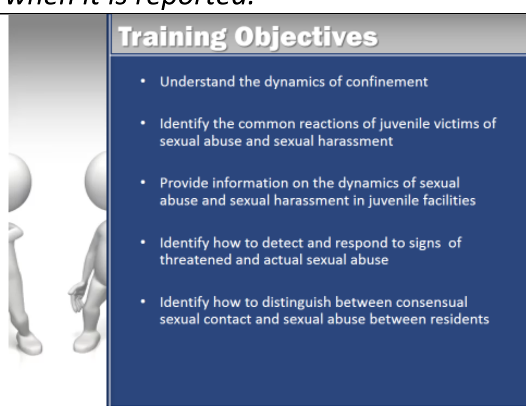

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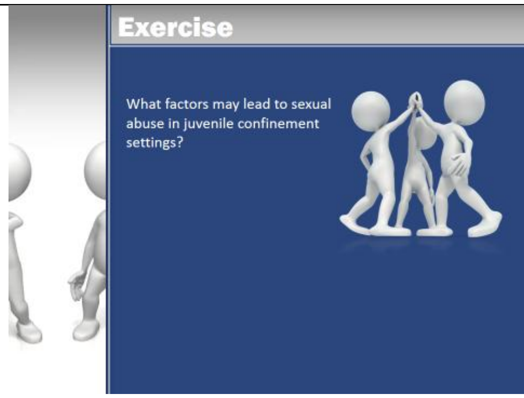


Break the participants into groups of no more than 6. Give each group 1-2 sheets of flipchart paper and ask participants to list as many examples of factors that may lead to sexual abuse as they can. Encourage the participants to use anecdotal examples from their own observations. Example(s) could include:

- *Power imbalances*
- *Poor staff supervision*
- *Size (big/small)*
- *Age (young/old)*
- *Education level (high/low*

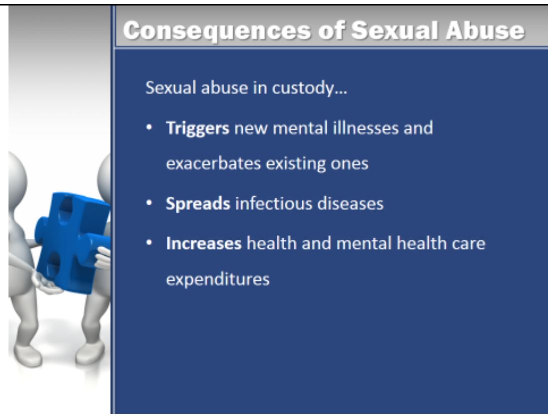
Have each group select a group member to report to the class on their work. Try to ensure that the group assigns a different person to report out than in the previous exercise.

During the exercise, trainers should walk around the room and monitor the responses that the groups are listing. Answer any questions that the groups may have.

Encourage participants to be as specific as possible when listing the factors and discourage overly general answers such as "a bad seed".

After the exercise is over, have each of the groups report out. Be sure to monitor time, this should be a quick exercise. It is best if the flipchart paper can remain on the wall for other groups to refer to when giving their presentation. Point out when groups overlap or put up the same factors. This should be seen as a positive as it reinforces the group's work and highlights how the participants have a shared idea of what to look out for.

<table>
<tr><td></td><td>NOTE: IF the trainer wishes to address facility dynamics or resident characteristics specifically, this question can be easily modified.</td></tr>
<tr><td>#4</td><td>



It is important for everyone to be aware of the consequences of sexual abuse in confinement settings.</td></tr>
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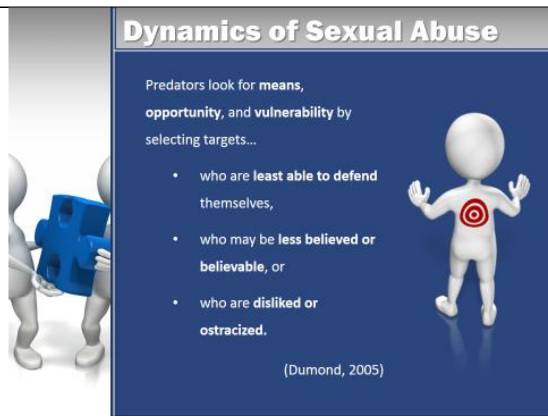

Let's reflect for a few minutes on what we know about perpetrators and victims in correctional settings and the general attitude of staff toward both. In other words, as we prepare for our new learning, let's first seek to understand the dynamics. Staff are sometimes quick to dismiss allegations from a resident who has made false allegations in the past. But in fact, those residents are more likely to be victimized, because perpetrators know they're less likely to be believed. Other residents more likely to be victimized are those who are least able to defend themselves, or who are disliked or ostracized by staff or peers.</td></tr>
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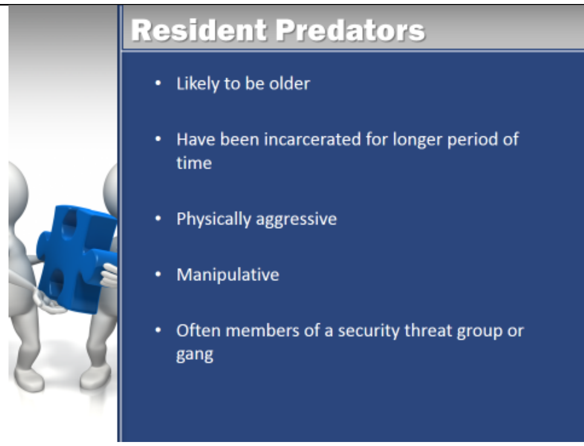
#6



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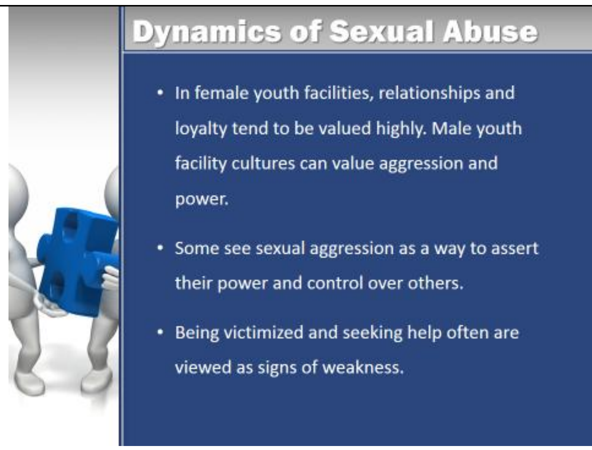
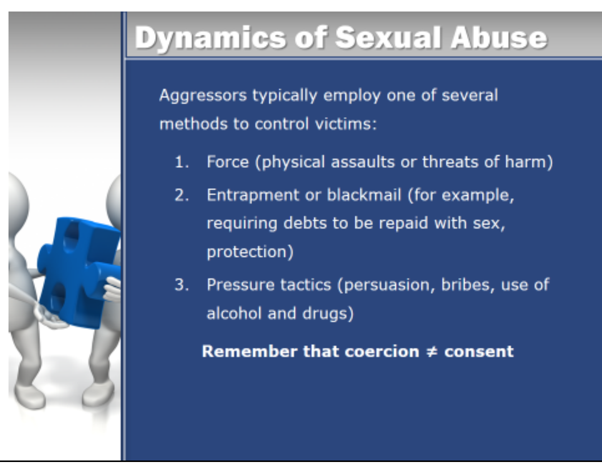


Note that these are general statements that are not meant to inform every situation.

#8



Those who sexually prey on others use a variety of methods to abuse. The easiest to identify is physical force or threats of harm, however this is often times the least used method.

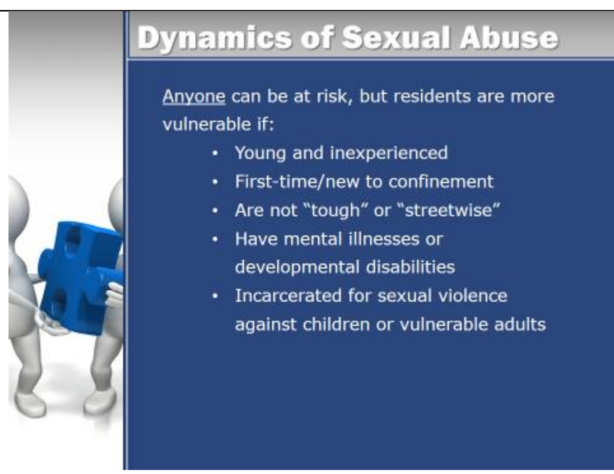
Abusers often use nonviolent methods to coerce their victims. For example, an abuser may act very friendly and helpful at first in order to make the potential victim feel indebted to them. Then, when the potential victim has a debt or obligation, the perpetrator demands that the debt be paid through sexual activity. Also, abusers can use other pressure tactics to coerce the victim into sexual activity.

It is also common for residents with mental health and or developmental challenges to be easy prey for predators. The desire to be "liked" and "accepted" is often seen as a reasonable price to pay for providing sexual favors or for participating in a cover-up.

We should remember that coercion is not the same thing as consenting to sexual activity. Abuse conducted through threats and pressure is still abuse even if there was no physical force used. Also, the fact that two residents claim that sexual activity was "consensual" doesn't mean that there was no coercion.

All sexual activity should be thoroughly investigated and a determination made following the investigation.

#9



Anyone can be vulnerable and at risk for abuse, but there are special populations of residents that tend to be more vulnerable. These

<table>
<tr><td></td><td>populations are identified on this slide. Would you add any populations of residents to this list?</td></tr>
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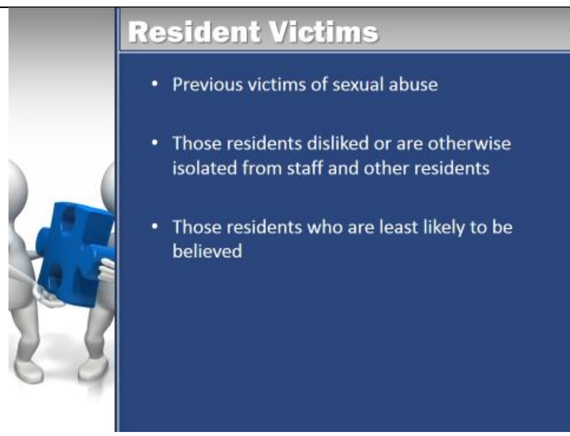
<tr><td>#11</td><td>


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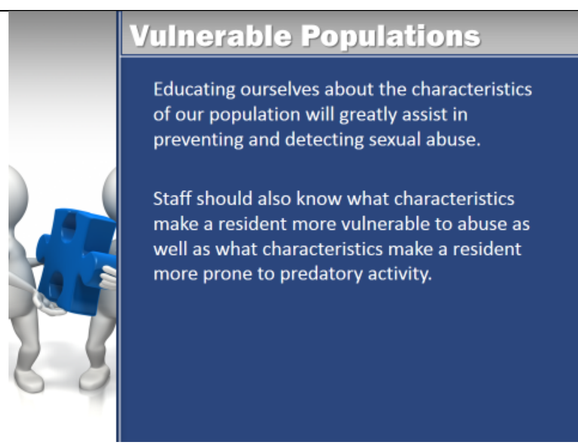

There are some common characteristics and/or behaviors that make a
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<table>
<tr><td></td><td>resident more vulnerable to sexual harassment and abuse. There are many vulnerable populations and they tend to be victimized more and believed less.</td></tr>
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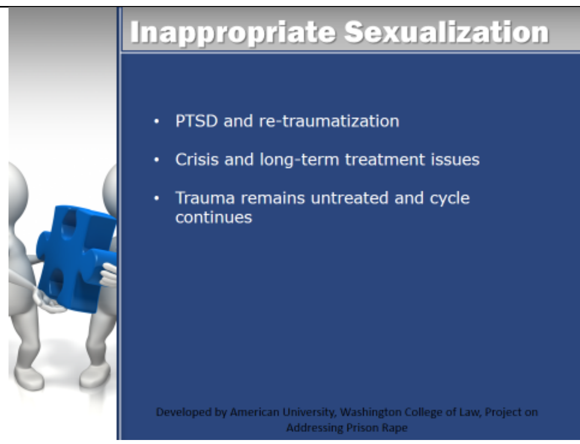
<tr><td>#14</td><td>


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It is imperative that staff recognize and address harassment. The sooner
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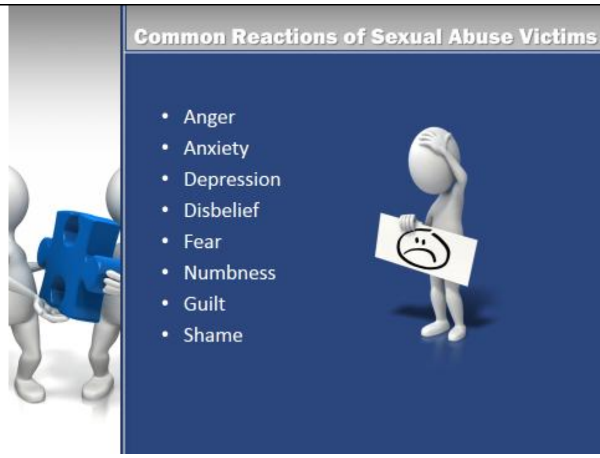
	the lower level behaviors are responded to and addressed the less likely more serious and dangerous behaviors will be exhibited. How they take control of what behaviors will and will not be accepted is how the culture of the facility is developed.
#16	 *Changes in behavior are important to recognize and address. Taking time to examine what might be causing the change and not just trying to mitigate the behaviors allows staff to address systemic issues in addition to individual resident concerns.* *Additional reactions you might observe if someone has been victimized or is aware of victimization of others include:* • *Eating/sleeping disturbances* • *Regression in ability to problem solve* • *Hyper-arousal/paranoia* *For residents who experience serious or persistent behavioral health challenges you might see them decompensate even further.* *In order to understand why victims have such varied responses to abuse, we need to learn a little more about how trauma affects the brain.*

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Here are some resources for use in understanding the impact of trauma on victims:
National Center for Trauma-Informed Care: http://www.samhsa.gov/nctic/
NCCD Center for Girls and Young Women: http://www.nccdglobal.org/
Safe Start Center: http://www.safestartcenter.org/
The Sanctuary Model of Trauma-Informed Care:
http://www.sanctuaryweb.com
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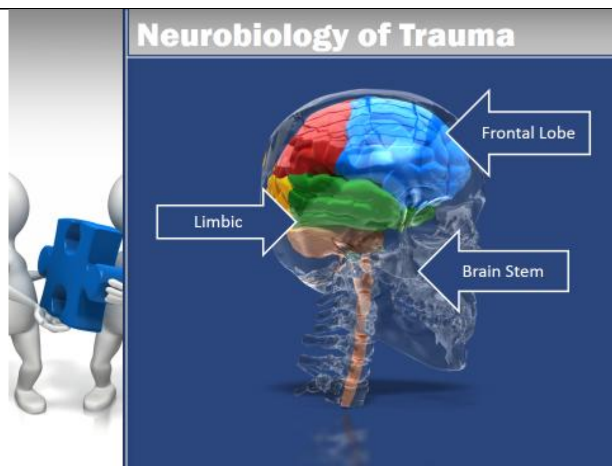

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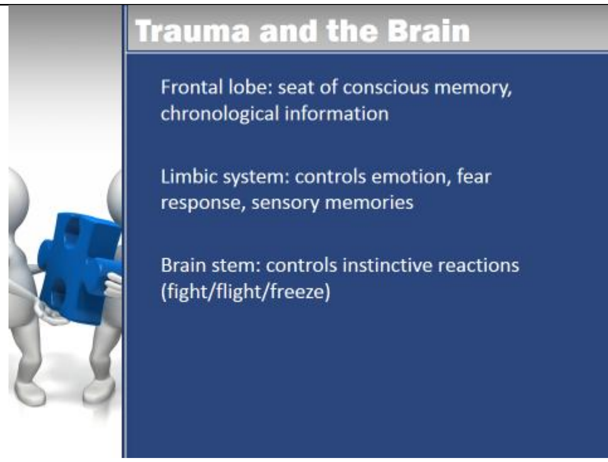

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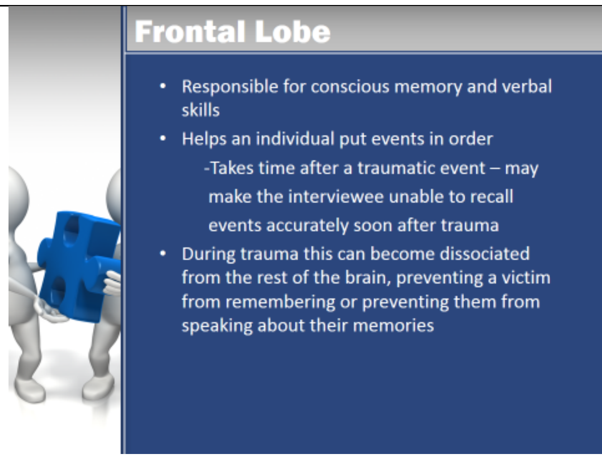

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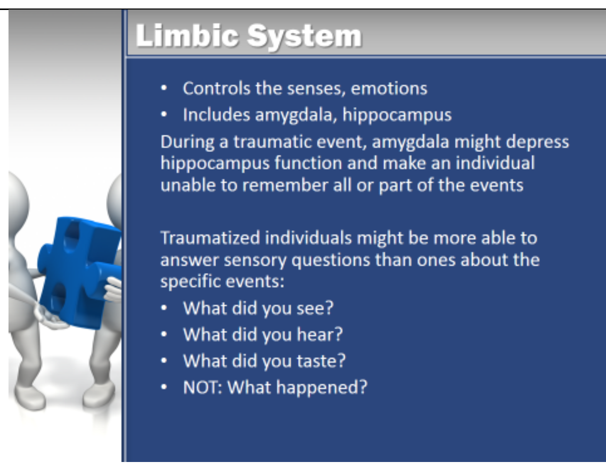
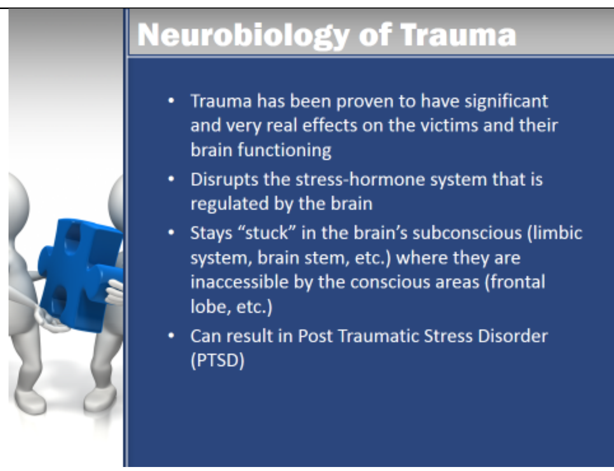


Amygdala: An almond-sized structure that stores memories of fearful experiences

- *responsible for regulating safety, and regulates heart rate and*

	blood pressure, via the parasympathetic /sympathetic nervous system. • *Triggers the fight-flight-freeze stress response located in the brain stem when "danger" is detected* • *After a trauma the amygdala becomes hypersensitive and overreacts even to normal stimuli.* • *Imaging studies reveal hyper-responsivity here in victims in particular as they are presented with reminders of their trauma* *Hippocampus: A finger-sized cluster of neurons, is the hub of memory and learning because all conscious memory must be processed through this structure of the brain.* • *Functions like a memory chip in a computer. It is involved in processing verbal and emotional memory and passing it along for permanent storage.* • *Highly sensitive to stress hormones (e.g., cortisol).* *When the amygdala is very active (e.g. during trauma), it interferes with hippocampus function and therefore with a victim's ability to remember events*
#22	 *Trauma can have significant effects on a victim's reaction to sexual abuse. It literally changes the way that the brain functions. By disrupting the brain's normal reactions to stress, memories of traumatic events can stay "stuck" in the subconscious where they can have an unconscious effect on the victim's actions.* *This is why some victims of sexual abuse do not react in ways that are considered "normal." There is no normal response to trauma, it is different for each person.*

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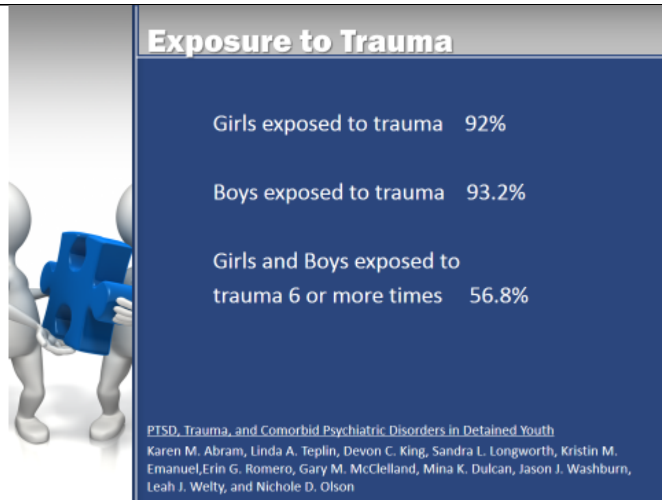

These percentages are from a study of detained youth, not the general population.
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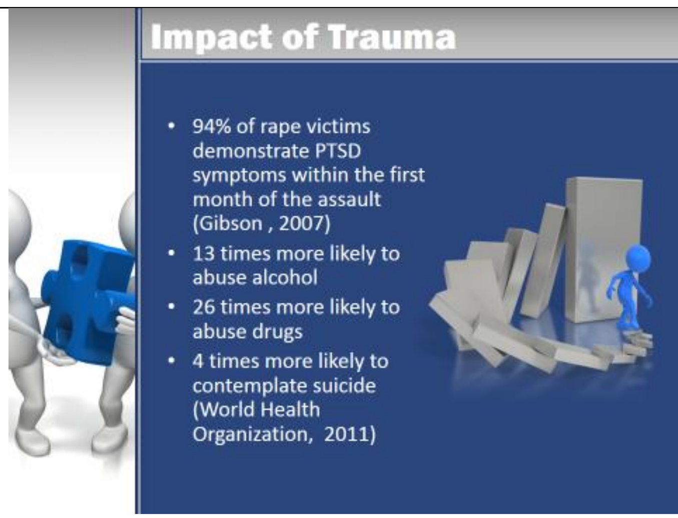

Point out to the particpants that these are symptoms that are likely experienced by a majority of youth that enter into detention.
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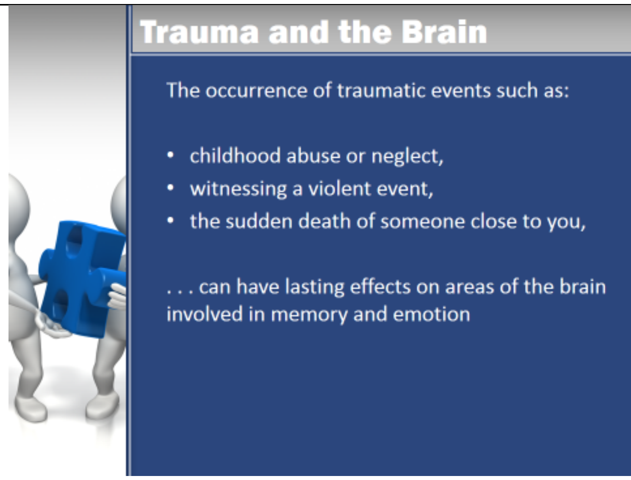
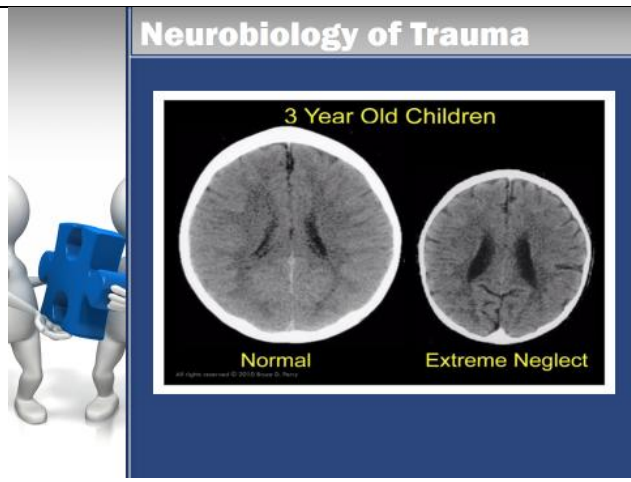
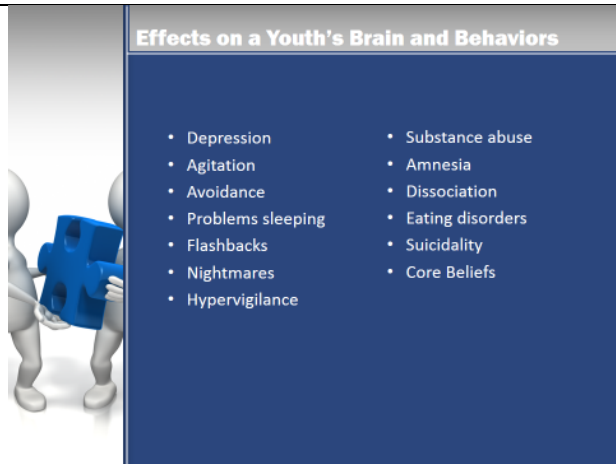
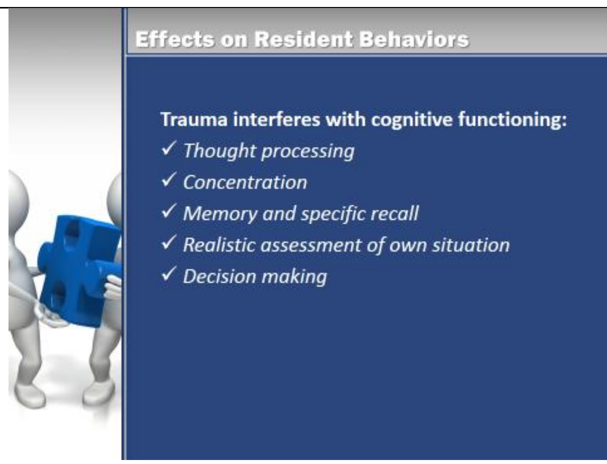
#25	 *Another important point is that trauma can alter the physical characteristics of the brain itself.*
#26	 *This slide shows the differences in a normal 3-year old brain and the brain of a child exposed to extreme neglect. There is no denying the physiological differences that occur as a result of trauma. How could these differences in brain development manifest through behavior later in life?*

#27



Understanding how the brain is responsible for our behaviors and what results when a brain is "underdeveloped" due to trauma allows us to adjust supervision and communication styles. A trauma informed environment will tailor to the needs of each resident to ensure individualized treatment approaches.

#28



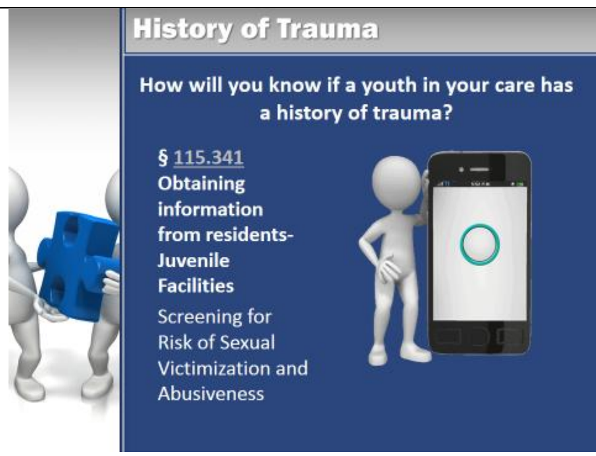
If you know a resident has experienced trauma do you believe that their ability to participate in the program and comply with directives might be impacted?

It is not unusual in a correctional environment for staff to view youth with cognitive deficits as being manipulative or oppositional because they will not follow directions. It is equally important to assess how these legitimate behavioral outcomes of trauma will manifest themselves in a correctional environment.

Many programs are based on cognitive restructuring curriculums and processes. Some youth who have experienced trauma may have difficulty in these types of programs. It is important not to assume one size will fit all when it comes to treatment and the development of a therapeutic milieu.

#29

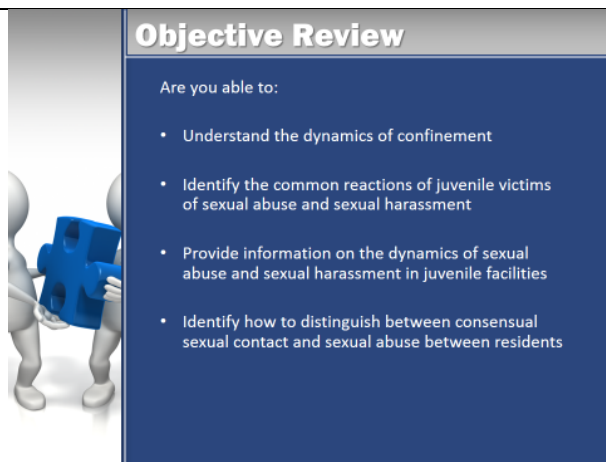
#30



PREA standard 115.341 requires that a screening take place of all residents. This screening must include input from the residents themselves, not just a paper review of files or arrest information.

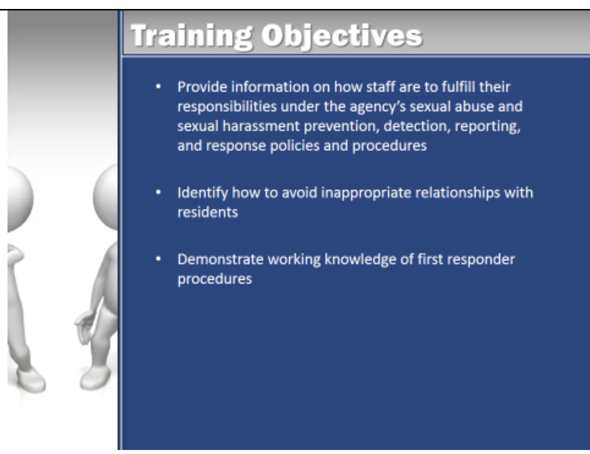
From the data presented earlier it is highly likely that most of those youth in our care will have experienced some level of trauma. Involvement in the legal system itself can be traumatic and repeated episodes of confinement is also a traumatic event. In order to determine the history and severity of the trauma, assessment and screening tools are required. These sexual victimization tools help facilities to determine housing and roommates

	options and need for level of supervision. *Good practice will also include re-assessment for vulnerability if critical events occur. Some examples of these could be the illness or death of a family member, failing parole or being denied transition activities, or being victimized.* *When screening and assessment is used as part of a comprehensive intake it allows for a plan to be developed in a proactive way. It is likely that taking these steps can reduce the opportunity for harassment and/or abuse and will result in less victims. Often facilities report that individualizing programs is impossible due to staffing constraints. It is important to recognize the impact on resources when an assault happens. Shifting to resource allocation proactively will result in less resources needing to be allocated when needing to react to an incident.* ***115.341 Obtaining information from residents.*** *(a) Within 72 hours of the resident's arrival at the facility and periodically throughout a resident's confinement, the agency shall obtain and use information about each resident's personal history and behavior to reduce the risk of sexual abuse by or upon a resident.* *(b) Such assessments shall be conducted using an objective screening instrument.* *(c) At a minimum, the agency shall attempt to ascertain information about:* *(1) Prior sexual victimization or abusiveness;* *(2) Any gender nonconforming appearance or manner or identification as lesbian, gay, bisexual, transgender, or intersex, and whether the resident may therefore be vulnerable to sexual abuse;* *(3) Current charges and offense history;* *(4) Age;* *(5) Level of emotional and cognitive development;* *(6) Physical size and stature;* *(7) Mental illness or mental disabilities;* *(8) Intellectual or developmental disabilities;* *(9) Physical disabilities;* *(10) The resident's own perception of vulnerability; and* *(11) Any other specific information about individual residents that may indicate heightened needs for supervision, additional safety precautions, or separation from certain other residents.* *(d) This information shall be ascertained through conversations with the resident during the intake process and medical and mental health screenings; during classification assessments; and by reviewing court records, case files, facility behavioral records, and other relevant documentation from the resident's files.*

	(e) The agency shall implement appropriate controls on the dissemination within the facility of responses to questions asked pursuant to this standard in order to ensure that sensitive information is not exploited to the resident's detriment by staff or other residents.
#31	**Activity** Divide the class into groups of 4-5 participants. Each group will be given a scenario to discuss. After reviewing the scenario, groups should discuss what happens when we either use or ignore information learned on the effects of trauma. The groups should discuss the differences that can occur when staff have little to no sensitivity to the impact of trauma and hold youth accountable to behaviors in a "one size fits all" approach. The groups then should consider how staff could demonstrate sensitivity to the cognitive and emotional impacts of past trauma in how they will respond to the youth in the same situation. Each group should discuss the scenario for about ten minutes and then report their discussion to the rest of the participants.
#32	
#33	**Questions?**

<table>
<tr><th>Slide Numbers, Time, and Materials</th><th>Slides/Speaking Notes</th></tr>
<tr><td colspan="2">Preparation: Prepare for the activity on slide #32 by taking the steps outlined on slides #35-36 and placing them on a piece of paper. <u>Do not number the steps.</u> Cut the paper so that there is one strip of paper per step. Put the strips into an envelope and repeat so that there are enough envelopes for the number of groups you anticipate during the activity.

Materials: PowerPoint slides, projector, screen, computer, the specific form your department/facility uses for First Responders, flip chart, and markers, along with Handouts “Red Flags” and “The Daily Dozen.”</td></tr>
<tr><td>1.5 hours

#1</td><td>Employee Training Unit 4
How to Fulfill Responsibilities Under Agency Sexual Abuse/Harassment Policies</td></tr>
<tr><td>#2</td><td>
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#3

What are some examples of things staff can do to assist in creating a safer environment? Answers and ideas could differ based on the role of the person in the facility (e.g., supervisor, direct care, medical, educator, administrator). It is important to recognize and stress that every staff member has a responsibility for prevention.

#4

This slide provides a list of some basic things that staff can do to prevent sexual abuse and harassment.

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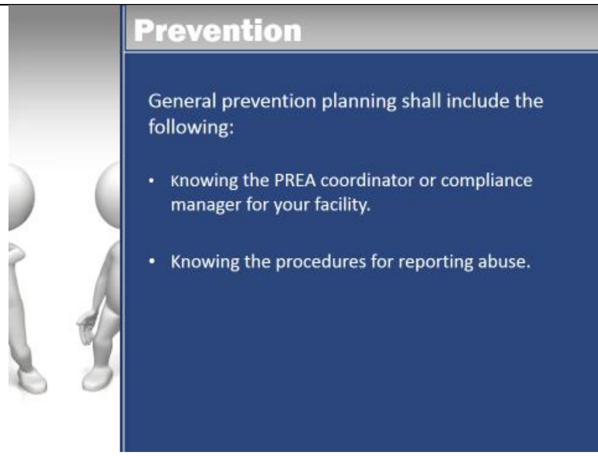

Ask the participants if they are aware of the name of the PREA Coordinator for the agency and/or Manager at the individual facility. It will be important that this information be available to share at trainings, including the location of their office, email and phone number.
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It is very important for staff to pay close attention to the environment. It is not unusual to change something in the environment that will allow for an assault to occur. Examples might be stuffing lock mechanisms so it appears the doors are closed but will not lock and/or hiding contraband that can be used as a weapon or as a bribe. By ensuring that search procedures are routinely followed, you can catch these actions and minimize the opportunity for an assault.
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#7

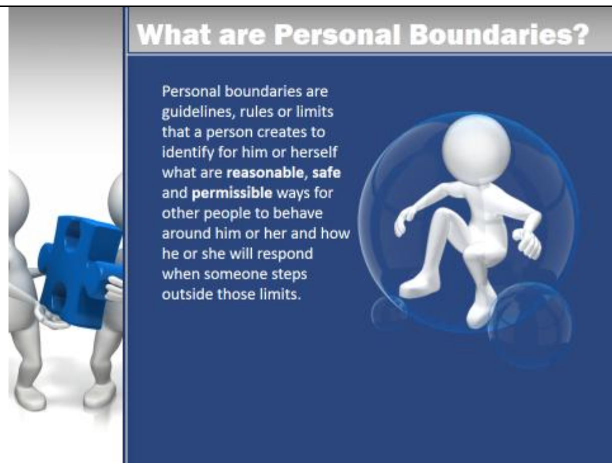
15 minutes

Break into groups of 4-6 people and provide some chart paper to each group. Ask each group to spend about 5 minutes creating a list of activities that they do to prevent and detect signs of sexual abuse.

After the time is up ask each group to post their list on a wall. After all lists are posted have the groups walk around the room and together review the other groups lists paying attention to which things they had in common and what was different .

After each group has had a chance to review all the group lists have a representative share with the big group a strategy they saw on all or most of the lists and one that was not common.

Close out this exercise by pointing out how important it is to share strategies as each staff has a different lens that they might see through. When systems are developed to communicate the strategies it enhances safety.

#8	 *Solicit responses from the participants.*
#9	 *Read the definition of "personal boundary".* *Ask someone in the group to define what the term "Professionalism" means. After one or more responses, go to the next slide.*

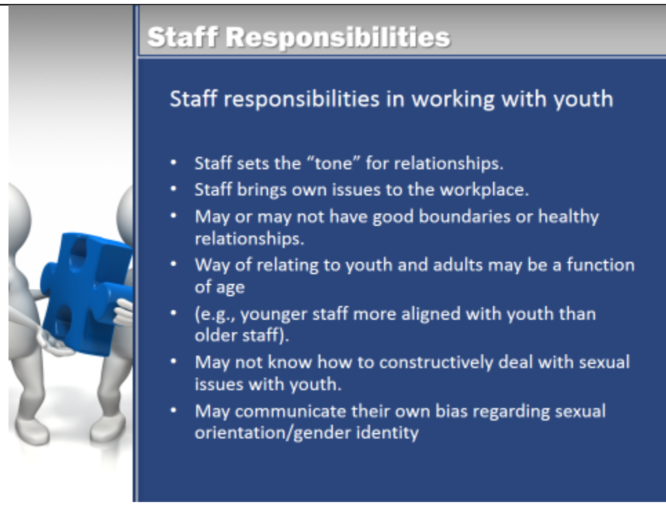
#10

Read the definition to the group. Explain that professional boundaries are very similar to personal boundaries except that professional boundaries are established by the profession rather than the person.

#11

Boundaries can often become blurred, especially when they are not clearly defined or when there is not proper training on what constitute healthy boundaries.

#12

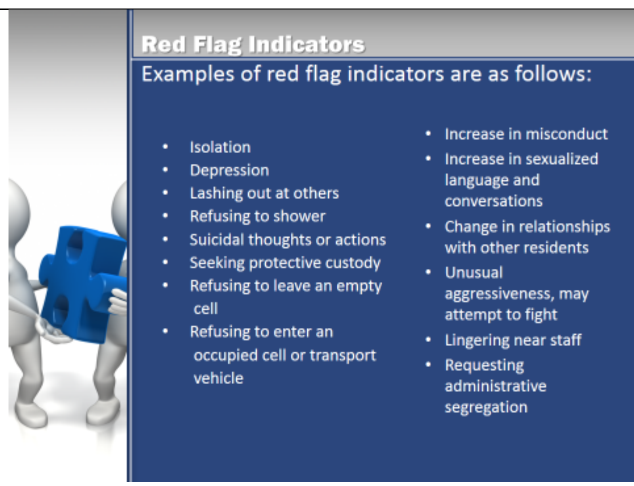


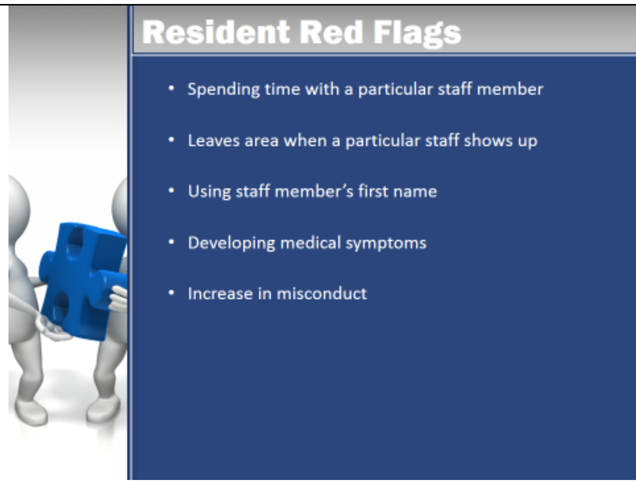
It is important for staff to recognize that they are responsible for setting and enforcing boundaries and for acting professionally in all situations.

#13

The best way to ensure we are creating and maintaining an environment that is sexually safe is to have safeguards in place that allow transparency and communication both for residents and staff. This will allow a reporting culture and ultimately safety.

Often when youth are provided the opportunity, they will partner with staff in creating safe environments. Having youth councils where they are asked for feedback and input is one opportunity to hear from them. Pulling together small groups of high level youth to meet with staff when there has been safety violations or victimizations allows staff and youth to partner toward recommendations and actions.

#14	**Red Flags** *Give participants the Red Flags handout.*
#15	 *Often after an incident occurs, staff will look back and see signs of abuse that were missed before. These are called "red flags" and if we are aware of them early they can help us prevent and detect abuse in a more effective way.*
#16	 *One important feature of red flags is that a single indicator may not in and of itself indicate sexual abuse. Staff should pay attention to the indicators but not jump to conclusions. For example, all residents who demonstrate depression or depressive symptoms are not victims, but the presence of*

<table>
<tr><td></td><td>depression should give us a reason to dig deeper and find out what is going on with that resident. This questioning may turn up actual or threatened abuse and stop or prevent future abuse.</td></tr>
<tr><td>#17</td><td>


This slide and the next list some of the most common red flags.</td></tr>
<tr><td>#18</td><td>


Ask participants to share any other red flags they can think of that are not listed on the handout.</td></tr>
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One key feature of prevention and detection is being aware of the environment and any changes that occur. When these indicators exist there could be any number of issues occurring that can affect the safety of both youth and staff.
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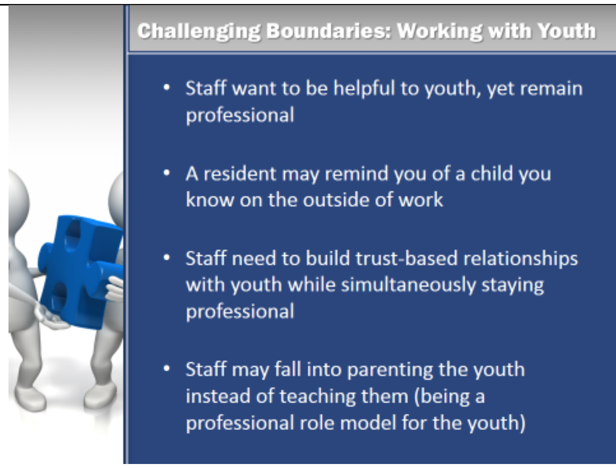


Working in youth corrections in secure facilities is incredibly hard work. Balancing building relationships and accountability in how we approach our work can be difficult. It often feels like there are contradictions in being successful while maintaining boundaries.

#22

This slide and the next provide some situations when staff may be particularly vulnerable to crossing boundaries.

#23

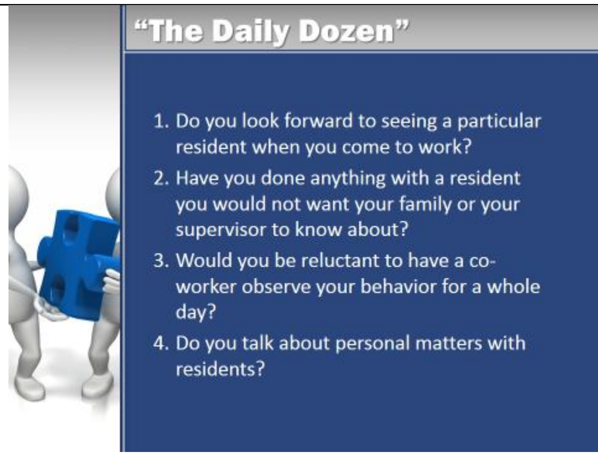
#24

Management and senior staff should model and mentor how to address professional boundaries. It is also important to have a team culture that permits staff to hold themselves accountable and bring their questions and concerns to a safe forum for discussion.

Do you think your work environment would support discussion and support if a peer was struggling with boundaries and performance?

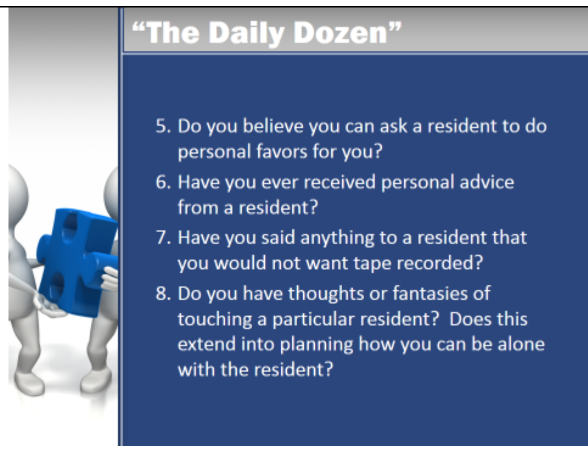
Does anyone have an example of how a staff was supported in the work place?

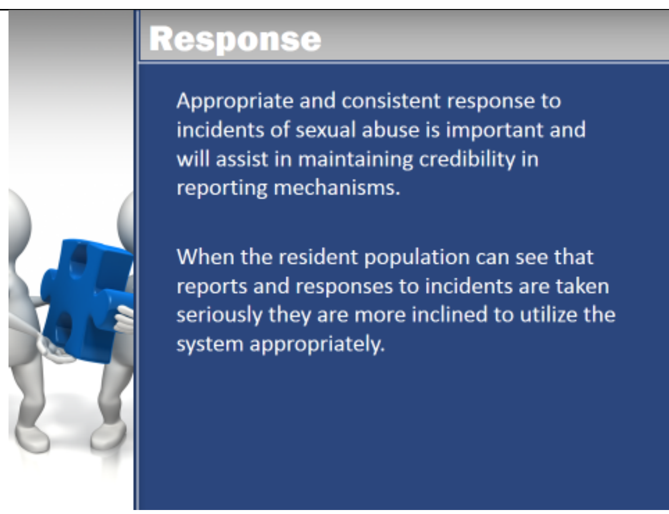
#25

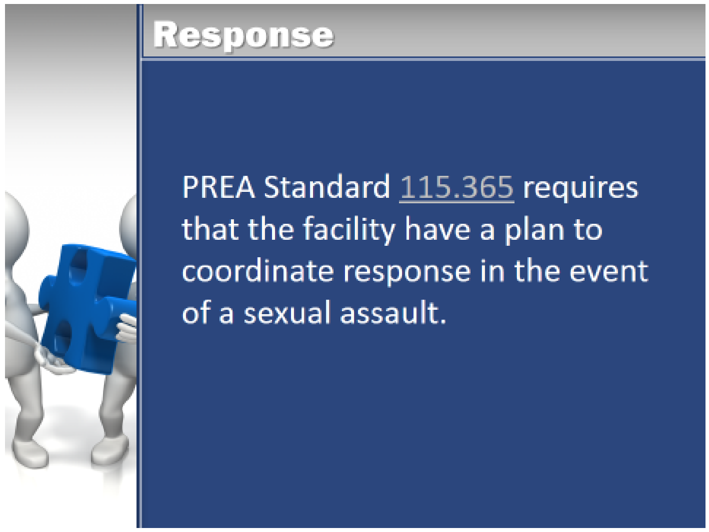
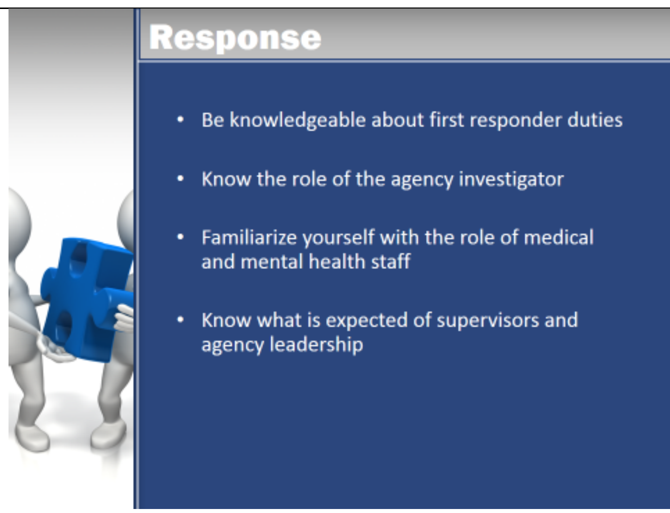


Give participants "The Daily Dozen" as a handout. Explain that these are questions that were developed by a corrections professional in the adult system to help staff have a way to check their boundaries. Go over all twelve issues with the participants.

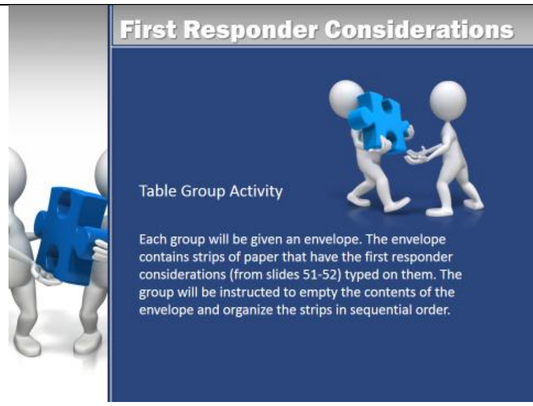
#26



#27	 *If you answered “yes” to any of the above questions, you may be in danger-sexual misconduct often begins as over-familiarity with a resident. Identify what your next steps can be to help yourself. It could be reviewing policy and procedures, talking to a peer or a mentor, bringing questions to supervision of team meetings. What is important is to address the Red Flags when they are able to be course corrected and not let it get to a point where you or others could lose a career or worse.*
#28	**Response**
#29	 *Consistent and timely responses to reports of abuse increase facility safety for both staff and residents.*

#30	 *115.365 Coordinated response* *The facility shall develop a written institutional plan to coordinate actions taken in response to an incident of sexual abuse among staff first responders, medical and mental health practitioners, investigators, and facility leadership.*
#31	 *All staff should understand the facility plan and know what role others play. This is especially important given any staff might be the first responder. Some facilities have created first responder checklists to aid in the facilitation of information flow.*

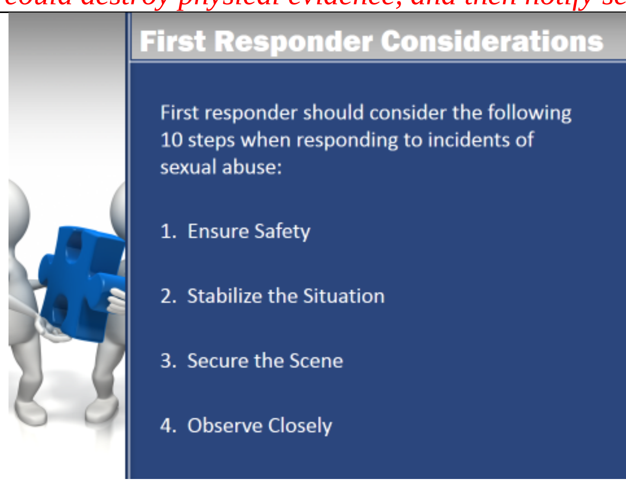
#32



Break the participants into 3-4 groups. Provide each group with an envelope that contains strips of paper that have the first responder considerations (from slides #35-36) typed on them. Instructed to empty the contents of the envelope and organize the strips in sequential order. After this is complete, have the groups report out on the order of considerations.

#33

#34

	The trainer is able to substitute facility policy here, provided the policy addresses all areas of the PREA standard. *115.364 Staff first responder duties.* *(a) Upon learning of an allegation that a resident was sexually abused, the first staff member to respond to the report shall be required to:* *(1) Separate the alleged victim and abuser;* *(2) Preserve and protect any crime scene until appropriate steps can be taken to collect any evidence;* *(3) If the abuse occurred within a time period that still allows for the collection of physical evidence, request that the alleged victim not take any actions that could destroy physical evidence, including, as appropriate, washing, brushing teeth, changing clothes, urinating, defecating, smoking, drinking, or eating; and* *(4) If the abuse occurred within a time period that still allows for the collection of physical evidence, ensure that the alleged abuser does not take any actions that could destroy physical evidence, including, as appropriate, washing, brushing teeth, changing clothes, urinating, defecating, smoking, drinking, or eating.* *(b) If the first staff responder is not a security staff member, the responder shall be required to request that the alleged victim not take any actions that could destroy physical evidence, and then notify security staff.*
#35	 *Pass the PREA Checklist out to participants and ask them to use it as a reference point as you discuss first responder duties.*

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It is very common in correctional environments that youth will report past abuse that occurred. When youth are in a treatment and therapeutic environment and learning how to deal with their past it is not unusual for them to report prior abuse. Often treatment will trigger these memories.</td>
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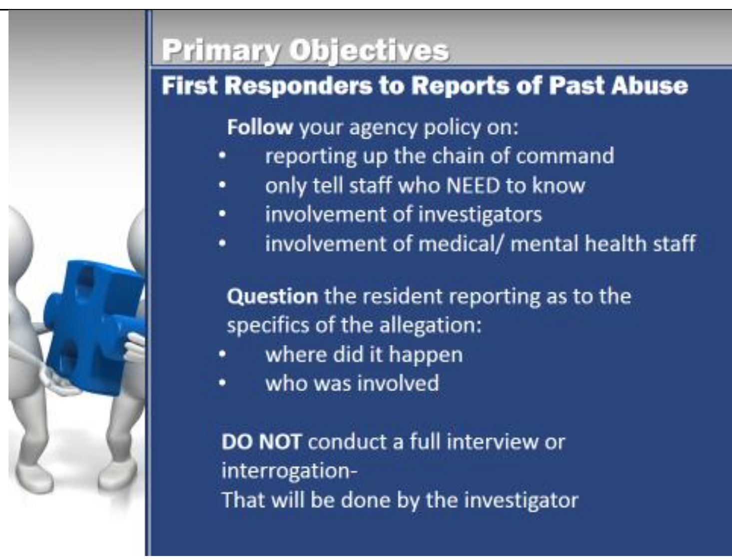
#38

Sometimes it is hard to believe that an abuse occurred in the past and once hearing about it that the youth actually never told anyone. We can not assume that others will act the same way we would. It is really important to not voice doubt that this ever occurred or to pass judgment.

#39



Again following agency policy is the rule. It is important to not question too much since this is the role of the investigating staff.

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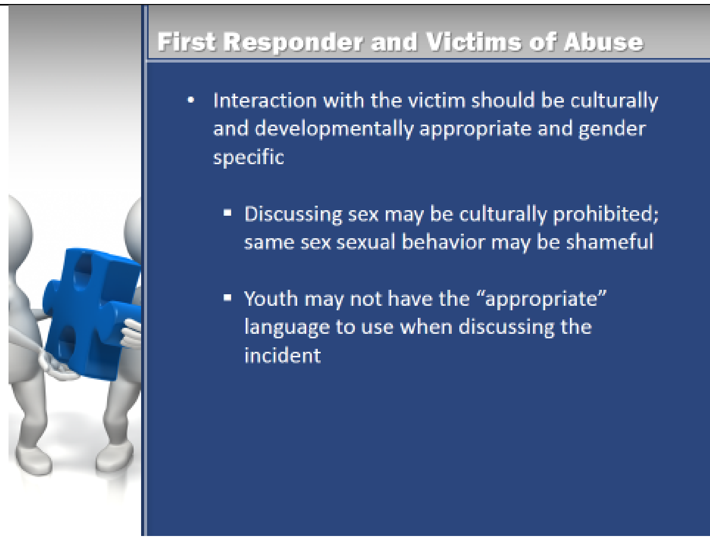

The best thing to do when faced with this kind of situation is listen. It is not important for you to understand or ask about each and every detail. The youth has selected to disclose to you for a reason and that is most likely because they trust you. Do not respond with your personal biases or offer suggestions as to how to handle the situation.
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Note that there may be differences in reporting based on the resident's gender. Ensure you are in a place that allows privacy and where you are able to give full attention to the youth.
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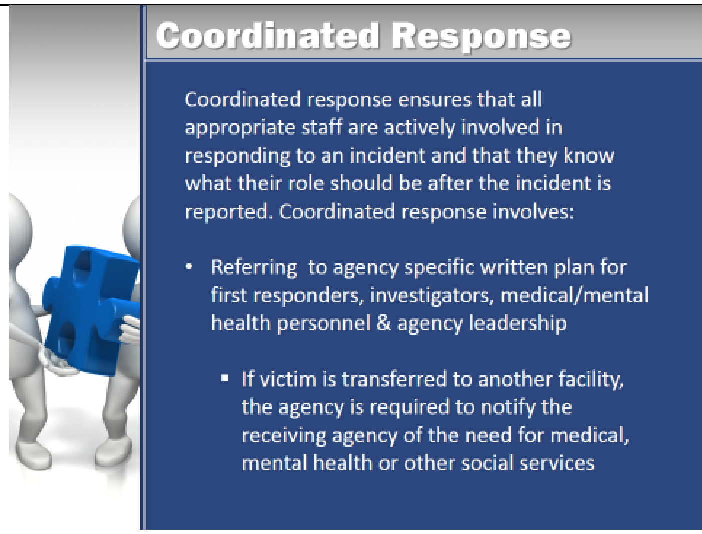
</table>

#42



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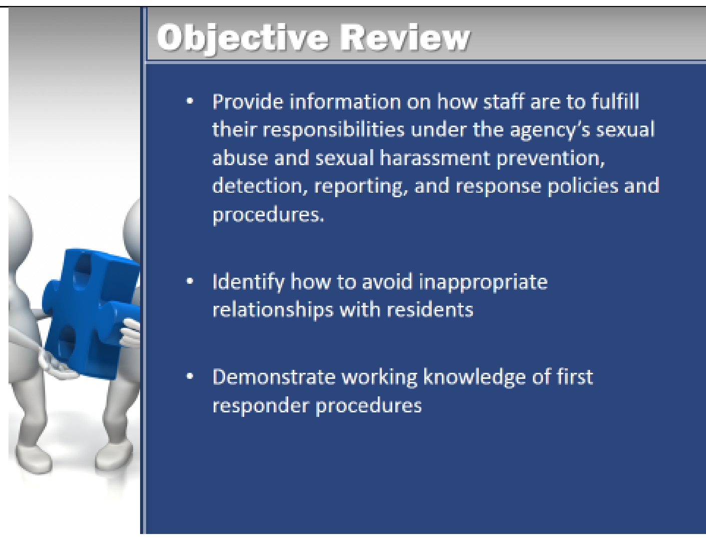

#44

Questions?