

Part I

# CORRECTIONAL OFFICER

## Self-Instructional Course

82707<sup>195</sup>



U.S. Department of Justice

national institute  
of corrections

# CORRECTIONAL OFFICER Self Instructional Course

U.S. Department of Justice  
National Institute of Justice

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## FOREWORD

The American Correctional Association is pleased to be asked to distribute the Correctional Officer's Correspondence Course developed by the National Institute of Corrections. The staff of the American Correctional Association reviewed these materials as they were being developed and are convinced this course contains the knowledge necessary to develop the skills needed by correctional officers.

The changes which have occurred in corrections and the changes projected for the next five years have intensified the need for additional training opportunities for correctional officers. The subject areas covered in this course will give the correctional officer an understanding of basic concepts in corrections. Inmate security procedures, supervision and the needs of special inmates are the major areas of study contained in this course.

The advantage of this course is that the officer or student can study during free time and set their own pace. An institution or state or county department of corrections can also use these materials as the self-instructional part of an individualized open entry program. Prospective employees can study these materials while waiting for a sufficient number of candidates to form a class. Schools, colleges, and universities can use this course as part of their criminal justice course offerings for students to complete in a home study course.

The skills outlined in this course are basic, necessary, up-to-date and based on the standards developed by the American Correctional Association. Good luck in your career in corrections.

Peace,  
Anthony P. Travisono  
Executive Director



## PREFACE

This course has been prepared for correctional officers. It is designed to help them acquire the information and skills they need to assume their important role as well-trained, correctional professionals. Students of this course will find extended discussions of those subjects traditionally associated with correctional training, such as: conducting counts, tool and key control, and search techniques. They will also find an emphasis on the management aspects of the officer's role. For, in corrections today, the successful officer needs to be able to draw on a wide variety of skills, such as interpersonal communications and inmate management techniques, as well as on proficiency in security procedures.

In the material, the third person masculine pronoun "he" has often been used to designate "the correctional officer." This usage is in no way intended to denigrate the value and contribution of female officers in correctional work. Rather, the intention was to avoid the continual repetition of the formulas "he or she" or "she or he" or "he/she" or "she/he," which can become cumbersome and distracting.

Corrections is an exciting and challenging field. We sincerely hope that these materials will contribute positively to the preparation of correctional officers so that their work may be professionally competent and personally satisfying.

## HOW TO STUDY THIS COURSE

This course has been designed to be used by you, without the assistance of an instructor. This is how you should study it:

- First, you will be given some information to study. Read it carefully. You may want to underline the key points.
- Following the text are one or more questions. The questions are designed to see if you have learned and understood the material. Read the questions carefully and select your answer. In answering the questions, you may want to refer back to the material you have read to find the answer. This is perfectly all right.
- After marking your answer, check it against the correct answer, which may be found in the answer key. The answer key for each chapter is printed on colored pages at the end of the chapter. You will notice that each question has a number printed beside it; that is the number of the answer in the answer key. The answers are scrambled, not in order, so you cannot look at the next answer while checking a previous one.

Here is how a sample entry might look.

**This course is for correctional officers. It is designed to help them acquire the knowledge and skills necessary to make their work professionally competent and personally satisfying.**

**Mark the group for whom the course has been designed.**

- ☐ A. Prison administrators
- ☐ B. Inmates
- ☐ C. Correctional officers
- ☐ D. Parole officers



## HOW TO STUDY THIS COURSE (continued)

After reading the introductory text and the question, mark what you think is the best answer. This question is #3. Right now, check answer #3 in the answer key behind the first chapter, "History and Philosophy of Corrections."

#3 in the answer key reads:

C. Correctional officers

If you marked C., then you know immediately that you are right. Congratulations! If you did not get the answer right, mark the correct answer on your sheet and go back and reread the text. Try and find out where you made your mistake. Sometimes the answer key will give you more information about why some answers are correct and others are incorrect.

Some of the questions, like the example above, are multiple choice. In this type of question, you will be asked to select the best response. Other questions will ask you to select the correct statement (or statements) from a list of possibilities. Still other questions are fill-ins in which you will complete a sentence in your own words, or with words from the text. Regardless of the type of question, it is important that you answer the questions carefully before checking the answers, and that you find out where you made an error before going on to new material.

You should find working through the course stimulating and rewarding. Good luck!

## INTRODUCTION

This Correctional Officer Self-Study Course consists of four parts:

### Part I Basic Concepts in Corrections

- Chapter 1. History and Philosophy of Corrections
- 2. The Role of the Correctional Officer
- 3. Legal Aspects of Corrections

### Part II Supervising Inmates

- Chapter 1. Sizing Up the Situation
- 2. Communicating With Inmates
- 3. Controlling Behavior
- 4. Disciplining Inmates
- 5. Report Writing

### Part III Security Procedures

- Chapter 1. Principles of Security
- 2. Contraband Identification and Control
- 3. Searches
- 4. Counting Procedures
- 5. Key and Tool Control
- 6. Patrol Procedures Within the Institution
- 7. Emergency Procedures
- 8. Transporting Inmates

### Part IV Special Inmates

- Chapter 1. Medical Problems
- 2. Mental Problems
- 3. Drug and Alcohol Abuse
- 4. Suicide Prevention
- 5. Homosexual Behavior

# PART I

## Basic Concepts in Corrections

**CORRECTIONAL  
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**Self-Instructional Course**

### INTRODUCTION

Basic Concepts in Corrections presents

a foundation for understanding present philosophies of corrections by examining the development of ideas about crime and punishment throughout history. The changing role of the professional correctional officer is viewed in conjunction with changes in correctional philosophy.

#### Chapter 1. History and Philosophy of Corrections

This chapter presents a historical overview of crime and punishment and the evolution of current philosophies of corrections.

#### Chapter 2. The Role of the Correctional Officer

The duties of the correctional officer are explored as they relate to the development of a professional attitude.

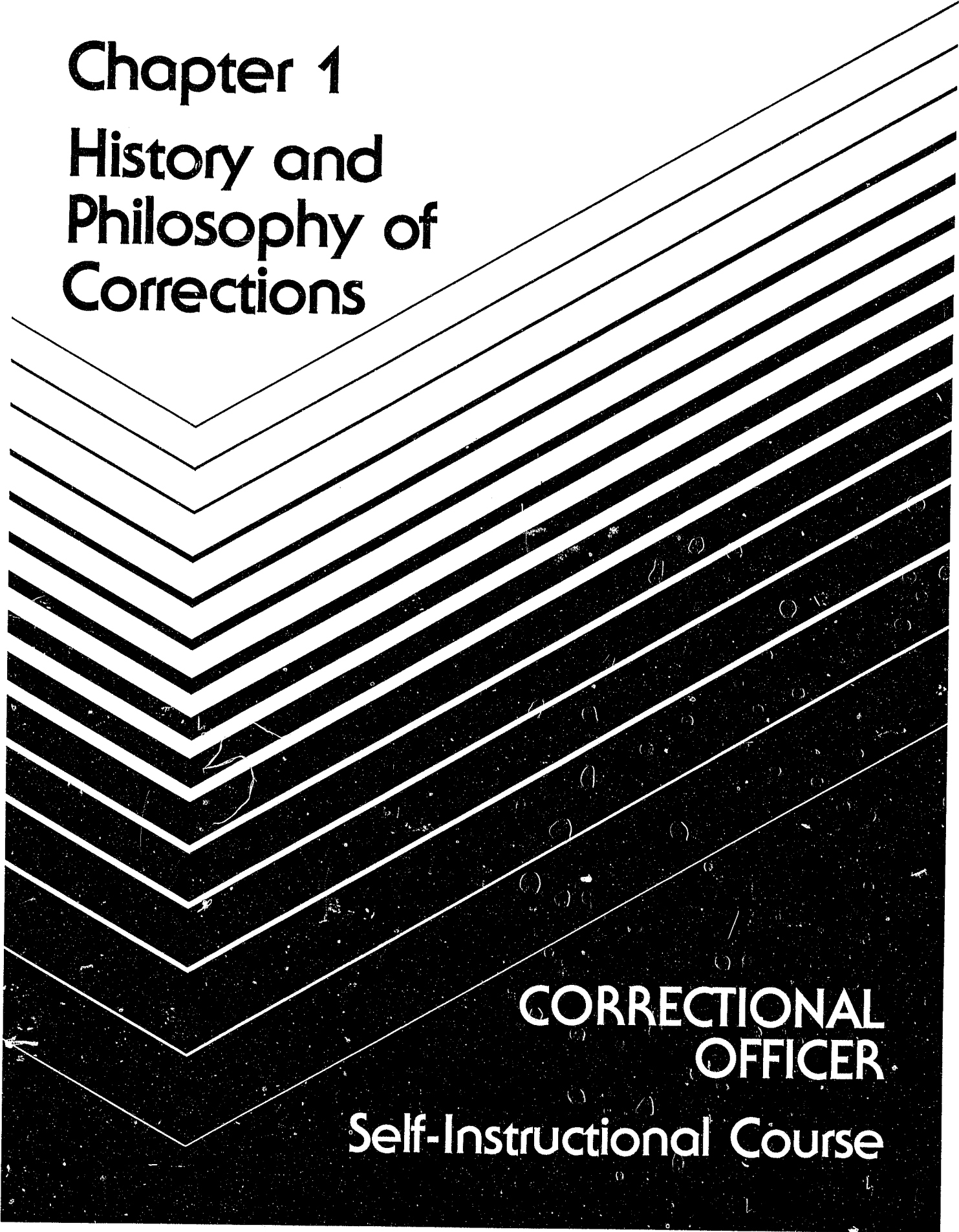
#### Chapter 3. Legal Aspects of Corrections

The source and present interpretation of the "Law of Corrections" are related to the duties and responsibilities of the correctional officer.

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**Chapter 1**  
**History and**  
**Philosophy of**  
**Corrections**



**CORRECTIONAL  
OFFICER**

**Self-Instructional Course**

## INTRODUCTION

As a correctional officer, you have joined a profession of which you can be proud. In recent years, the role of the correctional officer has become an important element in the field of corrections. The correctional officer is increasingly recognized by other workers in corrections and by the public as a professional. The days when the correctional officer was considered merely a "guard" or "turnkey" are long past; new duties and new skills have earned the correctional officer new respect.

To help you understand the complex nature of corrections today, this chapter will present ideas about crime and punishment that have influenced our thinking. This brief historical survey should stimulate your own thinking about what corrections is, or should be. A well defined philosophy of action is the sign of any professional, including the correctional professional.



"... a profession of which you can be proud."

True/False The correctional officer has always been considered a professional. (5)

True/False An individual can be proud of serving as a correctional officer. (2)

REVENGE AS A RESPONSE TO CRIME

In ancient times, the reaction to crime and to criminals was simple and direct. If someone stole something or injured another, the injured party would usually seek help from family, clan, or tribe in punishing the offender.

This individual response to an offense in the form of immediate revenge is a very human reaction. Although civilizations over the centuries have attempted to do away with personal revenge as a response to crime by creating courts, the desire for revenge remains a strong motivation for most injured parties.

The trouble with revenge as a response to crime is that the victim is usually least capable of deciding who is guilty or innocent or of distinguishing among degrees of responsibility. The victim cannot judge the situation objectively. Since objectivity is the primary quality of true justice, victims are very poor judges.

"... the desire for revenge remains a strong motivation for most injured parties."

The impulse to take immediate action against someone who has injured us is called \_\_\_\_\_ (4)

True/False The desire for revenge remains a strong motivation for most injured parties. (1)

True/False Victims are often motivated by a desire for revenge and therefore cannot judge objectively. (6)

INSTITUTIONALIZED RESPONSE TO CRIME

As societies became more complex, individualized response to crime through personal revenge became less acceptable. The emergence of a strong central authority in late feudal times, backed by armed men loyal to a king, changed the method of handling crime and criminals in medieval Europe. Crime became the concern of the government rather than the victim. The king's representatives, in the form of bailiffs, sheriffs, and eventually justices, went about the land dispensing the "King's Peace." Under this system, crimes were no longer a matter of private revenge. Instead they were identified as acts that threatened the *king's* (that is, the government's) authority. Eventually crime was seen as an offense against the public welfare, and the response to crime as the responsibility of the government, rather than of the individual.

The evolution from personal revenge to an institutionalized response to crime has been neither swift nor smooth. Some feel that it is not altogether complete even today. This change is well expressed by the saying, "Never take the law into your own hands."

"... crime was seen as an offense against the public welfare ... the response ... the responsibility of the government."

Under the personal revenge concept, the responsibility for responding to crime lies with the \_\_\_\_\_ (9)

Under the institutionalized concept, the responsibility for responding to crime lies with the \_\_\_\_\_ (7)

RETRIBUTION AS A RESPONSE TO CRIME



"... use of the stocks was common punishment ... in colonial America."

The concept of retribution means that an individual must somehow make up or pay back for the offense he has committed. This usually takes the form of a punishment of some kind. Traditionally, societies have believed that the punishment should fit the crime. This is clearly expressed in the saying, "An eye for an eye and a tooth for a tooth."

In ancient times, the most direct form of retribution was mutilation. If a man stole something, his hand was cut off so he could not steal again; if he lied, his tongue was cut out so he could not lie again. Over the centuries, other types of physical punishment were substituted for mutilation.

By far the most popular form of retribution throughout history has been flogging. Flogging has been inflicted for hundreds of crimes from military desertion to wife beating. Branding has also been popular, particularly for adultery. Its purpose was to permanently identify the offender. Other forms of punishment were developed in our own country. Dunking and the use of the stocks were common punishments used by the Puritans in colonial America.

The concept of retribution means \_\_\_\_\_

(8)

\_\_\_\_\_

(10)

The most direct form of retribution is \_\_\_\_\_

(12)

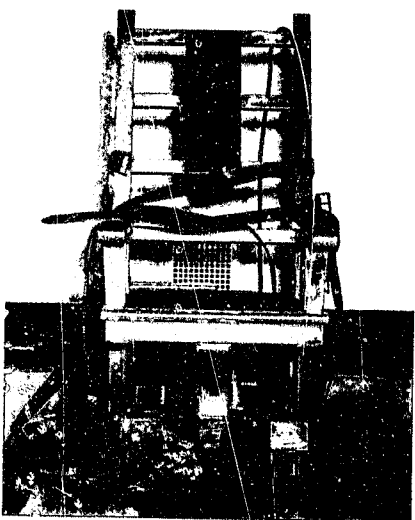
True/False    Retribution is no longer a motive in responding to crime.

(12)

PUNISHMENT AS A DETERRENCE TO FUTURE CRIMES

Over the centuries, harsh punishment has been used to deter (to discourage) others from committing similar acts. Deterrence sought to make the branded adulterer or the mutilated thief a living and lasting example to others of what might happen to them should they commit a similar criminal act. The effectiveness of punishment as a deterrent has been debated at great length; in the opinion of most scholars, its effectiveness has not been proven conclusively.

As European societies matured, changing ideas about corrections softened the use of physical punishment as a response to crime. In other societies, however, harsh punishments and even execution were seen as appropriate sanctions and are still widely used as responses to a variety of crimes, particularly crimes against the state.



"... even execution (was) seen as an appropriate sanction."

True/False    Once government took on the responsibility for responding to crime, offenders were assured of humane treatment.

(11)

True/False    Harsh punishments deter crime.

(14)

True/False    Different societies have different punishments for the same crimes.

(16)

CONFINEMENT AS A RESPONSE TO CRIME



Convict Ship

Confinement has emerged as a response to crime more civilized than physical disfigurement. Confinement became a common practice in England in the 1500's. At that time a major change in society took place. Because of economic and social conditions, many barons disbanded their personal armies; monasteries were closed; trade declined. These changes put a lot of people out of work and resulted in increased crime. In 1557, the City of London responded by building a workhouse. Social misfits were rounded up and put to hard work out of sight. Other towns followed suit, and soon jails and workhouses were scattered all over England.

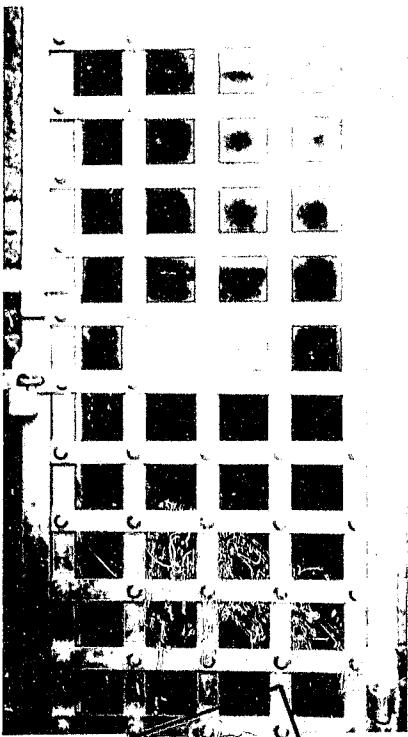
Another practice common during this period was the use of the New World (that is, America) as a penal colony or a place of confinement. England simply banished convicted felons to the colonies, thus getting rid of troublemakers at home and providing the colonies with cheap labor.

The concept of confinement of criminals began in \_\_\_\_\_ (13)  
\_\_\_\_\_ in the \_\_\_\_\_  
The New World (America) became a \_\_\_\_\_ (15)  
\_\_\_\_\_ for England.

PRISONS IN AMERICA

To deal with crime and criminals, the settlers in the original 13 colonies established criminal justice systems similar to those they had experienced in England. The first law enforcement agencies were the sheriffs' offices. Sheriffs were originally appointed by the colonial government from the ranks of prominent landholders. Volunteers assisted the sheriffs in carrying out their duties, which included guarding the cities, preventing crimes, administering the courts, and catching criminals.

The early American court system was based on English Common Law. Local officials were appointed by the governor to serve as judges. Punishments ranged from public hangings to reprimands. Most towns had simple jails, administered by constables, that were used to hold prisoners prior to punishment. The concept of long-term confinement to an institution was not part of our colonial justice system.



Colonial criminal justice systems were like those in \_\_\_\_\_ (21)  
\_\_\_\_\_ (18)  
The early American court system was based on \_\_\_\_\_  
True/False Colonial prisoners were often confined for a long period as punishment for their criminal acts. (17)



PRISONS IN AMERICA (continued)



"... prisoners were supposed to meditate on their sins and become sorry ..."

A major change in the concept of confinement took place in Philadelphia in 1790. There, the Quakers convinced the state legislature to set aside one wing of a new jail, called the Walnut Street Jail, where convicted prisoners could serve long-term sentences instead of suffering physical punishment. The wing was built with individual cells and each inmate lived, worked, and ate in solitary confinement. During confinement, prisoners were supposed to meditate on their offenses and become "penitent" (sorry) for their sins. The word "penitentiary" comes from the word "penitent"—it means a place to be sorry for one's offenses. Another innovation in the "penitentiary" wing of the Walnut Street Jail was that inmates were engaged in meaningful work, such as weaving, shoemaking, tailoring, and marble polishing. This labor substituted for meaningless work, such as walking a treadmill or digging trenches, which was common to other lock-ups at the time.

Behind the innovations introduced by the Quakers at the Walnut Street Jail was the view that the prison should be a place where an inmate would be "reformed." The prisoner's offense was seen as a sign of moral weakness. It was believed that in prison, through penitence encouraged by solitary confinement, and through talks with morally superior jailers and other religious people who were the only ones permitted to visit with prisoners, inmates would correct their defects and become reformed, law-abiding citizens.

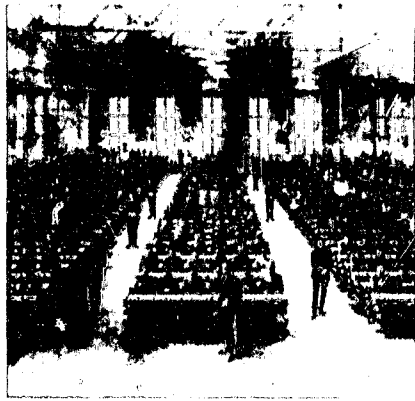
The Walnut Street Jail is seen as the beginning of the penitentiary system in the United States because it housed sentenced felons for long periods of confinement. The innovations introduced there influenced prison architecture and correctional philosophy in America for many years.

**Introducing the innovations at the Walnut Street Jail. (19)**

**Mark the statement(s) about the Walnut Street Jail that are false.**

- ☐ 1. Prisoners at the Walnut Street Jail lived and worked in solitary confinement.
- ☐ 2. Prisoners at the Walnut Street Jail were engaged in meaningful work.
- ☐ 3. Prisoners at the Walnut Street Jail were expected to be penitent about their offenses.
- ☐ 4. Prisoners at the Walnut Street Jail served long-term sentences of confinement instead of physical punishment.
- ☐ 5. Treatment at the Walnut Street Jail was based on the Quakers' ideas of "punishment."
- ☐ 6. The Walnut Street Jail is seen as the beginning of the penitentiary system in America. (22)

## PRISONS IN AMERICA (continued)



"Silence was used to control prisoners . . ."

The Quakers' concept of confinement gave rise to other institutions such as Eastern State Penitentiary in Pennsylvania, which was built in the early 1800's. This also had cells arranged so that inmates lived, worked, and were fed without seeing or talking to one another. This kind of prison was eventually abandoned in the United States because it was expensive to build and difficult to manage.

A few years later, a longer lasting style of prison architecture was introduced with the construction of the New York State Prison in Auburn. At Auburn, prisoners were housed in single cells but ate and worked together. Silence prevailed here too, but silence was used to *control* prisoners rather than to foster meditation and penitence.

Without the humanizing influences of the Quakers, the philosophy introduced at Walnut Street Jail of using confinement to reform rather than to punish was soon lost. Discipline at Auburn was maintained by the lash; prisoners were marched in silent lockstep from cell to factory to mess hall. The huge fortress-like structures still in use in many places today are the legacy of Auburn and the thinking that produced it.

Mark the statement(s) that make Auburn different from the Walnut Street Jail.

- \_\_\_ 1. Prisoners worked and ate together.
- \_\_\_ 2. Prisoners could talk to one another.
- \_\_\_ 3. Prisoners lived in solitary confinement.
- \_\_\_ 4. The lash was used to maintain discipline.

(20)

By the late 1850's, the distinction between jails and prisons was well established. Jails were local facilities to hold prisoners before trial and to house some non-dangerous inmates serving short sentences for minor offenses. Prisons, on the other hand, housed convicted felons serving long sentences. At that time, a person was sentenced to prison *for* punishment. The idea was to make life in prison so harsh and unpleasant that the offender would change his ways so that he would want never to be sent back. Harsh prison conditions were also supposed to act as a deterrent by frightening the public into obeying the law in order to avoid being sent there.

Conditions in many of these institutions were bad. Offenders and social misfits of all kinds were confined together. They were not segregated by age, sex, or health status. Epidemics often ran through prison populations as a result of filthy surroundings, bad food, and harsh administration.



The concept of making life in prison so harsh that other people will obey the law in order to avoid imprisonment is called \_\_\_\_\_ (23)

By the 1850's jails housed \_\_\_\_\_ (26)  
and prisons housed \_\_\_\_\_

# THE REFORM MOVEMENT IN AMERICA



The conditions just described stimulated a reform movement in American corrections that continues to this day. In 1870 the American Prison Association (now the American Correctional Association) was founded. The Association adopted a set of forward-looking principles. The first principle was: "Reformation, not vindictive suffering, should be the purpose of penal treatment."

The Association's idea of reformation, like the Quakers before them, was strongly influenced by religious belief. It was also supported by the social and psychological sciences which were emerging at the time. In this view, the offender had certain deficiencies—moral, social, or mental—that could be treated with a variety of programs.

The first principle of the American Prison Association was \_\_\_\_\_ (25)

The reform movement was based on the belief that the offender had certain deficiencies which could be \_\_\_\_\_ (27)

True/False Religion and the new social and psychological sciences supported the reform movement in America's prisons. (24)

Based on this concept, new practices and procedures were introduced. Classification systems were developed to group prisoners for treatment according to such factors as age or type of offense. Specialized institutions were developed for various categories of offenders. Sometimes a section of an existing institution was set aside for the treatment of special kinds of offenders, such as youthful inmates. A variety of new services were added, such as education, vocational training, religious guidance and counseling. The reformers believed that the prison schools and workshops would cure some offenders of their anti-social ways. They also believed that paid work in the prison factories would accustom longer term offenders to the satisfaction and benefits of regular employment, instead of the uncertain gains of crime.

Another important product of the reform movement was the beginning of community treatment programs, specifically probation and parole. The idea of probation was to provide an alternative to confinement while the offender was still under supervision. The idea of parole was to allow the prisoner to return to society, but under correctional supervision.



"A variety of new services were added, such as education . . ."



"They believed . . . paid work . . . would accustom . . . offenders to the satisfaction . . . of regular employment . . ."

## THE REFORM MOVEMENT IN AMERICA (continued)

Unlike those who used punishment in prison as a deterrent against further crimes, the reformers' goal was to return the inmate to society as a reformed (better) person who would not commit crimes in the future.

The reformers believed that the individual had certain \_\_\_\_\_, which could be \_\_\_\_\_ with a variety of programs. (31)

Mark the innovation(s) introduced by the reformers. (28)

- \_\_\_ 1. vocational education
- \_\_\_ 2. individual cells
- \_\_\_ 3. classification systems
- \_\_\_ 4. specialized institutions
- \_\_\_ 5. meaningful work
- \_\_\_ 6. probation and parole

What was the goal of the reformers? (30)

## RECENT PHILOSOPHIES OF CORRECTIONS

In more recent times, the religious-based reform concept has given way to a medical approach based on the diagnostic and therapeutic science of medicine, specifically psychiatry. In this concept, the delinquent or criminal is considered "sick." After diagnosis, the criminal might be "cured" by appropriate treatment, usually some form of one-to-one therapy. This view adopts the belief that dramatic changes might be achieved if prisons could become special kinds of hospitals devoted to the treatment and cure of sick persons. Prisons would then be more humane and would be devoted solely to the rehabilitation of offenders.

This concept has not been widely accepted by the American public or by correctional professionals. The medical approach does, however, account for the fact that in some states, correctional services are associated with or administered organizationally by departments of mental health. This association took place between World Wars I and II, when the medical concept was most popular, and in some places has not been altered since then.



"... some form of one-to-one therapy."

The medical concept holds that the criminal or delinquent is \_\_\_\_\_ and can be \_\_\_\_\_ with appropriate therapy. (29)

True/False The medical concept is the reason why some state correctional systems are associated with or administered by departments of mental health. (32)

PRINCIPLES AND GOALS OF CORRECTIONS TODAY

Balanced Philosophy of Corrections

- Incapacitation
- Retribution
- Deterrence
- Rehabilitation

The conclusion that most observers draw today after a review of the history and philosophy of corrections is that there is no *single* purpose or goal of corrections as was often thought in the past. Rather there are several distinct but related purposes. Most professionals in the field accept the notion that a balanced philosophy of corrections would include at least four goals: 1. Incapacitation, 2. Retribution, 3. Deterrence, and 4. Rehabilitation.

Another important conclusion is that these purposes or goals can differ in importance at various times in individual cases.

Four commonly accepted goals of corrections today are: 1. \_\_\_\_\_, 2. \_\_\_\_\_ (35)

3. \_\_\_\_\_, and 4. \_\_\_\_\_ (35)

True/False All of these goals are equally important in dealing with all offenders. (33)

Today, most observers agree that there is no \_\_\_\_\_ purpose or goal of corrections. (36)

INCAPACITATION AS A GOAL OF CORRECTIONS

Incapacitation means that a person should be removed from society so that he or she cannot harm others or themselves. A basic principle of our way of life is that law-abiding citizens have a right to live free from the threat or danger of physical harm. Society reserves the right to incapacitate, or "put away," those who have proven by their actions that they pose a threat to the safety and welfare of others. Today, incapacitation is seen as protection for society or for the individual who may harm himself—not as punishment for past offenses.



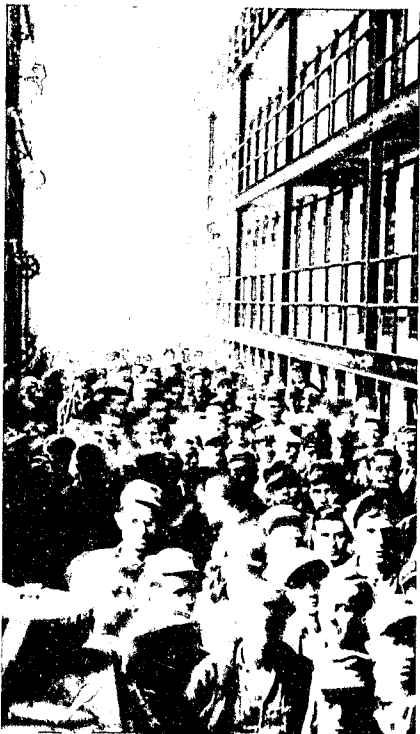
Incapacitation means that \_\_\_\_\_ (34)

\_\_\_\_\_ (34)

Incapacitation is seen as \_\_\_\_\_ (37)

for society, not a \_\_\_\_\_ for the criminal. (37)

RETRIBUTION AS A GOAL OF CORRECTIONS

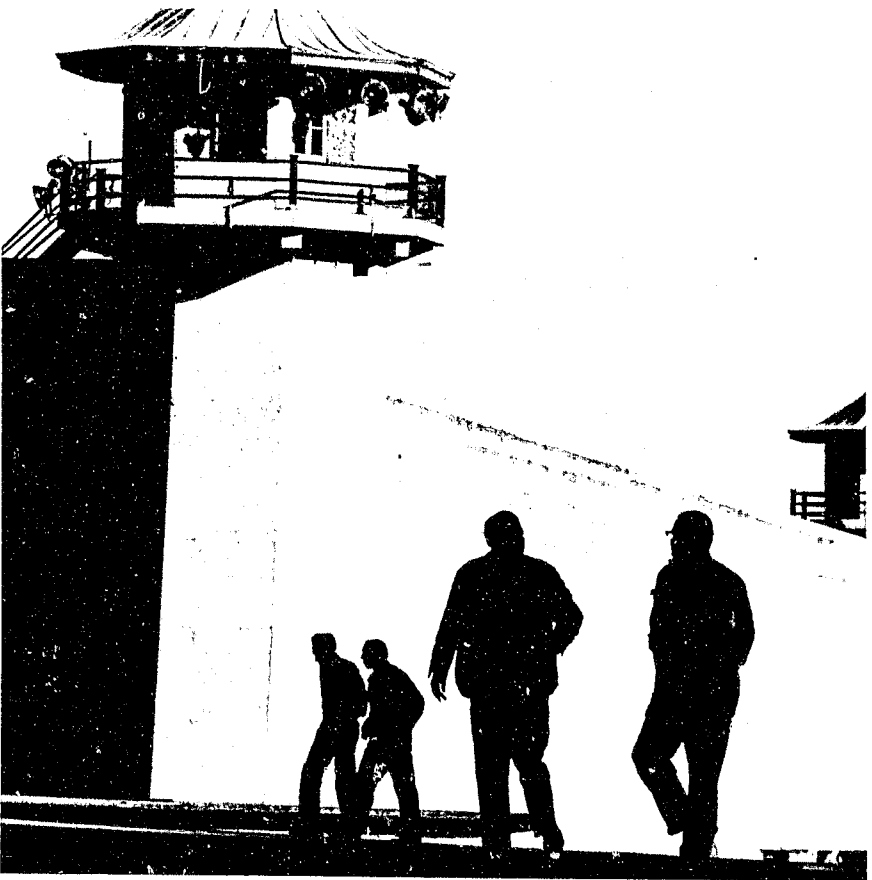


"In the 18th and 19th centuries, offenders were sent to prison for punishment."

The concept of retribution implies that a person is accountable for his acts; offenders must "pay back" something for offenses committed. In earlier times, retribution was often physical punishment, such as mutilation, flogging, or even execution. In the 18th and 19th centuries, offenders were sent to prison for punishment; they lived and worked under harsh conditions to make up for their offenses.

The modern concept of crime is that it is an offense against the public welfare. Justice demands that some retribution be made to balance the wrong done to the public order. The difference today is that *confinement* is seen as the primary means of retribution. Today, offenders are sent to prison as punishment, not for punishment.

Confinement is a severe form of punishment. During confinement in prison, a person loses many of the privileges that most of us consider precious: freedom of movement, freedom of association, freedom of choice, personal identity, the use of possessions. These losses are a traumatic and painful experience for most people. The modern view is that these losses are the retribution that justice demands.



"Today, offenders are sent to prison as punishment . . ."

This view has been supported by the courts in recent decades. Frequently, the courts have decided in favor of inmates complaining that their rights as citizens have been violated by prison practices. The current philosophy held by most correctional professionals and the courts is that prisoners *do not* lose their constitutional rights as a consequence of being convicted and imprisoned. Confinement itself is punishment; prisoners may not be denied other rights simply because it is easier to run the institution if such rights are restricted or denied.

Retribution means \_\_\_\_\_ (40)

In earlier times, retribution was often \_\_\_\_\_ (38)

In the current view, offenders are sent to jail \_\_\_\_\_ punishment, not \_\_\_\_\_ punishment. (39)

True/False Felons do not lose all their rights as citizens because they have been convicted and sentenced. (41)

DETERRENCE AS A GOAL OF CORRECTIONS

Deterrence means that the punishment for an act is so severe that others seeing the punishment will be motivated to avoid the act in order to avoid similar punishment. In the past, deterrence was a primary goal of corrections and punishments were very harsh and severe. In more recent times, the ideas that the punishment should fit the crime and that justice should be even-handed have tended to downplay the importance of deterrence as a goal of corrections. Occasionally, the courts will single out a particularly notorious case for a harsh sentence as an example to the public that such acts will not be tolerated. This practice is rare, however.

Another reason that the concept of deterrence is less prominent today is that many people in the criminal justice field do not believe it is really effective. There is a good deal of evidence to suggest that crime statistics go up and down unrelated to sentencing practices. Other factors, such as the state of the economy and the emotional state of the offender, have more to do with whether a person commits a crime than does the punishment usually associated with that crime.

However, most people believe that even though deterrence is not the most important goal of corrections today, it still has a place in a balanced correctional philosophy.

"... many people in the criminal justice field do not believe that [deterrence] is effective ..."

Deterrence means \_\_\_\_\_ (42)

True/False Deterrence was more important as a goal of corrections in the past than it is today. (46)

True/False Deterrence has no place in a philosophy of corrections today. (48)

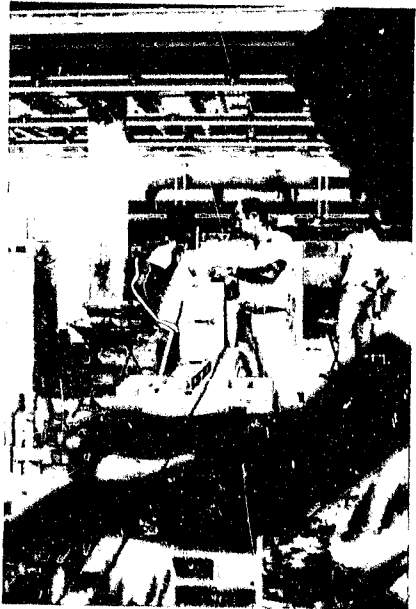
I-20

REHABILITATION AS A GOAL OF CORRECTIONS

Rehabilitation means that, while in prison, the inmates undergo change, so that when they are released, they will be less likely to commit further crimes. Rehabilitation has been a goal of correctional professionals since the Quakers' work at the Walnut Street Jail.

Today, the rehabilitation of offenders is seen more as a matter of self-interest for society at large. This is due to the realization that 99 percent of those who are confined in prison today will eventually return to the community. Obviously, society would be better off if these individuals were productive, law-abiding citizens, rather than practicing criminals. Crime costs a lot, in dollars and in human suffering. Reducing these costs by rehabilitating offenders makes sense to most people in the criminal justice system.

Efforts to provide rehabilitation services in a modern-day correctional facility take many forms. Usually there are counseling services that help inmates better understand themselves and the motives for their actions. Educational and/or vocational training opportunities are often available, providing inmates with skills to obtain jobs after their release. In addition, many institutions have work and study release programs, half-way houses, and volunteer programs such as Jaycees and Alcoholics Anonymous.



"... vocational training opportunities are often available."

In the modern view, rehabilitation of offenders is pursued because it is in society's \_\_\_\_\_ (44)

List some of the forms rehabilitative service may take: (47)

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

I-21



## REHABILITATION AS A GOAL OF CORRECTIONS (continued)



"... everyone ... has an important role to play—especially correctional officers."

In the modern view, no agency or individual can "change" another person. Only the offender can change himself. The responsibility of corrections is to provide inmates with opportunities to change themselves, and to provide encouragement for them to do so.

Another important aspect of the concept of rehabilitation is that everyone in the institution has an important role to play—particularly correctional officers. Even though they are not directly involved in inmate programs such as education or counseling, correctional officers are often the most powerful influence in changing the lives of inmates. When correctional officers take interest in the inmates they supervise, when they conduct themselves in a controlled and professional manner, when they treat those they come into contact with both firmly and fairly, they become tremendously powerful role models and agents for change for offenders.

Mark the statement(s) that are correct.

- \_\_\_ 1. In modern view, rehabilitation of offenders is motivated by sympathy.
- \_\_\_ 2. Correctional officers can have a powerful effect on the lives of inmates.
- \_\_\_ 3. Everyone in the institution has a role to play in the rehabilitation of inmates.
- \_\_\_ 4. Only offenders can change themselves.
- \_\_\_ 5. In a correctional facility, program staff have the sole responsibility for providing rehabilitation services to inmates.

(43)

## BALANCED PHILOSOPHY OF CORRECTIONS

Most professionals agree that a balanced view of the goals of corrections includes these four elements: incapacitation, retribution, deterrence, and rehabilitation. At a specific time in any case, one or another of these goals may be more important. For instance, in sentencing a convicted murderer, the court will no doubt pursue the goals of retribution and deterrence; in sentencing a repeat-offender rapist, it will pursue the goal of incapacitation; in sentencing an under-educated, vocationally incompetent juvenile shoplifter, it will more likely pursue the goal of rehabilitation. Thus the contemporary philosophy of corrections emphasizes a multiplicity of purposes and a flexibility of application.

"... a multiplicity of purposes and a flexibility of application."

As a correctional professional, you will want to form your own personal philosophy of corrections. Through thought and reflection on these important concepts, you will strengthen your commitment to the important work of corrections.

Match the following:

- \_\_\_ 1. Punishment so that others will avoid similar acts.
- \_\_\_ 2. Providing opportunities for change so that offenders will be less likely to pursue criminal activities after release.
- \_\_\_ 3. Confinement so that a person cannot harm himself or others.
- \_\_\_ 4. Making up for one's offenses.

- A. Incapacitation
- B. Retribution
- C. Deterrence
- D. Rehabilitation

(45)

## SUMMARY

Here is a summary of the major points presented in this chapter on "The History and Philosophy of Corrections."

- In ancient times, individual revenge was the direct response to crime.
- Over the centuries, responding to crime became the responsibility of the government, not the individual.
- Through the ages, people have felt that a criminal should somehow pay for his crime. This is retribution. In former days it took the form of physical punishment such as mutilation, flogging, or execution.
- The Walnut Street Jail, influenced by the Quakers of Philadelphia, is seen as the beginning of the penitentiary system in America because it was designed to house convicted felons for long terms.
- Until recent times, offenders were sentenced to prison for punishment. Harsh conditions were supposed to deter the offender and the public from committing similar crimes.
- The American Prison Association was founded in 1870. It adopted the principle that "Reformation, not vindictive suffering, should be the purpose of penal treatment."
- The reform movement introduced many innovations into corrections including: classification of inmates; specialization of institutions; rehabilitation programs such as education and training; and community-based programs such as probation and parole.
- Other philosophies of corrections are based on medical concepts and see offenders as patients who can be cured by appropriate treatment.
- A balanced philosophy of corrections holds that there are four purposes or goals of corrections: incapacitation, retribution, deterrence, and rehabilitation.
- The courts have upheld the constitutional rights of prisoners. They have held that prisoners are sentenced to prison as punishment, not for punishment, and that they do not lose their constitutional rights.
- Everyone in the correctional institution has a role to play in the rehabilitation of inmates.
- Only individuals can change themselves.
- Correctional officers can have a powerful and positive impact on the lives of offenders.

## ANSWER KEY—HISTORY AND PHILOSOPHY OF CORRECTIONS

1. True.
2. True. The pay, benefits and training make the correctional officer of today a vastly different person than his earlier counterparts.
3. C. Correctional officers
4. The impulse to take immediate action against someone who has injured us is called **revenge**.
5. False. In the past, correctional officers were poorly trained and had a reputation for being brutal.
6. True.
7. Under the institutionalized concept, the responsibility for responding to crime lies with the **government or the state**.
8. The concept of retribution means **that a person must make up or pay back for the offense he has committed**.
9. Under the personal revenge concept, the responsibility for responding to crime lies with the **individual or the injured party**.
10. The most direct form of retribution is **mutilation**.
11. False. Once the government took the responsibility, revenge was eliminated but inhumane and harsh punishments were often inflicted as retribution and as a deterrent to others.
12. False. Retribution is still a part of our system. Although we do not mutilate or flog or dunk criminals, retribution is an important concept in a balanced philosophy of corrections.
13. The concept of confinement of criminals began in **England or London** in the **1500s**.
14. Experts differ on this question; the evidence suggests that we do not really know. As you go through this course and spend time on the job, you will form your own judgment.
15. The New World (America) became a **penal colony** for England.
16. True.
17. False. Long-term confinement as punishment did not begin until somewhat later.
18. The early American court system was based on **English Common Law**.
19. **The Quakers of Philadelphia** were responsible for introducing the innovations at the Walnut Street Jail.
20. ☒ 1.  
☐ 2.  
☐ 3.  
☒ 4.

## ANSWER KEY—HISTORY AND PHILOSOPHY OF CORRECTIONS

21. Colonial criminal justice systems were like those in **England**.
22. ☐ 1.  
☐ 2.  
☐ 3.  
☐ 4.  
☒ 5. Treatment was based on the concept of reformation, not punishment.  
☐ 6.
23. The concept of making life in prison so harsh that other people will obey the law in order to avoid imprisonment is called **deterrence**.
24. True.
25. The first principle of the American Prison Association was **Reformation, not vindictive suffering, should be the purpose of the penal system**.
26. By the 1950's, jails housed **pre-trial prisoners and short-term minor offenders** and prisons housed **convicted felons serving long sentences**.
27. The reform movement was based on the belief that the offenders had certain deficiencies which could be **treated**.
28. ☒ 1.  
☐ 2.  
☒ 3.  
☒ 4.  
☐ 5.  
☒ 6.
29. The medical concept holds that the criminal or delinquent is **sick** and can be **cured** with appropriate therapy.
30. The goal of the reformers was **to return the inmate to society as a reformed or better person**.
31. The reformers believed that the individual has certain **deficiencies** which could be **treated** with a variety of programs.
32. True.
33. False. They are of differing degrees depending on the inmate, the offense, the circumstances, the case, etc.
34. Incapacitation means that **offenders are removed from society so that they cannot harm others or themselves**.
35. Four commonly accepted goals of corrections today are:  
1. incapacitation  
2. retribution  
3. deterrence  
4. rehabilitation

## ANSWER KEY—HISTORY AND PHILOSOPHY OF CORRECTIONS

36. Today, most observers agree that there is no **single** purpose or goal of corrections.
37. Incapacitation is seen as **protection** for society, not as **punishment** for the criminal.
38. In earlier times, retribution was often **physical punishment such as mutilation or flogging**.
39. In the current view, offenders are sent to jail **as** punishment, not **for** punishment.
40. Retribution means **a person is accountable for his acts—he must "pay back" something for his offenses**.
41. True.
42. Deterrence means **the punishment is so severe that others will avoid committing the crime**.
43. ☐ 1.  
☒ 2.  
☒ 3.  
☒ 4.  
☐ 5.
44. In the modern view, rehabilitation of offenders is pursued because it is in society's **self-interest**. We know that almost all of the inmates now in prison will be released and will return to the community.
45. C 1.  
D 2.  
A 3.  
B 4.
46. True.
47. 1. counseling services  
2. educational and vocational services  
3. work and study release programs  
4. half-way houses  
5. volunteer programs such as Jaycees, Alcoholics Anonymous, etc.
48. False. It is still important, but not as important as in the past.

# Chapter 2

## The Role of the Correctional Officer

**CORRECTIONAL  
OFFICER**

**Self-Instructional Course**

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### INTRODUCTION

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In the last chapter you learned that a balanced philosophy of corrections contains four purposes or goals of corrections:

- Incapacitation—dangerous offenders are taken out of society so that they cannot harm others or themselves.
- Retribution—justice requires that offenders somehow repay society for their misdeeds. The loss of freedom through confinement is seen today as the punishment which retribution demands.
- Deterrence—the example of punishment imposed on offenders encourages others to obey the law and avoid similar punishment.
- Rehabilitation—corrections provides offenders with opportunities to change themselves so that when they return to the community they will be more willing and better equipped to lead productive lives rather than continuing in their criminal ways.

In the last chapter you also learned that in any case at any time, one or another of these purposes might be more important. A balanced philosophy suggests flexibility in application.

All of these functions are going on simultaneously in varying degrees in every correctional institution. But what of correctional officers? How do they fit into this scheme of things? How do they help accomplish these purposes? This chapter will identify three major roles that correctional officers play that contribute to accomplishing the four goals. These roles are:

- Security agent
- Manager of people
- Role model

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INTRODUCTION (continued)

We will also identify the correctional officer's most powerful tool in fulfilling these roles. That tool is a professional attitude. You will learn that the signs of a professional attitude are: respect for those with whom you work; fundamental fairness; and self-control. You will see that a professional attitude is the key to a successful career in corrections; it is also an insurance policy against stresses that are a part of the profession.

The major roles of the correctional officer are:

\_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ (2)

The correctional officer's most powerful tool in fulfilling these roles is a \_\_\_\_\_ (5)

A balanced philosophy of corrections holds that there are four goals of corrections:

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ (1)

SECURITY AGENT

On a typical day, most of a correctional officer's time will be spent on security related tasks. Officers escort inmates from one place to another; they lock and unlock doors controlling access to various areas of the institution; they conduct searches and shakedowns for contraband. Over time, these routine activities may come to be thought of as punishment for inmates.

But appropriate security measures are established as a protection for inmates, not as punishment. You will learn in the next chapter, on the legal aspects of corrections, that the U.S. Constitution guarantees inmates the right to be free from harm, or attack. By the same token, correctional staff have a right to work in a place that is safe from violence and the threat of harm. Security measures, such as shakedowns and searches, are imposed for just this purpose—to prevent the circulation of items such as knives or tools that may be used to harm staff or inmates. Similarly, custody procedures such as careful control of inmate movement and frequent counts are established to maintain good order within the institution. A secure institution is a safe institution—for inmates and staff.



"... most of an officer's time will be spent on security related tasks."

A secure institution is a \_\_\_\_\_ institution for \_\_\_\_\_ and \_\_\_\_\_ (3)

## SECURITY AGENT (continued)



"... modern practice classifies institutions by degree of security ..."

While it is true that the security tasks that occupy most of the correctional officer's time are restrictive, their purpose is the protection of inmates and staff. The underlying principle that should guide the imposition of security measures is that they should be only as restrictive as necessary to maintain good order. This is why modern correctional practice classifies institutions by degree of security—maximum, medium and minimum. Inmates are assigned to different institutions based on an estimation of the degree of risk of violence or escape that they represent. This is also why within most institutions, inmates are assigned different levels of custody. The higher the custody level, the greater the restrictions on the inmate's movement. Good correctional practice tries to match the level of restriction to the inmate's need based on his behavior.

Mark the statement(s) that describe how security measures in an institution should be enforced.

- ☐ 1. As restrictive as possible.
- ☐ 2. Only as restrictive as necessary to maintain good order.
- ☐ 3. Applied to all inmates in exactly the same way.
- ☐ 4. Applied in a way that matches the inmate's classification.

(6)

In many places, correctional officers are called on to participate in the classification and reclassification of inmates. Because of their close, day-to-day contact with inmates, they are in an excellent position to share their observations about inmate behavior with other members of the classification team. As a result of their participation in the classification process, some correctional officers have come to understand that their role as a security agent has to be flexible. Security is *always* the number one priority; but just how it is implemented will be determined by a number of factors, including the type of institution and the classification of particular inmates.

If fulfilling the important role of security agent within the institution, correctional officers advance several of the goals of corrections. By controlling and eliminating contraband they reduce the possibility of offenders harming other people—the goal of incapacitation. By maintaining good order, they help make the institution a place where offenders can be confined and serve their time in relative peace—the goal of retribution.

"... officers ... understand that their role as security agent has to be flexible."

- True/False Correctional officers, because of their knowledge of the inmate's day-to-day behavior, can contribute to the classification team. (4)
- True/False Security is always the number one priority. (7)

MANAGER OF PEOPLE



"... it is in the officer's self-interest ... to manage inmates ... with the least effort possible."

A new correctional officer will soon find that he spends a lot of time interacting with inmates. His goal is to get them to follow the routine of prison life with a minimum of resistance. For instance, he may want them to get up on time, to keep their housing area clean, to participate in work details, to cooperate with inspections, to stay out of restricted areas, etc. At other times he may want them to do something special such as back down from a fight, or provide him with some information, or stop harassing another inmate. These are the everyday occurrences that make up prison life. And it is the correctional officer on routine duty who is responsible for making sure that prison life runs smoothly. As you can see, the correctional officer is a supervisor of inmates—a manager of people.

The definition of a good manager is a person who spends the least amount to get the job done right. A business manager spends money; a correctional manager (officer) spends his own energy. *It is in the correctional officer's own self-interest* to learn to manage inmates—to get them to do what he wants them to do—with the *least amount* of hassle, tension, and effort as possible. The reward for the good manager is a happier and easier working environment.

Managing people means to \_\_\_\_\_

(8)

One view of inmate supervision is that "Guards tell inmates what to do, and they better do it or else." The "or else" usually means coercion, disciplinary action or even force. The result is resentment, hostility, and tension. An "Us vs. Them" atmosphere is not healthy for inmates or staff.

As the job of the correctional officer has become more complex, certain professional skills and techniques have been borrowed from the disciplines of management and psychology. Thousands of correctional officers have found that these techniques work well in managing inmates with less tension. In Part II of this course you will learn many of these skills—skills that will help you quickly size up the situation so that you can take the right action.

By becoming good managers of people, correctional officers improve the climate in their institutions. This advances the goal of retribution. And by learning interpersonal communication skills they help inmates grow as well. This advances the goal of rehabilitation.

"Thousands . . . have found that these techniques work well . . ."

Who benefits most when correctional officers become better managers of people?

- \_\_\_ A. The officers
- \_\_\_ B. The inmates
- \_\_\_ C. The administration

(11)



## ROLE MODEL

"... correctional officers and work supervisors had more impact than treatment staff..."

Whether they like it or not and whether they choose to or not, correctional officers represent the "free world" to many of the inmates with whom they come in contact. This is because correctional officers spend more time and have closer contact with inmates than any other group. Because of this close contact inmates see correctional officers as examples of how those on the outside really act. If correctional officers treat inmates and one another with respect and fairness, a positive image of the outside world is created. If correctional officers show favoritism and a disregard for the rules, the inmates' idea that society is corrupt is confirmed. For better or worse, correctional officers are powerful role models.

Recent studies showed that correctional officers and work supervisors had more impact than treatment staff on inmate attitudes toward change. The implication of these studies is that the correctional officers can have a great impact on inmates' rehabilitation.

Who had the most impact on inmates' attitude toward change in recent studies?

- ☐ A. Correctional officers and work supervisors (10)
- ☐ B. Teachers and psychologists

For better or worse, correctional officers \_\_\_\_\_ (are/are not) role models. (12)

In order to reintegrate successfully into society after release, most inmates need to change. They may need to change their attitudes toward the law and about how to get along in society. They may need to change their educational or vocational level to get and keep a job. They may need to change their ways of relating to other people. These changes are what rehabilitation is all about. But before inmates can change, they must want to change; they must see some value in changing. This is where correctional officers come into the picture. They can serve as models of individuals who are successfully functioning in the outside world as law-abiding citizens. Having such models encourages inmates to want to change.

Due to the unusual pressures of the prison environment, officer/inmate relationships have a greater effect on inmate attitudes than might normally be expected. This is why correctional officers really are powerful role models. They demonstrate on a daily basis new ways for inmates to act successfully; or they confirm the inmates' view that life is against them.



"... correctional officers are powerful role models."

Mark the correct statement(s).

- ☐ 1. Correctional officers are role models whether they want to be or not.
- ☐ 2. Correctional officers are role models for better or for worse.
- ☐ 3. Correctional officers have little impact on the lives of inmates since they usually come from very different backgrounds.
- ☐ 4. Rehabilitation requires a desire and a model for change. (9)

ROLE MODEL (continued)



"... best way to assure a positive impact ... treat all inmates firmly and fairly."

New correctional officers may find their potential impact on the rehabilitation of those in their charge a disturbing idea. They may wonder what they can do to insure that their impact is positive.

The answer to that question is not difficult; it does not require a great deal of special knowledge or training; it does not require years of experience. Scientific studies and common sense have reached the same conclusion—the best way to assure a positive impact on inmates' rehabilitation is to treat all inmates firmly and fairly. This is done by:

- showing respect for the rights of those you work with—both inmates and staff;
- having a fundamental commitment to fairness; and
- showing an interest in and a concern for the welfare and progress of those in your charge.

This does not mean that you must become involved with the personal lives of every inmate you meet on your shift—no one has the emotional strength to do that. But it does mean treating them as fellow human beings who have feelings, hopes and frustrations just as you do.

Fulfilling your role as a positive role model by behaving in a firm but fair manner will advance the goal of rehabilitation.

The best way to assure a positive impact on inmates' rehabilitation is \_\_\_\_\_ (14)

PROFESSIONAL ATTITUDE

The roles of the correctional officer are many; the functions he performs are varied; the activities he engages in are wide ranging. However, it has been found that successful correctional officers have one characteristic in common—they all have a *professional attitude* toward their work. But what is a professional attitude? What does it mean?

- Professional Attitude
- Know the job
  - Live by the rules
  - Respect rights of those you work with
  - Maintain control

It means several things:

First of all, it means *knowing the job*. Successful correctional officers take advantage of the training they receive and try to improve their skills whenever they can. They know their job is important and they want to do it right.

Second, it means *living by the rules*. Rules are very important in a correctional setting, more so perhaps than in any other place. Officers with professional attitudes encourage respect for all the rules by living by those that affect them personally.

Third, it means *respecting the rights of those you work with*. If you treat inmates like you would want to be treated if you were in their place, you will be successful in your job. You will also advance the goal of rehabilitation.

PROFESSIONAL ATTITUDE (continued)



"... responds with his head  
—not his emotions."

Finally, it means *maintaining self-control*. The successful correctional officer knows that there is a lot of pent-up emotion in prison; prison life breeds hostility, frustration, and anger. Some of that emotion may be directed against the officer, but he doesn't let it "get to him." He knows that inmates constantly try to test him, to try to make him "lose his cool." The officer with a professional attitude does not let himself get emotionally involved in contests of will. He just "does his job." This approach might appear to be aloof or detached. But in reality, it's being professional. A correctional officer with a professional attitude maintains control of himself so that he responds to situations with his head—not his emotions.

Successful correctional officers demonstrate a professional attitude. Having a professional attitude means:

\_\_\_\_\_ , and  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ (13)

SUMMARY

This chapter presented information on your three main roles as a correctional officer.

*Security Agent*

- The security of the institution and the prevention of escape are fundamental to the job of the correctional officer.
- The purpose of good security is to protect the lives and welfare of those who live and work in the institution—inmates, staff, and visitors.
- Security must be applied in a flexible manner consistent with the level of the institution and the classification of the inmates.

*Manager of People*

- A good manager gets others to do what he wants them to do with the least possible amount of effort, tension, and resistance.
- Good management comes from good interpersonal skills.
- It is in the officer's self-interest to learn and use these skills because they will directly improve the quality of his work environment.

*Role Model for Inmates*

- Studies have shown that correctional officers have a far greater impact on inmates' attitudes toward change than might be expected. This impact can be for better or for worse.
- The best way to insure that the impact is positive is to treat inmates firmly but fairly. This means showing respect for those you work with, having a fundamental commitment to fairness, and showing an interest and concern for the welfare of those in your charge.

The job of the correctional officer is a demanding one. Working with offenders is not an easy task. But it can be a rewarding one. The most powerful tool you can have in assuring your success is a professional attitude toward your job as a correctional officer.

## ANSWER KEY—THE ROLE OF THE CORRECTIONAL OFFICER

1. A balanced philosophy of corrections holds that there are four goals of corrections:  
**incapacitation**  
**retribution**  
**deterrence**  
**rehabilitation**
2. The major roles of the correctional officer are:  
**security agent**  
**manager of people**  
**role model**
3. A secure institution is a **safe** institution for **inmates** and **staff**.
4. True.
5. The correctional officer's most powerful tool in fulfilling these roles is a **professional attitude**.
6. ☐ 1.  
☒ 2.  
☐ 3.  
☒ 4.
7. True.
8. Managing people means **to get them to do what you want with the least amount of energy possible**.
9. ☒ 1.  
☒ 2.  
☐ 3.  
☒ 4.
10. A. Correctional officers and work supervisors
11. A. The officers. Although inmates and administrators will benefit, *you* will benefit the most.
12. For better or worse, correctional officers **are** role models.
13. Successful correctional officers demonstrate a professional attitude. Having a professional attitude means:  
**knowing the job**  
**living by the rules**  
**respecting the rights of those you work with**  
**maintaining self control**
14. The best way to assure a positive impact on inmates' rehabilitation is **by treating all inmates you come in contact with firmly and fairly**.

## Chapter 3

# Legal Aspects of Corrections

**CORRECTIONAL  
OFFICER**

**Self-Instructional Course**

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# INTRODUCTION

In the first chapter of this course, you learned that as a correctional officer you are an important part of the criminal justice system. This chapter will discuss the system more thoroughly so you will understand your role in it. The chapter will also discuss the "law of corrections" and the sources from which it comes.

As a correctional officer, you will want to do your job with as few "hassles" as possible. "Hassles" in corrections often mean lawsuits. As a new correctional employee you should understand that, in recent years, many correctional administrators and officers have had lawsuits brought against them by inmates. This is a direct result of the Civil Rights movement of the 60's. Since that time, and particularly in the last decade, the courts have taken an increasingly active role in supervising conditions in the nation's prisons. The courts are listening more carefully to inmates' complaints about unequal treatment and about limitations on their rights. The result has been a greater recognition of the constitutional rights of inmates. This has meant a change in the way things are done in most institutions.

True/False Court decisions have caused changes in many policies and procedures in correctional institutions. (23)

True/False Inmates retain certain constitutional rights while in prison. (22)

# PARTS OF THE CRIMINAL JUSTICE SYSTEM

"Criminal justice system . . . society's organized response to criminal activity."

The criminal justice system can be defined as "society's organized response to criminal activity." The system is composed of several parts which are closely interconnected. Activity in one part affects the work of every other part. The parts are:

- *Law enforcement agencies.* These agencies are responsible for the prevention of crime, the investigation of crimes that have occurred, and the apprehension of criminals. Law enforcement agencies operate at the federal, state, and local levels.
- *Jails.* Jails are responsible for detention of accused persons prior to trial and, in some cases, for short sentence confinement. Jails are usually operated by local jurisdictions such as cities or counties. There are about 3500 jails in the U.S. today.
- *Courts.* The courts are responsible for determining the guilt or innocence of the accused; they are also responsible for imposing and supervising sentences of the convicted. Increasingly, courts also oversee the operations of other components of the criminal justice system, such as jails and prisons, to see that confinement practices are lawful.



- *Corrections.* Correctional systems are responsible for the long-term confinement and rehabilitation of convicted offenders. Today there are about 1000 institutions housing adult offenders, administered by 50 states and the District of Columbia. Another 50 institutions are run by the Federal Prison System, an agency of the U.S. Department of Justice.

Criminal Justice System

- Law enforcement agencies
- Jails
- Courts
- Corrections

Another correctional function is to administer programs of parole and probation, that is, to supervise convicted offenders released in the community prior to the expiration of their sentences or instead of confinement. Responsibility for such programs varies widely among jurisdictions. Most programs are run by independent agencies, others by departments of corrections. The courts are also involved, particularly in probation. For this discussion, however, parole and probation programs will be considered a component of corrections.

Match the following.

1. determine guilt or innocence.
2. are run by local jurisdictions.
3. apprehend criminals.
4. society's response to criminal activities.
5. are run by states and the federal government.
6. long-term confinement.
7. supervise other parts of the system.
8. detain those accused prior to trial.
9. rehabilitation.
10. investigate crimes.

A. Law enforcement agencies

B. Jails

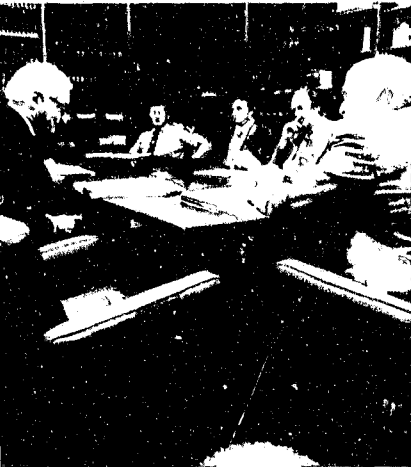
C. Courts

D. Corrections

E. Criminal justice system

(1)

PARTS OF THE CRIMINAL JUSTICE SYSTEM (continued)



"... Criminal Justice Coordinating Committees are becoming common."

The actions of one part of the criminal justice system affect other parts. For instance, if local law enforcement agencies crack down on drunk driving, the population of jails will increase. If the courts decide to impose stiffer sentences for certain crimes as an example to others, corrections will be affected. On the other hand, overcrowded conditions in correctional institutions can influence the types of sentences that the courts are willing to impose.

In order to make the components of the criminal justice system work together better, many jurisdictions are establishing formal relations between the parts. Organizations such as "Criminal Justice Coordinating Committees" are becoming common. Alert correctional officers will follow such developments in their own areas because these developments may affect their jobs.

The definition of the criminal justice system is \_\_\_\_\_ (4)

True/False The parts of the criminal justice system operate independently of one another. (2)

True/False Correctional officers need to know only what's going on in their own institution. (5)

THE LAW OF CORRECTIONS

As professionals, correctional officers want to do their job lawfully; they want to do what is allowed and avoid what is forbidden. But what is the law of corrections and where does it come from?

There are several sources of the law of corrections. These include:

- *Legislatures.* The legislature or law-making body of every state has established an authority within each state that is responsible for correctional activities. This correctional authority is given power to build and run institutions and to operate programs to fulfill purposes stated in the law. The rules of the institution are based on this power. And although it is *not true* that every rule has the power of law, it *is true* that every rule must somehow be drawn from the purposes stated in the law, or else the rule is invalid.
- *Courts.* Prior to the Civil Rights movement, the courts rarely got involved in the day-to-day operation of institutions. One court in 1952 said, "The courts have no power to supervise the discipline, but only ... to deliver from prisons those who are illegally detained." In accordance with this "hands-off" doctrine, the courts deferred to the judgement of prison administrators about every aspect of institution operation. Inmates who believed they were being mistreated could hope for little relief from the courts. This position has changed greatly in the past decade. The courts now take a much more active role in supervising prison policies and practices. This is because of their interest in and responsibility for protecting the basic rights of all Americans, including prisoners. Over the last 10 years, appeals courts, federal district courts, and even the Supreme Court have issued a wide range of opinions concerning inmate rights. These legal opinions serve as precedents for other judges in lower courts, meaning that when a similar case comes up, a similar decision should be reached. Precedents have broadened the concept of prisoner rights and have affected prison practices everywhere.
- *The U.S. Constitution.* The rights the courts seek to protect flow from the rights guaranteed to all citizens by the U.S. Constitution, particularly the Bill of Rights. Although it is clear that an individual forfeits some rights when he is convicted of a crime and sentenced to prison (such as freedom from searches guaranteed by the Fourth Amendment), it is now the law of corrections that an individual does not necessarily lose all rights. Correctional administrators and the courts will no doubt continue to struggle over the proper balance between the protection of individual rights and the security require-





THE LAW OF CORRECTIONS (continued)



ments of correctional institutions. Correctional officers will continue to be a part of that struggle.

- *Correctional Standards.* With the new emphasis on inmate rights and related efforts to improve conditions in institutions, several agencies within the correctional field have developed and published guidelines, or standards, that describe legally acceptable prison practices. Although these standards do not have the force of law, they are accepted by most judges and administrators as satisfying minimal constitutional requirements for a good program. Many of the practices recommended in this course are drawn from standards set forth by the American Correctional Association and the President's Commission on Law Enforcement and Administration of Justice.

Match the following.

- \_\_\_ 1. guarantees the basic rights of all citizens.
- \_\_\_ 2. do not have the force of law.
- \_\_\_ 3. have become more active in protecting inmate rights.
- \_\_\_ 4. grants authority to operate correctional facilities.
- \_\_\_ 5. contains the Bill of Rights.
- \_\_\_ 6. describes minimal guidelines for a good program.
- \_\_\_ 7. imposes and supervises sentences of convicted offenders.

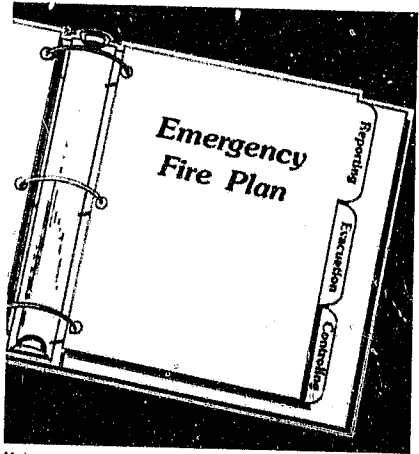
- A. Legislatures
- B. Courts
- C. The U.S. Constitution
- D. Standards

(3)

RECENT CHANGES IN CORRECTIONAL PRACTICES

If you worked for a correctional facility until 1970, took a decade off and then rejoined the service today, you would find many procedures performed differently. These changes are partly a result of the active role of the courts in prison affairs, and partly a result of increased professionalism on the part of correctional personnel. These changes include:

- *An increased emphasis on written procedures.* Many of the lawsuits filed by inmates claim that they have been treated unfairly, or that they have been discriminated against. And in many cases, this was found to be true; individuals have been treated differently on the basis of an officer's personal attitude toward them. The institutions' response to this problem has been to define and fix in writing standard operating procedures so that there is a clear basis for equal treatment of all inmates.



"An increased emphasis on written procedures."

Your institution should have two sets of written materials with which you must become familiar. One is a collection of *policy statements*. Policy statements set out the rules under which you work and the rules that govern inmate behavior. The second set consists of a manual of *procedures*. Procedures tell you how the policy is to be implemented. For example, your institution should have a policy about firearms. It probably also has detailed procedures on their use, such as what types are to be issued, when they are to be used, and who is authorized to use them.

The two documents that every correctional officer must be familiar with are \_\_\_\_\_ statements and \_\_\_\_\_ (6)

## RECENT CHANGES IN CORRECTIONAL PRACTICES (continued)



"An increased emphasis on training."

- Another change in the field of corrections is an *increased emphasis on training*. In the past, new officers received little or no training. Therefore, they dealt with inmates instinctively. Some were strict, some were lenient. Today there is greater emphasis on training before and during service. During this training, the written operating procedures are reviewed. This helps all officers approach their jobs from a similar perspective so that inmates are treated equally and fairly.

The subject of training has been addressed by *legislatures, courts, and correctional standards*. Training must now be documented. Your level of performance becomes a part of your record. This includes not only training for new employees, but also regular in-service training for all correctional officers regardless of experience or rank.

Certain skills, such as those involving the use of emergency equipment (firearms, gas, and fire fighting devices) must be upgraded yearly.

True/False Training for correctional officers is a continuing program. (10)

True/False The increased emphasis on training has led to an increased professionalism by correctional officers. (7)

- Another change is an *increased emphasis on written records and reports*. To protect against charges of negligence or misconduct, institutions now document, that is, write down, the events that occur within the institution. For instance, the medical staff keeps an accurate record of all visits and all medications given to inmates; control maintains a constant record of movement in and out of the institution; education and work release teams keep records of inmates' participation and progress. These records are often very helpful in defending against a complaint.

As a correctional officer you will often be asked to participate in this important record-keeping activity. This is especially true in disciplinary cases. When the officer is involved in an incident, such as breaking up a fight, he will be required to write a report. These reports become important in the institution's formal process of disciplining inmates.



"An increased emphasis on written reports."

True/False All written reports are prepared by administrative staff. (8)

True/False Because inmates are more aware of their rights, it is important for correctional officers to document their own actions. (11)

## THE OFFICER'S BEST DEFENSE



"Training . . . can protect you from complaints of misconduct."

This discussion of lawsuits and legal involvement may worry a new employee. It need not. The changes brought about by the involvement of the courts in prison affairs have helped improve the climate of institutions. Also, along with a new recognition of inmate rights, there is a new recognition of officer's rights as well. There are also several common sense things an officer can do to protect himself. These include:

- *Take advantage of the training opportunities offered.* Training can teach you your job. It can also protect you from complaints of misconduct. Suppose, for example, that an inmate charged that you had used excessive force in subduing him since you used a pain compliance hold associated with one of the martial arts. If you can show that the technique you used was taught and recommended in a training class, and the training records show that you actually attended and completed the training, then it is very unlikely that you would be held responsible for misconduct.
- *Know your institution's operating procedures.* You can do this in a number of ways. You should be very familiar with your institution's collection of policy statements and manual of procedures. Read and know them well!! You can also learn a great deal from your supervisor and other senior staff; pay attention to their instructions and advice.

- *Always act in "good faith."* "Good faith" is a fuzzy idea, but it is one that the courts have accepted as an appropriate defense by correctional officers against complaints of misconduct. "Good faith" simply means that the officer is acting in a way that he reasonably thinks is lawful. This is why the officer's attention to training, to knowledge of policies, and to instructions provided by his supervisor are so important. If the officer can show that his actions were based on one of these sources, then he can rightfully claim that he was acting in "good faith." As a matter of fact, the courts rarely rule against those who can show they were acting in "good faith." They do, however, come down hard on those who are shown to be "grossly negligent" or "purposefully cruel." Since correctional officers with professional attitudes do not act in this way, they have little to fear from legal complaints.



"Good Faith' . . . acting in a way that [s]he thinks is lawful."

Mark those statement(s) that describe how an officer can protect himself from lawsuits.

- \_\_\_ 1. Have a personal lawyer ready to defend you when complaints are filed.
- \_\_\_ 2. Avoid reading the policy book because if you don't know how something is done, you can't be held responsible for doing it wrong.
- \_\_\_ 3. Make sure your attendance at training class is documented.
- \_\_\_ 4. Act in a way that you think is lawful.

## REVIEW

The following key points have been covered so far in this chapter:

- The criminal justice system is defined as "society's organized response to criminal activity."
- It is composed of four parts: law enforcement agencies; the jails; the courts; and corrections, including parole and probation. All these parts are interrelated.
- The law of corrections governs how corrections is managed. It is drawn from several sources: legislatures; the courts; the U.S. Constitution; standards or guidelines published by professional associations and Presidential Commissions.
- Over the past 10 years, the courts have taken a much more active role in the day-to-day operation of institutions. This has been in response to complaints by inmates of unfair treatment or undue limitations on their rights.
- The courts have ruled that inmates do not necessarily lose all the rights guaranteed to them by the U.S. Constitution as citizens simply because of their conviction and imprisonment.
- Correctional professionals and the courts continue to struggle over the proper balance between protecting the rights of individuals and the security requirements of the institution.
- Correctional officers can protect themselves against unfounded complaints by taking advantage of training opportunities, by knowing what institution policies are, and by acting in "good faith."

## INMATE RIGHTS—THE OFFICER'S RESPONSIBILITY

It is *not* the responsibility of the correctional officer to make policy. Correctional administrators do that. Their policies must comply with the law as written by legislatures and defined by the courts. It is also the responsibility of administrators to make these policies known to correctional workers in a clear and understandable way.

It *is* the responsibility of the correctional officer to know what institution policies and procedures are and to enforce them. Even though he is not a policy maker, it will help the correctional officer understand *why* certain policies have been written if he understands the legal basis for them. The following discussion explains the basis for many of the policies you will be expected to enforce and live by. This should help you see the reasons why things are done as they are in your institution.



"... It is the responsibility . . . of correctional administrators . . . to make policy."

Mark the statement(s) that are correct.

- \_\_\_ 1. Correctional officers make policies whether they want to or not by the decisions they make in crisis situations.
- \_\_\_ 2. The correctional officer's duty is to enforce policies, not make them.
- \_\_\_ 3. The correctional officer need not care why policies are made since he has no part in making them.
- \_\_\_ 4. An understanding of the basis for policies can help the correctional officer in enforcing them. (12)

## LAW OF CORRECTIONS

The world of corrections is an exciting and changing place, and the correctional officer plays a key role in it. The best defense against possible complaints is to act as a professional. If officers make it their number one rule to treat inmates with the same care, concern, and fairness they would want to receive if they were inmates, then their own interests will be protected and the rehabilitation of inmates will be fostered.

With this background in mind, we will now turn to the legal rights of inmates as they have been defined by the law of corrections.

The law of corrections has its basis in the Constitution, which is the foundation of the law in the United States. The Constitution guarantees certain rights to all citizens—including inmates. The *degree* to which inmates are protected under the constitutional guarantees is constantly being debated, and courts determine how the guarantees of the Constitution apply to those in jails and prisons.

There are certain specific areas courts have ruled on in recent cases that affect corrections. These include:

- Personal safety and health;
- Freedom of speech, religion and press;
- Access to courts, lawyers and legal resource material; and
- Disciplinary procedure.

The remainder of this chapter will deal with these legal areas.

## 8TH AND 14TH AMENDMENTS—PERSONAL SAFETY AND HEALTH

The 14th Amendment to the Constitution states that the State shall not "deprive any person of life, liberty or property without due process of law." The 8th Amendment protects the citizen from "cruel and unusual punishment."

It has always been held that these Amendments guarantee the prisoner the basic right of personal safety. When a person is put in prison, he is no longer able to defend himself as he would on the outside. Therefore it is the responsibility of prison officials to look after the welfare of those put in their custody. The courts traditionally have identified the following as basic rights:

- *Protection from other inmates.* This has led to classification systems that segregate violent inmates so that they cannot threaten or harm others. This is one purpose of cell searches and shakedowns—to protect inmates from one another.
- *Protection from abuse by staff.* Necessary force may be used by correctional personnel to maintain order or to defend against attack. Excessive force opens the officer and his superiors to liability. Never use force as punishment.
- *Protection from dangerous conditions.* Deteriorating buildings and unsanitary conditions can be fire hazards. Prisoners have a right not to be exposed to these and other conditions that would threaten their lives and safety.

### Basic Rights

- Protection from other inmates
- Protection from abuse by staff
- Protection from dangerous conditions
- Protection of health

# PERSONAL SAFETY AND HEALTH

- *Protection of their health.* Courts have ruled that this protection includes a nutritious diet; prompt and adequate medical and dental care; acceptable levels of sanitation, personal hygiene and housing space; opportunities for physical exercise and recreation. Just what "adequate" means in each case is of course a matter of debate and compromise. Correctional standards, described above, are often used as guidelines to define adequate conditions.

In the area of personal health and safety, the courts have identified basic inmate rights as:

- Protection from other \_\_\_\_\_
- Protection from abuse by \_\_\_\_\_ (13)
- Protection from dangerous \_\_\_\_\_
- Protection of their \_\_\_\_\_

When an offender is put in prison, he can no longer protect himself. Therefore, it is the responsibility of \_\_\_\_\_ (17)  
to look after his personal safety and health.

# FREEDOM OF SPEECH, RELIGION, AND PRESS

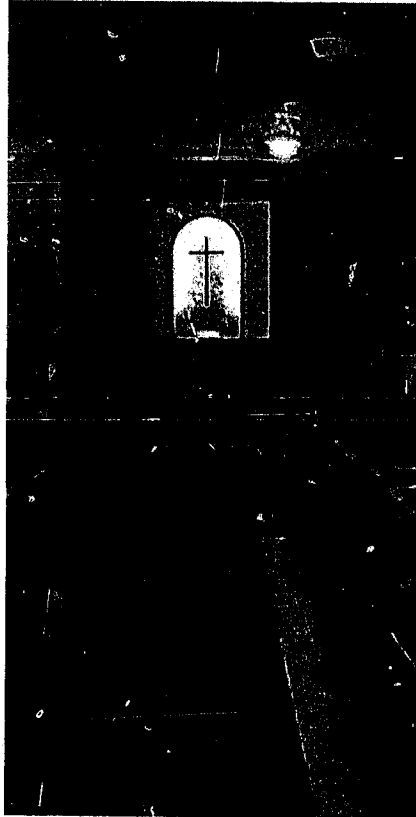
The First Amendment states, "Congress shall make no law respecting the establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances."

This short paragraph has been the source of more controversy and lawsuits than any other part of the law. Its exact application to correctional situations is still being worked out in the courts. Today, the following rights are recognized:

## Freedom of Religion

According to this amendment an inmate may *believe* anything he wishes and no restriction is allowed. The right to *practice* a religion is not so sweeping. Some restrictions can be justified on the basis of institutional security and order. However, the courts generally recognize these rights of inmates:

- to assemble for religious purposes
- to receive and read religious material
- to wear religious emblems
- to consult and correspond with clergymen for religious purposes.



Restrictions on inmates' freedom of religion can only be justified because of institutional \_\_\_\_\_ (16)  
and \_\_\_\_\_

FREEDOM OF SPEECH, RELIGION, AND PRESS (continued)

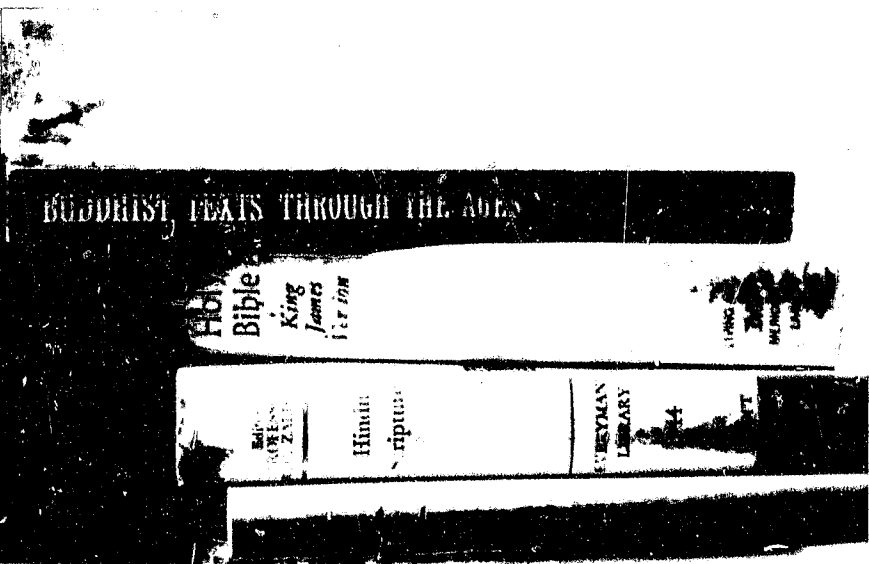
These rights extend to members of traditional religious groups such as Catholics, Protestants, and Jews. They also extend to other, less traditional, even unorthodox groups. It is not within the institution's authority to judge what is religious and what is not.

The right to practice other religious observances, such as special diets, are less clear since meeting the requests of one group may impose a hardship or deny the rights guaranteed to other groups or individuals.

If the prison authority feels it necessary to restrict the practice of religious observances by inmates, it is the authority's responsibility to demonstrate that there is an immediate need to do so based on a recognized institutional goal such as security or order.

In one case, a group of Black Muslims petitioned the court to force the prison authorities to permit them the following religious practices:

- a. the right to conduct a two-hour prayer service between 6:00-8:00 p.m. on Friday, which was the only time their minister was available;
- b. the right to listen to a special radio program over one of the two prison radio channels for a half hour each week;



"It is not within the institution's authority to judge what is religious . . ."

- c. the right to receive the newspaper *Muhammed Speaks*;
- d. a special diet during the month of Ramaden.

The prison authorities testified as follows:

- a. the institution policy prevented the assembly of inmates after 5:30 because of reduced staff during the evening;
- b. since there were only two radio channels available, devoting one channel for a special program for a small group a half hour per week would deprive other inmates, who wanted more popular programs, of their rights;
- c. the newspaper in question was inflammatory since it advocated the violent overthrow of white dominated governments and prisons; and
- d. there was neither budget nor staff to prepare the special diets requested. To do so would deprive other inmates of nutritious food to which they were entitled.

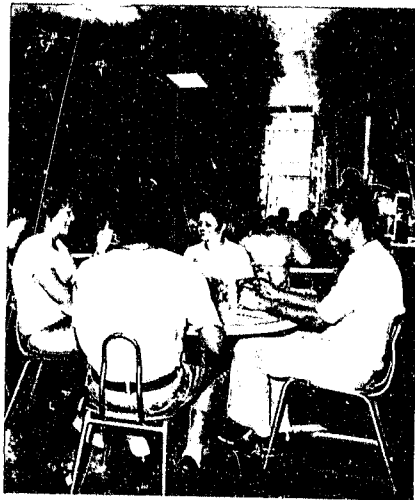
They argued that they need not meet any of the Black Muslims' requests. The court ruled in favor of the Black Muslims on some issues and the prison authorities on others.

Based on what you have learned about freedom of religion, personal safety, and health, mark for whom you think the court ruled in each issue.

	Muslims	Authorities (14)
A. the two-hour assembly		
B. the radio program		
C. the newspaper		
D. the diet		



## FREEDOM OF SPEECH, RELIGION, AND PRESS (continued)



"... ample opportunities for visitation ..."

### *Freedom of Speech*

The freedom of speech provision of the First Amendment protects the rights of inmates to correspond with others outside the institution. This correspondence can be by mail, telephone, or visitation.

An inmate's mail may be opened and inspected for contraband before it is delivered. Prison authorities may not refuse to deliver it unless it includes plans for escape or future criminal activity or has a coded message.

Inmates should also be provided ample opportunities for visitation and for contacts with their families and others by telephone. The courts have ruled that these contacts play an important part in helping the inmate maintain a sense of worth, and should not be restricted unnecessarily. If such restrictions are imposed, it is the responsibility of the authorities to show why they are necessary.

Freedom of speech applies to correspondence by \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

(15)

An inmate's mail may be opened, but prison authorities cannot refuse to deliver it unless \_\_\_\_\_.

(18)

### *Freedom of the Press*

The courts have interpreted the freedom of the press clause of the First Amendment to provide a number of rights including:

- *Right to receive printed matter.* Authorities must show compelling reason, such as clear danger to order and security, if they forbid the distribution of printed matter.
- *Right to publish materials for distribution within the prison.* Although this right is not as widely recognized as the right to receive printed matter, it has been upheld in many cases. Where an inmate press does exist, authorities may not censor its contents unless they can show a reason why its distribution would be a threat to security or order.
- *Right to communicate with the press.* The courts have been interested in the right of inmates to communicate with the press. However, officials may restrict access of reporters to the institution if such access would cause a disturbance or if the inmate being interviewed is using the interview to gain a power base. The facility can require that reporters follow regular policies and times for visitation.



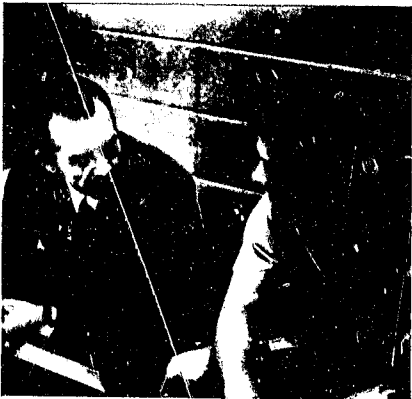
"Right to communicate with the press."

Three inmate rights guaranteed under the First Amendment are:

the right to receive \_\_\_\_\_;  
the right to \_\_\_\_\_ materials for distribution;  
the right to communicate with the \_\_\_\_\_.

(20)

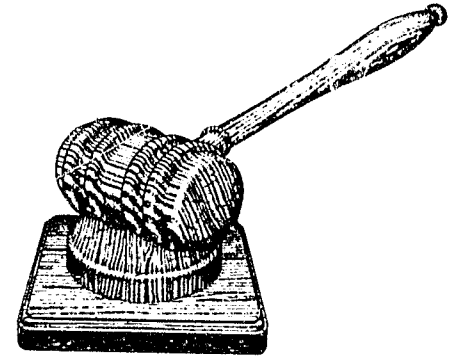
## ACCESS TO COURTS, LAWYERS, LEGAL RESOURCE MATERIAL



In recent decisions, the courts have been very firm in upholding inmate rights to participate in the legal system even while in prison. These protections are deeply rooted in the Sixth Amendment which describes provisions for criminal prosecution. The following areas are protected:

- *Access to courts.* A prisoner's access to the courts or outside officials may not be limited. Whether it is to appeal his original conviction, or to lodge a complaint against the circumstances of his incarceration, the prisoner's efforts to communicate with officials on the outside may not be interfered with. Many institutions recognize this right by providing a special mail box (not subject to inspection) where sealed correspondence addressed to recognized officials can be deposited.
- *Access to legal counsel.* Communication between a prisoner and his lawyer of record is privileged, as is communication between any citizen and his lawyer. Therefore, this kind of communication must be treated differently than other types. First, lawyers must have free access to their clients unless the visiting time requested is clearly unreasonable. Second, lawyer/client interviews are usually protected from being monitored by correctional personnel. Finally, the incoming mail from a lawyer may be opened and inspected for contraband and to see that it really is from the lawyer, but it may not be read.
- *Access to legal resource material.* The courts have recognized the right of prisoners to participate in their own legal affairs. They have also made it clear that in order to do so, certain legal materials, such as law books, legal journals, and some textbooks must be made available. Some institutions escort inmates interested in doing legal research to legal libraries. A more cost effective method is to set up a basic legal library within the institution where inmates can have access to the necessary documents.

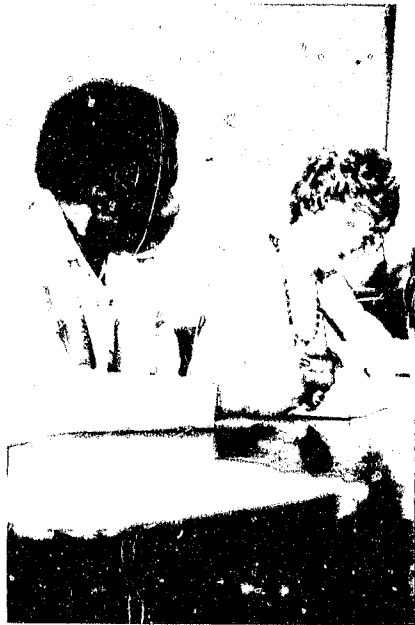
In certain rare cases, when absolutely no other legal resources are available to an inmate, the courts have permitted the institution's "jail house lawyer" to assist an inmate in preparing documents. Jail house lawyers are individuals who have some legal knowledge, usually self-taught. In more normal circumstances, institutions generally prohibit inmates from helping one another in such matters in order to avoid one inmate "owing" another.



Warden Wilson consistently refuses to make any exceptions for attorney visits and insists that they conform to the regular visiting hours. Some attorneys have complained to him that this policy is causing undue hardship to both them and their clients. Today an attorney appeared at the institution at 6:00 p.m. and requested a visit with his client, Dean Scott. At this time of the evening the prisoners have been fed and counted. The institution does not have any evening activities, it is not understaffed, and the prisoner is not an escape risk. How do you think the law should be interpreted in this case? Should the visit be allowed?

- No. The attorney can return the next day at a reasonable hour.
- Yes. There are no activities that might cause a scheduling conflict.
- No. Permitting a prisoner out of his cell at this time of night could be dangerous.
- Yes. This is an area of administrative discretion and does not represent a danger to the facility.

## DISCIPLINARY PROCEDURES



"The right to a hearing . . ."

The rights of the inmates concerning disciplinary procedures stem from the 14th Amendment, already mentioned, which protects citizens from being deprived of life, liberty, and property, "without due process of law." The courts have required institutions to spell out clearly what that due process of law is. Accordingly, most institutions have a formal disciplinary procedure that is followed whenever a serious infraction of the rules occurs. That process must afford the inmate the following rights:

- The right to receive a written notice of the charges against him;
- The right to a hearing where he can answer those charges;
- The right to present witnesses and documentary evidence on his own behalf at the hearing;
- The right to a written statement of the decision of the hearing officers and the punishment to be imposed, including the reasons for finding the inmate guilty; and
- The right to appeal the decision to a higher authority.

Mark the rights which an inmate has in a disciplinary procedure.

- \_\_\_ 1. right to be represented by a lawyer
- \_\_\_ 2. right of appeal
- \_\_\_ 3. right to a written notice of the charges against him
- \_\_\_ 4. right to know the names of all those who gave testimony against him
- \_\_\_ 5. right to a written statement of the decision of the hearing officers (21)

## SUMMARY

In the second part of this chapter, you have learned about the rights of inmates as defined in recent years by court decisions. These rights include:

- *The right to personal health and safety while in prison.* This means that prison authorities have responsibilities for providing protection from other inmates, from abuse by staff, and protection against dangerous physical conditions.
- *First Amendment rights, including freedom of religion, freedom of speech, and freedom of the press.* Whenever restrictions are placed on these freedoms, it is the responsibility of the authorities to show that such restrictions are necessary in the interests of security and good order.
- *The right to participate in the legal system while in prison.* This right provides access to legal materials, to legal counsel, and to officials outside the prison.
- *The protection of due process.* This applies specifically to the institution's disciplinary procedures, which must be clearly spelled out in writing.

The officer's best defense against involvement in legal problems is to know and respect inmate rights and to act always in good faith.

ANSWER KEY—LEGAL ASPECTS OF CORRECTIONS

1. C 1.  
B 2.  
A 3.  
E 4.  
D 5.  
D 6.  
C 7.  
B 8.  
D 9.  
A 10.
2. False. All parts—law enforcement, courts, jails, and corrections—are interrelated.
3. C 1.  
D 2.  
B 3.  
A 4.  
C 5.  
D 6.  
B 7.
4. The definition of the criminal justice system is **society's organized response to criminal activity**.
5. False. A professional officer will keep up on what's happening in the criminal justice field in order to avoid being isolated.
6. The two sets of materials that every officer must be familiar with are **policy statements** and **manual of procedures**.
7. True.
8. False. Correctional officers play a key role in documenting events in the institution. The incident reports they write are important documents in the discipline process.
9.      1.  
     2.  
✓ 3.  
✓ 4.
10. True.
11. True.
12.      1.  
✓ 2.  
     3.  
✓ 4.

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ANSWER KEY—LEGAL ASPECTS OF CORRECTIONS

13. In the area of personal health and safety, the courts have identified basic inmate rights as:
- protection from other **inmates**
  - protection from abuse by **staff**
  - protection from dangerous **conditions**
  - protection of their **health**
14. A. the two-hour assembly  
B. the radio program  
C. the newspaper  
D. the diet
- |                          | Muslims     | Authorities |
|--------------------------|-------------|-------------|
| A. the two-hour assembly | <u>    </u> | <u>✓</u>    |
| B. the radio program     | <u>✓</u>    | <u>    </u> |
| C. the newspaper         | <u>✓</u>    | <u>    </u> |
| D. the diet              | <u>    </u> | <u>✓</u>    |
- The court ruled in favor of the authorities on the assembly because staff would have to be moved from other security posts. Those not attending the assembly would be without safeguards from other inmates. The Muslims were encouraged to reschedule the assembly at another time.
- The court ruled in favor of the Muslims on the radio program because it felt that the time requested was not excessive and did not deny others the right to listen to other programs.
- The court ruled in favor of the Muslims on the newspaper because it is well established that institutions may not act as judge on the value of reading matter.
- The court felt that the special diet would have interfered with other inmates' nutritional needs and rights and therefore ruled in favor of the authorities.
15. Freedom of speech applies to correspondence by **mail, telephone, and visitation**.
16. Restrictions on inmates' freedom of religion can only be justified because of institutional **security** and **order**.
17. When an offender is put in prison, he can no longer protect himself. Therefore, it is the responsibility of **prison officials** to look after his personal safety and health.
18. An inmate's mail may be opened, but prison authorities cannot refuse to deliver it unless **it includes plans for escape or future criminal activity or has a coded message**.
19. D. Yes. This is an area of administrative discretion and does not represent a danger to the facility. The court ruled that in order to deny such visits, the authorities must show good reason such as danger to the facility or interference with vital activities. The plea of inconvenience is not an adequate reason for denying a visit between lawyer and client.

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## ANSWER KEY—LEGAL ASPECTS OF CORRECTIONS

20. Three inmate rights guaranteed under the First Amendment are:  
the right to receive **printed matter**;  
the right to **publish** materials for distribution;  
the right to communicate with the **press**.
21.      1.  
✓ 2.  
✓ 3.  
     4.  
✓ 5.
22. True.
23. True.

-END-

PART I

1 of 7

Part II

**PART II  
SUPERVISING  
INMATES**

82707-275

**CORRECTIONAL  
OFFICER**  
Self-Instructional Course



INTRODUCTION

Supervising Inmates provides the fundamentals of dealing with inmates on a day-to-day basis in a professional manner; specific skills for effective communication and inmate management are taught.

Chapter 1. Sizing Up the Situation

The correctional officer needs to know what's going on around him. This chapter presents techniques for effectively observing and evaluating situations in the facility.

Chapter 2. Communicating With Inmates

Communication skills and their value in supervising inmates are discussed.

Chapter 3. Controlling Behavior

This chapter explores techniques for getting cooperation from inmates and for maintaining control.

Chapter 4. Disciplining Inmates

The correctional officer's role in various levels of institutional disciplinary procedures are presented.

Chapter 5. Report Writing

The fundamentals and some examples of good report writing are provided.

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# Chapter 1

## Sizing up the Situation

**CORRECTIONAL  
OFFICER**

**Self-Instructional Course**

### INTRODUCTION

In Part I, you learned that one of the important roles of the correctional officer is to manage people. The correctional officer spends a great deal of time interacting with inmates and getting them to do what is required. The officer's goal is to secure the cooperation of inmates so that tasks are done with as little trouble and tension as possible. Traditionally, the job of managing people in the correctional institution has been called "Supervising Inmates." The traditional idea of supervision meant that correctional officers "watched" inmates as they went about their routines to make sure they didn't do anything wrong—and to reprimand them if they did. This unit is called "Supervising Inmates" with the understanding that the word supervising really means managing. The difference is that the modern correctional officer knows that securing cooperation is in his own best interest because it reduces trouble and tension, whereas the more traditional officer invites conflict due to his "Us vs. Them" attitude.

Mark the statement(s) that are correct.

- ☐ 1. A primary role of the correctional officer is to manage people.
- ☐ 2. The modern correctional officer is looking out for his own best interest by securing cooperation from those he manages.
- ☐ 3. The more traditional officer is more likely to encounter hostility because of his "Us vs. Them" attitude.
- ☐ 4. In managing people, the correctional officer secures cooperation by letting inmates do anything they want.

# INTRODUCTION (continued)

In this part you will learn some very practical interpersonal communication skills that will help you in your important role as supervisor, or manager, of inmates. These skills are on three levels; each builds on the level that precedes it. The levels are:

- *Sizing Up the Situation.* Here you will learn techniques for quickly and accurately getting the information you need to decide what action is appropriate for your own safety and the security of those with whom you work.
- *Communicating With Inmates.* These are skills that help you to find the information you want and need in a way that makes inmates respond to you without feeling put down.
- *Controlling Behavior.* These skills have to do with handling and making requests and rewarding and discouraging certain behaviors.

Together, these skills can go a long way in putting you in charge of your relations with inmates. These skills can encourage more productive relations and eliminate the "testing and "conning" that often go on between officers and inmates.

The three levels of interpersonal communication skills are:

1.

2.

3.

(2)

# SIZING UP THE SITUATION

To "size up the situation" is to gather quickly and accurately information about what's going on around you. If you really know what's going on, you will be better able to take the right action. This is an important skill for a correctional officer. But it's not something you're born with; it's something you have to work on. It's a skill you can and should learn.

Sizing up the situation is an active process. In using this skill the officer is doing a number of things.

1. He gets into a *good position* so he can see and hear what's going on.
2. He *uses his body* to show strength and command respect.
3. He carefully *observes* what's going on around him, keeping his mind alert to changes he sees and incidents that might mean trouble.
4. He *listens* to what inmates and staff are telling him, tuning in especially to key words and strong emotions that could mean danger.

Each of these skills will be presented in the remainder of this chapter.



"Sizing up . . . the ability to quickly and accurately gather information."

Sizing up the situation means gathering \_\_\_\_\_ about what's (1)  
going on around you.

In sizing up the situation, the officer is \_\_\_\_\_ (active/passive) (5)

## GOOD POSITION



"Put yourself [at] a safe distance [and] square off."

A good position is one that lets you see and hear what's going on. Good position will be different in various situations, but there are some general rules that are helpful. Here are some things you can do to get into good position.

1. Put yourself a *safe distance* away from those you are supervising. For instance, if you are talking to a single individual, a safe distance is about three feet away. This is an arm's length away from the speaker plus the length of a weapon such as a knife. Thus, if the inmate you're talking to should strike out, you're out of his initial range. A safe distance from a group would be greater. For instance, if you approached some inmates in the yard to find out what a disturbance was all about, you would stop at least five feet from them. This again would put you out of initial range should one of them lunge at you. The rule is, "get close enough to see and hear; stay far enough away to be safe."
2. *Square Off*. You can see and hear better if you're facing someone squarely, or straight on. Also, this position gives you an appearance of strength and authority. It also tells the person you are talking to that you are paying attention to him. When you're supervising a larger area, such as a day room or the dining hall, you should turn your whole body periodically so that you face each part of the area squarely at least part of the time (rather than simply turning your head occasionally). This puts you in a better position to see everything that's going on.



"... close enough to see and hear ... far enough to be safe."

3. *Look directly into the eyes* of the person to whom you're talking. This lets the person know that you're paying attention and are on top of the situation. Also, inmates often try to intimidate officers and others by staring them down. You don't need to play that game, but if you develop the habit of looking inmates straight in the eye, they'll know that you cannot be intimidated.

A safe distance from an individual is about \_\_\_\_\_ feet; a safe distance from a group is \_\_\_\_\_ feet. (3)

The rule about safe distance is to get \_\_\_\_\_ enough to see and hear, and to stay \_\_\_\_\_ enough away to be safe. (7)

You can see and hear someone better if you're facing them \_\_\_\_\_. (9)

Which is a better way to position yourself when you're supervising a large area?

\_\_\_\_\_ A. Stay in one spot and turn your head around occasionally. (6)

\_\_\_\_\_ B. Turn your whole body so you're facing each part of the area squarely at some time. (8)

Looking at someone \_\_\_\_\_ lets him know you are paying attention to him and can't be intimidated. (8)

# USING YOUR BODY CORRECTLY



"... use your body to communicate confidence and strength."

Your body is the best tool you have to show others that you are in control of yourself and the situation. No matter what your size or shape, you can use your body to communicate confidence and strength. Good posture can also help you get the information you need to size up things correctly. Here are some things you can do:

1. *Stand up straight.* If you look alert, standing up straight on your own two feet, you'll be alert. On the other hand, if you slouch, lean against the wall, or lounge on the desk while on duty, you communicate to inmates that you aren't alert. They might try something.
2. *Get rid of distracting mannerisms.* Many people have nervous habits they perform over and over, such as jingling keys, clicking pens, pulling on their ears, twisting their hair. When you're talking to someone (for instance, when you're trying to get information from an uncooperative inmate) these kinds of habits can be very distracting. By avoiding distracting mannerisms, you'll show yourself to be in control and ready to listen and hear what the person has to say.
3. *Lean forward.* This is a subtle but effective way to put yourself in a stronger position when you are talking to someone. By leaning forward slightly, you communicate the message of interest, concentration, and control.

Three ways of using your body to communicate strength and confidence are:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

(11)

# OBSERVING

Skillful observing is watching and listening and drawing conclusions about what a situation might mean. An observant correctional officer is more than a camera; he does more than mentally record the impressions he sees and hears. Rather, he is constantly asking himself what it means, what he should be doing about it, how he can be prepared. The observant correctional officer is mentally alert and always thinking. Here are some things you can do to find the meaning in what you see and hear.

1. Ask yourself, "*What's going on?*" As you make your rounds you should be especially alert to certain things that affect what happens in the institution. The first of these is *relationships*. Be on the lookout for how groups are getting along. Within the prison population, groups inevitably form, usually along racial or ethnic lines. Being mentally alert to these relationships puts you a step ahead of possible trouble. As you get to know those you supervise, you can be alert to relationships between individuals. Those who form strong positive or negative relationships may need special attention.

Another factor you need to be alert to is the *emotional climate* in your area. Emotion is the basis for action, for groups and for individuals. You need to ask yourself as you make your rounds, "how do the inmates feel today?" Are they tense, edgy, uptight—or are they relaxed? Being sensitive helps you anticipate problems.

2. *Look for changes.* Institution life is normally very routine. When you detect changes, you've spotted a source of possible trouble. Change in an individual is usually demonstrated by a change in energy level or behavior. For instance, if an inmate is usually outgoing and active and he suddenly becomes listless, depressed, and uninterested in everything around him, the change may tell you he's thinking about suicide. You may want to keep tabs on him. Changes in the behavior or energy level in a group can also signal trouble. For instance, a dining hall is usually noisy. If it becomes unusually quiet, you are alerted that something may be up.



"Observing . . . watching and listening and drawing conclusions."

OBSERVING (continued)

3. *Decide whether a situation is trouble or no trouble.* As stated before, an observant officer is constantly alert and making judgments and decisions. He continually asks himself, as he makes his rounds and looks for changes, whether a situation he confronts means trouble or no trouble. For instance, an officer may look across the yard and spot two inmates he knows who have had a close relationship. One of them, who is usually relaxed, now shows a high energy level. He is shaking his fist at the other. Although the officer can't hear the words because of the distance and other noise, he hears an intense voice level coming from the angry inmate. Based on these observations and judgments, the officer decides that this is a trouble situation and that he should take action.

The decision as to whether a situation is trouble or no trouble is based on the officer's knowledge and experience with prison life, and his familiarity with the inmates he supervises. The more you know about both, the better your judgments will be.

When asking yourself "What's going on?" you are being alert to \_\_\_\_\_ between individuals or groups and the \_\_\_\_\_ (13)

True/False An observant officer writes down everything he sees and hears. (10)

True/False An observant officer is mentally alert, always asking himself the meaning of the things he sees and hears. (12)

Deciding whether a situation is trouble or no trouble is based on the officer's knowledge and experience with \_\_\_\_\_, and his familiarity with \_\_\_\_\_ (15)

LISTENING

Listening is the final part of sizing up the situation. Listening provides the final information you may need about what's going on so you can manage the inmates in your charge. Listening really means paying attention to those verbal clues inmates send that precede trouble. Inmates, like all human beings, usually go through a verbal stage before acting. If you can hear the danger signals, you can cut off the trouble before it breaks out. Here are some things you can do to listen effectively.

- 1. *Pick out key words.* The key words you are listening for are those that alert you to a potential problem. Although language changes from place to place, here are a few words that usually mean trouble: "kill, shank, get, snitch, honky, waste, hostage, pay, etc." Of course everything you hear must be considered in terms of the inmate who said it. Some inmates are always threatening and sounding off. When such language comes from those who don't usually use it, then it's time to pay special attention.
- 2. *Identify emotion.* Emotions are either positive or negative. Inmates cheering their friends on at a baseball game are exhibiting strong positive emotions. These are not signs of danger. You should be particularly alert to negative emotions such as anger and depression. Both can precede violence. Careful observation of inmates with special attention to changes in their behavior is the best way to identify emotion.



"Listening . . . paying attention to verbal clues . . ."



"Pick out key words [and] identify emotion."

LISTENING (continued)



"... negative emotions ... high intensity ... trouble may be ahead."

3. *Identify intensity.* Intensity is the strength of the emotion that lies behind a statement. High intensity is usually accompanied by high volume. For instance, if an inmate yells across the yard at someone who has just come into view, "I'll kill you if you come near me!!!," you can conclude that the statement has high intensity and is packed with emotion. However, loudness is not always the key to intensity. For instance, an inmate may say in a low voice, "I'll get him if he tries that again." If he is clenching his fists and has fire blazing in his eyes, he is indicating that his intensity is very high. In listening, you should be very alert to negative emotions that are expressed with high intensity. These are your signals that trouble may be ahead.

Three things that can aid your listening skills are:

- 1. picking out \_\_\_\_\_
- 2. identifying \_\_\_\_\_
- 3. identifying \_\_\_\_\_

(14)

SUMMARY

In this chapter you've learned about several skills that you can use to size up the situation.

- Get in a good position to see and hear what's going on. The key here is to play it safe. Get close enough to see and hear; keep far enough away to stay out of range of an initial attack.
- Your body is the best tool you have to demonstrate that you are in control of the situation. By standing up straight, by keeping your hands quiet, by leaning forward slightly, and by looking the other person straight in the eye, you show the strength and confidence that will command respect.
- Observing is a very active skill that requires mental alertness and judgment as you go about your duties. An observant officer constantly asks himself, "What's going on?" and "What does it mean?" He is attentive to relationships between groups and individuals, and he looks for the emotion that inmates display because he knows that emotions can signal impending action.
- Listening provides much information about what's really going on. By being attentive to key words, and the quality and intensity of the emotion behind the words, the alert officer is able to anticipate potential problems.

By practicing these sizing up skills, you'll be on your way to very effective management of inmates.



## ANSWER KEY—SIZING UP THE SITUATION

1. Sizing up the situation means gathering **information** about what's going on around you.
2. The three levels of interpersonal communication skills are:
  1. **sizing up the situation**
  2. **communicating with inmates**
  3. **controlling behavior**
3. A safe distance from an individual is about **3** feet; a safe distance from a group is about **5** feet.
4. ☒ 1.  
☒ 2.  
☒ 3.  
☐ 4.
5. In sizing up the situation, the officer is **active**.
6. B. Turn your whole body so you're facing each part of the area squarely at some time.
7. The rule about safe distance is to get **close** enough to see and hear, and to stay **far** enough away to be safe.
8. Looking at someone **directly in the eyes** lets him know you are paying attention to him and can't be intimidated.
9. You can see and hear someone better if you're facing them **squarely**.
10. False. You will never be able to write down everything you see and hear. You must, however, draw conclusions based on what you see and hear and take action.
11. Three ways of using your body to communicate strength and confidence are:
  1. **stand up straight**
  2. **get rid of distracting mannerisms**
  3. **lean forward**
12. True.
13. When asking yourself "What's going on?" you are being alert to **relationships** between individuals or groups and to the **emotional climate** in your area.
14. Three things that can aid your listening skills are:
  1. picking out **key words**
  2. identifying **emotion**
  3. identifying **intensity**
15. Deciding whether a situation is trouble or no trouble is based on the officer's knowledge and experience with **prison life**, and his familiarity with **the inmates he supervises**.

# Chapter 2

## Communicating with Inmates

CORRECTIONAL  
OFFICER

Self-Instructional Course

## INTRODUCTION

So far in this Part you've learned some skills you can use in supervising inmates. You've learned how to get in good position, how to use your body to command respect, what to look for when observing, and some keys to listening carefully. These sizing up skills help you get information you need to manage inmates effectively. You'll notice that all these skills are non-verbal skills, that is, you, the officer, don't have to say anything to use them.

However, in your job as a correctional officer you will need more than sizing up skills. You will give orders and directions, ask questions, and take action in situations as they happen. If you are able to communicate properly, your job will be easier and your performance improved.

Two communicating skills will be discussed in this chapter. They are:

- Responding to inmates
- Asking questions

These build on the sizing up skills you've already learned. It's important that you use them together.

True/False The communication skills of responding and asking questions should be used alone. (4)

Who gets the most benefit from using good communication skills?

- \_\_\_ A. The officer
- \_\_\_ B. The inmates
- \_\_\_ C. The institution

(7)

## RESPONDING



"The officer needs to know . . . who is involved . . ."

Correctional officers frequently must deal with inmates who are in a highly emotional state. We know that when people are emotionally charged, they are often hard to manage and are not communicative. They are so caught up in their own feelings that they don't care about anything else, especially the officer's request for information. But these are exactly the times when the officer most needs information. He needs to know what's happening, who's involved, what's going on. These are times when good communication skills are essential for good management of inmates.

Consider some examples:

Officer Rogers hears a disturbance in the day room and goes to investigate. He finds a small group of very excited inmates near an inmate who is lying on the floor bleeding. First of all, the officer needs to control the situation. Then he needs to find out what happened and who was responsible.

Officer Donati finds inmate Young in his cell when he should be in vocational training. By using his observing and listening skills, Officer Donati learns that Young is frightened of someone in the vocational training class. The officer wants to find out who it is.



... what is happening . . .

## RESPONDING (continued)

Officer Baxter is surprised by inmate Brown who blows up at him when Baxter reminds the man to clean up his room. Baxter wants to find out what's really bothering Brown since he's usually a cooperative inmate.



... what is going on."

In all these situations, the officer needs to control the inmates, and he also needs information to manage the situation properly. The first response of most people is to ask questions. Officer Rogers could have rushed over and yelled, "Who knifed him?" Officer Donati might have asked, "Who are you afraid of?" And Baxter might have shot back testily, "What the hell's the matter with you, Brown?" The results in all three situations probably would have been zero.

In these kinds of situations, direct questioning is probably the least effective technique the officers could have used. It would be ineffective because questions put people on the defensive, especially when they are already in an emotionally charged state.

- True/False Correctional officers don't need to care about inmates' emotions because officers aren't therapists. (1)
- True/False Officers often need information from inmates who are emotionally excited. (5)
- True/False Questioning is not always the most effective method of getting information. (8)

RESPONDING (continued)



"Responding . . . reflecting back . . . what he is saying and feeling."

The communication technique useful in situations that are emotionally charged is called *responding*. Responding really means "reflecting back." It's like being a mirror for the other person. Responding reflects back to the speaker what he's saying and feeling. Responding has several effects.

First, it usually opens up the person you're talking to so he will continue to talk, thus providing you with the information you need. Second, it can help the inmate talk out, rather than act out his emotions. This is useful, particularly if the emotions are negative and violent. Third, responding shows an inmate that you are trying to understand what he's saying and feeling. This builds the relationship between you and improves the chances for better communication in the future. Finally, responding helps people see, and therefore understand, themselves, so they can better solve their own problems. From these effects, you can see that responding is a powerful communication skill.

Another name for responding is \_\_\_\_\_ (2)

Responding usually opens people up so they continue to \_\_\_\_\_ (6)

Responding encourages people to talk out rather than \_\_\_\_\_ their emotions. (3)

Responding shows that you are trying to \_\_\_\_\_ what someone is saying and feeling. (10)

In responding, you focus on what the inmates are either saying or doing. Using what you have learned, you position yourself for observing and listening to the inmates. Next, you think about what you have seen and heard by asking yourself, "What are the inmates doing?" and "What is this inmate saying?" In answering both questions, stick close to what is actually going on and what's being said. Finally, after taking it all in and thinking a few moments, you summarize in your own words what the inmates are saying or what you observe them doing.

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



". . . summarize in your own words."

True/False Responding means thinking about and then summarizing what you have just seen or heard. (9)

RESPONDING (continued)



"Paraphrase [and] keep comments short."

In responding you need to keep two things in mind:

First, you should paraphrase the inmate's statement in your own words. Don't just parrot what he says. This gives him an opportunity to see his statement through the mirror of your understanding.

Second, keep your comments *short!* Summarize the main idea. Don't just repeat.

You respond by saying to an inmate either:  
"You look (it looks) \_\_\_\_\_," or  
"You're saying \_\_\_\_\_," or  
"You feel \_\_\_\_\_."

For example:  
"You look pretty busy." or "You're saying you're pretty busy."  
or "You feel worried."

What you are doing is restating what you saw, what the inmate told you, or what you think the inmate feels.

What you are *not* doing is giving advice.

Inmate: "I haven't received a single letter from my wife in over a month. I don't know what is happening. The last letter I received was such a good one."

Mark those replies which show responding with an R.  
Mark those statements which give advice with an A.

Officer:

- 1. "If I were you I'd forget about her."
- 2. "You feel worried because you haven't gotten any mail lately."
- 3. "Everything will be o.k., I bet you'll get a letter tomorrow."
- 4. "You're saying that your wife hasn't written to you in over a month."

REVIEW

Here are three situations in which an officer could use responding. Read each situation and then write in the blank how you might respond. Compare your responses with the possible responses suggested in the key.

An inmate says to you, "He's going to get me this time, I know it. I haven't got a chance. I should have paid up but I thought I could get away with it."

YOUR RESPONSE: \_\_\_\_\_ (14)

An inmate says to you: "I'm not saying no more to you. You got all there is, which is zero!"

YOUR RESPONSE: \_\_\_\_\_ (16)

An inmate says to you, "Sure, I know it's going down. They have it all planned out. It's going to be a real big one. Take me and shake me down so that I can give you the rest."

YOUR RESPONSE: \_\_\_\_\_ (18)

ASKING QUESTIONS



"Closed question . . . a simple yes or no."

When you have an open relationship with someone, the most direct and effective means of getting information is by asking a direct question. We do it all the time in our personal and professional lives.

- OFFICER: "Where are the body alarms that need fixing?"  
LIEUTENANT: "On the file cabinet in the captain's office."  
  
FATHER: "When is basketball practice over?"  
SON: "4:30."  
  
FRIEND: "Where's the party after the ball game?"  
FRIEND: "At Schmitt's over on Green Street."

Even when an open relationship exists, some ways of asking questions are better than other ways. A *closed question* is one that can be answered with a single word or a simple yes or no. An *open question* is one that requires some explanation. Open questions usually elicit more information than closed questions. Consider these examples.

Officer Dobson hears a crash in the day room. He goes over to the TV area and sees inmate Smith near the set which now has a broken screen.

- CLOSED: "Smith, did you do that?"  
OPEN: "Smith, the TV's broken. What happened?"



"Open question . . . requires some explanation."

Officer Jones notices that inmate Graham, usually an outgoing person, is slouching over a table, his head resting on his arms. He looks pale.

- CLOSED: "Are you sick?"  
OPEN: "Graham, you look pretty bad. Want to tell me about it?"

In both cases the open question is more likely to get an answer with real information than the closed question.

Of course you may choose not to communicate with the inmate at all. For instance, Officer Jones could have decided that he didn't have time to get involved with Graham or that his condition was a no-trouble situation. In either case, he would not ask any question at all. However, since he decided to get involved, the open question would let Graham know that the officer was available and interested in him.

Closed questions can be answered by \_\_\_\_\_ (12)  
or \_\_\_\_\_  
Open questions require \_\_\_\_\_ (15)  
Mark the questions below with an O if they are open and C if they are closed.  
\_\_\_\_ 1. "Have you finished your work assignment?"  
\_\_\_\_ 2. "Why do you think he's so upset?"  
\_\_\_\_ 3. "What do you plan to do about it?"  
\_\_\_\_ 4. "Were you involved?" (13)

## ASKING QUESTIONS (continued)



"Combine open questions . . .

Direct questions are an effective method of getting information when you have an open relationship with someone. When you *don't* have such a relationship, such questioning can be ineffective. For instance, if the person you're questioning is tense, or feels threatened, or is hostile, direct questioning often closes rather than opens communication. In fact, nothing makes inmates clam up quicker than "The Man" asking a whole string of questions. Even though they may be completely innocent, most inmates have learned from experience that the safest way out of a threatening situation is by evasion or silence.

The way to counter this tendency is to combine open questions with the skill of responding. In using this skill, you first open the inmate by responding to what he is saying or feeling. This lets him know you are listening to and understanding him. Then you phrase an open question. If the inmate replies at all, you should respond again; that is, you should reflect back what he says to you. This puts the inmate back at ease. Then try another question. Continue the response/question cycle until you have the information you need or until the interrogation threatens your future relationship with the inmate.

Study the following conversation carefully. Notice how the officer combines responding with questioning.



. . . with responding."

INMATE: (upset) "Somebody took my letter! Now I've about had it . . . I've had all I can manage, man. When someone messes with your mail, there's gonna be some hell to pay!!!"

Response OFFICER: "If someone took your mail you have a right to be upset."

Question OFFICER: "How long were you out of your cell?"

INMATE: "I wasn't gone three minutes."

Question OFFICER: "Where was it?"

INMATE: "Right on the end of my bed by that towel."

Question OFFICER: "Who do you think would mess with your mail?"

INMATE: "I've got a good idea but I'm not snitching him off to you."

Response OFFICER: "I know it might bother you to tell me, but it would help me look into this if you want me to."

INMATE: "I'll handle it my own way."

Response OFFICER: "I know you're angry about this, but let me have a go at it for a while so you don't get yourself into more trouble than you've already got."

By combining responding and open questions, the officer was able to defuse the inmate's anger, avoid violence, and keep the communication open. Whether the inmate finally reveals the name of the suspected thief is up to him. But at least he knows that the officer is listening.

In seeking information from inmates who are hostile or emotionally charged, an effective communication skill is to combine \_\_\_\_\_ with \_\_\_\_\_. (17)



## SUMMARY

In this chapter you have learned two communication skills that can help you get information you need to manage inmates well. When coupled with the sizing up skills you learned in the previous chapter, these skills can increase your effectiveness.

- Responding is the skill of reflecting back what an inmate is saying or feeling. Responding usually defuses negative feelings and reinforces positive ones. It usually opens communication and encourages inmates to talk out rather than act out their emotions.
- When responding, the officer reflects back what the inmate is saying, what he seems to be feeling, or how he looks.
- Closed questions can be answered by a single word or a simple yes or no. Open questions demand some information. Open questions usually elicit better information than closed questions.
- Direct questioning is an effective means of getting information when you have an open relationship with someone. However, when dealing with hostile or emotionally upset inmates, direct questions may close communications. Inmates often feel threatened by questions and withdraw into silence and evasion.
- By combining responding with open questions, a correctional officer can usually get the information he seeks. This technique puts the inmate at ease, is non-threatening, and shows that the officer is really listening to what is being said.

## ANSWER KEY—COMMUNICATING WITH INMATES

1. False. In an emotional situation it is often the correctional officer who is first on the scene, who must control the situation, and who must get the information.
2. Another name for responding is **reflecting back**.
3. Responding encourages people to talk out rather than **act out** their emotions.
4. False. The skills of responding and asking questions should be used in conjunction with the sizing up skills you learned in the last chapter.
5. True. Many times if information is received on-the-scene it will be more accurate than after inmates have had a chance to "work out a story."
6. Responding usually opens up people so they continue to **talk**.
7. A. The officer
8. True. Questioning often puts people on the defensive.
9. True.
10. Responding shows that you are trying to **understand** what someone is saying or feeling.
11. A 1.  
R 2.  
A 3.  
R 4.
12. Closed questions can be answered by a **single word** or a **simple yes or no**.
13. C 1.  
O 2.  
O 3.  
C 4.
14. Possible responses:
  - You say you're going to get hurt because you didn't pay a debt you owed.
  - You feel scared because he's going to get you.
  - You look frightened.
15. Open questions require **some explanation**.

## ANSWER KEY—COMMUNICATING WITH INMATES

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16. Possible responses:
- You're saying you're not going to tell me any more about this situation.
  - You feel mad at me because you think I'm hassling you about this.
17. In seeking information from inmates who are hostile or emotionally charged, an effective communication skill is to combine **responding** with **open questions**.
18. Possible responses:
- You say you want me to take you out and shake you down so you can tell me more about their plans.
  - You feel anxious to tell me about this because you don't want to get blamed for it.

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# Chapter 3

## Controlling Behavior

CORRECTIONAL  
OFFICER  
Self-Instructional Course

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## INTRODUCTION

This chapter builds on previous ones. It is about the hows of controlling behavior by using good management skills. Controlling behavior simply means taking charge. Without the ability to control behavior, all other efforts are wasted. An officer has to do everything he can to insure appropriate behavior, first in the interests of the institution and himself, then in the interests of the inmate. The same holds true for the inmate. Learning to control his own behavior is in his own interest. Control of inmate behavior leads to a secure institution. Inmate self-control leads to success. Without control, nothing productive can occur.

In this chapter, two skills that put you in control will be presented. They represent specific ways you can apply the other skills you've developed in order to manage and control inmate behavior in an effective manner. The skills are:

- Handling requests
- Making requests

Control of inmate behavior leads to a

(1)

Inmate self-control leads to

(4)

HANDLING REQUESTS



"Base your decisions on . . . the inmate's behavior, the situation . . .

In handling the many requests you receive from inmates, you will often be required to make a judgment. You may grant the request, deny the request, or postpone it.

You should base your judgment on the best information possible so that the answer you give is fair and reasonable. You need several kinds of information to make a good decision:

- *The inmate's behavior:* You use all your skills of observing, listening, and communicating to decide why this request is being made. Does the inmate's behavior suggest that he is being straight, or is the request some kind of game? Observing visual signs and listening carefully to the inmate's tone of voice should give you clues. You also want to think about this inmate's usual behavior. Is he usually cooperative? Does he often take advantage? By thinking about the inmate's present and past behavior you begin to get a sense of whether this request is legitimate.
- *The situation.* Your judgment will be determined in some manner by the context of the request. Who is present? Are others watching to see if this inmate can get away with something? Why is the inmate asking now? Why is he asking you and not someone else?

Your three choices in responding to a request are:

1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
- (2)

In addition to the inmate's behavior and the situation, there are two other points you should consider in judging a request.

- *The rules and regulations of the institution.* These will influence your decision more than any other factor. The rules and regulations spell out what is allowed and what is not allowed. Most institutions distribute inmate handbooks that clearly state the rules. This resource can be your strongest defense against an illegitimate request, just as it can be the inmate's strongest argument in favor of a legitimate request.
- *Inmate rights.* As you learned in an earlier chapter, inmates have certain rights that cannot be denied them, such as the right to nutritious food and the right to be free from abuse. Inmates are usually very familiar with their rights; you should be, too.

After you have considered the inmate's behavior, the situation, any applicable rules, and the inmate's rights, you should be in a good position to make an informed decision whether to grant, deny, or postpone a decision on the request.



. . . the rules of the institution [and] inmate rights."

The four areas you should consider in making a decision on an inmate's request are:

1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
  4. \_\_\_\_\_
- (3)

True/False The most important factor in your decision should be the behavior of the inmate making the request.

(7)

## HANDLING REQUESTS (continued)



"... give a reason for your decision."

### *Responding to the Request With a Reason:*

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

You have three possible avenues of action. In any case, you should give some reason for your response.

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

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

"I'll look into (it) \_\_\_\_\_ because \_\_\_\_\_."

Mark the response that best answers the request.

An inmate who has really been a screw-up might ask, "Hey man, how about a phone call today?" Based on past behavior, the way he asked, and the fact that he is not entitled to a call by institution policy, you might say:

- \_\_\_ A. "No way."
- \_\_\_ B. "You know better than to ask."
- \_\_\_ C. "Not now, see me later and I'll let you know!"
- \_\_\_ D. "No, I'm not going to allow it because it's against the rules." (10)

## MAKING REQUESTS

The same officers who tend to answer every request with a flat "yes" or "no" may also be in the habit of making every request in the form of a direct order. While such orders are obviously necessary at times, they are not the whole story. Making requests in an effective manner involves *checking things out* and *taking appropriate action*. You need to check things out to ensure that you don't make the wrong move—a move that might increase tension rather than calm things down. Once you've done this, you can decide whether the best action will involve a simple request, an order, or even direct physical action.

### *Checking things out:*

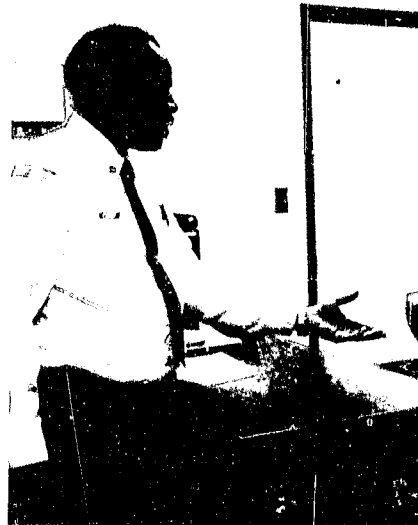
The procedures here are the same as those involved in handling inmate requests. Here however, your aim should be to understand the whole situation involving the inmate you plan to have do something. Is he with his friends? If so, what's his probable relationship to them? Will he feel he's losing face if you give him an order, and therefore react antagonistically? By using your sizing up skills and your responding skills, you can help make sure that the action you take in making your requests will be effective.



"Making requests involves checking things out [and] taking appropriate action."

In making a request, your actions can range from a simple \_\_\_\_\_, to an \_\_\_\_\_ action. (5)  
to direct \_\_\_\_\_

MAKING REQUESTS (continued)



"... be specific ... identify what you want and when you want it ..."

*Taking action:*

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

Taking action means selecting the best way to make your request. In taking action to get an inmate to do something, you should be specific. You should identify what you want and when you want it done. Telling an inmate in this manner makes it clear. The ways one can make requests are:

- |                       |   |
|-----------------------|---|
| <i>Mild or polite</i> | "I'd like you to _____."                |
|                       | "I'd appreciate it if you would _____." |
| <i>Direct order</i>   | "I want you to _____."                  |
| <i>Threatening</i>    | "If you don't _____, I'll _____."       |

Taking action means \_\_\_\_\_ (6)  
the best way to make your request.

When telling an inmate to do something, you need  
to be \_\_\_\_\_ That is, (9)  
tell him what you want done and when.

Generally, it is best to try the mild or polite method on an inmate and see if it works. If it doesn't, you can go to a direct order; and if that doesn't get the job done, you may have to threaten. Remember, if you do threaten an inmate, make sure you threaten to write up a report. It fits into your institutional policy and does not include any physical action on your part.

What format you use for making a request will depend on the situation, the particular inmate, your institution's rules, and the inmate's rights. As indicated earlier, the point is to get the job done—to have the inmate do what you want. Most experienced officers agree that the job gets done better if direct confrontations or threats are avoided.



"... inmates respond more favorably to polite requests."

The three ways to make requests are:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ (8)

True/False The best way to get things done is by threats or force since inmates see any signs of politeness as weakness. (11)

## SUMMARY

Controlling behavior in an effective manner with minimal tension and energy is the goal of every correctional officer. When inmates begin to take control of their own behavior, a climate for real success exists. Officers can develop skills to aid them in controlling inmate behavior.

- In handling requests, the judgment to grant, deny, or defer the decision should be informed and fair.
- In making the decision the officer should consider the inmate's behavior, the situation, the rules and regulations of the institution, and the inmate's rights. The rules and regulations of the institution are the most important factors.
- After making the judgment, the officer should communicate his decision and include a reason. The reason helps the inmate understand the basis for the decision and shows that the decision is specific to the situation, not a precedent.
- In making requests, the officer should first check things out carefully.
- In taking action, the officer should phrase his request in the way he thinks the inmate will respond to most favorably. The three forms of requests are mild or polite, direct order, or threatening.
- Experienced officers find that inmates, like most people, respond more favorably to mild or polite requests.

## ANSWER KEY—CONTROLLING BEHAVIOR

1. Control of inmate behavior leads to a **secure institution**.
2. Your three choices in responding to a request are:
  1. **to grant it**
  2. **to deny it**
  3. **to postpone a decision**
3. The four areas you should consider in making a decision on an inmate's request are:
  1. **the inmate's behavior**
  2. **the situation**
  3. **the institution's rules and regulations**
  4. **the inmate's rights**
4. Inmate self-control leads to **success**.
5. In making a request, your actions can range from a simple **request**, to an **order**, to direct **physical** action.
6. Taking action means **selecting** the best way to make your request.
7. False. The institution's rules and regulations should be the first and the overriding consideration.
8. The three ways to make requests are:
  1. **mild or polite**
  2. **direct**
  3. **threatening**
9. When telling an inmate to do something, you need to be **specific**. That is, tell him what you want done and when.
10. D. "No, I'm not going to allow it because it's against the rules."
11. False. Experienced officers have found that inmates, like most people, respond best to polite behavior.



# Chapter 4

## Disciplining Inmates

**CORRECTIONAL  
OFFICER**

**Self-Instructional Course**

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### INTRODUCTION

Previous chapters have discussed controlling inmate behavior through the use of good communication skills. The correctional officer's skill in making and handling requests increases cooperation from inmates. This might be called positive learning; using these techniques helps inmates understand and accept the rules and regulations that have been communicated.

However, there will be times when the rules are not obeyed and something must be done to correct the situation. This is the area of discipline—that is, action taken as a response to an infraction of the rules. In this chapter you'll learn how to judge the severity of an infraction as well as different ways of dealing with minor violations.

\_\_\_\_\_ is action taken in response (2)  
to an infraction of the rules.

True/False Good communication skills help inmates  
understand and accept rules and regulations. (5)  
This is called positive learning.

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## THE ROLE OF THE CORRECTIONAL OFFICER

"... it is never part of your job to punish inmates."

Part of your job as a correctional officer is to know and enforce the rules and regulations of the facility. However, it is never part of your job to punish inmates. You may reprimand or otherwise informally discipline an inmate, or you may initiate a formal disciplinary process for a repeat or serious infraction, but you do not have the authority to punish. Only the warden, the facility administrator, or the disciplinary committee has the authority to do that.

You should keep in mind that physical punishment is completely inappropriate in a correctional institution. There may be times when you have to use some force to subdue a violent inmate or separate inmates who are fighting. This use of necessary force for security is acceptable. But you should never strike an inmate as punishment or use unnecessary physical force for any reason.

True/False Punishment of inmates who violate the rules is a part of the correctional officer's job. (4)

True/False There are times when it is necessary to use force in subduing or controlling inmates. (7)

## JUDGING THE SEVERITY OF MISBEHAVIOR

Obviously, some forms of inmate misbehavior are more serious than others, just as breaking some rules is more serious than breaking others. The correctional officer has some discretion in dealing with lesser infractions, but virtually none in dealing with serious infractions.

When an inmate's misbehavior or violation of the rules endangers the safety of the institution or its staff or inmates, the incident must be reported and dealt with formally. Such serious incidents would include:

- interfering with a count
- attempting escape
- possessing a weapon
- attacking an officer or inmate
- destroying security equipment

The correctional officer's disciplinary duty in such cases is clear. Once the incident has been taken care of from a security standpoint, the officer must write a report upon which disciplinary action will be taken. As stated earlier, the officer has no choice in these matters—the incident must be written up.



"... serious incidents ... must be written up."

True/False The correctional officer can use his discretion in deciding how to deal with serious incidents. (1)

A serious misbehavior or infraction is one in which the inmate's behavior of the institution or its staff or inmates. (6)

## JUDGING THE SEVERITY OF MISBEHAVIOR (continued)



"... your arrival may be all it takes ..."

Not all inmate misbehavior or rule violations will be so serious; in fact, most of the disciplinary problems you will have to deal with will be much less serious. The kinds of minor infractions you will often see are:

- refusing to clean a cell
- wasting food
- being rowdy and noisy
- refusing to work
- being insolent or disrespectful

In dealing with these incidents the correctional officer has more discretion. In most cases you will have to use your own judgment in deciding how to handle misbehavior, but there are several courses open to you. Whatever action you choose, your main goal should be to make sure the incident does not happen again.

Sometimes you may not need to take any action—your arrival on the scene may be all it takes to settle things down. For example, a couple of inmates may stop horsing around in the dining room line if you make your presence known and send a warning look their way.

At other times you may find it necessary to speak to an inmate who is misbehaving. At best, you may only have to remind him of the rule he is breaking and the reasoning behind the rule to bring him into line.

The goal of discipline is to make sure an incident (3)

## INFORMAL DISCIPLINE

In a situation in which an inmate is breaking rules on purpose, you should take some definite action. Unless the inmate is a consistent offender, an informal approach is probably better than a formal report. You might call this the serious warning stage; remind the inmate that he is breaking a rule and warn him of the consequences if he continues his misbehavior. But make sure you can do what you threaten. "Stop that or I'll report you" is a valid warning; "If you continue making all that noise I'm going to throw you in solitary" is not because you do not have the authority to carry out your threat. A fundamental rule of supervision is "Never threaten what you cannot carry out."

If a good strong warning does not work, follow through and write up the incident. And remember that once you have sent that report to your supervisor, the disciplinary action is out of your hands. "Writing it up" is as far as you can take it; further action is up to the warden or the disciplinary committee.



"... remind the inmate ... and warn him of the consequences ..."

Rank the following actions from least formal (1) to most formal (4).

- \_\_\_ Remind the inmate of the rule and why it exists. (1)
- \_\_\_ Write it up. (2)
- \_\_\_ Make your presence known, cast a warning look. (3)
- \_\_\_ Warn the inmate of the consequences if he continues. (4)

True/False Correctional officers should threaten anything to make inmates obey. (11)

## INFORMAL DISCIPLINE (continued)



"... reprimand in private."

No matter what course of action you decide to take when disciplining an inmate who has broken a rule or is misbehaving, there are several guidelines to keep in mind. First of all, whenever you reprimand or question an inmate about an incident, do it in private. Do not confront him in front of other inmates—he may become embarrassed and resentful, and your disciplinary action will probably be wasted. Always deal with an incident as soon as possible, but if you have to wait in order to get the inmate out of a crowd, then wait.

Second, treat all inmates firmly but fairly when disciplining. In being firm, make sure your message is clear and enforceable; in being fair, make sure you treat all inmates alike. Do not play favorites or pick on particular inmates—you will lose respect and credibility in the eyes of other inmates.

Third, always try to talk to the inmate about the cause of his misbehavior. His response may help you decide how to handle the incident while also helping the inmate with a bigger problem. Also you add to the inmate's sense of self-esteem by showing that you are interested in him and his situation. Further, use judgment and discretion in writing reports. Officers who become "report happy" tend to get a lot less cooperation from inmates than officers who handle discipline informally.



"... talk to the inmate about the cause of misbehavior."

Finally, maintain your professional attitude while disciplining. Deal with inmates in a cool and collected manner—do not let anger or annoyance show. Some inmates will tend to think you're out to get them when you discipline them, but if you handle the situation in a professional manner they will realize that you are doing your job. Remember, they will make fun and taunt you and try to test your limits—but maintain that professional attitude.

Mark the statement(s) that are correct.

- ☐ 1. Always discipline inmates in front of other inmates to set an example.
  - ☐ 2. Discipline inmates firmly and fairly.
  - ☐ 3. It is a good idea to talk to the inmate about the cause of his misbehavior.
  - ☐ 4. Write up incidents as often as possible. (9)
- Once an incident is written up, disciplinary action is up to:

- ☐ A. the correctional officer
  - ☐ B. the counseling staff
  - ☐ C. the warden or disciplinary committee (12)
- True/False If you are angry with an inmate, yell and scream at him—it will make your point clearer. (14)

## REVIEW

In a correctional setting, discipline is a reaction to inmate misbehavior or infraction of the rules. Discipline can be formal or informal depending on the seriousness of and the circumstances surrounding the infraction. With the exception of writing up incidents, correctional officers usually deal with informal discipline. Often informal disciplinary techniques can be successful in achieving the disciplinary goal, which is to ensure that the infraction is not repeated.

A rule at a state institution indicates that stealing food is an infraction and may result in disciplinary procedure. During a routine frisk search, Officer Brown finds that inmate Dave Allen, who is usually very cooperative, has an onion in his pocket, which he stole from the kitchen.

Mark the course of action you think Officer Brown should take.

- ☐ A. Write a formal disciplinary report and allow the Warden to handle the problem.
- ☐ B. Deal with the situation informally; require the inmate to return the onion and apologize for the incident.
- ☐ C. Make the inmate eat the onion raw as an example to any other inmates who might be thinking of stealing food.

(10)

Two inmates who are good friends are pushing each other in line. They are both laughing and kidding, but their horseplay is slowing up the line.

Mark the course of action the officer on duty should take.

- ☐ A. Submit a formal report—the two are disturbing other inmates.
- ☐ B. Pull the inmates out of line and tell them to return to their cells.
- ☐ C. Tell the inmates to stop.
- ☐ D. Ignore the incident—they are only kidding.

(13)

Inmate Les Wilson laughingly pushed another inmate out of the serving line. Officer Raymond told him to stop and Wilson did so, muttering under his breath something which Raymond couldn't hear. Other inmates apparently heard the remark because a number of them laughed and glanced at the officer.

Mark what Officer Raymond should do.

- ☐ A. Confront Wilson, accusing him of being a wise guy and threaten to put him in solitary confinement.
- ☐ B. Write a formal report and submit it to his supervisor.
- ☐ C. Send Wilson back to his cell, warning the other inmates to learn from this example.
- ☐ D. Ignore the incident.

(17)

## REVIEW (continued)

Inmate Tom Berg is a cell block trusty who's been given the privilege of living in a single cell. He has already served one year of a five-year sentence, and he knows the rules and regulations of the facility very well. One rule prohibits pictures from being hung on the walls of the cells. A recent inspection revealed that Berg has one wall of his cell covered with newspaper pictures and clippings. He has been warned before about this.

Mark what the inspecting officer should do.

- ☐ A. Ignore it since Berg is a trusty.
- ☐ B. File a written report to his supervisor.
- ☐ C. Warn Berg that if he doesn't clean the walls immediately, he'll be reported. (16)

Inmate Sam Simon deliberately dropped his lunch on the floor of the dining room and left it there. Officer Davis brought a dustpan and mop so Simon could clean up the broken dishes and the spilled food. The inmate said "Forget it, clown, I ain't picking up anything. It can lie there and rot for all I care." Simon has a reputation for frequently making hostile remarks to officers and refusing to follow orders.

Mark what Officer Davis should do.

- ☐ A. He should ignore the inmate.
- ☐ B. He should make an attempt to force the inmate to pick up the mess.
- ☐ C. He should report the situation to his supervisor and let him decide what course of action to take. (18)

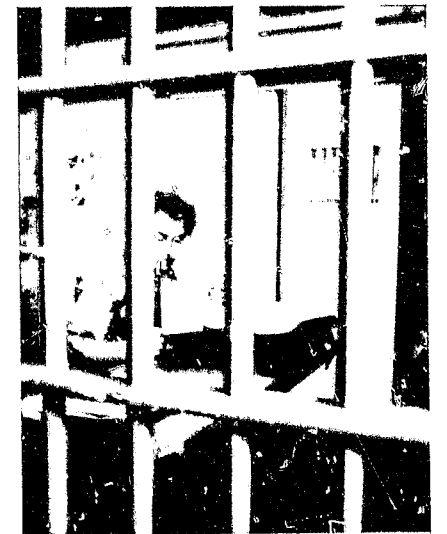
## FORMAL DISCIPLINE

The institution is required by law to make available to all inmates written copies of the rules and regulations and the penalties for violating them. As a correctional officer, you should be thoroughly familiar with these documents. Penalties which the institution may legally impose include:

- loss of privileges such as recreation, visitors, phone calls, etc.
- confinement to cell
- loss of "good time"
- solitary confinement (this may be imposed for short periods of time, with full diet)

Solitary confinement is a punishment; administrative segregation is not. Some inmates may be housed away from the rest of the population indefinitely for a variety of reasons: they may be troublemakers; they may be targets for assault; they may require special attention.

As stated earlier in this chapter, the warden, a prison administrator, or a disciplinary committee determines the penalty to be imposed on an inmate for misconduct.



"The institution is required to make available written copies of the rules . . ."

Mark the penalties a disciplinary committee can impose.

- ☐ 1. loss of phone privileges
- ☐ 2. solitary confinement with only two meals per day
- ☐ 3. 125 push-ups
- ☐ 4. loss of "good time"
- ☐ 5. confinement to the cell
- ☐ 6. flogging

Administrative segregation is not punishment; \_\_\_\_\_ is. (19)  
True/False Once an inmate is written up, the correctional officer determines the punishment. (21)

## FORMAL DISCIPLINE (continued)



"A serious violation . . . a formal disciplinary hearing . . ."

When an inmate is charged with a very serious violation, one that endangers the security and safety of the institution, a formal disciplinary hearing will probably be held. When conducting formal disciplinary hearings, the institution is required by law to follow due process procedures which have been defined by the Supreme Court. The following guidelines must be followed during formal disciplinary hearings against inmates charged with serious rule violations:

- The inmate has the right to a written statement of charges at least 24 hours before any disciplinary committee hearing.
- The inmate has the right to a formal notification of the hearing and must be given time to prepare a defense.
- The inmate can call witnesses and present evidence, as long as by so doing security or correctional goals are not jeopardized.
- The inmate has the right to remain silent, but the disciplinary committee may use such silence against him in arriving at a decision.
- The inmate does not have the right to confront his accusers. The institution may allow him to do so at its own discretion.
- The inmate has no right to cross-examine witnesses.
- If the alleged violation is one for which the inmate could also be prosecuted (e.g., assault), he has the right to counsel at the disciplinary hearing. Otherwise, there is no right to counsel.
- The inmate is entitled to a written statement of the disciplinary committee's decision, including the reasoning and evidence on which the decision is based.
- The inmate has the right to appeal the decision to a higher authority. The appeal process must be made clear in the committee's decision report.



"The inmate can call witnesses and present evidence . . ."

Most correctional administrators are very conscientious in following due process procedures in order to protect themselves against lawsuits. The correctional officer can assist in this preventive effort by knowing what his disciplinary duties and limits are, and by always disciplining inmates fairly and professionally.

A \_\_\_\_\_ takes  
place when an inmate has been charged with a very serious violation. (23)

In such instances, the institution must follow  
certain \_\_\_\_\_ procedures. (20)

Mark the right(s) an inmate charged with a serious violation  
has at a formal disciplinary hearing.

- \_\_\_\_\_ 1. a written statement of charges at least 24 hours in advance
- \_\_\_\_\_ 2. to cross-examine witnesses
- \_\_\_\_\_ 3. time to prepare for the hearing
- \_\_\_\_\_ 4. to call witnesses and present evidence (in most cases)
- \_\_\_\_\_ 5. to remain silent without having it held against him
- \_\_\_\_\_ 6. a written statement of the hearing committee's decision, with reasons and evidence (22)



## SUMMARY

While the use of good interpersonal communication skills often results in positive learning and increased cooperation, there will be times when discipline is needed. This chapter dealt with informal and formal disciplinary procedures.

- Discipline is action taken in response to an infraction of the institution's rules. Infractions may be minor (insolence, rowdiness, wasting food) or serious (attempting escape, attacking an officer, possessing a weapon).
- The correctional officer has some discretion in handling minor infractions. His action may consist of a reminder, a warning, or a reprimand.
- In informally disciplining inmates, the officer: may not punish; should be fair and impartial; should discipline in private; and should use disciplinary reports sparingly.
- Serious infractions must be reported.
- Once an infraction has been reported, disciplinary action is in the hands of the warden, the appropriate prison administrator, or the disciplinary committee.
- Penalties for serious infractions may range from no action to reprimands to loss of privilege or good time to solitary confinement.
- Formal disciplinary committee hearings are held for serious infractions which endanger the security or safety of the institution.
- Inmates involved in disciplinary committee hearings are entitled to certain due process procedures under the law, including the right to be informed in writing of the charge, the right to call witnesses and present evidence, the right to a written report of the committee's decision, and the right to appeal.

The purpose of discipline is twofold: to maintain order within the institution and to protect the safety and welfare of those who live and work there. The correctional officer can play a major role in achieving both purposes by being fair and professional in his job as disciplinarian.

## ANSWER KEY—DISCIPLINING INMATES

1. False. Serious incidents must be written up.
2. **Discipline** is action taken in response to an infraction of the rules.
3. The goal of discipline is to make sure an incident **does not happen again**.
4. False. Correctional officers do not punish inmates.
5. True.
6. A serious misbehavior or infraction is one in which the inmate's behavior **endangers the safety** of the institution or its staff or inmates.
7. True. For example, if an inmate is violent or has a weapon, officers may use necessary force to subdue him.
8. 2 Remind the inmate of the rule and why it exists.  
4 Write it up.  
1 Make your presence known, cast a warning look.  
3 Warn the inmate of the consequences if he continues.
9. 1.  
✓ 2.  
✓ 3.  
4.
10. B. Deal with the situation informally; require the inmate to return the onion and apologize for the incident. The rule states that stealing food *may* result in a disciplinary action, so the officer has some discretion. Since the inmate is usually cooperative and since the theft of one onion does not seem serious, this incident would be best handled informally.
11. False. Never threaten what you cannot carry out.
12. C. the warden or disciplinary committee
13. C. Tell the inmates to stop. Bringing the rules to the attention of the inmates at this stage should be sufficient to encourage them to control their behavior.
14. False. Maintain a cool professional attitude in disciplining.
15. ✓ 1.  
2.  
3.  
✓ 4.  
✓ 5.  
6.
16. B. File a written report to his supervisor. As a trusty, Berg knows better and he has been warned before.
17. D. Ignore the incident. He has no evidence on which to make a report.

## ANSWER KEY—DISCIPLINING INMATES

18. C. He should report the situation to his supervisor and let him decide what course of action to take. He should not take the matter into his own hands; this situation calls for administrative action.
19. Administrative segregation is not punishment; **solitary confinement** is.
20. In such instances, the institution must follow certain **due process** procedures.
21. False. Correctional officers do not determine punishment; the warden, a prison administrator, or a disciplinary committee does that.
22. ☒ 1.  
☐ 2.  
☒ 3.  
☒ 4.  
☐ 5.  
☒ 6.
23. A **formal disciplinary hearing** takes place when an inmate has been charged with a very serious violation.

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# Chapter 5

## Report Writing

CORRECTIONAL  
OFFICER  
Self-Instructional Course

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## INTRODUCTION

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"Get it in writing." You have probably heard that expression before. When people want to make sure that the terms of a promise or contract are kept, they get it in writing. Putting things down on paper provides documentation—proof that an event happened, that an argument was made, that some action was taken.

Documentation is very important in correctional facilities. Inmate files, incident reports, log books, and similar reports contribute to the smooth operation of the institution. They also provide good protection for administrators and staff against lawsuits.

Consequently, you will do a lot of writing as a correctional officer. This chapter will describe the types of reports you will have to write and will give you some guidelines for writing good reports. After all, the more complete and accurate your reports, the smoother the operation and the better the protection against lawsuits.

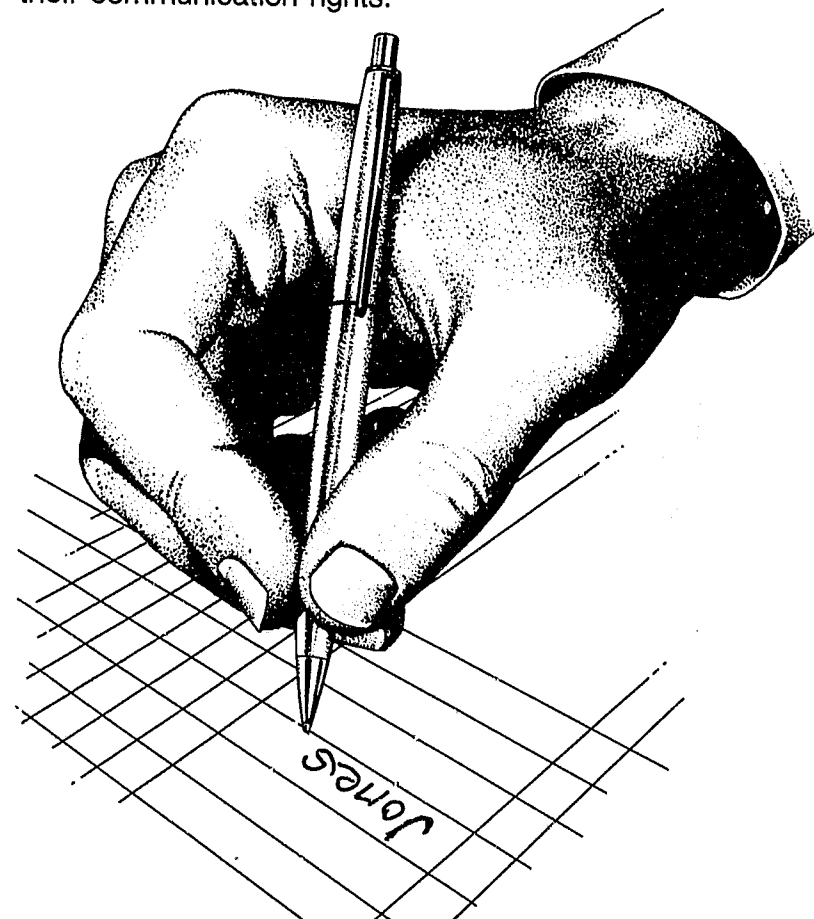
Documentation contributes to the \_\_\_\_\_  
\_\_\_\_\_ of the correctional institution (3)  
and helps protect against \_\_\_\_\_.

## WHAT IS DOCUMENTED

To be effective, documentation must be thorough. Different institutions will have different policies and procedures for documentation, but most document the same types of things. Activities generally documented include:

- correspondence
- visitation
- medical treatment
- recreation
- religious activities
- program activities
- misconduct and disciplinary actions
- positive behavior
- inmate complaints
- court appearances and disposition of court appearances

Keeping records on all these activities serves both purposes of documentation—the smooth operation of the facility and protection against lawsuits and complaints. For example, correspondence logs serve operational functions by keeping correctional staff aware of who inmates are communicating with, and they provide protection by being proof that inmates were allowed their communication rights.



"... keeping records ... smooth operation ... protection against lawsuits ..."

Keeping records such as logs is fairly straightforward. It generally involves filling in on a printed form information such as an inmate's name and number, a date and time, and a few words or a sentence describing something. It is very important, however, that such records be as complete and accurate as possible. When filling out logs or record sheets, follow directions carefully, provide as much pertinent information as you can, and make sure you sign everything.

"... be as complete and accurate as possible."

Documentation must be \_\_\_\_\_ to (1)  
be effective.

Mark the statement(s) that are correct.

1. Correctional facilities are likely to keep records of who visits the inmates.
2. Since the courts keep their own records, correctional facilities generally do not bother keeping records on inmates' court visits and their outcome.
3. One of the purposes of documentation is to give correctional officers enough work to keep them busy.
4. It is very important that all documentation be as complete and accurate as possible. (5)

In filling out logs or record sheets, the correctional officer should follow directions, provide pertinent information, and \_\_\_\_\_ everything. (7)

WRITING INCIDENT REPORTS

Some types of documentation will require more than simply filling in information on a form. Incident reports, for example, also require you to write a narrative describing an event.

"Writing incident reports is an important part of your job . . ."

Incident reports are often the "write-ups" about inmate misbehaviors or rule violations and may become the bases for disciplinary action. Writing incident reports is an important part of your job as a correctional officer; your work in learning to do them properly will be well invested.

Most institutions use a printed form for incident reports. The form will require you to provide specific information and to write a description of the incident and how you handled it.

Providing the specific information is generally a matter of filling in blanks on the form. This information includes the essential facts of the incident—who was involved, what happened, when and where it happened, and who witnessed it. Because this information is so critical, be as specific, complete, and accurate as possible.

\_\_\_\_\_ often document inmate misbehaviors and rule violations and can serve as the bases for disciplinary action. (2)

The essential facts of an incident include: (6)

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

II-70

The most effort in preparing an incident report is required in writing the "description of the incident." The first rule for writing a proper description of the incident is to *be factual*. Describe the incident including the who, what, when, where, and witnesses. Make a straightforward report of the facts as you observed them or as they appear based on your investigation. Describe what happened and how you reacted—leave your opinions, judgments, biases, and prejudices out of it. This is especially important in relating things that inmates say or threaten. If something that was said is important to the incident, relate it as well as you can remember it, even quoting it if you can. For example, if an inmate says "I'll kill you for this, screw," do not write "Inmate Johnson threatened me." Write what he said, or at least that he threatened your life. Be specific. Also keep in mind that your incident report can become a legal document—evidence in an appeal or an inmate lawsuit. In being factual, you write only what happened.

"Be factual . . . leave your opinions, judgments, biases, and prejudices out of it."

The first rule for writing a proper descriptive paragraph is \_\_\_\_\_ (4)

After you have broken up a knife fight, one of the inmates involved, Rogers, whispers to you, "I'll get you, man. I'm gonna cut you bad."

Mark the sentence(s) that would appropriately describe this remark in an incident report.

\_\_\_\_ 1. Inmate Rogers told me "I'll get you man. I'm gonna cut you bad." (9)

\_\_\_\_ 2. Rogers threatened me.

\_\_\_\_ 3. Rogers threatened me, saying he was going to cut me.

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## WRITING INCIDENT REPORTS (continued)

In addition to being factual, *be thorough*. Include all the facts that are necessary and important to the incident without going into excess details. Your narrative should be complete, but not overdone.

Also, write for the reader—make it easy to understand what has happened. One way to do that is to write *chronologically*. That is, relate the facts of the incident in sequence; tell what happened first, second, third, etc., from your perspective.

A good incident report is:

- Thorough
- Chronological
- Clear
- Correct

Another rule is to *write clearly*. Make your reports straightforward and easy to read, using simple words and sentences. Do not try to "dress up" the language—if an inmate calls you a son of a bitch, say that.

Do not use "dictionary" words or long phrases where simple words will do. For example, do not say "he was in an unclean condition"; say "he was dirty." Or do not say "utilized" or "assisted"; say "used" or "helped" instead. Use *everyday* words and language.

And finally, be correct and neat. Double check inmates' names and numbers and any questionable spellings. Take pride in the appearance of your work—it is a reflection on you.

True/False It does not matter what your report looks like or how it is written as long as it includes all the facts. (8)

Match the following:

- \_\_\_ 1. thorough
- \_\_\_ 2. chronological
- \_\_\_ 3. clear
- \_\_\_ 4. correct

- A. straightforward and easy to read; simple words and sentences
- B. includes all facts that are necessary and important
- C. all spellings and names and numbers checked
- D. in sequence; as it happened from your perspective (10)

Being factual means leaving out your

Mark the better example of clear writing in each pair of sentences. (13)

- \_\_\_ A. I concluded that Jones started it.
- \_\_\_ B. I came to the conclusion that Jones was the perpetrator of the incident.
- \_\_\_ A. Officer Thomas requested my assistance.
- \_\_\_ B. Officer Thomas asked me to help.
- \_\_\_ A. I saw inmate Harris coming down the steps.
- \_\_\_ B. I observed inmate Harris descending the steps. (16)
- \_\_\_ A. Johnson threatened retaliation.
- \_\_\_ B. Johnson said he'd get back at him.

Incident Report Samples. The following sample incident report is an example of a well written report. Read it carefully and think about what you've just learned—the essentials of incident reports and the rules for writing good narratives. Think about why this is a properly written incident report.

SANDY CREEK CORRECTIONAL INSTITUTION INCIDENT REPORT			
Name of Inmate(s) Anders, Leon		Register Number(s) 919-768	Quarters Segregation Unit
Date of Incident July 7, 1980	Time approx. 8:30 p.m.	Place of Incident Segregation Unit, Cell #3	
Incident fire in cell		Witnesses Officer Robert Smith Officer Alan Morris	
Description of Incident: <p>At about 8:30 last night Officers Smith, Morris, and I noticed smoke coming from inmate Anders' cell (#3), in the segregation unit. We went to the cell to investigate and found that Anders had a big fire burning in the cell. The bedding and several magazines were on fire. Anders was holding a burning magazine and pacing around in the cell mumbling wildly. He was saying "I'll burn it all out." We opened the security door to move him and put out the fire. Anders refused to be moved, and appeared to be highly excited. He fought us violently, screaming that he was going to kill each of us "dirty bastards." We used necessary force and subdued him and moved him to another cell. He sustained body bruises and injured his left hand. As soon as help arrived, I escorted Anders to the medical unit for examination and treatment. Dr. Watson checked him out and admitted him to the psychiatric unit. As a result of this incident, Officers Smith and Morris received minor burns and bruises and were treated at the medical unit.</p>			
Signature of Reporting Employee <i>Samuel J. Josephson</i>	Name and Title (Printed) Samuel J. Josephson Correctional Officer		Date of Report 7-8-80

The first thing you may have noticed about this incident report is that it is complete. All the blanks on the form have been filled in with specific information, and it has been signed and dated. By reading the top part of the form, you find the answers to all the essential questions:

- Who was involved?  
Inmate Leon Anders, #919-768, assigned to the segregation unit.  
There was a fire in a cell. At approximately 8:30 p.m. on July 7, 1980, in cell #3 of the segregation unit. Officers Robert Smith and Alan Morris.
- What happened?  
When and where did it happen?
- Who witnessed it?

By reading the descriptive paragraph of this incident report, you get a very clear idea of what happened and how the officer responded. The paragraph contains only the facts as observed by the reporting officer—it describes the incident. It is also free of judgments, opinions, biases and prejudices—observations are stated objectively ("appeared to be highly excited").

This paragraph is also thorough. It contains all the important facts of the incident, including the threat ("while screaming that he was going to kill each of us..."). And it tells you exactly how the situation was handled, from the officer's escorting Anders to the medical unit to his admission to the psychiatric unit to the conditions of Officers Smith and Morris. Nothing important to the incident is left out.

Finally, this paragraph is well written. It is chronological in its presentation of information, which makes it easy to follow (noticed smoke... fire burning... opened door... refused to be moved... subdued and moved him... help arrived... escorted him). It is also written clearly—straightforward language and simple sentences (We opened the security door to move him and put out the fire... The bedding and several magazines were on fire... He sustained body bruises and injured his left hand). And this report does not "dress-up" the inmate's language, it lays it on the line ("... screaming that he was going to kill each of us 'dirty bastards'...").

This descriptive paragraph is a good model. The following incident report is not. Keeping in mind what you know about writing incident reports, read the next sample and be prepared to answer questions about it.



INADEQUATE INCIDENT REPORT

SANDY CREEK CORRECTIONAL INSTITUTION INCIDENT REPORT			
Name of Inmate(s) Sykes, Carl		Register Number(s) 992-150	Quarters D Wing
Date of Incident May 21, 1981	Time 10:15 a.m.	Place of Incident Main Dining Room	
Incident Smarting off-- being dirty and barefooted		Witnesses	
Description of Incident: Today while supervising the sweeping crew, I noticed Sykes screwing around (like he usually does and like he's been warned about before) and as I approached him, I noticed his clothing was filthy and that he was barefooted again. I asked him what he was doing and he got real smart-assed with me so I turned him in. I recommend he be left in the hole for a long time until he learns to watch his mouth. When I asked him what was up I asked him if he wanted me to read the rules to him. He got this snotty look on his face and said "Oh, you can read?" I told the dumb sucker that I didn't have to take that from the likes of him. Also, Sykes's cellmate, that tall heavy black dude, came up right behind Sykes as I was talking to him and heard what I said to him, I think, although I don't know if he'd tell the truth or not because he's never been real cooperative with us, but he was a witness to the fact that Sykes had no shoes on and was filthy dirty. I think he also heard Sykes threaten me.			
Signature of Reporting Employee <i>James Kilgannon</i>		Name and Title (Printed) James Kilgannon Correctional Officer	
		Date of Report 5-21-81	

Does this report leave out any essential information?  
\_\_\_ Yes \_\_\_ No

If yes, what is left out? \_\_\_\_\_ (11)

Is this report strictly factual, or is it biased and opinionated?  
\_\_\_ factual \_\_\_ biased and opinionated

If biased and opinionated, give an example: \_\_\_\_\_ (15)

Does this report present its information chronologically?  
\_\_\_ Yes \_\_\_ No

If no, give an example of poor chronology: \_\_\_\_\_ (12)

Would you consider this report \_\_\_ well written  
\_\_\_ fair  
\_\_\_ poorly written

Explain your response: \_\_\_\_\_ (14)

ALTERNATE INCIDENT REPORT

The following is a report of the same incident, written by a different officer. Notice the differences between the two versions.

SANDY CREEK CORRECTIONAL INSTITUTION INCIDENT REPORT				
Name of Inmate(s) Sykes, Carl		Register Number(s) 992-150		Quarters D Wing
Date of Incident May 21, 1981	Time 10:15 a.m.	Place of Incident Main Dining Room		
Incident Insolence-- Being unsanitary and improperly dressed		Witnesses Inmate David Washington #911-228 D Wing		
Description of Incident: At about 10:15 this morning Sykes reported to work in the Dining Room barefooted and in filthy clothes. Two previous times (May 7 and 13, 1981) I've warned him about reporting to work dirty and barefooted. As I approached him about the matter, inmate Washington came in and began watching what was happening. I told Sykes to return to his cell to change clothes and put on his shoes, and he became insolent and hostile. I warned him about his attitude and this seemed to make him angrier at me. He called me a "son of a bitch" and told me to get off his back before something "bad" happened. I escorted him to the supervisor's office and turned him over to Mr. Aiken, Correctional Supervisor.				
Signature of Reporting Employee <i>Jared King</i>		Name and Title (Printed) Jared King Correctional Officer		Date of Report 5-21-81

WRITING EXERCISE

Incident Report Writing Exercise. Now that you have learned the essentials and rules of writing incident reports and have seen examples of well written and poorly written reports, you can practice these skills. Study the following incident report very carefully, both the top of the form and the narrative. There are some things wrong and some things missing in the sample—decide what those are and then rewrite the incident report using the blank form.

SANDY CREEK CORRECTIONAL INSTITUTION INCIDENT REPORT				
Name of Inmate(s) Allen, Tom Crews, Lee		Register Number(s) 930-621 928-142		Quarters A Wing A Wing
Date of Incident April 12, 1980	Time 8:05 p.m.	Place of Incident TV Room		
Incident Fight		Witnesses Inmate Darryl Deever #930-147		
Description of Incident: The other night I was on duty in the A Wing TV Room where inmates Allen, Baker, Crews, Deever, and Edwards were watching TV. Crews, who's always a real pain in the butt, got up and changed the channel. Allen began shouting at Crews to change it back, and a loud argument broke out. I told them to settle down but before I could get over to them Allen jumped on Crews and started punching him, and Baker and Deever moved away to watch the fight, and they were punching and yelling at each other so Officer Lewis and I separated and restrained them and escorted them to their cells. Officers Lewis and Richards had answered the call for help I made when the fight started. Richards stayed in the TV room until I returned. I questioned the two clowns Baker and Deever about the fight-- they both say it happened as reported here. That's surprising, because usually they can't remember their own names. I didn't question Edwards because he had left when Crews changed the channel.				
Signature of Reporting Employee <i>Arthur Hendricks</i>		Name and Title (Printed) Arthur Hendricks Correctional Officer		Date of Report 4-13-80

SANDY CREEK CORRECTIONAL INSTITUTION <b>INCIDENT REPORT</b>		
Name of Inmate(s)	Register Number(s)	Quarters
Date of Incident	Time	Place of Incident
Incident		Witnesses
Description of Incident:		
<div style="height: 300px;"></div>		
Signature of Reporting Employee	Name and Title (Printed)	Date of Report

Compare your report with the model on the next page.

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II-81

WRITING EXERCISE—MODEL

CORRECTED VERSION

SANDY CREEK  
CORRECTIONAL INSTITUTION  
INCIDENT REPORT

Register Number(s)  
930-621  
928-142

Quarters  
A Wing  
A Wing

Name of Inmate(s)  
Allen, Tom  
Crews, Lee

Date of Incident  
April 12, 1980

Incident  
Fight

Time  
approx. 8:05 p.m.

Place of Incident  
A Wing TV Room

Witnesses  
Inmate Darryl Deever #930-147  
Inmate Baker (first name & number)

Description of Incident:  
Last night I was on duty in the A Wing TV Room, where inmates Allen, Baker, Crews, Deever, and Edwards were watching TV. About 8:05 Crews got up and changed the channel, and Edwards got up and left. Then Allen began shouting at Crews to change it back, and a loud argument broke out. I told them to settle down but before I could get over to them Allen jumped on Crews and started punching him. I called for help, and inmates Baker and Deever moved away to watch the fight. Officers Lewis and Richards answered my call for help. Inmates Allen and Crews were punching and yelling at each other, so Lewis and I separated and restrained them and escorted them to their cells. Officer Richards stayed in the TV Room until I returned. I questioned Baker and Deever about the fight -- they both say it happened as reported here.

Signature of Reporting Employee  
Arthur Hendricks

Name and Title (Printed)  
Arthur Hendricks  
Correctional Officer

Date of Report  
4-13-80

SUMMARY

Documentation is a very important function in a correctional facility. Consequently, correctional officers do a lot of writing as part of their jobs. This chapter examined the preparation of routine logs as well as the writing of incident reports.

- Thorough documentation aids the smooth operation of the facility; it also protects the administration and staff against lawsuits and complaints.
- Preparing incident reports is a major responsibility of the correctional officer. Such reports may be the basis of a disciplinary action and should be prepared properly.
- Incident reports should be factual; they should include the essential facts of who was involved, what happened, when and where it happened, and who witnessed it. They should also include the action taken by the officer.
- Incident reports should be free from bias, opinion, or prejudicial language.
- The narrative portion of the incident report should be written clearly and chronologically, using simple, straightforward language.

ANSWER KEY—REPORT WRITING

- 1. Documentation must be **thorough** to be effective.
- 2. **Incident reports** often document inmate misbehaviors and rule violations and can serve as the bases for disciplinary action.
- 3. Documentation contributes to the **smooth operation** of the correctional institution and helps protect against **lawsuits**.
- 4. The first rule for writing a proper descriptive paragraph is **be factual**.
- 5. ☒ 1.  
☐ 2.  
☐ 3.  
☒ 4.
- 6. The essential facts of an incident include:
  - 1. **who was involved**
  - 2. **what happened**
  - 3. **when and where it happened**
  - 4. **who witnessed it**
- 7. In filling out logs or record sheets, the correctional officer should follow directions, provide pertinent information, and **sign** everything.
- 8. False. How an incident report is written is very important; the reader must be able to understand clearly what happened. Neatness helps.
- 9. ☒ 1.  
☐ 2.  
☒ 3.
- 10. ☒ **B** 1.  
☒ **D** 2.  
☒ **A** 3.  
☒ **C** 4.
- 11. Yes. The name of the inmate is missing; there is no time mentioned in the paragraph.
- 12. No. The report tells what was done ("turned him in") early in the paragraph, then tells what happened before that. Even in the latter half of the paragraph the order of events is mixed up.
- 13. Being factual means leaving out your **opinions, judgments, biases, and prejudices**.

ANSWER KEY—REPORT WRITING

- 14. Poorly written Information is missing; the report is biased and opinionated; it is not chronological; some sentences are long and confusing; a threat is mentioned, but only vaguely; spelling was not checked; the officer did not bother to supply the name and number of Sykes's cellmate, who was a witness; the officer did not indicate at the top of the report that there were witnesses.
- 15. Biased and opinionated Examples:
  - "... Sykes screwing around (like he usually does) ..."
  - "... got real smart-assed with me ..."
  - "... recommend he be left in the hole ..."
  - "... told the dumb sucker ..."
  - "... I don't know if he'd tell the truth ..."
- 16. A. I concluded that Jones started it.  
B. Officer Thomas asked me to help.  
A. I saw inmate Harris coming down the steps.  
B. Johnson said he'd get back at him.

-END -

PART II

2 of 7

Part III

**PART III  
SECURITY  
PROCEDURES**

82707  
305

**CORRECTIONAL  
OFFICER**  
Self-Instructional Course



## INTRODUCTION

---

Security Procedures presents

detailed discussion of several aspects of the correctional officer's key responsibility—security. Step-by-step procedures plus illustrations provide the new officer with an overview of the basics of security.

### Chapter 1. Principles of Security

This chapter discusses the security concerns of the modern correctional facility and how they can be met.

### Chapter 2. Contraband Identification and Control

Correctional officers must know what contraband is and how to control its entry into and movement within the institution. This chapter presents methods for identification and control.

### Chapter 3. Searches

Methods for conducting inmate searches, cell searches, area and perimeter searches, vehicle searches and security inspections are presented.

### Chapter 4. Counting Procedures

This chapter presents proper techniques for accounting for inmates' presence and whereabouts in the facility.

### Chapter 5. Key and Tool Control

Lost or stolen institution keys or tools mean trouble. This chapter discusses methods of key and tool control.

### Chapter 6. Patrol Procedures Within the Institution

Techniques for effectively and safely patrolling cell tiers and housing areas are presented.

INTRODUCTION (continued)

Chapter 7. Emergency Procedures

This chapter looks at emergency situations such as fires, riots, and escapes, and outlines the correctional officer's duties in emergencies.

Chapter 8. Transporting Inmates

Proper techniques for the safe escort of inmates in and out of the institution are presented.

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# Chapter 1

## Principles of Security

**CORRECTIONAL  
OFFICER**

**Self-Instructional Course**

### INTRODUCTION

In earlier times, when the main goal of imprisonment was punishment of offenders, the problem of maintaining security was not very complicated. Prisoners were either chained to the walls of a dungeon or banished to a penal colony, such as Devil's Island. Maintaining a high level of security under these conditions was not difficult, nor did it require a large force of well-trained and efficient officers. However, with the development of modern correctional philosophy, prison industries, recreation facilities, academic and vocational training, religious programs, and many other activities have been initiated to aid in prisoner rehabilitation. All these require movement of inmates from one part of the institution to another. Authorized tools and materials must be available to them. Under these conditions, the problems of custody and security are more complex. Yet there are also benefits gained from more enlightened and humane treatment of prisoners.

Modern correctional philosophies have made security  
considerations \_\_\_\_\_ (2)  
(more difficult/easier)

## INTRODUCTION (continued)

One of the primary objectives of imprisonment is *security*; but it is not the ultimate goal. Learning to read and write are the primary objectives of education and are essential to any educational program, but no one would claim that they are the sum total of education.

So it is with security in a correctional institution. If the proper organization of structure, personnel and methods for security are assured, then rehabilitative programs for the institution's inmates can be implemented.

There are three security concerns in correctional institutions:

- insuring the safety of inmates and staff;
- maintaining order within the facility;
- preventing escapes.

These three security concerns are easy to remember. They're good common sense principles which should be emphasized continuously.

The three correctional security concerns are:  
insuring the \_\_\_\_\_ of inmates and staff;  
maintaining \_\_\_\_\_ within the facility;  
preventing \_\_\_\_\_ (4)

## SECURITY CONCERNS

### *Insuring the safety of both inmates and staff*

Insuring the safety of both inmates and staff is one of the major objectives of a security program. If this objective is not achieved, all other programming activities, including rehabilitation efforts, will have little impact. When an inmate is in constant fear of assault, then survival, not self-improvement, will be his main concern. Such attitudes also generate high levels of tension which often lead to increased incidents of violence and disruptive behavior. In a tense atmosphere, the *fear* of violence, if it is spread throughout the inmate population, can actually lead to violence.



"Insuring safety . . . is a major objective of a security program."

Mark the statement that is correct.  
The fear of violence among inmates:  
\_\_\_\_ A. is not often found because inmates are not afraid.  
\_\_\_\_ B. is a good thing because it means that real violence will not occur.  
\_\_\_\_ C. will often trigger real violence.  
\_\_\_\_ D. is limited to the younger inmates.  
\_\_\_\_ E. is caused mainly by overreactions by officers. (1)

## SECURITY CONCERNS (continued)

High levels of tension in the institution also have a negative impact upon correctional officers. Officers who must constantly deal with frustrated and troublesome inmates begin to suffer from stress. When stress levels are high, officers may overreact and security is affected. An officer working in a correctional facility where inmates are tense becomes tense himself; at such times, "minor" encounters between the officer and the inmates may become explosive situations.

"A security program that reduces . . . tension benefits staff and inmates . . ."

A security program that reduces or eliminates tension benefits both the staff and the inmates by providing a safe environment. Due to the very nature of the institution, no facility can be guaranteed to be trouble-free. However, well-trained correctional officers and a good security program will reduce the frequency of serious incidents.

True/False High levels of tension in the institution affect only the behavior of the inmates. (3)

The three security concerns are:  
Preventing escapes, maintaining order, and (6)

## Maintaining order within the facility

The second objective of a security program is to *maintain order* within the facility. As a public institution and part of the criminal justice system, a correctional facility cannot allow any kind of criminal activity to occur within its walls. While there are obvious reasons for restricting criminal activities, there is also a need to regulate other kinds of activities. To have order in a correctional institution, it is necessary to regulate certain activities that would *not* be criminal acts in the outside community, such as the consumption of alcoholic beverages, movement during counts, etc. Permitting these activities could lead to confusion and disruption of the facility's operation.

Thus, regulations are necessary to insure the smooth operation of the institution. Typical regulations found in a correctional facility affect the daily routine, the receipt and issue of mail, clothing, food, etc. Such regulations are not peculiar to an institution. They are essential to any well-run home, business, or other organization and are subject to discussion and change.



"Regulations are necessary to insure the smooth operation . . ."

True/False Regulations are needed to insure the smooth operation of the institution. (7)

SECURITY CONCERNS (continued)

"regulations . . . for security . . . to maintain order."

Normally, there are two types of regulations found in correctional facilities—those that are needed for security and those that are needed to maintain order.

For example, the institution may have regulations concerning the feeding order of the cell blocks. This is done because the dining hall can only serve a fixed number at a time. It is not done for security, but to maintain order.

An institution normally has two types of regulations: those needed for \_\_\_\_\_ and those needed to \_\_\_\_\_ (5)

The three security concerns are: insuring the safety of inmates and staff, \_\_\_\_\_ order and \_\_\_\_\_ (8)

Preventing escapes

The third major goal of a security program is to prevent escapes. The order committing the offender to prison requires that the facility keep the prisoner in custody. Thus, preventing escape is a legal obligation. In addition, criminals are sentenced to incarceration because they are an actual or suspected threat to the safety of the community. By keeping offenders in custody, the institution is performing a valuable crime prevention and public safety function.



" . . . preventing escape is a legal obligation."

- Mark the statement that is correct.
- Escape prevention is:
- \_\_\_ A. only possible if a facility has more than one officer for every 10 inmates.
  - \_\_\_ B. the natural result of good communications.
  - \_\_\_ C. a program for which only the administrator is accountable.
  - \_\_\_ D. not something that officer training can help to achieve.
  - \_\_\_ E. a legal obligation for correctional employees. (10)

SECURITY CONCERNS (continued)

"Escape" includes not only actually leaving the institution or grounds, but also being "out of place" at any time since that could be considered attempting to escape. However, some correctional officials distinguish between being physically outside the confines of an institution and its grounds ("escape") and being still within the institution or its territorial limits ("out of place"). The difference probably depends on the circumstances surrounding the case, the motivations of those involved and the evidence or proof available. These distinctions are important if the matter must be brought before a court where violation of the law is charged against the prisoners concerned and/or persons assisting in the escape.

"... being 'out of place' ... could be considered attempting to escape."

"Out of place" means:

(9)

"Escape" means:

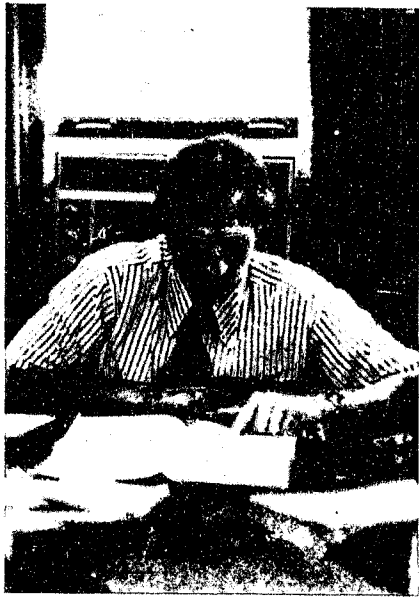
(12)

THE INSTITUTIONAL SECURITY PROGRAM

In order to carry out its security mission, every correctional facility has an overall security program or plan. This program, developed by supervisors and administrators, determines how facility staff will respond to riots, fires, and disturbances of any kind. In addition, it lists such elements as post stations, armory regulations, and policy and procedure statements on every institutional activity that relates to security.

As a correctional officer, you are not responsible for planning and supervising the security program; however, you must know the elements of your institution's security program because:

- 1. The correctional officer is often the first person to notice problems such as security equipment malfunction, door hinges cracking, broken screens, etc. If you know what to look for, you can report breakdowns and problems to your supervisor and they can be corrected.



"... security plan ... determines how staff will respond to riots, fires and disturbances ..."

The methods to be used by the institution in carrying out its security mission are contained in the

(11)

True/False

As a correctional officer it is your role to prepare the security plan.

(14)

THE INSTITUTIONAL SECURITY PROGRAM (continued)

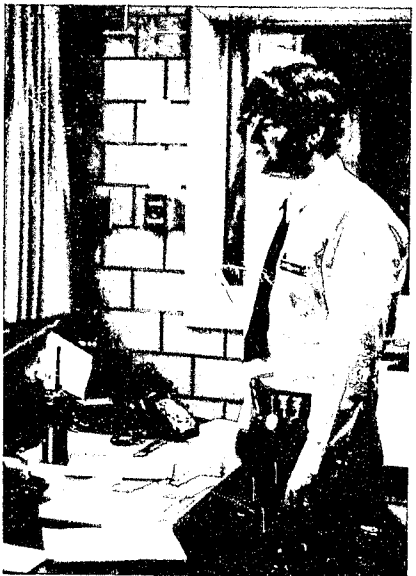


"... the correctional officer keeps the [security] system functioning."

2. The effectiveness of a security program depends upon the skills and abilities of the people who use it. The officer must know and understand *why* specific procedures and policies have been set up and what could go wrong if he fails to follow these procedures. In all facilities the correctional officer is the person who keeps the system functioning. When it comes to measuring the importance of his role, he can be compared to the ground mechanic who services an airliner, the emergency medical technician who goes out on ambulance calls, and the classroom teacher who carries out the educational plan of the school district. Administrators and supervisors are responsible for ensuring that *all* officers are familiar with and understand the goals, objectives, and procedures of the security plan, for it is the officers who actually use the plan.

\_\_\_\_\_ keep the (13)  
security system functioning.

3. Correctional officers who implement security plans can see where the plan needs improvement—its weaknesses and strengths. Thus, they can provide supervisors with the valuable information needed to monitor constantly and upgrade the security plan. Any defects or problems you detect in the security system should be reported to your supervisor. You are responsible for the security of the area to which you are assigned. If problems occur in this area due to negligence or defects in the security system or procedures, you may be held responsible unless you can show that you tried to get the problem corrected through proper channels.



"... officers can [help] ... upgrade the security plan."

If you discover any defects in the security system for your  
post, you should \_\_\_\_\_ (15)  
True/False An officer may be held responsible if the  
security system fails because of his \_\_\_\_\_ (18)  
negligence.



## THE INSTITUTIONAL SECURITY PROGRAM (continued)



"... a climate that supports security—communication... fairness... inmate programs."

The primary purpose of the institutional security program is to restrain inmates and to prevent serious breaches of security. But it takes more than a good security program to have an atmosphere in which a majority of the inmates cooperate with the institution's rules and programs. To prevent a continuous battle between inmates and staff for "real" control of the institution, the facility should establish and reinforce a climate that supports security. This can be accomplished through staff-inmate communication, fairness on the part of all institution staff, and sound inmate programs.

Mark the item(s) that help create a "climate" that supports security.

- ☐ 1. staff-inmate communications
- ☐ 2. tool and key control
- ☐ 3. shakedowns
- ☐ 4. fair treatment by staff
- ☐ 5. automatic locking systems
- ☐ 6. television monitoring equipment
- ☐ 7. sound inmate programs

(17)

## REDUCING SECURITY PROBLEMS

Most inmates want a peaceful facility and are afraid of those inmates who are violent. Since inmates spend 24 hours a day living in an environment that does not afford much privacy, they want the personal protection of a good security system. This desire for security may not be expressed by the inmates, but it does exist. Thus, proper treatment of the inmate population reduces levels of tension and helps encourage a cooperative attitude from most inmates.

Arbitrary, unfair treatment of inmates and constant idleness will contribute to conditions that are harmful to an effective security system. Thus, the best approach to security is a mixed strategy involving various techniques, programs, and procedures. Custody is just one, although a very important, part of an integrated security system.



"Custody is just one part... of an integrated security system."

Mark the correct statement.

Even though they may not say so, most inmates want a high level of security in the institution because:

- ☐ A. most criminals are very insecure individuals.
- ☐ B. they have a need to feel someone cares about them.
- ☐ C. everyone takes pride in a well-run joint.
- ☐ D. they believe some people on the outside are waiting to "get them."
- ☐ E. they are afraid of attacks or dominance by violent inmates.

(19)

REDUCING SECURITY PROBLEMS (continued)



"... work, recreation, education ... important security factors in well-managed institutions ..."

Perhaps the soundest and safest security measure that can be implemented is a positive program of inmate activities. Such a program includes work, recreation, and education. These positive programs have become important security factors in well-managed institutions of all types and have become primary security features in many institutions.

Prisoners who are receiving decent food and humane treatment and who are daily engaged in useful work programs, carefully organized and purposeful leisure time activities, and self-improvement seldom resort to disturbances or escape attempts. No matter how modern the buildings, how secure the facilities, how efficient the operating procedures, or how well-trained the personnel, security cannot be assured if it is based entirely on procedures that are operated wholly against the will of the prisoners.

Why is a good program of inmate activities an important part of an institution's security system?

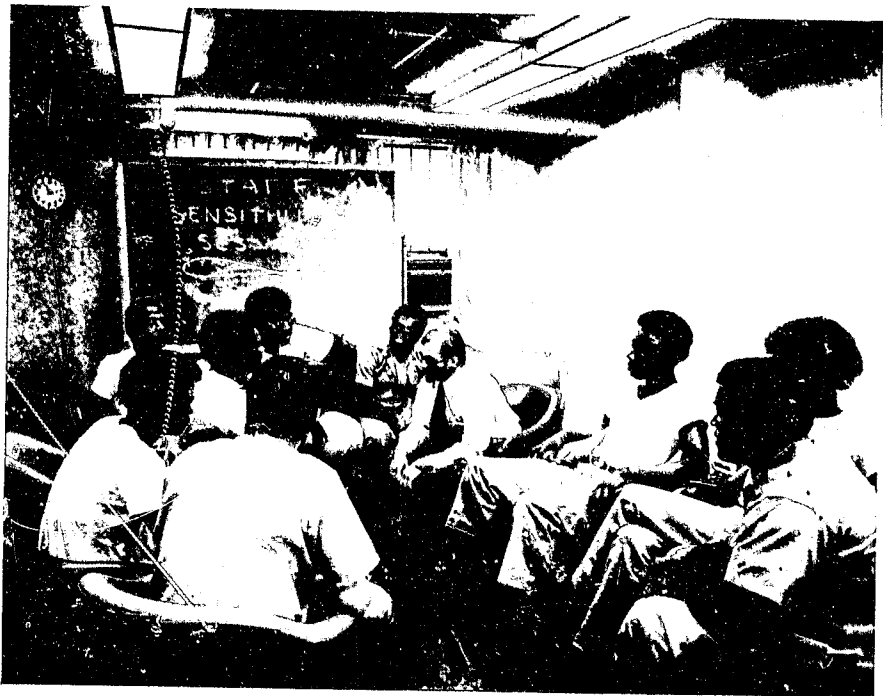
(16)

Some things that help reduce and prevent security problems are:

1. *Good staff feedback.* Staff members must let one another know their feelings, thoughts, and areas of concern. All too often a staff member will state after an incident, "If only I'd been told ..."
2. *Continuous communication of procedures through policy manuals and orders dealing with specific posts or positions in the facility.* As a new officer there may be many areas of your job that you may not have mastered; this is understandable. However, if you have any questions about security do not hesitate to ask your supervisor and be sure to read all your institution's policy and procedure manuals.
3. *Good staff-inmate communication.* As a correctional officer you have more contact with the inmate population than any other group of staff. Therefore, you have the opportunity to know what the overall attitude of the inmate population is, as well as the attitudes of small groups or factions and individuals. When officers and inmates talk, problems surface and solutions can be found. When they don't talk, inmates may try to solve their problems on their own, and that often involves security violations.



"... let one another know ... feelings, thoughts and areas of concern."



"When officers and inmates talk ... solutions can be found."

# SUMMARY

Maintaining security is one of the principle responsibilities of the correctional officer. This chapter examined several principles of security.

- Three security concerns in a correctional institution are: insuring the safety of both inmates and staff; maintaining order within the facility; and preventing escapes.
- If an institution is not secure, other correctional goals, such as rehabilitation, cannot be achieved.
- The lack of security within an institution increases the level of tension and stress and has a negative impact on inmates and staff.
- Preventing escapes is a legal obligation of the facility that flows from the orders committing offenders to custody.
- An institution's security program is a plan that details procedures in the event of fires, riots, and disturbances, as well as for routine events. The correctional officer plays a major role in implementing the security plan.
- An important component of an effective security system is a well developed correctional program that provides for work, recreation, and self-improvement. Inmates who are meaningfully engaged in such activities seldom resort to disturbances or escape attempts.
- Techniques for improving the climate of the institution, which in turn helps prevent security problems, include good staff feedback, continuous communication through policy manual updates, and good inmate/staff communications.

# ANSWER KEY—PRINCIPLES OF SECURITY

1. C. will often trigger real violence.
2. Modern correctional philosophies have made security considerations **more difficult**.
3. False. High tension and the stress that it causes are problems for staff as well.
4. The three correctional security concerns are: insuring the **safety** of inmates and staff; maintaining **order** within the facility; preventing **escapes**.
5. An institution normally has two types of regulations: those needed for **security** and those needed to **maintain order**.
6. The three security concerns are: preventing escapes, maintaining order, and **insuring the safety of inmates and staff**.
7. True.
8. The three security concerns are: insuring the safety of inmates and staff, **maintaining order**, and **preventing escapes**.
9. "Out of place" means: **the inmate is still inside the institution but not where he is supposed to be**.
- 10.E. a legal obligation for correctional employees.
- 11.The methods to be used by the institution in carrying out its security mission are contained in the **institution's security program or plan**.
12. "Escape" means: **the inmate is outside the boundaries of the institution**.
13. **Correctional officers** keep the security system functioning.
14. False. The plan is prepared by correctional administrators and supervisors.
15. If you discover any defects in the security system for your post, you should **report the problem to your supervisor immediately**.
16. Inmates involved in useful work, purposeful leisure time activities, and self-improvement projects seldom resort to disturbances or escape attempts.
17. ☒ 1.  
☐ 2.  
☐ 3.  
☒ 4.  
☐ 5.  
☐ 6.  
☒ 7.
18. True. This is why careful and frequent security checks are important.
19. E. they are afraid of attacks or dominance by violent inmates.

# Chapter 2

## Contraband Identification and Control

**CORRECTIONAL  
OFFICER**

**Self-Instructional Course**

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### INTRODUCTION

One of the most important parts of your institution's total security program is the identification and control of contraband. Contraband is any item or article inside a correctional facility that:

- was not issued by the institution
  - was not purchased in the commissary
  - was not purchased or allowed through approved channels
  - was not approved for issue by an appropriate staff person
- More concisely, contraband is any unauthorized article.

Typically firearms, knives, files, saw blades, keys, lock picks, hypodermic needles, certain medicines, poisons (lye, insecticides, denatured alcohol), and other small articles that can be hidden on or in the body are considered contraband.

Mark the statement(s) that are correct.

- \_\_\_ 1. The identification and control of contraband is important to the safety and security of your institution.
  - \_\_\_ 2. Contraband is any item or article issued to the inmates by the institution.
  - \_\_\_ 3. A gun is considered contraband.
- (3)

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## INTRODUCTION (continued)

In addition, contraband can be:

- approved items in excessive quantities (e.g., books, magazines or newspapers).

"... Items in excessive quantity ... fire hazard, security or sanitation problem ... nuisance contraband."

When items become a fire hazard, a security problem, or a nuisance to sanitation, they can be considered contraband. For example, one book is no problem but fifty books may be excessive.

Nuisance contraband consists of items that do not pose a security risk but that an inmate may want to keep in his cell, such as food, magazines, pictures, cards, etc.

Every institution has its own rules and regulations regarding nuisance contraband. In some cases none is allowed while in others certain amounts are tolerated.

Since there is a degree of judgment involved, you should consult your shift supervisor when you think an inmate may have possession of excessive quantities of any item or items that may be considered nuisance contraband.

True/False Contraband can be approved items in excessive quantities. (1)

True/False Contraband control is an important part of an institution's security program. (4)

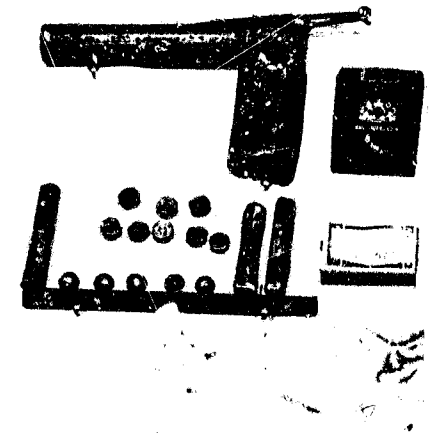
Other items that can be considered contraband are:

- approved items that have been altered in order to make weapons or escape aids

For example, the institution provides a toothbrush for each inmate, so it is not contraband. If the inmate alters it by sharpening one end and wrapping a sock around the other to make a weapon, then the toothbrush is contraband.

- any goods or merchandise that the institution forbids a particular inmate to possess

For example, an inmate who just attempted suicide may be forbidden to have access to a razor blade for shaving unless a correctional officer is present, even though the institution routinely issues razor blades to other inmates. Another example would be forbidding matches to an inmate who keeps setting his mattress on fire, even though other inmates are permitted matches.



"... Items altered to make weapons ..."

Items furnished by the institution that have been changed into weapons or escape aids are \_\_\_\_\_ (2)

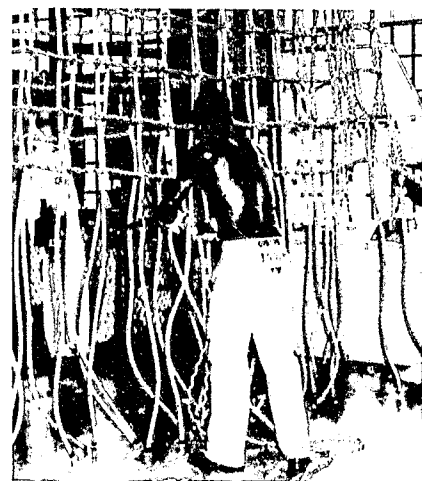
True/False The institution can consider certain items contraband for one individual and not for another. (5)

REASONS FOR CONTRABAND CONTROL



There are many reasons for controlling contraband. In a correctional facility inmates consider the acquisition of contraband a sign of power. Also, inmates could use weapons or poisons on themselves, on other inmates, or on staff. Finally, an item of contraband could be used in an escape attempt. Limiting contraband provides good control and better safety within the institution.

In most institutions inmates occasionally have access to contraband. For example, inmates taking medications, or performing institutional duties such as cooking or cleaning, or participating in vocational training or work programs all have access to contraband materials. In these cases, inmates must be closely supervised to ensure that dangerous items are used appropriately and that these items do not leave the work areas. The key to an institution's ability to control contraband is the role played by the individual correctional officer.



"... inmates occasionally have access to contraband."

Attacks, escapes and riots often could not occur without \_\_\_\_\_ (6)

True/False \_\_\_\_\_ There are occasions when inmates have access to contraband. (9)

True/False \_\_\_\_\_ Contraband can be controlled by an alert staff. (11)

IDENTIFYING CONTRABAND

The first step in controlling contraband is for each correctional officer to know what is and what is not contraband. As a new employee you should:

- visit the intake unit and observe what items are issued to new inmates;
- visit the commissary and see what inmates may purchase;
- read your facility's policy statements concerning contraband; and
- ask your supervisor about any items you are not sure about.

you should **not**:

- ask the inmates what items they are allowed to have;
- assume that if an inmate has an item and no other officer has removed it, it must be o.k.

Contraband is anything not authorized to be \_\_\_\_\_ into the institution.(7)

Contraband is anything not sold in the \_\_\_\_\_ (10)

Mark the item that is not a method of identifying contraband.

☐ A. Visit the commissary.

☐ B. Visit the intake unit.

☐ C. Ask the inmate.

☐ D. Ask your supervisor.

(8)

## REVIEW

What are the two instances when approved items can be considered contraband? \_\_\_\_\_ and \_\_\_\_\_ (12)

How can the institution justify considering certain items contraband for certain inmates and not for others? \_\_\_\_\_ (15)

Why is it so difficult to control contraband in a correctional facility? \_\_\_\_\_ (13)

Inmates have many opportunities to obtain contraband. Mark the activity that needs the most control.

\_\_\_ A. scrubbing the cell

\_\_\_ B. assignment to work detail

\_\_\_ C. eating meals

\_\_\_ D. seeing a movie

(16)

## CONTROLLING CONTRABAND

Once you are sure what contraband is, you need to be concerned about controlling it. The best method of controlling contraband—its entry into the facility, its possession by inmates, and its movement within the institution—is by thorough and complete searches.

Generally, these searches will be of:

- inmates
- cell or living quarters

Before examining the "how to" of searches, we must point out that searches should be unannounced and they should be conducted at irregular intervals. Failure to follow this general rule will set up a search pattern to which the inmates will quickly become accustomed.

Another general rule is that searches should never be used for harassment. Remember that you want to ensure safety and security in the institution by controlling contraband.



"The best method of controlling contraband . . . thorough and complete searches."

The two types of searches used to control contraband are: \_\_\_\_\_ and \_\_\_\_\_ (14)

The best way of controlling contraband is by \_\_\_\_\_ (18)

Searches should be \_\_\_\_\_ and they should be conducted at \_\_\_\_\_ intervals. (17)



## SUMMARY

This chapter discussed the identification and control of contraband. Controlling contraband is a major part of the institution's security system, and therefore a key responsibility of the correctional officer.

- Contraband is defined as anything that was not issued by the facility; was not purchased in the commissary; was not purchased through approved channels; was not approved for issue by an appropriate staff member.
- Some contraband, such as weapons or tools, poses a security risk; other items, such as books, pictures, or cards may be considered nuisance contraband.
- Approved items in excessive quantities, such as magazines or food, may be considered nuisance contraband.
- Approved items that have been altered, such as utensils, may be considered contraband.
- The institution may forbid an inmate to have some items while permitting others to possess the same items. This occurs in the interests of safety and security.
- Inmates consider the acquisition of contraband a sign of power.
- Many inmates have access to contraband items through the daily routine, particularly work details.
- The best way to control contraband is by thorough and complete searches. These searches should be unannounced and at irregular intervals.

## ANSWER KEY—CONTRABAND IDENTIFICATION AND CONTROL

1. True. Inmates may hoard books, newspapers, or food. If you feel that an inmate may be causing a sanitation problem, or that it is difficult to conduct a cell search because of the accumulation of material, report the situation to your supervisor.
2. Items furnished by the institution that have been changed into weapons or escape aids are **contraband**.
3. ☒ 1.  
☐ 2.  
☒ 3.
4. True.
5. True. Although this may seem like the institution is discriminating against a particular inmate, it has a responsibility to insure the inmate's safety—even from himself.
6. Attacks, escapes, and riots often could not occur without **contraband**.
7. Contraband is anything not authorized to be **brought** into the institution.
8. C. Ask the inmate. If there is anything about your job that you do not understand, you should ask your supervisor—never an inmate.
9. True.
10. Contraband is anything not sold in the **commissary**.
11. True. It may be impossible to completely stop the movement of contraband, but an alert staff can at least control the amount which circulates within the institution.
12. when they have been altered and  
when they are in excessive amounts
13. The inmates have access to contraband in many areas, especially where they work, such as the kitchen and factories.
14. The two types of searches used to control contraband are: **inmates** and **cell or living quarters**.
15. It's done for the protection of the inmates.
16. B. assignment to work detail
17. Searches should be **unannounced** and they should be conducted at **irregular** intervals.
18. The best way of controlling contraband is by **thorough and complete searches**.



# Chapter 3

## Searches

CORRECTIONAL  
OFFICER

Self-Instructional Course

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### INTRODUCTION

While the term search usually implies police action, searches in prison generally have a different meaning. They're basically preventive measures, conducted not so much to find anything but to prevent the accumulation of contraband.

Searches are a very important security function and are conducted frequently. They should also be conducted very carefully and thoroughly. Failure to search inmates properly can result in the death of staff or inmates. Even the most trusted inmates must be searched as regulations dictate, because other inmates may bribe or force the trusty to carry contraband.

The history of riots and murders and other violence in correctional institutions shows that continual and thorough shakedowns of everyone and everything in the facility is necessary.



"... continual and thorough shakedowns of everyone and everything ... are necessary."

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# INMATE SEARCHES

There are two types of inmate body searches—strip searches and frisk searches.

"... two types of body searches ... strip and frisk."

Most institutions have written regulations covering times when strip searches should be conducted. Generally, there are three times when the strip search is required.

1. Upon initial admission or any re-admission (court appearance, work release, hospital visit, etc.) to the facility.
2. After any contact visitation.
3. When there is reason to suspect that an inmate has contraband in his possession.

The two types of inmate searches are the \_\_\_\_\_ and \_\_\_\_\_ (4)

During initial admission to the institution and often upon returning from outside activities, an inmate is given a \_\_\_\_\_ search. (9)

# STRIP SEARCHES

Strip searches are often viewed negatively by both staff and inmates. Staff may feel that it hampers their relationships with inmates and that it is distasteful. Inmates view the strip search as humiliating and feel that it is a form of harrassment. However, in those facilities where the strip search regulations are strictly enforced by trained officers, there are fewer incidents of escape and drug use, and contraband movement is generally more controlled. Points for a new correctional officer to remember about strip searches are:

"... where strip search regulations are enforced ... fewer incidents of escape, drug use ... contraband movement ..."

- Conducting strip searches is part of the job of the correctional officer.
- Strip searches are one of the most effective measures to insure a safe working environment for staff and a safe living environment for inmates.
- The strip search can become a serious problem in staff-inmate relations if it is not done properly.

True/False The strip search can create problems between staff and inmates if it is not done properly. (6)

True/False The strip search does little to reduce escapes, drug use and contraband movement. (12)

## STRIP SEARCHES (continued)



"One officer concentrates on clothing . . ."

Different correctional systems and individual facilities have their own policies and procedures for conducting strip searches. Read the following procedures and then discuss with your supervisor how the strip search is to be performed in your institution.

Except in an emergency situation, the strip search should be conducted by two officers and should be done out of public view.

The first step in the strip search is to have the inmate remove all clothes. As the person strips, one of the officers should:

- Examine all pockets for contraband
- Run fingers over all linings to check for areas that might contain contraband
- Check fly, waistband, all cuffs, all seams, hatbands, and collars for any signs of contraband articles
- Whenever possible, turn article inside-out and examine
- Examine soles, heels, and inside of all shoes

One of the officers can concentrate on the clothing while the other conducts the search.

Under normal circumstances the strip search should be done by \_\_\_\_\_ officers. (1)

As the inmate is undressing, the officer in charge should determine whether or not the inmate is wearing any devices such as false teeth or artificial limbs. The officer should have the inmate remove these devices so that he can examine them. To a new or inexperienced officer, this may seem to be an unnecessary invasion of a prisoner's privacy and personal dignity. However, long experience has proved that dangerous weapons, drugs, and money are often concealed in these artificial devices. A careful search, therefore, is necessary for the safety of staff and inmates.

"... dangerous weapons, drugs, and money are often concealed in artificial devices."

True/False As the inmate is undressing, the officer should determine whether the inmate is wearing any devices such as false teeth or artificial limbs. (2)

True/False In order to inspect an artificial limb or a pair of false teeth properly an officer must require the inmate to remove them. (8)

STRIP SEARCHES (continued)

Another item a correctional officer should carefully examine is any kind of plaster cast the prisoner might be wearing. There have been examples of prisoners wearing false casts so they can bring contraband into the institution. If an officer determines that the cast conceals contraband, he should arrange to have a medical doctor remove it and replace it with a new one.

REMEMBER, even if you feel that it is embarrassing or unkind to ask a prisoner to remove an artificial device or limb so that you can inspect it, there is a very good reason for doing so. Sometime the safety of your institution may depend on your willingness and ability to conduct a careful inspection of artificial devices or plaster casts.

"... the safety of the institution may depend on your willingness to conduct a careful inspection ..."

True/False In order to inspect a plaster cast, an officer should remove it. (10)

True/False Inspecting artificial limbs, false teeth or plaster casts, is an infringement of the inmate's right of privacy. (15)

The actual search of the inmate's body should be thorough and systematic. The officer's objectives when conducting this search are: to find any articles of contraband the inmate may be carrying concealed on his body.

- Examine the head
- hair
  - ears
  - mouth
  - nose

Begin the strip search with an examination of the inmate's head:

- You may run your fingers carefully through the inmate's hair, or
- You may run a large, wide-toothed comb carefully through the inmate's hair.

Why should you do this? Frequently, inmates with thick hair are able to conceal small drug capsules, wires, blades, etc., in their hair. Only by running fingers or a comb through the hair can an officer detect these articles.

Next, using a flashlight:

- Look into and behind both of the inmate's ears,
- Look into his mouth and under his tongue,
- Look up his nose.

All three of these areas present ideal storage opportunities for illegal articles—you should inspect them carefully.

When beginning the strip search, you should start with an examination of the inmate's \_\_\_\_\_ (3)

The two ways to check an inmate's hair are: \_\_\_\_\_ (13)

1. \_\_\_\_\_

2. \_\_\_\_\_

**STRIP SEARCHES (continued)**

**Examine the body**

- arms and armpits
- hands
- bandages
- groin

The next step of the procedure is:

- Request that the inmate lift his arms and then carefully examine armpit area for concealed contraband, and
- Request that the inmate open his hands and carefully examine backs, palms and between fingers.

At this point you should:

- Look the inmate over to see if there are any tapes or bandages on his body. Small articles of contraband have often been found hidden under such bandages. If there are any bandages on the prisoner: remove the bandages and replace them with clean ones before continuing the search.

Next, using a flashlight:

- Carefully examine the inmate's groin. (If you use the flashlight, it will not be necessary for you to touch the inmate at this point in the search.)

Inmates sometimes hide articles in the groin hoping that correctional officers will be reluctant or embarrassed about making a careful search of this part of the body.

When conducting a strip search, the first area searched is the \_\_\_\_\_, then the \_\_\_\_\_ and then the \_\_\_\_\_ (5)

Next:

- Require the inmate to turn around, bend over, and spread his buttocks. Then using a flashlight, look at the inmate's rectum to see if any contraband has been placed there. (Again, there is no need for you to touch the inmate if you are using a flashlight.)

- buttocks
- feet

Then, as a last step:

- Require the inmate to lift his feet so that you can examine the soles and the spaces between the toes carefully.

The steps just discussed describe a basic strip search that can be applied to men and women. Many facilities require more thorough rectal and vaginal checks. These are usually facilities that have had bad experiences with male and female inmates who have successfully concealed drugs, weapons, etc., in these areas. Most, if not all, institutions require female officers to conduct searches of female inmates and male officers to search male inmates.

Sequence the following in the proper order when conducting a strip search.

- 1. \_\_\_\_\_
  - 2. \_\_\_\_\_
  - 3. \_\_\_\_\_
  - 4. \_\_\_\_\_
  - 5. \_\_\_\_\_
- A. Feet  
B. Arms  
C. Groin  
D. Head  
E. Rectum

Why can conducting the strip search be a problem? (7)

True/False Generally, the steps in the strip search can be applied to both male and female inmates. (11)

Ideally \_\_\_\_\_ officers should conduct the strip searches. (14)

FRISK SEARCHES



"... frisk search—control contraband within the institution ... strip search—stop contraband from entering the facility."

To repeat, strip searches are a routine procedure at the following times:

- Upon initial admission or any re-admission,
- After contact visitation, and
- At any time that officers believe an inmate may be carrying contraband.

A more common means of searching inmates on a routine basis, however, is the frisk search. The frisk search differs from the strip search in that a frisk search is done while the inmate is wearing his clothes. The frisk search is a primary method of controlling contraband movement *within* the institution, whereas the strip search is basically used to stop contraband from *entering* the facility. Frisk searches occur much more frequently. Many institutions require frisk searches when any inmate moves from one area of the institution to another, or whenever an inmate returns to the supervision of a staff member after having been unsupervised.

Two types of inmate searches are the \_\_\_\_\_ search. (19)  
search and the \_\_\_\_\_ search is done while (23)  
The \_\_\_\_\_  
the inmate is wearing his clothes.

In order for the frisk search to be successful in uncovering contraband, it is important for you to remember these things:

- The search must be systematic and orderly. If steps are missed, the search is likely to fail.
- The search must be done with great care and attention. All too often, careless searches have been the direct reason why dangerous drugs or weapons are moved through the institution.
- When possible, the search should be conducted where other inmates are not likely to be present. Other inmates will cause distractions and reduce the chances of conducting a successful search.
- The frisk search is normally done by one officer.

- Frisk search
- systematic and orderly
  - with care and attention
  - in private
  - usually by one officer

True/False The primary means of controlling contraband movement throughout the institution is the strip search. (17)  
The frisk search is normally done by \_\_\_\_\_ officers(s). (25)

## FRISK SEARCHES (continued)

"... female officers frisk female inmates, male officers frisk male inmates."

On the next few pages, we will discuss the frisk search procedure to be used on male inmates. Generally, the procedure is the same for both male and female inmates. Be sure that you study the information carefully, so that when you are called upon to perform one of these searches, you will know the *steps* of the process and will be aware of the *reasons* for going through the steps of the search. As with the strip search, female officers will normally frisk female inmates while male officers will frisk male inmates.

- Mark the statement(s) that are correct.
- \_\_\_ 1. The frisk search is conducted more frequently than the strip search.
  - \_\_\_ 2. The frisk search is the primary method for stopping contraband from entering the institution.
  - \_\_\_ 3. Both the strip search and the frisk search should be done by two officers.
  - \_\_\_ 4. For the frisk search to be successful, it must be systematic and orderly. (21)

In preparation for the frisk search, you should:

- Have the inmate remove all items in his pockets and place them in his hat or in an area away from where the search will be conducted.
- Then, have the inmate stand still with his feet apart and his arms extended outwards.

An important distinction to remember before proceeding with the actual search is that between a pat search and a frisk search. The pat search is most often used by police officers when checking for weapons. Guns and knives are often discovered with the pat search. However, you are concerned with much more than weapons. You are attempting to stop the movement of contraband, which is often smaller and easier to conceal than a weapon. Hypodermic needles and drugs are often taped to the inside of an arm or leg. Therefore, when you conduct a frisk search you must use your hands to feel and probe all around the arms, legs and chest and not just pat the most obvious places.

"... probe all around the arms, legs, and chest ... [do] not just pat the obvious places."

- True/False A pat and frisk search are the same. (26)
- True/False The correctional officer conducting the frisk search should empty the inmate's pockets. (22)
- True/False The frisk search is a primary method of controlling contraband movement within the institution. (30)

FRISK SEARCHES (continued)



In the following illustrations you will notice that the officer is behind the inmate—this is one method that many officers use. Others stand in front of the inmate, and some conduct part of the frisk from the front and part from the rear. Your position is not as important as the fact that you systematically cover all parts of the inmate's body, starting at the top.

- Begin by running the prisoner's collar between your fingers, feeling for any hidden items such as wire, small hacksaw blades, paper, etc. Then proceed downward, running your hands over his shoulders.
- Next search each of the arms separately. Run both hands down the outside of one of the inmate's arms to the shirt cuff. Then move your hands up the inside of the arm to the armpits. Then search the other arm.

Checking the arms is a two-step process. First the officer moves his hands down the inmate's arms to check the \_\_\_\_\_ of the inmate's arms.  
Then he moves his hands up checking the \_\_\_\_\_ of the arms. (18)

After carefully checking the armpits:

- Run your hands down the shirt front, checking the pocket and stopping at the inmate's beltline. Then repeat the process, checking the back cavity.

Once you are satisfied that all areas above the waist—the head, neck, arms, chest, and back are clear, check the waistline in this manner:

- Run your fingers around the inside of the waistband, feeling for any small articles hidden there or hidden behind the belt.

- Frisk search
- collar
  - arms
  - chest
  - back
  - waist
  - buttocks
  - legs
  - abdomen
  - crotch

True/False Once the arms have been checked you should proceed to the waist area. (20)

Place the following areas of the body in their proper order for conducting a frisk search.

- \_\_\_\_ 1. A. Chest and back
  - \_\_\_\_ 2. B. Neck and collar
  - \_\_\_\_ 3. C. Arms
  - \_\_\_\_ 4. D. Waist
  - \_\_\_\_ 5. E. Head
- (27)



FRISK SEARCHES (continued)

The second part of the frisk search consists of the area from the waist to the feet. Here you are concerned with the buttocks, legs, and groin.

- From the waistline, run your hands down the inmate's buttocks (you should be feeling for places that might contain illegal articles).
- Then move both hands to one leg and run them carefully down the leg, checking all around it for concealed articles. At the bottom of the leg, make a point of checking the trouser cuff for concealed articles. Repeat the process on the other leg.

As the last step to the frisk search:

- Run your hands over the inmate's lower abdomen and crotch carefully, looking for concealed articles that may be taped to these areas.

The three areas to be checked in the second portion of the frisk search are the \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ (29)

During the frisk search, it is not essential to inspect an inmate's shoes unless you suspect that the inmate may have concealed contraband there.

However, you should inspect the items the inmate has removed from his pockets before you return any of them. Inmates have been known to conceal contraband in cigarette packages and matchboxes.



"... inspect items removed from pockets ..."

True/False The final step in the frisk search is to check all the items that were in the inmate's pockets. (24)

## FRISK SEARCHES (continued)

The two types of inmate searches are the \_\_\_\_\_ and the \_\_\_\_\_ (28)

True/False The strip search is used to control the movement of contraband within the institution, while the frisk search is used to prevent the entry of contraband. (35)

True/False In a frisk search, it is not necessary to have the inmate empty his pockets. (37)

Place the following in their proper sequence to insure a systematic frisk search.

- \_\_\_\_\_ 1. A. waist
- \_\_\_\_\_ 2. B. neck and collar
- \_\_\_\_\_ 3. C. arms
- \_\_\_\_\_ 4. D. chest and back
- \_\_\_\_\_ 5. E. legs
- \_\_\_\_\_ 6. F. groin
- \_\_\_\_\_ 7. G. buttocks

True/False The final step in the frisk search is to go over thoroughly all items that were in the inmate's pockets. (32)

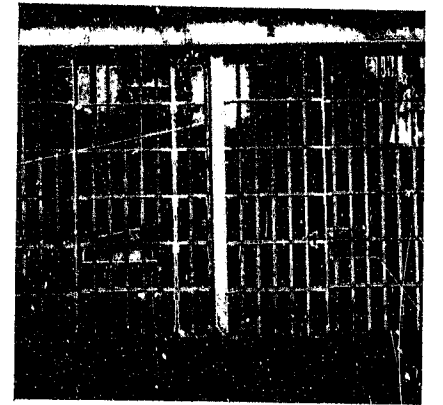
Check the statement that is correct. (34)

When an officer becomes very skilled and efficient in the use of search techniques, the reaction from inmates is most likely to be:

- \_\_\_\_\_ A. indifference.
- \_\_\_\_\_ B. hostility.
- \_\_\_\_\_ C. respect.
- \_\_\_\_\_ D. contempt.
- \_\_\_\_\_ E. amusement.

## LIVING AREA SEARCHES

Now that you have studied two types of body searches, we will discuss the process of *cell searching* in detail. The reason for a cell search is to discover concealed contraband. Although the strip and frisk searches are important in reducing the amount of contraband that can enter the institution, it is inevitable that some illegal articles will enter. To control the presence of contraband inside the institution, systematic, careful cell searches must be conducted on a regular basis.



"... the reason is ... to discover concealed contraband."

In preparing to search a cell:

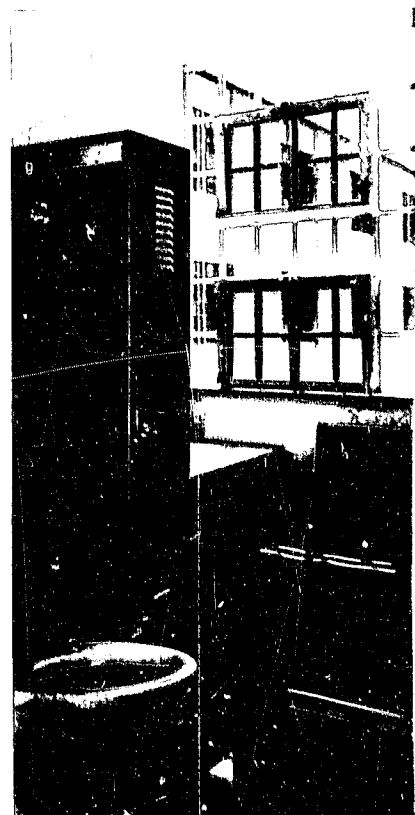
1. Take tools that may be needed to search the area. The most commonly needed items are a screwdriver, flashlight and mirror.
2. If inmates are present in the search area, frisk them, then move them out of the area to be searched. This reduces the possibility of conflict between the officer and the inmate, who may object to having his personal property examined and searched.

The reason for conducting cell searches is \_\_\_\_\_ (42)

True/False An inmate should be in his cell when it is being searched. (38)

The tools most commonly used in a cell search are: \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ (43)

LIVING AREA SEARCHES (continued)



"Take your time and get an overall impression."

The following general principles should be applied when you conduct a cell search:

1. When you enter a cell, stop and make a general survey. Take your time and get an overall impression.
2. Select a starting point for the search, such as:
  - floor and all items touching the floor,
  - ceiling, or
  - wall opposite the entrance.
3. Systematically search every item in one area before going to the next area
4. Replace furniture and belongings, and be careful not to damage anything.
5. If contraband is found, continue the search until the entire area is cleared.
  - Occasionally, an inmate will plant unimportant contraband so that an officer will find it and stop searching, or
  - The officer might leave the search scene to report the contraband while the cell is not secure.

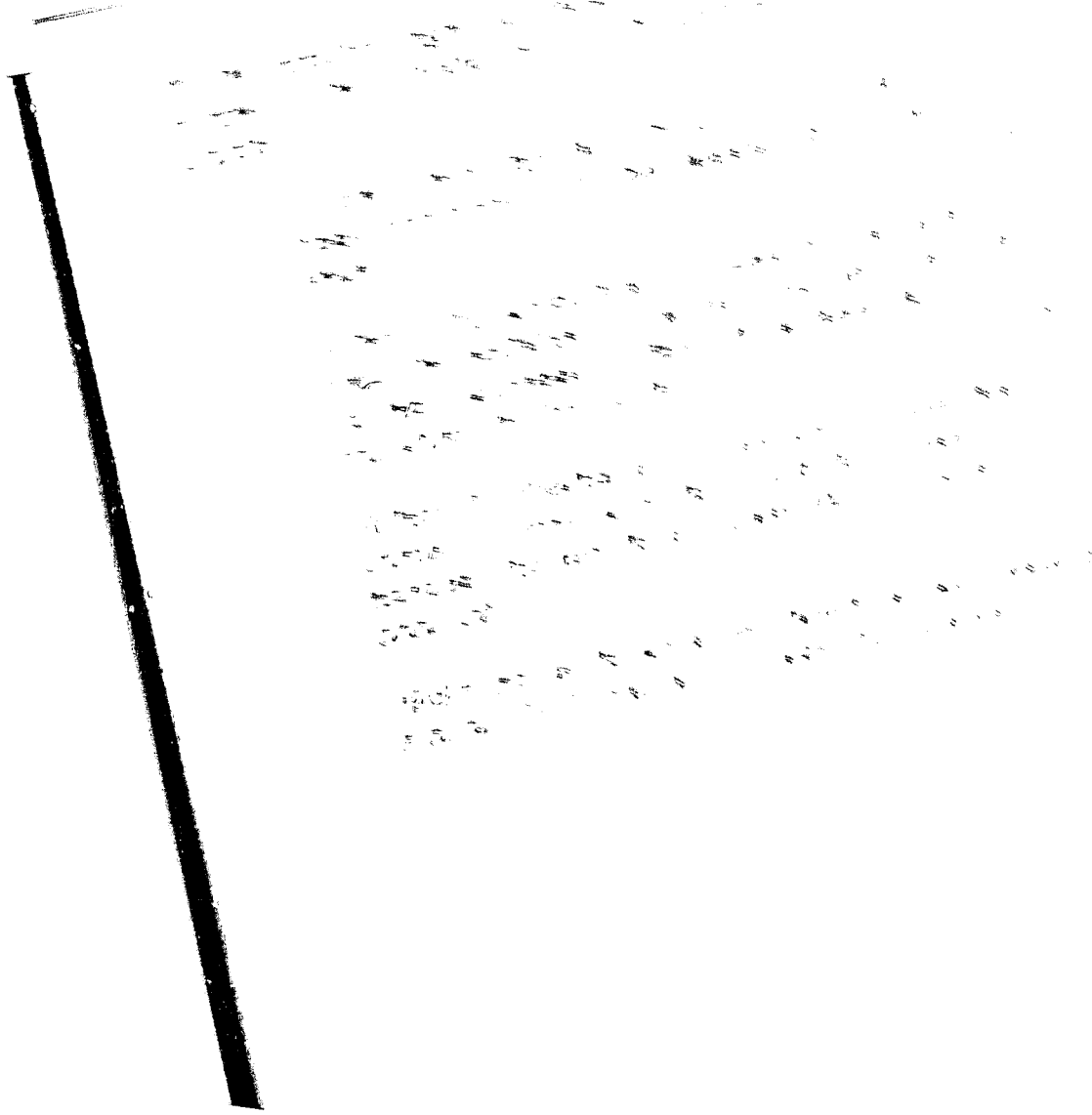
It is improper for the officer to stop a search when he finds contraband or to leave the search scene to report contraband when the cell is not yet secure.

When you enter a cell, stop and make a general survey. (31)

Get an \_\_\_\_\_ (33)

Systematically search every item in one area before \_\_\_\_\_ to the next. (39)

If contraband is found, \_\_\_\_\_ the search until the entire area is cleared. (39)



LIVING AREA SEARCHES (continued)

As you did on the previous page, identify by number the principle being applied in each of the following statements.

— “Every cell is different. It’s like going into someone’s house. Each individual puts his mark on the place. So I need to take a few minutes to look around and get the feel of the place before I start.” (51)

— “The only way to be sure is to work area by area and check everything before going to another area. I start with the floor and then go to everything that touches the floor, then one wall, etc.” (45)

— “When I leave a cell it looks just the same as when I entered. But the inmate knows that I’ve been thorough.” (49)

— “If I find one item of contraband I always feel that there’s more and I don’t want to let down because the big stuff—the weapons and escape tools—might still be there somewhere.” (55)

The following discussion of the cell search presents each step you should use. It is important that you do *each step described*. The order in which you do them is not important.

- Remove all blankets, covers, pillows and sheets from the bed(s) and examine them closely. Often small articles of contraband have been found pinned to blankets and sheets or sewn into little pockets made on the covers by ingenious inmates.

After carefully examining the bedcovers:

- Closely examine the mattress and pillow.

You should inspect the seams of the mattress to see if they have been opened and then resewn. Also, look for any other cuts that may have been made in the mattress or pillow. Then run your hands thoroughly over both sides of the mattress and pillow, feeling for hard objects that might be concealed there. Hundreds of articles such as knives, blackjacks, drugs, and hacksaw blades have been uncovered when observant officers have taken the trouble to examine the mattress and pillow carefully and completely.



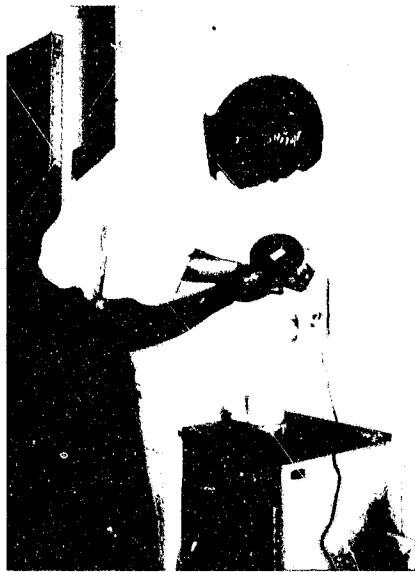
“Closely examine the mattress and pillow . . .”

True/False In a cell search it is necessary to strip the bed. (52)

Mattresses and pillows are good places to conceal contraband because:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## LIVING AREA SEARCHES (continued)



"Inspect the undersides of furniture and objects . . ."

- Inspect the underside of all furniture in the cell.

Often chairs, tables and stools have been used for storage of contraband by inmates who stick small articles to the undersides with wads of chewing gum or bore small holes in the wood and conceal drugs and other small contraband there. If you make a quick, careless inspection you might overlook holes that have been plugged with paper or with wooden plugs to hide contraband. Take the time to examine the undersides of furniture in the cells. It is a good policy to run your hands over the surface to determine if holes have been made and plugged up again.

- Inspect the bottom of the washbasin and toilet for hidden contraband.

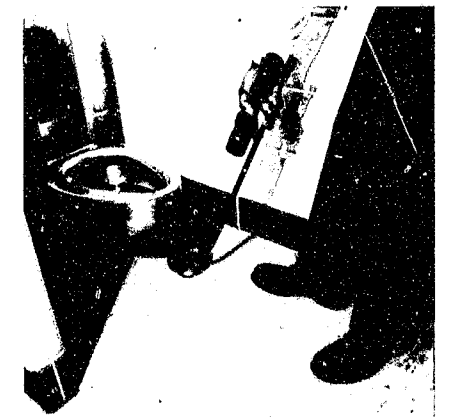
To make this job easier, many institutions have made mounted mirrors on poles for looking under things or on top of things too high to reach.

True/False In a properly conducted cell search an officer would not only look but feel for contraband. (46)

- If the cell contains a floor drain and/or ventilation grills, remove these and inspect them.

A favorite technique of many inmates is to hang articles on nearly invisible wires and suspend them behind grills and drains. For this reason, it is a good idea to remove the grill or drain for inspection if possible. If you cannot remove the grill, run your fingers over it to make sure that no wires are tied to it.

In one cell, an officer planned to remove a ventilation grill for inspection and found that it was an excellent cardboard replica of the grill that an inmate had made and placed there in preparation for a quick escape through the utility tunnel between the cells! In this case, the officer's thoroughness prevented an escape.



". . . inspect the washbasin and toilet . . ."

Mark the statement that is correct.  
An officer should remove a drain or grill:

- ☐ A. when he has the tools.
- ☐ B. only when he suspects something may be hidden there.
- ☐ C. each time he searches the cell if it can be removed.
- ☐ D. only when the inmate is present, so that he can be immediately questioned if contraband is found. (48)

## LIVING AREA SEARCHES (continued)



"Probe . . . door tracks for hidden articles."

- Probe inside faucets, drains and any openings in cell door tracks for hidden articles.

Many officers use bent wire hangers for this purpose. Since inmates often try to jam the doors by hiding pencils and debris in the tracks on which the doors slide, it is extremely important that you probe here carefully. A wire coat hanger is very effective in clearing debris out of these areas.

Also, while probing the door tracks for hidden items, it is a good idea to check all cross bars, tops of mounted cabinets, and ledges for contraband. This can be done by running your hand over the areas above your head or by using the mounted mirror.

Mark the three items that would be most useful in a cell search.

- ☐ 1. hammer
- ☐ 2. screwdriver
- ☐ 3. pliers
- ☐ 4. wrench
- ☐ 5. mounted mirror
- ☐ 6. flashlight
- ☐ 7. wrecking bar
- ☐ 8. power drill

(50)

There are a number of other close inspections that you should also make while searching a cell.

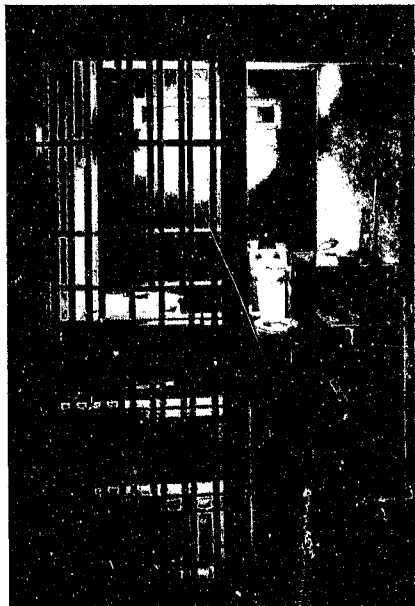
- Examine all books carefully. (In one institution, officers found two bottles of dangerous drugs hidden in a book where the centers of the pages had been cut out.)
- Take all personal letters and papers out of the envelopes and examine for contraband. (Wires, metal picks, drugs, and other small items are often hidden in the envelopes.)
- Examine all cigar boxes or other containers for false bottoms and compartments.
- Unscrew all light bulbs to examine sockets. (Often drugs have been found here wrapped in paper.)
- Examine all small articles. (Spools of thread often have things hidden in the openings.)



"Examine all books carefully."

True/False An officer should not open envelopes during a search because they are an inmate's personal property. (54)

LIVING AREA SEARCHES (continued)



"[take] care to leave the inmates' personal effects in the same manner [you] found them."

Naturally, according to the rules and physical layout of the inmates' quarters in your institution, there may be other requirements for cell searches. In any case, the success of the search depends on your ability to use *care* and *imagination* in conducting the search. A good thing to always keep in mind when conducting this type of search is: Where would I hide contraband if I were an inmate? Many officers have found that using their own imagination is an excellent way of outguessing clever inmates. However, a thorough, systematic search of all areas of the cell is the only way to be sure that you have found any contraband the inmate may have hidden.

Even though thorough and systematic searches are necessary to control contraband, you should keep in mind that the purpose of this and every other security procedure is to promote order in the institution. Inmates have a right to order in the public aspect of their lives as well as in the private aspects. The correctional officer can encourage a cooperative climate by taking care to leave the inmates' personal effects in the same manner he found them. In fact, there are few actions which cause more resentment and ill-will than an officer's willfully disturbing personal effects.

The best way to be sure that all contraband has been located is through a \_\_\_\_\_ search. (53)

In preparation for a cell search, the correctional officer should take all \_\_\_\_\_ that may be needed with him to the search scene. (56)

If inmates are present in the search area, you should \_\_\_\_\_ them and then \_\_\_\_\_ (59)

- Mark the statement that is correct.
- If contraband is found during the cell search, you should:
- \_\_\_\_\_ A. stop the search and report the item found.
  - \_\_\_\_\_ B. call the inmate in for an explanation.
  - \_\_\_\_\_ C. continue the search until the cell is cleared.
  - \_\_\_\_\_ D. immediately write a report on the item, its location, and the date and time of its discovery. (61)
- Three useful tools to be taken on a cell search are \_\_\_\_\_ and \_\_\_\_\_ (63)
- True/False It is a good policy to leave the inmates' personal effects in the same condition and order in which you found them. (64)

SEARCHING COMMON AREAS AND PERIMETERS



"... preventive measures begin at the perimeter ..."

In searching common areas such as classrooms, shops, or dining areas, officers should remember the tips listed earlier. In addition, furnishings, clothes, lockers, tool chests, benches, machinery, supplies and materials, pipes and conduits, and holes in tiles and plaster walls should be checked. In short, check any places that could offer concealment. Inmates should not be present during these searches.

The preventive measures employed to keep contraband out of the institution begin at the perimeter—the walls or fences. These must be adequately guarded and patrolled to insure that nothing goes over, under, or through them, unless it has first been properly authorized. In practice this usually means that barriers are penetrated by two guarded openings—a front entrance through which most pedestrian traffic passes and a side or rear gate for freight shipments and institutional operating and maintenance equipment. With the possible exception of employees and official visitors, everyone and everything that passes through these gates must be thoroughly and carefully searched.

Mark the areas that are considered common institutional areas.

- 1. recreational yard
- 2. cell
- 3. visiting area
- 4. shop

(58)

VEHICLE SEARCHES

In most institutions vehicles may enter the compound. These vehicles may be used for transporting inmates, for bringing in supplies or for taking out finished products from the institution's prison industry.

In conducting the search of vehicles, an officer should be systematic and thorough. The officer should look in the passenger and freight compartments, trunk, motor areas, and the undersides.

When an officer suspects contraband, his search should be even more thorough. Such a search requires that hub caps be removed, spare tires inspected, dashboards and seats closely examined, and floor carpeting and head and door linings checked by hand pressure.

When a delivery vehicle leaves the institution, the officer should search it and look for areas where inmates could hide, including the engine compartment. If the truck is loaded, the load should be checked. Inmates can escape in barrels, large boxes, and tanks of liquids. Loose loads such as refuse should be inspected with a probing device.



"... look in the passenger and freight compartments, trunk, motor areas, and the undersides."

A vehicle should be searched when entering the facility because:

(66)

A vehicle should be searched when leaving the facility because:

(60)



# SECURITY INSPECTIONS



"[do not] assume that . . . the security system is perfect."

No correctional officer should assume that his institution's security system is perfect. Mechanical devices break down from repeated use, and inmates often ruin equipment attempting to escape or disrupt the system. Therefore, it is necessary for every correctional officer to continually make security inspections.

Frequent security inspections often reveal escape attempts and discourage inmates who conclude that an escape attempt is not likely to succeed.

- Mark the correct statement(s).
- \_\_\_ 1. Frequent security inspections are a sign that the facility is not secure.
  - \_\_\_ 2. A security inspection should only be made when an officer is conducting a cell search.
  - \_\_\_ 3. Frequent security inspections discourage inmates who may be planning to escape.
- (67)

In conducting a security inspection, the correctional officer should examine bars to see if they have been cut. A good tool to use is a leather mallet. The mallet, when it strikes the bars, will give a different ring if the bars have been tampered with. There are countless stories of prisoners who have managed to saw bars with hacksaw blades or some other tool and have successfully hidden their work until they escaped. Constant checks can eliminate escapes of this nature. No institution is escape-proof. Only when the institution is given frequent and thorough security checks by officers can it be considered secure and *more nearly* escape-proof.



". . . frequent and thorough security checks . . . more nearly escape-proof."

We have already discussed the necessity for officers conducting cell searches to look for and remove any debris that may be jammed in the track on which the cell doors slide. In addition to this, it is extremely important that during security checks, officers *look at and test the locking lugs* in all security doors to see if they have been tampered with. Rags, paper, cigarette fibers, chewing gum and other articles have been found jammed in these locks. Often this type of tampering has been successful because it has been overlooked by officers who do not conduct regular and thorough security checks.

True/False Bars, locks, and all security devices should be checked during a security inspection.

(62)

SECURITY INSPECTIONS (continued)



"... looking, touching and testing regularly."

Also, all glass panels and protective screens must be regularly examined by officers. In many institutions, inmates have been successful in replacing screws with paper, chewing gum, or bread made to look like real screws. Time and time again, escapes have been made possible because officers have not understood what is meant by a careful and thorough security check. Although things might *appear* secure from a distance, it doesn't follow that they *are* secure. A careful officer must do all he can to make sure that security equipment is intact by looking, touching and testing regularly.

The careful officer makes sure that all security equipment is working by \_\_\_\_\_ and \_\_\_\_\_ regularly. (65)

SUMMARY

Searches are an important security function in a correctional setting. Searches in institutions are primarily a preventive measure. This chapter provides training in body searches and area searches.

- Two types of inmate body searches are strip searches and frisk searches.
- Strip searches are usually conducted on initial admission, on readmission, after contact visitation, and whenever there is reason to believe an inmate has contraband in his possession.
- Strip searches should be conducted out of public view by two officers.
- Unlike the strip search, in which the inmate removes his clothes, the frisk search is done with the inmate clothed.
- Strip searches are used to control entry of contraband into the institution; frisk searches are used to control movement of contraband within the institution.
- The procedures for strip and frisk searches for male and females are essentially the same.
- The purpose of a cell search is to discover contraband.
- The principles of conducting a thorough cell search are: upon entering, stop and get an overview; systematically search every item in one area before going to the next area; replace furniture and belongings, and be careful not to damage anything; if contraband is found, continue the search until the entire area is cleared.
- In conducting the cell search, inspect all items, including the mattress and pillow, the underside of furniture, the underside of washbasin and toilet, drains, and ventilation grills.
- Vehicles entering or leaving the compound must be inspected thoroughly. This should include the passenger compartment, the engine compartment, the load space, and the undersides.
- Frequent and thorough inspections of all of the institution's security equipment should be conducted. Inspect bars, grates, glass panels, fences, locking lugs, and protective screens.
- The best defense against a breach of security is an aggressive security inspection program.

## ANSWER KEY—SEARCHES

1. Under normal circumstances the strip search should be done by **two** officers.
2. True.
3. When beginning the strip search, you should start with an examination of the inmate's **head or hair**.
4. The two types of inmate searches are the **strip search** and the **frisk search**.
5. When conducting a strip search, the first area searched is the **head**, then the **arms**, and then the **groin**.
6. True. A strip search is viewed as harrassment by many inmates. Therefore, you must be sure that you act in a professional manner when conducting one.
7. D 1.  
B 2.  
C 3.  
E 4.  
A 5.
8. True.
9. During initial admission to the institution and often upon returning from outside activities, an inmate is given a **strip** search.
10. False. You should examine the cast carefully. Only a doctor should remove a cast.
11. Staff may feel it is demeaning and inmates may feel it is harrassment.
12. False. Experienced officers have prevented countless escape attempts and attacks by finding contraband items during strip searches.
13. The two ways to check an inmate's hair are:
  1. **use a comb**
  2. **run your fingers through the inmate's hair**
14. True.
15. False. You must inspect them to be sure they do not conceal contraband.
16. Ideally **two** officers should conduct the strip searches.
17. False. The strip search is used to prevent contraband entry; the frisk search is used to control contraband movement.
18. Checking the arms is a two-step process. First the officer moves his hands down the inmate's arms to check the **outside** of the inmate's arms. Then he moves his hands up, checking the **insides** of the arms.
19. Two types of inmate searches are the **strip** search and the **frisk** search.
20. False. You should then check the shirt front and back cavity.

## ANSWER KEY—SEARCHES

21. ✓ 1.  
    2.  
    3.  
✓ 4.
22. False. The officer should tell the inmate to empty his pockets.
23. The **frisk** search is done while the inmate is wearing his clothes.
24. True.
25. The frisk search is normally done by **one** officer(s).
26. False. The pat search is not as thorough as the frisk search.
27. E 1.  
B 2.  
C 3.  
A 4.  
D 5.
28. The two types of inmate searches are the **strip search** and the **frisk search**.
29. The three areas to be checked in the second portion of the frisk search are the **buttocks, legs, and groin**.
30. True.
31. When you enter a cell, stop and get an **overall impression**.
32. B 1.  
C 2.  
D 3.  
A 4.  
G 5.  
E 6.  
F 7.
33. Systematically search every item in one area before **going** to the next.
34. True.
35. False. The frisk search controls movement; the strip search controls entry.
36. C. Respect---Inmates will judge you on how well you perform the various tasks assigned to you. They do not necessarily like the officer who is skilled and thorough, but they do respect him.
37. False. He should empty his pockets.
38. False. He should be frisk searched and moved out of the cell.
39. If contraband is found, **continue** the search until the entire area is cleared.

ANSWER KEY—SEARCHES

40. Principle 5—If contraband is found, continue the search until the entire area is cleared. Your job is to search the entire cell. If you stop and leave the cell, you should do a complete re-search when you come back.
41. Principle 1—Get an overall impression. All cells are not the same, and the officer who assumes that they are is asking for trouble.
42. The reason for conducting cell searches is **to discover concealed contraband in the cells.**
43. The tools most commonly used in a cell search are: **screwdriver, flashlight, and mirror.**
44. Principle 3—Systematically search every item in one area before going to the next area. The person who thinks he knows often finds contraband, but often it is what the inmates wanted him to find.
45. Principles 2 Select a starting point for the search; and and 3— systematically search every item in one area before going to the next.
46. True. Feel mattresses, pillows, and blankets. However, you should be careful when feeling in blind areas. Inmates have been known to booby trap ledges and high places with razor blades.
47. Principle 4—Replace furniture and belongings and be careful not to damage objects. The inmate might not have much, but what he does have is his personal property. You do not need to prove you have searched by making a mess.
48. C. each time he searches the cell, if it can be removed.
49. Principle 4—Replace furniture and belongings and be careful not to damage anything.
50.     1.  
✓     2.  
    3.  
    4.  
✓     5.  
✓     6.  
    7.  
    8.
51. Principle 1—On entering the cell, stop and make a general survey. Take your time and get the general impression.
52. True. The bed is one of the most frequently used hiding places for contraband.
53. The best way to be sure that all contraband has been located is through a **thorough, systematic** search.

ANSWER KEY—SEARCHES

54. False. When you do a cell search, you should check the contents of all items—envelopes, bags, books, etc.
55. Principle 5—If contraband is found, continue the search until the entire area is cleared.
56. In preparation for a cell search, the correctional officer should take all **tools** that may be needed with him to the search scene.
57. Mattresses and pillows are good places to conceal contraband because:
1. **they have seams which can be cut and re sewn**
  2. **they are big and hard to feel through from one side to the other**
  3. **they take an extra effort to search and many of-ficers do not want to put forth that effort**
58. ✓     1.  
    2.  
✓     3.  
✓     4.
59. If inmates are present in the search area, you should **frisk search** them and then **remove them from the area.**
60. A vehicle should be searched when leaving the facility because: **inmates may attempt to escape that way.**
61. C. continue the search until the cell is cleared.
62. True.
63. Three useful tools to be taken on a cell search are **a screwdriver, a mirror, and a flashlight.**
64. True. This shows respect for the inmates and en-courages a positive climate.
65. The careful officer makes sure that all security equipment is working by **looking, touching, and testing** regularly.
66. A vehicle should be searched when entering the facility because: **many items may be smuggled into the institution this way.**
67.     1.  
    2.  
✓     3.

# Chapter 4

## Counting Procedures

CORRECTIONAL  
OFFICER  
Self-Instructional Course

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### INTRODUCTION

In order to fulfill its mission of detaining prisoners, the institution maintains a system of counts and census checks to insure around-the-clock accountability of all inmates.

Generally three types of counts are taken:

- *Formal Count*  
Regular, required count of all inmates in the institution. Normally done five or six times each 24-hour period.
- *Census count*  
This is a frequent but irregular check to verify that all inmates under the supervision of an officer are present. This count is often done on work details.
- *Emergency count*  
A count taken due to unusual circumstances such as escapes, riots, disturbances, etc.

The three types of counts are: \_\_\_\_\_ and \_\_\_\_\_ (4)  
Counts are a way of insuring around-the-clock \_\_\_\_\_ of inmates. (8)

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## COUNTING PROCEDURES—RULES



"... counts—crucial to the security of the institution and its employees."

The way in which correctional officers conduct a count is crucial to the security of the institution and its employees. Too many institutions have experienced assaults and escapes because officers are not aware of the importance of conducting counts according to a number of established rules. Also, in order for most escapes to be successful, an inmate must find a way to escape detection for at least one count. Therefore, inmates have developed many ways to avoid being missed. This chapter offers guidelines for making inmate counts as effective and error-free as possible.

Mark the correct statement.

When a count is scheduled in advance for a specific time and location, it is:

- ☐ A. a census count
- ☐ B. a formal count
- ☐ C. an emergency count
- ☐ D. a recorded count
- ☐ E. an invariable count

In order for most escapes to be successful, an inmate must find a way to not be missed for at least

(2)

(7)

A cell block count can be accomplished by one officer as long as the inmates are *locked in their cells*. The officer should fill out and sign a printed slip that indicates the number of inmates he has counted.

Whenever a count is to be made in a dormitory or any area where inmates may move about freely, the official count should be conducted by *two officers*. One officer watches the inmates so that they cannot move out of line or switch places, while the other performs the actual count and fills out the official count slip.

Regardless of where the count is taken or how many officers are involved, the following rule is fundamental to the integrity of any count:

- See each inmate that you count. This means that you must see skin, a breathing body, not merely a mound on the bed.

See each inmate you count.

True/False If inmates are locked in their cells, the count can be taken by one officer. (1)

In a dormitory or area where inmates can move about, \_\_\_\_\_ officer(s) should conduct the count. (6)

Mark the statement that is correct.

In order for an inmate to be listed as present, the officer taking the count must:

- ☐ A. see the inmate.
- ☐ B. know where the inmate is supposed to be.
- ☐ C. verify an inmate present by checking with a trusty.
- ☐ D. listen to be sure the inmate answers "Here, Sir" when his name is called. (9)

## COUNTING PROCEDURES—RULES (continued)

Here are two rules to follow when making a count:

- The officer must not rely on a roll call count or a count based on the number of meals eaten.
- Trustees or other prisoners must never be allowed to perform prisoner counts.

Although the word "trusty" implies that the inmate can be trusted, many unfortunate incidents have occurred in correctional institutions because the officers placed too much confidence in these inmates. Under no circumstances should procedures involving the security of the institution or the safety of the people in the institution be placed under the control of inmates—even if these inmates are called "trusties."

Do not rely on a roll call.  
Trusties may never perform counts.

True/False A "trusty" can take a count if accompanied by an officer. (3)

Mark the correct statement.

Inmates can be listed as present during a count if:

- \_\_\_ A. they were present for the last formal count.
- \_\_\_ B. they are "trusties."
- \_\_\_ C. another officer says he saw the inmate.
- \_\_\_ D. the officer taking the count sees the inmate. (5)

Since any movement by inmates or outside interruptions can distract the officer in charge of making a count, the following rule should be observed:

- During the count, inmates should not be allowed to move around and any interruptions should be prohibited.

Inmates may not move around during a count.

If there is movement or if you become confused during the count, stop and begin the complete count again. If there are interruptions you must not attempt to continue the count where you left off.

By signing the count slips and reporting an inmate present to control, you are assuming the responsibility for the inmate's presence.

Mark the correct statement.

If there is an interruption during the count, you should:

- \_\_\_ A. stop the count until the interruption is dealt with, then pick up the count where you left off.
- \_\_\_ B. stop the count and when the interruption is dealt with begin a complete new count.
- \_\_\_ C. continue the count. Once the count is started it should not be stopped.
- \_\_\_ D. have the officer assisting you continue the count while you deal with the interruption. (10)

## REVIEW

Cite the rule that is being violated in each of the cases below.

1. Officer James makes his count in a tiered cell block by calling the role over the loudspeaker. When the inmate responds with "Here," he lists the inmate as present.

\_\_\_\_\_  
\_\_\_\_\_  
(13)

2. At night while counting inmates in a large dormitory, Officer Smith scans the area from the doorway so he does not wake up the inmates.

\_\_\_\_\_  
\_\_\_\_\_  
(16)

3. In one cell block, inmates are required to continue with their cleaning chores while two officers conduct the count. The officers believe that doing this makes the cleaning process more efficient.

\_\_\_\_\_  
\_\_\_\_\_  
(11)

4. Officer Green usually helps Officer Daniels with the count. Officer Green is out today, so Officer Daniels asks trusty Davis to help him by watching the other inmates while he does the count.

\_\_\_\_\_  
\_\_\_\_\_  
(14)

Mark the statement that is correct.

The regular, required count of all inmates in the institution is the:

- \_\_\_\_ A. formal count.  
\_\_\_\_ B. census count.  
\_\_\_\_ C. emergency count.  
\_\_\_\_ D. recorded count.

(17)

When conducting a count in a dormitory, there should be two officers present. One is in charge of

\_\_\_\_\_  
and the other \_\_\_\_\_. (12)

Match the following:

- \_\_\_\_ 1. frequent but irregular checks to verify that all inmates under the supervision of an officer are present  
\_\_\_\_ 2. a count taken due to unusual circumstances  
\_\_\_\_ 3. regular, required count

- A. formal count  
B. census count  
C. emergency count

(15)



## SUMMARY

Counts are the principle means the institution uses to fulfill its legal obligation to maintain around-the-clock accountability for the offenders committed to its custody. This chapter examined some guidelines that help insure the accuracy of counts.

- The three types of counts normally taken within institutions are: the formal count, the census count, and the emergency count.
- In situations where inmates are locked in their cells, a single officer can perform the count. In situations where inmates can move about, two officers should conduct the count.
- See each inmate whom you count.
- The officer must not rely on a roll call count or a count based on a number of meals eaten.
- Trusties or other prisoners must never be allowed to perform prisoner counts.
- During the count, inmates should not be allowed to move around, and any interruptions should be prohibited.

## ANSWER KEY—COUNTING PROCEDURES

1. True.
2. B. a formal count
3. False. Trusties should not participate in counts.
4. The three types of counts are: **formal, census, and emergency.**
5. D. the officer taking the count sees the inmate.
6. In a dormitory or area where inmates can move about, **two** officers should conduct the count.
7. In order for most escapes to be successful, an inmate must find a way to not be missed for at least **one count.**
8. Counts are a way of insuring around-the-clock **accountability** of inmates.
9. A. see the inmate.
10. B. stop the count and when the interruption is dealt with begin a complete new count.
11. During the count, inmates should not be allowed to move around.
12. When conducting a count in a dormitory, there should be two officers present. One is in charge of **making sure the inmates do not move** and the other **is officially in charge of taking the count.**
13. The officer must not rely on a roll call; see every inmate you count.
14. Trusties or other prisoners must never be allowed to perform inmate counts.
15. B 1.  
C 2.  
A 3.
16. See every inmate you count.
17. A. formal count

# Chapter 5

## Key and Tool Control

CORRECTIONAL  
OFFICER

Self-Instructional Course

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### INTRODUCTION

Many inmates who escape from custody do so because an officer has become careless about keys or tools. Either the officer has made it easy for an inmate to obtain a key to open doors or has not supervised the inmate's use of tools.

Key and tool control are two of the most important duties of every correctional officer—the life you save by taking proper security steps could be your own.



"The life you save . . . may  
be your own."

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## KEY CONTROL

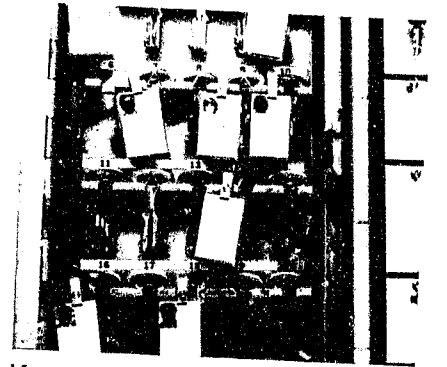
"... the officer ... must be aware of key control constantly."

One of the most important security responsibilities of correctional officers is making certain that no inmates or unauthorized persons ever obtain access to keys. A security-conscious officer must be aware of key control constantly—*never allow yourself to take keys for granted*. The keys that open various doors, storage rooms, and cabinets are not in the same category as your personal keys. For example, if someone steals the keys to your tool shed this does not present a significant danger to you; the person who took the keys probably will use them to burglarize the tool shed to obtain items to sell, such as a lawnmower. However, if an inmate steals a key to a knife cabinet in the institution's kitchen, then your life may be endangered.

Many inmates who escape do so because an officer has become \_\_\_\_\_ about keys (5)  
or tools.  
True/False Only trustees and officers can have access to keys. (7)

Control of *all* keys is essential to the safety of the institution. No matter what system is used in your institution, it is the duty of each officer to cooperate fully by using the system and by following all rules for handling keys.

The most secure and efficient method of controlling keys is use of a *key control center*. At this center, all rings containing keys are hung on hooks and an accurate record is kept of the number of each key, the location of the lock it opens, and the number of copies that exist. In this kind of system, officers withdrawing keys must hang an identification tag on the metal hook in place of the keys. This permits the key control center supervisor to know who has what keys at all times.



Key control center

Normally, keys are handed out and collected at the \_\_\_\_\_ (2)

KEY CONTROL—RULES



"... securely fastened to the officer's belt ..."

No matter what key system your institution uses, there are several rules for key control that *all* officers must follow.

- 1. Keys should be carried and used as inconspicuously as possible.
- 2. Keys should be carried securely fastened to the officer's belt and covered by a flexible leather flap.
- 3. Officers should not refer to keys either by their number or key ring number when in the presence of inmates.
- 4. Keys should never be thrown or skidded on the floor from one officer to another.
- 5. Never use force to open locks. If a lock does not function easily, report it to your supervisor.
- 6. Keys should not be left unattended or stored in desk drawers.
- 7. Keys for inside and outside doors should never be carried at the same time.
- 8. A key should never be drawn across the cell bars as a means of determining if the bars have been tampered with.

When on duty, carry your keys

If a lock does not function properly,

(4)

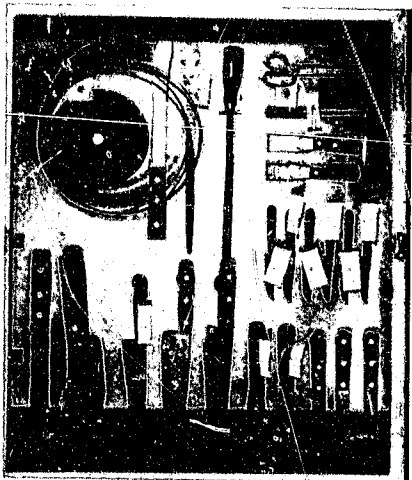
(8)

TOOL CONTROL

In institutions where kitchen knives and various types of tools are used, strict control is an important aspect of security. In many institutions, the use of potentially dangerous tools is regulated by the use of a "shadowboard."

The outline of each tool is painted on the shadowboard. Whenever a tool is removed, it is easy for officers to see what tool is missing and to check the written record to see if an inmate has signed out this tool or if it has been stolen.

If a tool is missing and has not been signed out, officers will probably find it necessary to conduct a shakedown or cell search.



Shadowboard

True/False Control of knives and tools is an important part of an institution's security program.

(1)

TOOL CONTROL (continued)



"... 'hot tools'—never issued to inmates inside the institution ..."

In many institutions, tools such as bolt cutters, welding torches, large wrenches and screwdrivers are considered "hot" tools and are often painted red for easy identification. These tools are *never* issued to an inmate for use inside the institution, and require close supervision when being used *outside* of the institution by an inmate.

Mark the correct statement.

A "shadowboard" is a device that:

- ☐ A. fits on an inmate's bunk to reinforce the springs.
- ☐ B. is used in making identification photos.
- ☐ C. covers cell windows in the summer months.
- ☐ D. is used to show quickly if tools are missing.
- ☐ E. is used in training inmates in trade class.

List some hot items that may be found in an institution:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(3)

(6)

Since most institutions have food service areas where inmates work, it is vital that any type of knife or other implement used in the kitchen be controlled by use of the shadowboard technique. It is essential that any officer in charge of the kitchen control the use and return of these items by keeping a detailed written record of the inmate using the tool and the time it was issued to him. Again, discovery that a tool is missing usually calls for a shakedown search by correctional staff.

In institutions where inmates use tools regularly for various work assignments, the officer supervising the work must keep an inventory of the tools in use and must be responsible for making sure that tools are handled properly by inmates. Worn or broken tools should be replaced with new ones. If you are ever in charge of work assignments in which tools are used, there are several things to do to control tool use.

1. See that all tools are "signed out." Check each tool to see if it is in need of repair or replacement.
2. Make certain that inmates know how to use the tools issued to them.
3. Make certain that inmates using power tools or dangerous hand tools have been instructed in safety procedures.
4. Always supervise the return of tools by inmates so that you will notice missing tools immediately.



"Always supervise the return of tools ..."

True/False

If you are in charge of a work detail, it is your responsibility to make sure that inmate workers are instructed in the proper use of tools.

(9)

## SUMMARY

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Many escapes have been accomplished because correctional officers became careless about keys or tools. This chapter offered guidelines for good key and tool control.

- Every correctional officer has a responsibility to make sure that inmates or other unauthorized persons never obtain access to keys.
- A key control center helps maintain the accountability for keys. In this system, the officer exchanges an identification tag for the keys he withdraws.
- Keys should be carried and used as inconspicuously as possible.
- Keys should be carried securely fastened to the officer's belt.
- Keys should never be thrown or skidded on the floor.
- Force should never be used to open locks.
- Keys should not be left unattended or stored in desk drawers.
- Keys for inside and outside doors should never be carried at the same time.
- Keys should not be used to test the integrity of bars.
- A shadowboard is a good device for maintaining accountability for tools or knives.
- The officer supervising work details either inside or outside the institution has the responsibility for tools used by inmates.
- Tools used by inmates should be signed out.
- Inmates using power tools should be properly instructed in their safe use.
- The work detail officer should supervise the return of tools so that missing tools will be identified immediately.

## ANSWER KEY—KEY AND TOOL CONTROL

---

1. True.
2. Normally, keys are handed out and collected at the **key control center**.
3. D. is used to show quickly if tools are missing.
4. When on duty, carry your keys **securely fastened to your belt**.
5. Many inmates who escape do so because an officer has become **careless** about keys or tools.
6. List some hot items that may be found in an institution:  
**bolt cutters**  
**welding torches**  
**large wrenches**  
**screwdrivers**
7. False. Trustees are not to have keys at any time.
8. If a lock does not function properly, **report it to your supervisor**.
9. True.

# Chapter 6

## Patrol Procedures Within the Institution

**CORRECTIONAL  
OFFICER**  
Self-Instructional Course

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### INTRODUCTION

The correctional officer and the police officer share similar responsibilities in patrolling their respective beats. Both are responsible for preventing criminal activity in their assigned area, for maintaining the peace, and for protecting people, their property, and their welfare. The absence or presence of disorder, breaches of the peace, and crime indicate how effectively both officers carry out their assigned responsibilities.

The major difference between the correctional officer and the police officer involves the type of "community" patrolled: the correctional officer operates in a *closed* community made up of people who are convicted of committing crimes, while the police officer patrols an *open* community and deals for the most part with law-abiding citizens.

- Mark the statement that is correct.  
The patrol responsibilities of the correctional and police officer are similar in that:
- ☐ A. both officers carry guns while on patrol.
  - ☐ B. both work in an "open" community.
  - ☐ C. both are involved in maintaining the peace and protecting people.
  - ☐ D. both interact with law-abiding citizens.

(4)

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3 of 7

1



INTRODUCTION (continued)

There is also a major difference in the way the public reacts to the performance of the officers. If the police officer observes an assault taking place and intervenes to arrest the offender, he may receive thanks and praise from the people in the community. He may even be recognized by the news media with an article or broadcast about his actions. While it is common practice for the correctional officer patrolling a cell block to settle disturbances, often under hostile circumstances, no one outside the institution may ever hear about his accomplishments. The correctional officer who settles a fight between two inmates probably will not even be thanked by the inmate whose life he may have saved; instead, the inmate may curse the officer for intervening in his dispute. However, although they may not admit it, many inmates view the correctional officer on patrol in exactly the same way that the average citizen views the police officer. They are glad he is there because his presence may be their only protection.

True/False The correctional officer will receive positive reinforcement for patrol activity. (8)

EFFECTIVE PATROL

What do you need to know to be effective in your patrol duties?

First, keep yourself fully informed about *all* activities in the institution. This includes knowing who the inmates are, their cell and work assignments, their special needs and problems, and their previous behavior. It also involves knowing what has occurred on other shifts, such as whether two inmates had a fight or whether an inmate had a visitor who left him emotionally upset.

Second, know the institution itself so well that you not only know the institution layout, but you also know how all the equipment operates and when anything is out of place, or when bars, windows, and locks have been tampered with.

Third, know and follow the institution's safety procedures. Become so conscious of your own safety and the safety of other officers that you never become careless, lax, or mentally unaware of where you are and what your responsibilities are.

Fourth, know your institution's operational policies concerning fires, riots, natural disasters, and escape attempts. Know exactly what your role will be if such an incident occurs.

- Effective Patrol
- Keep yourself informed
  - Know institution and equipment
  - Follow safety procedures
  - Know operational policies

Mark the items that are patrol responsibilities of the correctional officer.

- \_\_\_ 1. to provide rehabilitation to the inmate
- \_\_\_ 2. to know how to operate institution equipment that is located in his post
- \_\_\_ 3. to conduct formal institution counts
- \_\_\_ 4. to know the post assignments of all other correctional officers
- \_\_\_ 5. to know the institution's safety procedures
- \_\_\_ 6. to pick up mail or messages that inmates want relayed to the outside
- \_\_\_ 7. to prepare emergency procedures for the institution
- \_\_\_ 8. to know what may have occurred on other shifts that may affect his duty post
- \_\_\_ 9. to know the institution's operational policies in case of emergency
- \_\_\_ 10. to counsel inmates on their problems

# OBSERVING INMATES

The correctional officer must have some basic knowledge about the inmates in his assigned area—who they are, what their problems and special needs are, and what their normal behavioral patterns are. Being familiar with the inmates you supervise will allow you to detect immediately any abnormal behavior. This in turn will help you stop trouble before it begins.

One way to get a good start on your patrol duty is to report early and be briefed by the officer you are replacing. Ask about incidents that occurred during the previous shift. This would also be a good time to read the log book to see if there are any unusual conditions or changes that need to be tended to.

Some potential problems you should be able to prevent by knowing your inmates and carefully observing their behavioral patterns include suicide attempts, escape attempts, arson, fights, and homosexual activities.

When you're patrolling the corridors of the cell block, pay particular attention to inmates who are extremely quiet or who appear to be depressed or angry and be alert to mood changes in inmates. In addition, take time to listen to inmates, but don't become overly familiar with them.

True/False While on patrol the correctional officer's only concern is with security equipment. (1)

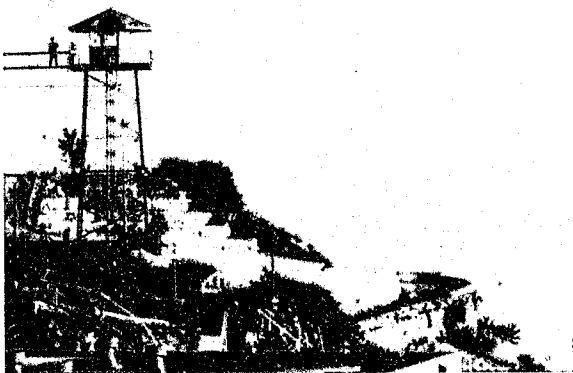
True/False A correctional officer can stop potential problems from happening by observing the behavior of inmates. (6)

# PREVENTIVE PATROL PROCEDURES

For the correctional officer, *preventive patrol* is the most effective method for maintaining order and control on the cell block. Preventive patrol simply means that the officer is *visible* to inmates.

The objective of preventive patrol is to use your presence to prevent escape attempts, disturbances, potential disorders, fires, illegal activities, tampering with institution equipment, sexual assaults, and suicide attempts. To accomplish this, be alert at all times—do not permit yourself to become complacent or relaxed even if there is "never any trouble on this post." As too many officers have learned too late, *there is always a first time for trouble*.

When patrolling, constantly be on the alert for suspicious activities. Always be looking for contraband and anything out of the ordinary. Since most criminals are opportunists, they will commit their illegal acts when and where they believe the risks of detection are the lowest. Correctional officers can make these risks seem unattractive by preventive patrol. *Patrol must never become regular and routinized*. If an inmate can anticipate the activities of the patrol officer, then he can plan his illicit activities accordingly.



"Preventive patrol means the officer is visible to inmates."

# PREVENTIVE PATROL PROCEDURES (continued)

"Be on the lookout for signs of trouble."

Here are some clues that can alert you to possible illicit activities: towels or blankets draped in front of a cell door; a clothes line strung from one side of the cell to the other with clothing hanging on it; inmates who avert their eyes when you look at them. Be on the lookout for these and similar signs of trouble.

Preventive patrol means that the officer is \_\_\_\_\_ to the inmates. (9)

Mark the statement(s) that describe officers who have characteristics of good preventive patrol.

- 1. an officer who has a regular routine
- 2. an officer who knows what to expect and therefore need not concern himself with the possibility of unusual happenings
- 3. an officer who is constantly alert for the unexpected
- 4. an officer who becomes familiar with conditions that contribute to illegal activities
- 5. an officer who recognizes that certain posts require more attention than others (3)

Audio-visual devices *must not be relied upon* by the correctional officers to maintain surveillance. *There is no substitute for actual foot patrol.* Audio-visual devices do not have the capabilities to sense changes in the inmate's attitudes, nor can they detect outward signs that often indicate potential disturbances such as the quiet and calm that sometimes acts as a danger signal for trouble about to happen.

You will find that different methods of patrol are required on different shifts. During the evening and night shifts there is a greater chance that trouble will occur or inmates will try to escape. Therefore, officers assigned to patrol duties on these shifts must be even more careful than those on daytime patrol posts. Officers on duty at night will need to modify their patrol procedures to include frequent back-tracking. This is often a good way to catch inmates who are involved in illicit activities. They often feel that once the officer has passed by their cell, they have another 15 minutes "free and clear" before the officer returns to check them again.



"Audio-visual devices must not be relied on to maintain surveillance."

Most incidents requiring the attention of the patrol officer occur during the \_\_\_\_\_ shifts. (2)

True/False If your facility uses audio-visual devices to monitor inmates, there is no need for foot patrols. (7)

## PREVENTIVE PATROL PROCEDURES (continued)

While on patrol, the officer should be alert for telltale signs that may indicate impending trouble. These signs include:

- Obvious tension in the air—the atmosphere of the cell block may seem as if it is charged with electricity
- An increase in the number of requests for transfers from work assignments or to different cell areas
- An increasing number of fights within groups or between groups
- Racial or ethnic slurs being shouted by inmates at each other, or racial or ethnic remarks directed at officers by inmates
- Increasing violations of the institution rules

All of these signs may occur to some degree on a normal day in any correctional facility. However, when they appear more frequently, the officer observing them should report the situation to his supervisor immediately.

"Signs that indicate trouble . . . report to [your] supervisor immediately."

Mark the condition(s) that should alert the patrol officer to potential trouble.

- \_\_\_ 1. inmates wanting to talk to officers about personal matters
- \_\_\_ 2. inmates organizing into groups or gangs
- \_\_\_ 3. inmates complaining to staff about food or general conditions
- \_\_\_ 4. inmates not complaining and generally avoiding staff
- \_\_\_ 5. inmates frequently requesting changes in assignment

(16)

## OFFICER SAFETY

The officer on patrol in the cell blocks or inmate work and activity areas must *always* be alert, for he could be attacked by an inmate who wants to escape or who is emotionally or mentally disturbed. In addition, officers must always be aware of problems that could affect the safety of their fellow officers. For example, if an officer hears from an informant that two inmates plan to cause trouble on *another shift*, then he has an obligation to warn the officers who work on that shift. He would appreciate the same warning if the disturbance were planned for his shift.

"On patrol . . . be alert."

When patrolling, always be alert for an attack. Some inmates will attempt to lure you alone into a cell, where you may be attacked or seized as a hostage. For this reason, avoid entering cells alone—it is always good practice to summon a back-up officer. Also be very cautious when approaching corners or "blind spots" on the tiers. Stop and quietly listen *before* you turn the corner.

Mark the action(s) that should be taken to avoid being attacked.

- \_\_\_ 1. Stay alert at all times.
- \_\_\_ 2. Establish a routine for your patrol and stick with it.
- \_\_\_ 3. Avoid entering cells alone—call a back-up.
- \_\_\_ 4. Report only what you have seen to your supervisor—don't report rumors.
- \_\_\_ 5. Be extra cautious during the night shift.

(14)

**OFFICER SAFETY (continued)**

"If you encounter trouble . . . summon assistance and wait for a back-up . . ."

If you encounter trouble, such as a fight between two or more inmates, do not attempt to handle it alone. The inmates could easily overpower you. Summon assistance and wait for the back-up officers to arrive before you intervene. However, if someone is in danger of being killed, use your judgment and intervene immediately if you think waiting for a back-up officer could result in a death. Examples of such incidents would be a stabbing or when one inmate is choking another inmate or staff member.

The officer who patrols a dormitory or work or activity area where inmates congregate in groups must develop patrol procedures that differ to some extent from those used on a tier. When inmates are free to move about, there is a greater danger of the officer being attacked. When on patrol duty in an open dormitory, be alert for prowlers moving from one bunk to another or hiding under furniture. Also, a draped blanket hanging from the top bunk over the bottom bunk requires an immediate investigation. Showers and toilets should be checked frequently since many infractions take place in these areas.

True/False Any time a patrol officer encounters inmates fighting, he should immediately attempt to stop the fight by stepping between the inmates. (10)

An officer should intervene immediately in an inmate fight if \_\_\_\_\_ (12)

**DAILY INSPECTION DUTIES**

The patrolling officer must constantly check conditions in the institution to make certain that all equipment, locks, and emergency alarms are *a/ways* in working order.

While he is on patrol, the officer's daily inspection should include:

- Physically testing all openings with security coverings to be positive that they are securely locked
- Checking for broken windows, cut screens, cracked skylights, defective door hinges, bars that may bear saw marks, uplifted floor tiles, and holes in walls
- Checking any audible alarm to make certain it is functioning properly
- Checking emergency exits to make certain that they are operating freely
- Testing telephones, intercoms and audio-visual monitoring devices for proper performance
- Examining fire extinguishers and fire hoses



"... make certain all equipment, locks, and emergency alarms are in working order."

True/False While on patrol the officer's only concern is with the inmates under his supervision. (11)

True/False When you patrol you must constantly check to make sure that all equipment, locks, and emergency alarms are in working order. (15)

USING INMATES AS CONFIDENTIAL SOURCES OF INFORMATION



"... inmates may approach you with information ..."

During your patrol you will have many opportunities to talk with the inmates under your supervision. Of all the staff in the institution it is you—the correctional officer—who has daily contact with the inmates. Many times during these contacts, inmates may approach you with information that may have a bearing on the security of the facility.

One of the best ways for the institution to fulfill its security role is for correctional officers to develop and use confidential information sources. A confidential informant is an inmate who supplies information to an officer with the understanding that his identity will not be revealed, nor will information be revealed that would lead to his exposure as an informant. In dealing with a potential informant:

- Make no promises for rewards or special treatment as a trade for information
- Report the situation to your supervisor, who will instruct you how to proceed
- Keep the informant's identity confidential even if you don't want or need the information
- Attempt to determine the informant's motives

Mark the action(s) you should not take if approached by an informant.

- \_\_\_ 1. Check out the information before you do anything else.
- \_\_\_ 2. Attempt to get another inmate to verify the informant's story.
- \_\_\_ 3. Tell the inmate you want nothing to do with a snitch.
- \_\_\_ 4. Promise the inmate anything he wants in order to get the information.
- \_\_\_ 5. Do not do anything because the inmate is probably using you. (17)

MOTIVATION OF INFORMANTS

"Motivation" is the reason why a person acts or fails to act in a certain way. Most informants furnish information because they have a reason for doing so. At times, it may appear that an inmate informant seems to act without any apparent motivation, but this is usually because the motivating factors are not clear to the officer. Some of the motives often encountered in inmate informants are:

- **Revenge**  
Inmates feel that they are being treated unfairly by their fellow inmates.
- **Fear**  
Inmates feel threatened by the activities of another inmate or group.
- **Animosity**  
Inmates give information about a rival in order to eliminate their competition.
- **Egotism**  
Inmates seek to curry favor and be well thought of by the staff.
- **Hope for reward**  
Inmates offer information in return for a favor. *It is not within the power of any correctional officer to promise a reward.* Instead, he should inform the inmate that he will bring the information to the attention of his supervisor and someone will contact the inmate.
- **Desire to reform**  
Inmates sometimes become informants because they desire to repay society for the crimes they have committed.

"... most informants ... have a reason ..."

Most informants furnish information because they have a \_\_\_\_\_ for doing so. (13)

## SUMMARY

The patrol responsibilities of the correctional officer are vital to the continuous security of the facility; officers can become effective patrol officers by keeping themselves fully informed at all times.

- You keep yourself informed by knowing who the inmates are, what their special needs and problems are, and what their previous behavior has been.
- You need to know what has occurred on other shifts. You can do this by talking to officers and other staff, by reading post orders, and by reading the log.
- You need to know the facility and all its equipment well. This will enable you to know when something is out of place.
- Preventive patrol is the most effective method for maintaining order and control. When on patrol be attentive and alert. Patrol must never become routinized.
- Audio-visual devices supplement foot patrols; they should never substitute for them.
- You should know the institution's safety and emergency procedures thoroughly.
- An alert officer is always conscious of his own safety as well as the safety of those with whom he works. Always be alert to an attack.
- Officers can cultivate confidential inmate information sources. Never promise a reward for information.

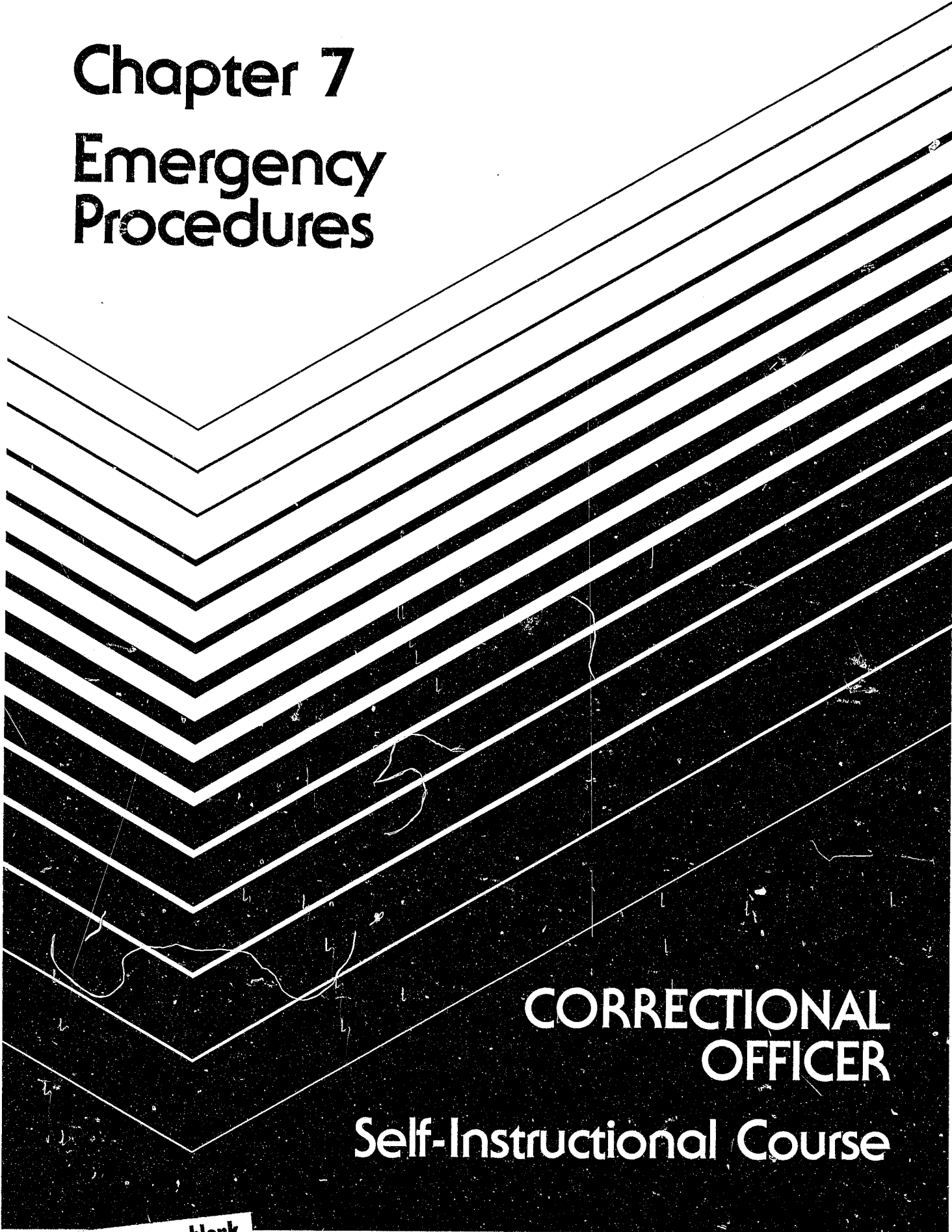
INMATE IS IN DANGER OF BEING KILLED.  
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INMATE IS IN DANGER OF BEING KILLED.

ANSWER KEY—PATROL PROCEDURES WITHIN THE INSTITUTION

- 16. 1.  
2.  
3.  
4.  
5.
- 17. 1.  
2.  
3.  
4.  
5.

# Chapter 7

## Emergency Procedures



CORRECTIONAL  
OFFICER

Self-Instructional Course



## INTRODUCTION

No matter how well trained institution personnel may be, or how efficient the operating procedures are, it is inevitable that there will be some emergency that requires immediate action. Examples of the more common types of emergencies are:

- fires
- riots or disturbances
- escapes
- natural disasters

Obviously, it is desirable to prevent fires, riots or disturbances, and escapes, and every effort should be pointed toward such prevention. But just as there are fires in the community in spite of every modern preventive measure, there will be fires and other emergencies in prisons, which are more volatile and potentially dangerous by their nature. Institution personnel must be prepared to deal with emergencies.

Therefore, every correctional facility has an Emergency Plan for dealing with fires, escapes, riots, or violent disturbances.

True/False    Emergency situations are unique to (4)  
correctional facilities.  
Every correctional facility has an \_\_\_\_\_ (6)  
\_\_\_\_\_ for dealing with fires, escapes and riots.

## THE EMERGENCY PLAN



Every correctional facility has plans that detail post assignments, issuance of alarms, and strategies to be employed in case of an emergency. These emergency plans are usually developed by a chief correctional supervisor and are reviewed by the institution's chief administrative officer.

The emergency plans are reviewed and updated yearly and every employee must review them at least once a year. Normally included in the Emergency Plan are:

- the institution layout
- emergency signals
- specific plans for
  - fires
  - riots and disturbances
  - natural disasters

Institution emergency plans are reviewed and updated \_\_\_\_\_ (1)

Normally included in the Emergency Plan are the institution \_\_\_\_\_ (7)

signals, and \_\_\_\_\_  
for fires, riots, etc.

## RIOTS AND DISTURBANCES

Within a correctional facility there are two types of riots or disturbances:

- Those between inmates or inmate groups
- Those against the institution or institutional personnel

Generally there is little or no difference in the institution's response to either type of disturbance. Also, it has been proven that what may have been started as a fight between two inmate groups can turn into a full-scale riot against the institution.

Disturbances

- between inmates
- against the institution

As a correctional officer, your responsibilities (which are detailed in your institution's Emergency Plan) in a riot or disturbance are:

- Report to the assigned post
- Work at containing the disorder to a specific area
- Help non-participants out of the area
- Attempt to identify leaders
- Use force only to the degree required and under orders of your post supervisor

Mark the action(s) you should take in a riot or disturbance.

1. Go immediately to the armory and get a weapon.
2. Report to the assigned post listed in the Emergency Plan.
3. Attempt to stop the disturbance by negotiating with the leaders.
4. Help get non-participants out.
5. Try to identify the riot leaders.

(2)

## RIOTS AND DISTURBANCES (continued)

*Signs of Tension.* There are usually signs of tension among the inmates that signal that a group disturbance may occur. For instance, inmates may be sullen, restless, flare up easily, and generally avoid contact with officers. There may be an unusually large number of requests for cell or work assignment changes, and inmates may file grievances against other inmates.

"Promptness in detecting a bad 'climate' . . . [can] avoid incidents . . ."

Promptness on the part of officers in detecting and reporting a bad "climate" within the facility may make it possible for the staff to find the cause of the problem and perhaps avoid incidents that could result in a disturbance or riot. Quick, decisive action by officers often will prevent the spread of any disturbance that does occur. The following actions will tend to prevent disturbances and riots:

- Good communication with inmates concerning plans, programs, or procedures that affect them
- Constructive work and recreational programs for inmates
- Fair and impartial treatment of inmates
- Prompt reporting methods designed to keep supervisors informed about trouble spots, gang information, and group disagreements

True/False There are usually signs of tension among inmates that signal that a group disturbance may occur. (8)

Here are steps you can take as a correctional officer to help prevent the outbreak of a disturbance. These steps are aimed at improving the climate of the institution.

- Treat all inmates fairly and impartially.  
This means not only individual inmates, but also groups. In the institution you will deal with people you may not choose to relate to on your personal time. But during your shift all inmates should get the same treatment—*fair* treatment.
- Keep communication channels open with inmates.  
When inmates are talking or complaining, you are getting a feel for their attitude. You might never be able to "solve" their problem, but an officer who listens often finds out more about the overall climate than the officer who doesn't.
- Keep your supervisor informed of signs of tension.  
Many new officers don't report small signs to their supervisor. Changed behavior often means there may be problems.



"Keep communication channels open with inmates."

Mark the action(s) that the individual correctional officer could take to prevent riots and disturbances.

- \_\_\_ 1. Improve food, medical service and mail.
- \_\_\_ 2. Attempt to treat all inmates the same.
- \_\_\_ 3. Try to keep communication channels open.
- \_\_\_ 4. Move inmates into cell assignments with which they are more comfortable.
- \_\_\_ 5. Telephone inmates' relatives if you think it will help with a problem.
- \_\_\_ 6. Report signs of tension to your supervisor. (3)

# HOSTAGE SITUATIONS



"Hostage incidents . . . are occurring more frequently . . ."

*Hostage Incidents.* Hostage incidents are occurring more frequently in prisons throughout the United States. Inmates seize hostages for a variety of reasons, such as to aid in an escape attempt; as bargaining power in seeking concessions from correctional officials; or to show other inmates that they can exert control in the institution. Occasionally, hostages are seized by an inmate who is mentally ill or suicidal.

Sometimes it is the "element of chance" that determines whether or not a hostage incident will occur. "Chance" also plays a role in determining which officers and employees are seized as hostages. Most often, however, correctional officers can prevent hostage incidents from developing. Effective security procedures, coupled with frequent shakedowns for weapons and contraband, can reduce opportunities for inmates to seize hostages. In addition, careful surveillance of inmates and frequent patrols of cell blocks and inmate work areas lessen the chances for a hostage incident to occur. If officers want to prevent these incidents, they must remove all opportunities for inmates to seize hostages and weapons.

Because any officer could be taken hostage, it is necessary for all officers to be familiar with their facility's hostage incident procedures and guidelines.

- True/False Only careless officers can be taken hostage. (5)
- True/False Most hostage incidents can be prevented from happening. (9)

*Guidelines in the event you are taken hostage.* If you're taken hostage, there are a number of guidelines you can follow that may save lives, avoid serious injury, and hasten your release from captivity.

As a hostage, don't make your presence too obvious. In other words, keep a low profile. Do not interfere with discussions being held by your captors. Instead, give them the impression that you're not interested; however, be aware of what is taking place.

Make an attempt to appear to avoid witnessing inmate crimes during a riot. Keep your face down and, if possible, appear to look away. During a riot, many inmates wear masks to avoid being recognized. In the event you recognize inmates who are committing specific crimes, such as assaults on other inmates or hostages, you become a potential danger to your captors. They may wish to eliminate a witness to their new criminal offenses.

Appear to be unfrightened and don't panic. If you appear scared or panicked, the inmates can play upon such emotions and may taunt you and perhaps inflict physical injury upon you.

If asked, you should give up your possessions, such as watch, wallet, lighters and cigarettes. If possible, avoid giving up uniform items such as shirts, name tags, or pants unless you must.

Where possible, allow the hostage takers to talk. When engaged in conversation with a hostage taker, say as little as possible about his situation. You should not interfere or create additional anger or anxiety but, when possible, you should encourage the hostage takers to be more reasonable.

Do not refer to your captors by name, unless their faces are uncovered. Even if the inmates are not committing additional crimes, the fact that they are masked suggests that they do not wish their identity revealed or remembered. A hostage who uses an inmate's name can antagonize him and stimulate violence.

Often, the hostage serves as the intermediary between the rioters and prison officials. When cast in such a role, you should readily transmit messages without editing them. Before a message is transmitted, make sure the various inmate factions, if they exist, agree to the content of such communications. Not to do so will antagonize some of the inmate captors, will cause confusion among the inmates, and may inhibit the negotiations for the release of the hostages. You may then be placing yourself between differing groups, creating antagonism toward yourself. There is a great potential for violence in this type of situation.

"As a hostage . . . keep a low profile (and) don't panic . . ."

. . . allow the hostage takers to talk . . . do not refer to [them] by name."

HOSTAGE SITUATIONS (continued)

"Encourage captors to inform authorities . . .

Encourage your captors to inform the authorities that you're being held and, if possible, to tell them where you're being held. This might initiate negotiations. Do not volunteer to communicate with such authorities yourself because you may raise the inmate's hopes about having their demands granted. If these expectations are not met, then the hostage takers may become angry and move toward a more violent position.

. . . think about an escape route . . .

A great deal has been written and televised about hostages identifying with their captors and uniting with their cause against society or authorities. In the experience of correctional officers as hostages, this seldom happens.

While being held hostage, think about an escape route in case that may be the only way you can get to safety. When correctional personnel retake a cell block held by inmates, the action usually ends in a matter of minutes.

. . . plan to defend yourself . . .

You must plan to defend yourself for five or ten minutes until help arrives. Sometimes you can do this by planning to place a cabinet or a bed between yourself and the hostage takers, or by seeking a place where you can hide for the brief period of time.

. . . attempt to remember inmate leaders."

Without being too obvious, attempt to remember the inmate leaders, agitators, and other inmates who are actively involved in the incident or riot so they may be identified later. Try to remember specific acts of violence and other experiences that you witnessed. In the event the inmates are brought to trial, you can testify about your experiences and observations with greater certainty and accuracy.

These guidelines will not guarantee a hostage's safety but they improve his chances to escape serious injury and survive the experience.

Mark the action(s) you should take if you are taken hostage.

- \_\_\_1. Talk with your captors but do not argue with them.
- \_\_\_2. Remain calm—attempts will be made to get you released.
- \_\_\_3. Try to make a deal with your captors—promise them anything.
- \_\_\_4. Do not cooperate in any way.
- \_\_\_5. Write down the names of the riot leaders. (11)

True/False Hostage incidents can occur in any correctional institution—from the most secure maximum security prisons to camps and farms. (10)

True/False Because of the nature of the correctional environment, there is no way to reduce the opportunities to take hostages. (13)

True/False If taken hostage, you should follow the orders of your captors. (15)

## FIRE



"The potential for disaster is high . . ."

*Fire Prevention and Control.* Fires occur in correctional facilities for a variety of reasons, such as carelessness, the heating of food in cells, the actions of mentally ill inmates, and arson. The potential for fire in an institution is greater than on the outside because of the density of the inmate population, because of the presence of so many who would deliberately start fires, and because of the fire hazards that exist in industrial shops. The potential for disaster is also high—a fire may jeopardize the lives of all inmates and personnel in the facility because security barriers can prevent quick exit from the cell block or other affected areas.

Your facility has a fire plan that includes policies directing officers to follow good housekeeping standards. Officers on patrol should always be looking for inmate cooking devices, overloaded wiring, and any other practices that could contribute to fires.

The fire plan clearly defines staff responsibilities, security perimeters, and methods for evacuating every part of the facility.

The potential for a fire occurring in a correctional facility is \_\_\_\_\_ (less/greater) than in the home or community. (12)

Mark the action(s) the correctional officer can take to aid in fire prevention.

- \_\_\_\_ 1. Follow the institution fire prevention plan.
- \_\_\_\_ 2. Insist on good housekeeping standards.
- \_\_\_\_ 3. Look for potential fire problems while on patrol.
- \_\_\_\_ 4. Know the fire hazards in the institution. (16)

Your institution's fire plan has detailed instructions to be followed for each post assignment. Read the plan and talk to your supervisor about your post responsibility for:

- Sounding fire alarms
- Evacuating inmates and staff
- Fighting the fire

Since most institutions have a variety of extinguishers and fire fighting equipment, you will receive instructions in using all types of fire fighting devices as part of your institution-based training.

Since every post has a different emergency evacuation plan and a variety of fire fighting equipment and security devices, you must become familiar with your post's fire responsibilities.



". . . most institutions have a variety . . . of fire fighting equipment . . ."

True/False Every institution post assignment may have a different role in fire fighting. (14)

The three fire fighting responsibilities that every correctional officer has are:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_ (19)

ESCAPE ATTEMPTS

"At the heart of every escape attempt is human error."

*Handling Escape Attempts.* Bricks, stones and bars don't make a correctional institution secure—the employees do. At the heart of every escape attempt is human error. Either a procedure has broken down or someone has become lax in performing his assignment.

Some inmates take delight in finding ways to escape. It is an activity that gives them something to do. Many of these inmates have been in jails or prisons for most of their lives and know more about the security than many officers do. The threat of an added sentence is nothing compared to the personal satisfaction of having "beat the system." A good "escape artist" will study the moves of every staff member to find weak points he can exploit.

Each institution has an escape plan to prevent and deal with escape attempts. However, as discussed earlier, escape prevention is the responsibility of every officer in the facility. Each officer must constantly be alert for any signs of a potential escape.

All officers must be thoroughly familiar with their institution's escape plan and know what their role will be if an escape attempt occurs. Since time is of great importance in closing off avenues of escape from the facility and its grounds, it is mandatory that all officers be so familiar with the plan that they can put it into operation immediately.

Often the weakest link in an institution's security program

is \_\_\_\_\_ (17)

Your role in an escape or escape attempt is detailed in

the \_\_\_\_\_ (22)

III-134

FIREARMS AND GAS

*Use of Firearms and Gas Equipment.* In your present assignment you may not be required to handle firearms. However, by a change of assignment or in case of a disturbance (e.g., an escape or a riot) you may have to use firearms or gas equipment.

Procedures for the use of firearms and gas are contained in your facility's Emergency Plan. The plan should contain specific information about who is authorized to permit the use of firearms and under what circumstances they may be used.

All plans state that selected marksmanship or massed fire are to be used as last resorts, such as to prevent escape or serious assault. Before discharging firearms at a prisoner, due warning should be given by oral command. (In some institutions a whistle or other signal may be used instead of a verbal command.) When firing, aim so as to disable and *not to kill*.

Since every institution has a variety of handguns, rifles and shotguns, your familiarization and safety training will take place with the weapons in your armory.



"... your training will take place with weapons in your armory."

True/False Every institution has written plans dealing with the use of firearms and gas. (18)

Before discharging firearms at a prisoner, \_\_\_\_\_ must be given. (20)

If firing is required, the objective is to \_\_\_\_\_ not \_\_\_\_\_ (23)

III-135

## FIREARMS AND GAS (continued)



"Gas should never be used as punishment."

The use of riot control gases is the most effective means of temporarily incapacitating a rioting group with the least permanent injury. Under favorable conditions, gases may saturate an entire area where gunfire cannot penetrate.

Gas is used in situations where damage may occur to life or property. Normally, the authority to order the use of gas is restricted to the warden (or his representative). If circumstances permit, the acting administrator should be present when gas is used. Gas should never be used to punish.

When gas is used, it should be used in sufficient quantity to have the desired effects. It should not be used in the vicinity of hospitals or other places containing innocent persons unless they can first be evacuated. Gas, of course, goes where the wind blows it. If an institution is located in or near a populated area, wind can quickly change gas from an enforcement aid to a community hazard.

Authority to use gas normally comes from \_\_\_\_\_ or \_\_\_\_\_

(21)

## SUMMARY

No matter how well trained institution personnel may be or how well managed the institution is, emergencies such as fires, disturbances, or escape attempts will sometimes occur. This chapter provided instruction in handling emergency situations.

- Every institution has an Emergency Plan that details procedures and responsibilities in the event of fires, riots, or disturbances, civil disorders, and natural disasters.
- In a riot situation, the responsibilities of a correctional officer include: report to the assigned post; try to contain the disorder to a specific area; help non-participants out of the area; attempt to identify inmate leaders; use force only under the orders of a supervisor.
- There are usually signs of tension that precede a disturbance. Good communication skills and good correctional programs can minimize the causes that lead to disturbances.
- Hostages are taken for a variety of reasons; chance plays a large role.
- When taken hostage, correctional officers should be calm and keep a low profile. They should cooperate with their captors and do all they can to bring reason to the negotiations.
- The potential for fire is high in a correctional institution, and the potential for tragedy is great because of security barriers that can interfere with exit from the structure.
- Firearms are used only as a last resort to prevent loss of life.
- Before firearms are discharged, a warning must be given.
- Only the warden or his representative can authorize the use of firearms or gas.



## ANSWER KEY—EMERGENCY PROCEDURES

1. Institution emergency plans are reviewed and updated **yearly.**
2. ☒ 1.  
☒ 2.  
☐ 3.  
☒ 4.  
☒ 5.
3. ☐ 1.  
☒ 2.  
☒ 3.  
☐ 4.  
☐ 5.  
☒ 6.
4. False. Emergencies can occur in any type of environment.
5. False. Chance and circumstance often determine who is seized.
6. Every correctional facility has an **emergency plan** for dealing with fires, escapes, and riots.
7. Normally included in the Emergency Plan are the institution **layout, emergency signals,** and **specific plans** for fires, riots, etc.
8. True.
9. True.
10. True.
11. ☒ 1.  
☒ 2.  
☐ 3.  
☐ 4.  
☐ 5.
12. The potential for a fire occurring in a correctional facility is **greater** than in the home or community.
13. False. Good communication skills, well managed correctional programs, and a comprehensive security system can all help reduce the causes of disturbances.
14. True.
15. True.
16. ☒ 1.  
☒ 2.  
☒ 3.  
☒ 4.
17. Often the weakest link in an institution's security program is **the correctional staff.**
18. True.

## ANSWER KEY—EMERGENCY PROCEDURES

19. The three fire fighting responsibilities that every correctional officer has are:
  1. **sounding alarms**
  2. **evacuating staff and inmates**
  3. **fighting the fire**
20. Before discharging firearms at a prisoner, a **warning** must be given.
21. Authority to use gas normally comes from **the warden or his representative.**
22. Your role in an escape or escape attempt is detailed in the **institution's escape plan.**
23. If firing is required, the objective is to **disable** not **kill.**

# Chapter 8

## Transporting Inmates

**CORRECTIONAL  
OFFICER**

**Self-Instructional Course**

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### INTRODUCTION

Contrary to what the general public may think, once a person is locked up in a correctional institution and the gates of freedom close behind him, he may pass through those gates many times before his sentence is completed. In the day-to-day operation of a correctional facility, many inmates pass through the gates—inmates on work release programs, outside work details, transfers, and hospital and court visits. This chapter is about a specialized type of duty that officers may be called upon to perform—escorting inmates under restraint outside the confines of the institution.

In some institutions certain officers are designated as "escort officers," while other systems use police agencies for this function. However, there are occasions when a correctional officer may be called upon to escort an inmate from the institution. When escorting an inmate, remember that you may be providing the inmate with his first exposure to the outside world in a long time; those inmates who may never consider escape within the institution may attempt anything while outside.

True/False The fact that he is "outside" the institution may cause the inmate to attempt escape. (4)

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INTRODUCTION (continued)

In many cases carelessness is the cause for an escape. Improper application of restraint equipment, lack of a proper vehicle search, escorting without arms, and improper supervision during the escort are among the reasons. How, then, can escort duty be conducted to ensure the public safety and the safety of the officer?

The transporting officer is legally responsible for custody of the inmate; therefore, a thorough strip search of the inmate must be made by the transporting officer before the trip. The transporting officer should check the inmate's personal effects for possible concealed weapons. Under no circumstances should the transporting officer assume that the inmate has been searched by anyone else. If the inmate has been transported to court, a hospital, a home visit, or elsewhere, he must be frisked before he gets into the vehicle for his return to the institution.

Every inmate taken from the institution is a potential escape threat and therefore the officer must employ restraining devices. The officer should never assume that the inmate he is transporting will not attempt to flee. Given the right time, place, and circumstances, the inmate presents the threat of escape.

"The transporting officer is legally responsible for custody of the inmate . . ."

Mark the most effective step you as an escort officer can take in preparing to transport an inmate.

- \_\_\_ A. Conduct a strip search of the inmate.
- \_\_\_ B. Have a search of the inmate done at the pickup point.
- \_\_\_ C. Do a thorough records check on the inmate.
- \_\_\_ D. Find out from other staff who may know the inmate how he is likely to behave.
- \_\_\_ E. Perform a frisk search of the inmate.

(11)

RESTRAINING DEVICES

*Types of Restraining Devices.* The most common types of restraining devices used in transporting inmates are:

- *Swivel, non-locking handcuffs.* These are the most important type of handcuff—their light weight, ease of application, and versatility make them a practical device that can be used in most situations for restraining an inmate.
- *Waist chain.* This chain is used in conjunction with handcuffs. The chain encircles the inmate's waist and is pulled through belt loops. The snap link on the end of the chain is pulled through a large link to create a snug fit and is secured either with a separate lock or clip. Handcuffs are then attached to the chain. This is an effective restraining device because it lessens the mobility of the inmate's hands.
- *Ankle shackles.* These are cuffs similar in appearance to handcuffs although they are usually heavier and sturdier. These shackles are designed to restrict leg movements and are used chiefly in transporting inmates for long distances.

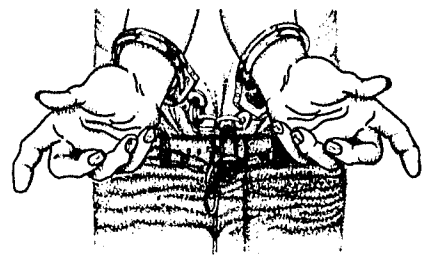
The selection of restraining devices can often depend on the inmate who is being transported. For a high-risk inmate, handcuffs with the waist chain and ankle shackles may be used, while in another situation only handcuffs may be used.



"The waist chain is used in conjunction with handcuffs."

The most common restraining devices used in transporting inmates are \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ (1)

RESTRAINING DEVICES (continued)



"... tight enough to prevent them from slipping off, not so tight that they can cause pain."

*Applying Handcuffs.* Handcuffs should be secured to each wrist of the inmate as he holds his hands in opposite directions. The keyhole should be to the rear facing the inmate's body or facing his head. Each cuff must be double-locked to prevent the inmate from opening it by using a thin piece of metal. Handcuffs should be properly applied—tight enough to prevent them from slipping off, but not so tight that they can cause discomfort or pain. An officer can be considerate without violating security. Harsh or inhumane treatment should be avoided.

When applying handcuffs, the inmate's hands should be \_\_\_\_\_

(2)

The locking aperture on the handcuffs should be \_\_\_\_\_

(6)

TRANSPORTING INMATES

*Transport By Automobile.* Automobiles used for transport should be searched before the inmate enters.

When the officer enters his vehicle he should be seated in a position that enables him to observe the inmate at all times. He should never sit with his weapon next to the inmate. Also, he should keep cuff keys out of the inmate's sight.

An officer who sits in the back seat with the inmate should not carry a weapon, nor should he have direct access to the keys to the restraining devices. Merely handcuffing an inmate does not render him harmless. The inmate's arms, although cuffed together, are still effective weapons that can strike the officer or turn the steering wheel. Many officers have been shot with their own weapons by handcuffed prisoners.

An escort officer must be especially alert in applying or removing handcuffs or other devices, since this is a likely time for a desperate inmate to make an escape attempt. At such a time the officer is extremely vulnerable.



"... be especially alert in applying or removing handcuffs ..."

True/False The vehicle used to transport the inmate should be searched before the inmate gets in. (9)

If there are two officers escorting an inmate, one officer driving and the other in the back seat with the inmate, which officer should carry a weapon? (10)

## TRANSPORTING INMATES (continued)

"... carelessness—the major cause for inmate escapes and subsequent injuries . . ."

Escort duty is dangerous and officers must be cautious. Carelessness on the part of escort officers is the major cause for inmate escapes and subsequent injuries and deaths of officers. To prevent inmate escape attempts, officers must follow proper search and restraint procedures. The escorting officer is legally responsible for the inmate. He himself must conduct a thorough strip search of the inmate before transport, check restraining devices, apply them properly, search transport vehicles, and carefully supervise the inmate at all times during the transport.

Mark the worst practice an escort officer who sits in the back seat of a car with an inmate can use.

- ☐ A. Suspect any request by the inmate for rest stops.
- ☐ B. Keep his weapons on the side away from the inmate.
- ☐ C. Sit directly behind the driver.
- ☐ D. Sit as far away from the inmate as possible.
- ☐ E. Carry a weapon and restraining device keys.

(3)

The escort officer is most vulnerable when:

- ☒ A. transferring custody to another officer.
- ☐ B. taking the inmate from the car at the destination.
- ☐ C. applying or removing restraint devices.
- ☐ D. the inmate fakes being asleep.
- ☐ E. there is an unscheduled rest stop.

(7)

True/False Escort duty is not dangerous because the inmate is normally restrained. (8)

- It is particularly important to search the transport vehicle:
- ☐ A. each time it is filled with gasoline.
  - ☐ B. when it shows signs of body damage.
  - ☐ C. whenever the officer returns to it with the inmate.
  - ☐ D. whenever there is a change of drivers.

(12)

The transporting officer is \_\_\_\_\_ for the custody of the inmate. (5)

## SUMMARY

Transporting prisoners outside the institution is a necessary and important task that correctional officers often perform. This chapter examined ways to perform that duty safely.

- The transporting officer is legally responsible for the custody of the inmate. Therefore he must exercise extreme care in fulfilling his responsibilities.
- An inmate must be strip searched by the transporting officer before he may leave the institution.
- Restraining devices, such as swivel, non-locking handcuffs, a waist chain, and ankle shackles should be used whenever a prisoner is transported outside the institution.
- When an automobile is used to transport a prisoner, the officer sitting in the back seat next to the prisoner should carry neither a weapon nor the cuff keys.
- Even docile inmates who are resigned to their fate while inside the institution may become excited and attempt to escape when transported outside. Therefore, transporting officers must always be on their guard.
- The officer is most vulnerable when shackling and unshackling the inmate.

## ANSWER KEY—TRANSPORTING INMATES

1. The most common restraining devices used in transporting inmates are **handcuffs, waist chain, and ankle shackles**.
2. When applying handcuffs, the inmate's hands should be **in opposite directions**.
3. E. Carry a weapon and restraining device keys.
4. True. The thought of getting out of a cell and cell block and over walls and fences is often overwhelming to inmates who accept their fate. However, to be taken out of the institution may make even the most docile think about escape.
5. The transporting officer is **legally responsible** for the custody of the inmate.
6. The locking aperture on handcuffs should be **facing the inmate**.
7. C. applying or removing restraint devices.
8. False. Escort duty is one of the most dangerous assignments a correctional officer can have. Although restrained, the inmate views the officer on a one-to-one basis. Also, the officer will have the key to the restraints and a weapon. He alone becomes the barrier to freedom.
9. True. Also, if the vehicle will be left unattended while the inmate is being escorted to a hospital, court appearance, etc., it should be searched upon return.
10. The officer driving should have the weapon and the keys to the restraining device.
11. A. Conduct a strip search of the inmate.
12. C. whenever the officer returns to it with the inmate.

END

Part III

4 of 7

Part IV

**PART IV  
SPECIAL  
INMATES**

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445

**CORRECTIONAL  
OFFICER**  
Self-Instructional Course



INTRODUCTION

Part IV, *Special Inmates*, explores the problems and responsibilities the correctional officer may face in dealing with inmates who have or who develop special medical or behavioral problems. Methods for handling special inmates such as epileptics, potential suicides, and homosexuals are presented.

Chapter 1. Medical Problems

This chapter looks at the special needs and concerns of diabetic and epileptic inmates.

Chapter 2. Mental Problems

Inmates can become mentally ill while in the institution; methods for handling mentally disturbed inmates are discussed.

Chapter 3. Drug and Alcohol Abuse

This chapter tells the correctional officer how to spot possible drug and/or alcohol use among inmates.

Chapter 4. Suicide Prevention

Techniques for identifying potential suicides and dealing with suicidal situations are discussed.

Chapter 5. Homosexual Behavior

This chapter discusses homosexual activity and the problems it creates in the institution, as well as methods for controlling the incidence of homosexual behavior.

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# Chapter 1

## Medical Problems

**CORRECTIONAL  
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**Self-Instructional Course**

### INTRODUCTION

---

As a correctional officer, you will come into contact with a wide variety of inmates. You will work with different personality types, different races and ethnic groups, and different age groups. You will also deal with some inmates who have special medical problems.

Of course, certain medical problems are facts of life. There are heart patients, diabetics, and asthmatics throughout the general population. Consequently, there will be people with medical problems in your institution's population as well. This chapter will teach you about the medical problems of diabetics and epileptics.



"... there will be people  
with medical problems in  
your institution ..."

OFFICER'S ROLE

As a correctional officer, you are not responsible for the diagnosis and treatment of inmates' special problems—the medical staff takes care of that. But you do work very closely with the inmates, and there are a few things you can do to help avoid serious problems with diabetic or epileptic inmates.

You should learn which inmates have special medical problems and what those problems are. The medical staff should alert you to this, and you should remember it just as you remember the inmate's name and custody status. Generally an inmate who has a special medical problem will wear a bracelet or ID tag which says that he is diabetic or epileptic.

You should also learn how to recognize and handle some of the emergency medical problems that may arise. If you are familiar with some of the symptoms of these problems and know what to do when they do occur, you could save someone's life. Even if you only know when to call the medical staff, you could still save a life.

"... learn which inmates have special medical problems and what those problems are."

- Mark the statement(s) that are correct.
- \_\_\_ 1. Special medical problems never show up among an institution's inmate population.
  - \_\_\_ 2. The correctional officer should be able to diagnose and treat any inmate medical problem.
  - \_\_\_ 3. The correctional officer should be aware of special inmate medical problems and should have basic knowledge of what to do in case of emergency. (6)

DIABETIC INMATES

The diabetic inmate presents one special medical problem. Diabetes is a disease in which the body cannot properly burn up sugar because the diabetic's body does not produce enough insulin. Therefore, the diabetic must take insulin in some form (by mouth or by injection) and must restrict his intake of sugar.

The facility must be especially concerned about diabetic inmates because they require special diets and medicine, and because they can develop emergency medical problems.



"... diabetic inmates ... require special diets and medicine ..."

- Mark the statement that is correct.
- The diabetic's body does not properly burn up:
- \_\_\_ A. food.
  - \_\_\_ B. oxygen.
  - \_\_\_ C. sugar.
  - \_\_\_ D. salt.
- To treat diabetes, the patient takes:
- \_\_\_ A. penicillin.
  - \_\_\_ B. insulin.
  - \_\_\_ C. diazanon.
  - \_\_\_ D. aspirin.

True/False The diabetic should eat lots of candy. (10)

## DIABETIC INMATES (continued)

"Too much sugar can . . .  
make the diabetic sick . . .  
tell the medical staff . . ."

The facility kitchen and medical staffs will take care of the special diet for the diabetic inmate. You, however, can help make sure the inmate follows the diet and doesn't go on a "sugar binge." Too much sugar can counteract the insulin and make the diabetic sick. You should tell the medical staff if the diabetic breaks his diet.

Ray Barzo is a diabetic inmate whose diet is strictly regulated and who must take regular shots of insulin. On a regular cell inspection, Officer Chuck Galen notices that Barzo is chewing something. Looking closer, he finds several empty candy bar wrappers under Barzo's bunk.

Mark the most important action that Officer Galen should take.

- ☐ A. Scold Barzo for breaking his diet.
- ☐ B. Find out who gave him the candy.
- ☐ C. Ignore the incident but warn Barzo not to do it again.
- ☐ D. Report the incident to the medical staff right away.

(2)

As a correctional officer, your role in the diabetic's regular medical treatment will be to see that he gets to the infirmary on time every day for shots or medicine and any tests. In the infirmary, of course, it is a good idea to keep a very close watch on inmates to keep them from passing or obtaining contraband items.

"In the infirmary . . . keep a close watch on inmates . . ."

In addition to taking insulin regularly, many diabetics are required to test the sugar level in their urine several times a day. In most cases the inmate can do this himself in his cell. For your part, be aware of the inmate's special situation and know what he is authorized to keep in his cell. Also, try to be sympathetic to the situation. The diabetic is not "weird," he simply must keep the sugar in his body at a certain level; the urine testing is a part of maintaining that level. You can assist the inmate by making sure he does his tests regularly and by helping him maintain whatever privacy is possible in his cell while he performs the urine tests.

Mark the correct statement(s).

- ☐ 1. The correctional officer is responsible for seeing that the diabetic inmate gets to the infirmary on a regular schedule for medicine and tests.
- ☐ 2. Inmates can be left by themselves in the infirmary.
- ☐ 3. The correctional officer should be aware of the diabetic's special test needs.
- ☐ 4. Diabetics are oddballs who deserve no sympathy.

(11)

## DIABETIC INMATES (continued)

If the diabetic inmate develops an emergency problem, you may be the first person on the scene. If you are able to recognize the symptoms of the two different diabetic emergencies, your knowledge and fast action could save an inmate's life.

"Too much sugar—diabetic coma . . . too little sugar—insulin shock."

The diabetic's condition requires a careful balance of insulin and sugar in the body. Too much sugar could lead to a *diabetic coma*, while too little sugar can result in *insulin shock*.

Either of these problems can be very serious, and can lead to death. But the symptoms of each are very different and the problems are fairly easy to recognize. There are different actions you can take, depending on how serious the illness is, but if you are unsure at all, or if the diabetic ever becomes unconscious, CALL THE MEDICAL STAFF IMMEDIATELY!!!

- A diabetic coma means there is too much \_\_\_\_\_ (3)  
in the body. \_\_\_\_\_ results when the \_\_\_\_\_ (7)
- True/False The symptoms of insulin shock are very different from the symptoms of a \_\_\_\_\_ (4)  
diabetic coma.
- True/False If you are unsure what the problem is, or if the diabetic inmate is unconscious, you should call the medical staff immediately. (8)

## DIABETIC INMATES—DIABETIC COMA

When a diabetic has too much sugar in his bloodstream, he will gradually go into a *diabetic coma*. The early symptoms of diabetic coma are dry, flushed skin and a strong, sweet odor on the breath. If you notice these symptoms in a diabetic inmate, the best thing to do is call the medical staff immediately.

Remember: dry, flushed skin and strong, sweet breath = too much sugar (diabetic coma)  
CALL THE MEDICAL STAFF IMMEDIATELY.



"... diabetic coma . . . call the medical staff immediately."

Mark the condition(s) that the skin of an inmate going into diabetic coma will show. (5)

- \_\_\_ 1. pale
- \_\_\_ 2. flushed
- \_\_\_ 3. dry
- \_\_\_ 4. moist

Mark how the breath of an inmate going into diabetic coma will smell. (9)

- \_\_\_ 1. sour
- \_\_\_ 2. acid
- \_\_\_ 3. sweet
- \_\_\_ 4. strong

If you notice the symptoms of diabetic coma, you should \_\_\_\_\_ (13)

## DIABETIC INMATES—DIABETIC COMA (continued)

As the onset of a diabetic coma continues, more symptoms appear. These include:

- blurred vision
- dry mouth
- thirst
- deep labored breathing
- abdominal pain and vomiting

The dry, flushed skin and strong, sweet breath will still be present, and whenever *any* of these symptoms appear in a diabetic inmate, call the medical staff immediately.

"... anytime a diabetic becomes unconscious, call the medical staff immediately."

The final symptom of diabetic coma is unconsciousness. Remember, anytime a diabetic becomes unconscious, call the medical staff immediately.

Mark the symptoms of diabetic coma.

- \_\_\_ 1. dry, flushed skin
- \_\_\_ 2. abdominal pain and vomiting
- \_\_\_ 3. severe headache
- \_\_\_ 4. strong, sweet breath
- \_\_\_ 5. chest pains

(14)

Mark the action you should take when an inmate is going into a diabetic coma or becomes unconscious for any reason.

- \_\_\_ A. Administer CPR.
- \_\_\_ B. Let him rest.
- \_\_\_ C. Call the medical staff immediately.

(18)

## DIABETIC INMATES—INSULIN SHOCK

Insulin shock is the opposite of diabetic coma. That is, when a diabetic has too little sugar in his body, he will quickly go into *insulin shock*. Insulin shock is characterized by pale, moist skin, weakness, nervousness or confusion, and shaking or staggering. An inmate in this condition may appear drunk.



"Insulin shock . . . pale, moist skin, weakness [and] confusion . . ."

When there is too little sugar in the diabetic's body, he can go into \_\_\_\_\_ (16)

Mark the condition(s) of the skin of the diabetic in insulin shock.

- \_\_\_ 1. pale
- \_\_\_ 2. flushed
- \_\_\_ 3. moist
- \_\_\_ 4. dry

(19)

True/False

The diabetic in insulin shock may be weak and stagger and may appear drunk. (21)

## DIABETIC INMATES—INSULIN SHOCK (continued)

When the diabetic inmate feels sick and is pale and sweaty and weak and shaky, he needs sugar. All diabetics who take insulin should have some kind of sugar with them at all times. The sugar can be in many forms: candy, orange juice, soda, or even straight table sugar. If the inmate does not begin to feel better soon after taking some sugar, call the medical staff.

Remember: pale, moist skin and weakness = insulin shock  
(not enough sugar)  
GIVE SUGAR.

If left untreated, insulin shock can lead to seizures and unconsciousness, and even to death. Anytime a diabetic becomes unconscious, call the medical staff immediately.

"... left untreated, insulin shock can lead to seizures ... even death."

The diabetic who is in insulin shock needs \_\_\_\_\_ (20)  
Mark the items you might give a diabetic who is pale and  
sweaty and weak and shaky.

- \_\_\_ 1. water
- \_\_\_ 2. candy
- \_\_\_ 3. bread
- \_\_\_ 4. orange juice
- \_\_\_ 5. table sugar
- \_\_\_ 6. crackers

(24)

## DIABETIC INMATES—REVIEW

Because the sugar/insulin balance in the diabetic's body is so delicate, the onset of a diabetic illness can be unpredictable. There are times, however, when the chance of diabetic comas or insulin shock are more likely to occur.

Diabetic coma, you recall, occurs when there's too much sugar in the diabetic's body. This can happen when the diabetic doesn't get his insulin, or when he eats too much sugar. It's possible that the diabetic can bring on this problem himself by going on a "sugar" or "candy" binge to relieve the boredom of his strict diet. That's why it's important to make sure the diabetic inmate sticks to his diet.

Insulin shock, on the other hand, occurs when there's too little sugar in the diabetic's body. This could happen when the inmate doesn't eat enough to balance his insulin and sugar levels, or when he exercises a great deal and burns up more sugar than normal. Therefore, a diabetic inmate could go into insulin shock after playing a fast game of basketball. So when a diabetic isn't eating well or does an excess amount of strenuous exercise, he could go into insulin shock.



"Insulin shock ... inmate needs sugar."

## DIABETIC INMATES—REVIEW (continued)

Officer Ann Adams is doing a routine check of cells and notices that diabetic inmate Sheryl Tate seems sick. Tate's face is flushed and her skin is very dry, and Officer Adams notices that Tate's breath has a strong sweet odor.

Inmate Tate is suffering from \_\_\_\_\_. (15)  
Officers Adams should \_\_\_\_\_.

Diabetic inmate Lew Ames is standing in the air-conditioned gym watching a basketball game. Suddenly he turns quite pale and begins to sweat, and seems to stagger as if he were drunk or very weak. Officer Tom Martin notices this.

Inmate Ames is suffering from \_\_\_\_\_. (17)  
Officer Martin should \_\_\_\_\_.

During a cell check, Officer Jack Ham finds inmate Paul Sanders, who is diabetic, unconscious.

Officer Ham should \_\_\_\_\_. (23)

IF A DIABETIC INMATE IS NOT FEELING WELL AND HAS DRY, FLUSHED SKIN AND STRONG, SWEET SMELLING BREATH:

CALL THE MEDICAL STAFF IMMEDIATELY!

IF A DIABETIC INMATE SUDDENLY BECOMES PALE, SWEATY, WEAK, AND DIZZY:

GIVE HIM SUGAR RIGHT AWAY!

IF A DIABETIC BECOMES UNCONSCIOUS FOR ANY REASON:

CALL THE MEDICAL STAFF IMMEDIATELY!



**EPILEPTIC INMATES**

"Epilepsy . . . periods of confusion and lost balance . . . convulsive seizures."

Another medical problem you may find among inmates in correctional facilities is epilepsy.

Epilepsy is a brain disorder that is characterized by periods of confusion and lost balance and by convulsive seizures. Doctors have not found a specific cause for epilepsy, but it can be due to:

- head injury
- poor nutrition
- drug withdrawal
- severe fever
- various medical problems

Most epileptics are aware of their condition, and the medical staff will probably know about it as well. With epileptics as well as diabetics, it helps to know inmates' special medical problems. You should find out if any of the inmates are epileptics or have histories of seizures. Epilepsy is generally not a life-threatening disorder (unless the seizure occurs in a dangerous location or under dangerous circumstances). There are, however, certain actions you are advised to take if an inmate has an epileptic seizure.

True/False    Epileptics sometimes have convulsive seizures.    (22)

True/False    Epileptic seizures generally kill the patients.    (25)

A typical epileptic seizure may last from one to twenty minutes, but it is usually five minutes or less. When the seizure occurs, the inmate suddenly becomes rigid and falls. This is followed by jerking, convulsive movements, during which the epileptic may foam at the mouth and stop breathing temporarily.

". . . keep the inmate from hurting himself during the seizure."

The main thing to do is to keep the inmate from hurting himself during the seizure. Some epileptics can tell if they are about to have a seizure; if such an inmate tells you he is going to have a seizure, make him lie down in a safe place.

Mark the response that is correct.  
 The typical seizure lasts approximately:

- \_\_\_ A. one minute
- \_\_\_ B. five minutes
- \_\_\_ C. 30 minutes

(27)

Mark the symptom(s) that can occur during an epileptic seizure.

- \_\_\_ 1. The patient screams and becomes violent.
- \_\_\_ 2. The patient becomes rigid and falls.
- \_\_\_ 3. The patient may stop breathing temporarily.
- \_\_\_ 4. The patient vomits blood.
- \_\_\_ 5. The patient jerks and convulses.

(30)

Mark the action you should take if an inmate tells you he is about to have an epileptic seizure.

- \_\_\_ A. Take him to the infirmary.
- \_\_\_ B. Leave him alone while you call the medical staff.
- \_\_\_ C. Have him lie down in a safe place.

(32)

## EPILEPTIC INMATES (continued)

If a seizure occurs suddenly:

- Remove all nearby objects by means of which the inmate could hurt himself.
- Loosen any tight clothing (shirt, collar, belt).
- Put a pillow or folded coat or blanket under his head.
- If his mouth is open, place a padded object between his side teeth to keep him from biting his tongue or cheek (leave room for breathing).
- Turn his head to the side to allow saliva to drain from his mouth.
- **DO NOT** try to restrain the inmate or restrict his motion unless he's in a dangerous place, for example, on a stairway or near factory equipment . . . in that case, turn him on his side and grip his shoulder firmly until the seizure passes.
- **DO NOT** force his mouth open if it is clenched shut.
- **DO NOT** pour any liquids into his mouth.

Mark the thing(s) you should do for an inmate having an epileptic seizure.

1. Restrain him at all times.
2. Remove nearby objects that may cause the inmate injury.
3. Place a pillow or folded coat under his head.
4. Give him lots of water.
5. Loosen his collar and belt.
6. Force his mouth open if it is clenched shut.
7. Turn his head to the side.

(26)

When the seizure is over, allow the inmate to rest until he recovers. Call the medical staff and report the seizure.

If the seizure seems very long or if many seizures occur one after another, call the medical staff immediately.



"When the seizure is over, allow the inmate to rest . . ."

Mark the action(s) you should take when the seizure is over.

1. Have the inmate report to work.
2. Allow the inmate to rest until he is recovered.
3. Report the seizure to the medical staff.
4. Forget it ever happened.

(28)

While attending to an inmate having an epileptic seizure, Officer Lewis noticed that the inmate seemed to be having one seizure after another. What is the best thing for Officer Lewis to do?

(31)

If an inmate does have a seizure in a very dangerous place, you can restrain him by turning him on his \_\_\_\_\_ (side/stomach/back) and firmly holding his \_\_\_\_\_ (feet/shoulder/head) until the seizure passes.

(33)

## EPILEPTIC INMATES (continued)



"... assign epileptics to work that does not involve dangerous machinery ..."

Because of the possibility of seizures or blackouts, epileptic inmates should work with other inmates who can give immediate care and who will call an officer when something happens. It is also best to assign epileptics to work that *does not* involve dangerous machinery, tools, or equipment. They should not work in high places.

Some epileptics take drugs for their condition. Unlike the diabetics' insulin, the drugs epileptics take have some value in the prison barter system. So, for the sake of his condition and for facility security, it is a good idea to make sure the epileptic inmate takes his medication. As a correctional officer, you can help keep a close watch on inmates during sick call or whenever medications are given.

Mark the place(s) that would be appropriate work areas for epileptic inmates.

- ☐ 1. library
- ☐ 2. machine shop
- ☐ 3. farm (tractor driver)
- ☐ 4. office areas
- ☐ 5. janitorial
- ☐ 6. kitchen butcher shop

(35)

True/False There is no need to make sure that epileptics take their medication. (29)

There is more to dealing with the epileptic inmate than medical concerns. An epileptic seizure can be a frightening and very distracting thing; when an inmate has a seizure your attention will probably be focused on taking care of him. That means you will be distracted from your other regular duties, and this could cause some problems. Other inmates may take advantage of the distraction to pass contraband or do some bartering or start a fight. It is even possible that the epileptic inmate will fake a seizure purposely to distract you. Therefore, remember your primary responsibility—if you have to take your attention away from your duty station to deal with an inmate having a seizure, call for assistance so that another officer can keep an eye on the rest of the area while you deal with the immediate situation. You will have to use your judgment, but anytime your attention might be diverted, call for help.

"... epileptic inmate [may] fake a seizure to distract you ... call for help."

Mark the correct statement(s).

- ☐ 1. An epileptic seizure is a calm, uneventful event.
- ☐ 2. Taking care of an inmate having a seizure can distract you from other duties.
- ☐ 3. Epileptic seizures can be faked.
- ☐ 4. Other inmates will never take advantage of the distraction of a seizure to fight or pass contraband.
- ☐ 5. An officer who must deal with an inmate's epileptic seizure should call for assistance for his area. (34)

## SUMMARY

---

### *Medical Problems*

Diabetics and epileptics are people with fairly common medical problems who are likely to be a part of the inmate population at your institution. You are not expected to be a doctor or a paramedic; however, you could save an inmate's life by knowing what his medical problem is and what could happen to him as a result. Even if you only know when to call the medical staff, you could save a life. So if you are ever unsure of what to do about a specific emergency problem, call the medical staff immediately. And remember that at any time your attention is focused on just one person—perhaps an epileptic having a seizure—you should call for help to cover your duty area.

### *Diabetics*

- Diabetes is a disease in which the body cannot properly burn up sugar because the diabetic's body does not produce enough insulin. To control the disease, the diabetic must control the levels of sugar and insulin in his blood by careful control of his sugar intake through diet and by daily injections of insulin.
- A common emergency condition is diabetic coma. This comes about because of too much sugar in the diabetic's system. The symptoms are dry, flushed skin and strong, sweet smelling breath. The correctional officer should call the medical staff immediately if he finds an inmate in this condition.
- Another common emergency condition is insulin shock. This comes about because of too little sugar in the diabetic's system. The symptoms are pale, moist skin coupled with weakness and shaking. Diabetics in insulin shock often appear drunk. An inmate in this condition should consume sugar (candy, soda, orange juice, table sugar).
- Whenever a correctional officer finds a person he knows to be a diabetic unconscious, he should call the medical staff immediately.

### *Epileptics*

Epileptic inmates are subject to periods of blackout and to convulsive seizures. If an epileptic inmate has a seizure:

- If he has advanced warning, make him lie down in a safe place.

If the seizure comes on suddenly:

- Remove all nearby objects by which the inmate could hurt himself.
- Loosen any tight clothing, especially at the neck (shirt, collar, belt).
- Put a pillow or folded blanket or coat under his head.
- If his mouth is open, place a padded object between his side teeth to keep him from biting his tongue or cheeks.
- Turn his head to the side to allow saliva to drain from his mouth.
- *DO NOT* try to restrain him or restrict his motion unless he's in a dangerous place (such as a stairway) . . . in that case, turn him on his side and grip his shoulder until the seizure passes.
- *DO NOT* force his mouth open if it is clenched shut.
- *DO NOT* pour any liquids into his mouth.

If a seizure lasts more than 20 minutes or if seizures seem to follow one right after another, call the medical staff immediately.

**ANSWER KEY—MEDICAL PROBLEMS**

1. C. sugar
2. D. Report the incident to the medical staff right away.  
This is most important because Barzo may have made himself seriously ill by eating so much sugar.
3. A diabetic coma means there is too much **sugar** in the body.
4. True.
5. ☐ 1.  
☒ 2.  
☒ 3.  
☐ 4.
6. ☐ 1.  
☐ 2.  
☒ 3.
7. **Insulin shock** results when the body has too little sugar.
8. True. If a diabetic is in trouble and you do not know what to do, call the medical staff. And anytime a diabetic is unconscious, call the medical staff.
9. ☐ 1.  
☐ 2.  
☒ 3.  
☒ 4.
10. False. Candy is very high in sugar, which the diabetic's body cannot burn properly. Eating lots of candy would make a diabetic sick.
11. ☒ 1.  
☐ 2.  
☒ 3.  
☐ 4.
12. B. insulin
13. If you notice the symptoms of diabetic coma, you should **call the medical staff immediately.**
14. ☒ 1.  
☒ 2.  
☐ 3.  
☒ 4.  
☐ 5.
15. Inmate Tate is suffering from **diabetic coma**. Officer Adams should **call the medical staff immediately.**
16. When there is too little sugar in the diabetic's body, he can go into **insulin shock.**
17. Inmate Ames is suffering from **insulin shock**. Officer Martin should **give him sugar.**
18. C. Call the medical staff immediately.

**ANSWER KEY—MEDICAL PROBLEMS**

19. ☒ 1.  
☐ 2.  
☒ 3.  
☐ 4.
20. The diabetic who is in insulin shock needs **sugar.**
21. True.
22. True.
23. Officer Ham should **call the medical staff immediately.**
24. ☐ 1.  
☒ 2.  
☐ 3.  
☒ 4.  
☒ 5.  
☐ 6.
25. False. Epilepsy is generally not life-threatening unless a seizure occurs in a dangerous place.
26. ☐ 1.  
☒ 2.  
☒ 3.  
☐ 4.  
☒ 5.  
☐ 6.  
☒ 7.
27. B. five minutes
28. ☐ 1.  
☒ 2.  
☒ 3.  
☐ 4.
29. False. The medicine is important to an epileptic's condition, plus the drug is valuable in the prison barter system.
30. ☐ 1.  
☒ 2.  
☒ 3.  
☐ 4.  
☒ 5.
31. **Call the medical staff immediately.**
32. C. Have him lie down in a safe place.
33. If an inmate does have a seizure in a very dangerous place, you can restrain him by turning him on his **side** and firmly holding his **shoulder** until the seizure passes.

**ANSWER KEY—MEDICAL PROBLEMS**

- 34. ☐ 1.
- ☒ 2.
- ☒ 3.
- ☐ 4.
- ☒ 5.
- 35. ☒ 1.
- ☐ 2.
- ☐ 3.
- ☒ 4.
- ☒ 5.
- ☐ 6.

# Chapter 2

## Mental Problems

**CORRECTIONAL  
OFFICER**  
**Self-Instructional Course**

## INTRODUCTION

As a correctional officer, you can contribute to the welfare of inmates and help assure the smooth operation of the facility by identifying and reporting inmates who have mental problems. You see the inmates on a regular basis and can immediately notice behavioral changes and sudden mood shifts. If an inmate's behavior is very unusual, you will be able to refer him to the counseling staff.

In addition to referring the inmate, however, you can also help by giving the medical staff a full report. If you carefully describe the inmate's behavior, you will help the staff diagnose the inmate's problem. What the counseling and medical staff need from you is a thorough description of the inmate's behavior, not a judgment about it. That is, tell them "he was looking at and talking to a person who wasn't there, and kept asking me to make the person go away," rather than "he was acting weird." Since the doctor or staff member did not actually observe the inmate's behavior, your detailed description could be very valuable.

- Mark the correct statement(s).
- ☐ 1. Correctional officers are expected to diagnose inmates' psychological problems.
  - ☐ 2. Correctional officers should observe inmates and report unusual behavior to the counseling staff.
  - ☐ 3. The officer's observations can be very valuable in getting help for the mentally disturbed inmate.
  - ☐ 4. A full report on the inmate's activities and behaviors is of no use to the doctor.
  - ☐ 5. You should give the counseling staff a description of the inmate's behavior, not your judgment of it.

## OBSERVING INMATES

The remainder of this chapter describes several kinds of unusual behavior that you should report to the counseling staff. Remember, whenever you are referring an inmate to the counseling staff, describe the unusual behavior in as much detail as you can and tell the doctor everything you've observed about the inmate's behavior.

### *Dangerous Behavior*

Although not a symptom of most forms of mental illness, dangerous behavior can be a very obvious symptom of mental or emotional disturbance. If an inmate attempts suicide or suddenly attacks other people for no apparent reason, he may have serious mental problems. As a correctional officer, your first concern is to control the inmate and maintain security. However, after such an incident has occurred, especially if it seemed completely unprovoked, refer the inmate to the counseling staff.

The key here is the suddenness of and the lack of reason for such attacks. An inmate who is generally rowdy and aggressive does not necessarily have a mental problem; it's when the dangerous behavior is unexplainable that mental disturbance may be suspected. For example, if an otherwise quiet inmate suddenly turns in the mess hall line and attacks the inmate standing behind him, he is exhibiting unusual behavior and should be referred to the counseling staff.

"... when dangerous behavior is unexplainable... mental disturbance may be suspected."

Your first concern if an inmate attacks another inmate for no apparent reason should be to \_\_\_\_\_  
and \_\_\_\_\_ (6)



### *Sudden Shifts in Mood or Personality*

As a correctional officer, you will have the opportunity to observe inmates on a day-to-day basis, so you will probably be one of the first to notice any sudden or extreme changes in the inmate's behavior or mood. A very sudden shift to depression in a usually cheerful inmate or any radical change of mood can be a serious symptom of mental problems. Should you notice any such sudden or extreme changes in an inmate's behavior, refer him to the counseling staff for examination.

"... sudden or extreme changes ... refer to counseling staff ..."

True/False Any sudden shift or radical change in an inmate's behavior could be a sign of serious mental disturbance. (1)

In these cases, the correctional officer should \_\_\_\_\_ (3)

Mark which inmate should be referred to the counseling staff.

- \_\_\_ A. Ames, a usually timid inmate, suddenly turns on a basketball teammate and starts slapping him. After he is subdued, he says he has no idea why he did it.
- \_\_\_ B. Richards, the "king-pin" of Cell Block Three, jumps another inmate during a class and yells, "I'll teach you who's boss around here." (5)

OBSERVING INMATES (continued)

Hallucinations

Hallucinations can be a symptom of serious mental disturbance. Some inmates may think they hear, see, smell or taste something that is not really there. For example, an inmate may tell you he hears voices that tell him to do bad things. The inmate could be very seriously disturbed; refer him to the counseling staff for examination.

The inmate who talks to himself (especially if he is older) is probably not seriously disturbed or in need of medical attention. You may want to watch such inmates, but if they are only talking to themselves, do not report it unless it seems excessive. It is when the inmate is talking to someone who is not there that he is showing signs of serious disturbance.

Unrealistic Physical Complaints

If an inmate complains of unrealistic physical problems, such as:

- "My heart is pumping backwards";
  - "My stomach has rotted away"; or
  - "I have a hole in my head and my thoughts keep leaking out"
- refer him to the counseling staff for examination.



When an inmate sees, hears, tastes or smells something not really there, he is having \_\_\_\_\_ (2)

Mark which inmate should be referred to the counseling staff.

- \_\_\_ A. a 63-year old who talks to himself as he does his work in the laundry
- \_\_\_ B. an inmate who carries on lengthy conversations with his invisible friends in his cell (4)

Mark the example of an unrealistic physical complaint.

- \_\_\_ A. "My toes hurt."
- \_\_\_ B. "My eyes are coming loose."
- \_\_\_ C. "My tongue feels funny."

If an inmate complains of an unrealistic ailment, the correctional officer should \_\_\_\_\_ (8)

\_\_\_\_\_ (11)

## OBSERVING INMATES (continued)

Mark the appropriate procedure for each of the following cases:

- A. Refer the inmate to the counseling staff for examination.
- B. No action necessary, continue to observe.

- \_\_\_ 1. Tom Johnson is normally a quiet inmate. However, while working on an assigned job, he sometimes walks over and punches another prisoner—who ever happens to be the closest to him. He says he does not know why he does it.
- \_\_\_ 2. Inmate Dave Hansen, age 62, is serving time for grand larceny. When he is alone in his cell, he talks to himself, promising to turn over a new leaf when he is released. And often when he is working he talks out loud, listing the things he must do in his chores.
- \_\_\_ 3. Andy Raven is constantly complaining about not feeling quite right; his latest complaint is that he cannot sleep at night because whenever he tries to his lungs shut off and he begins to suffocate.
- \_\_\_ 4. Inmate Jamey Johnson is usually a cheerful and cooperative person. Recently, however, his moods have ranged from his usual pleasant mood to sudden, severe fits of depression and sullenness.
- \_\_\_ 5. Inmate Roy Talman is noisy and hard to handle most of the time. When he is alone in his cell, he often shouts, "Go away and leave me alone, you people. I don't want you here." When asked to quiet down, Talman says, "Only if you'll get these dudes out of my cell. They're trying to make me do something bad." (14)

REMEMBER: WHENEVER YOU REFER AN INMATE TO THE COUNSELING STAFF FOR MENTAL EVALUATION, BE SURE YOU MENTION IN DETAIL ALL THE SYMPTOMS YOU HAVE OBSERVED.

### Intense Anxiety

Extreme anxiety can be a symptom of emotional disturbance. An inmate suffering from intense anxiety may shake, sweat freely, and be unable to talk. The inmate may also show signs of extreme terror or panic when there is no real threat or danger. If an inmate begins to show these symptoms, refer him to the counseling staff for examination.

"Intense anxiety . . . signs of extreme terror or panic when there is no real threat . . ."

Remember that intense anxiety may be a symptom of mental disturbance when there is *no real threat or danger present*. A new inmate may show some of these symptoms of anxiety during his first days at the institution; this could just be nervousness. If, however, the symptoms are extreme or go on for more than a few days, or if they appear very suddenly in an inmate who has been in the facility for awhile, refer the inmate to the counseling staff.

Mark the signs of intense anxiety.

- \_\_\_ 1. shaking
- \_\_\_ 2. severe headaches
- \_\_\_ 3. extreme terror or panic when no danger is present
- \_\_\_ 4. inability to talk
- \_\_\_ 5. double vision
- \_\_\_ 6. sweating

Mark which inmate should be referred to the counseling staff. (7)

- \_\_\_ A. Bob Jones, in the second year of a five-year term, who suddenly begins to sweat, shake and go into near panic every time he has to leave his cell to go to the mess hall
- \_\_\_ B. Lee Burns, a newly arrived inmate, who seems very shaky and unable to talk during his first days at the facility (9)

## OBSERVING INMATES (continued)

### Paranoia

A person who believes he is always being watched, or that everyone is "out to get" him, may be paranoid, which can be a symptom of mental disturbance. Fears that are obviously false may indicate paranoia. For example, statements such as "The cook is trying to poison my food"; "The president's spies are watching me all the time; they're going to execute me," are obviously false. If an inmate expresses such unfounded fears, refer him to the counseling staff.

In a correctional facility, however, violence among inmates is not uncommon, and an inmate's fears that the other inmates are "out to get him" may be justified. As you learned in an earlier chapter, inmates are guaranteed protection from other inmates. So if an inmate claims that another inmate is "after" him, the complaint cannot be taken lightly.

If an inmate expresses such fears, fears that are not obviously false, report this to your supervisor. Together you may decide to remove the inmate from that cell block for his own protection. Let your supervisor decide what to do about the incident; your job is to report inmates' fears to him.

"In a correctional facility . . . inmate's fears . . . may be justified."

Mark the statement that is an example of a paranoid fear.

- ☐ A. "My brains are leaking out through my ears."
- ☐ B. "I'm afraid of walking on the stairways."
- ☐ C. "The correctional officers are poisoning the water supply."

Mark the statement that is correct.  
if an inmate insists that other inmates are after him:

- ☐ A. he's paranoid. Refer him to the counseling staff.
- ☐ B. tell him not to worry about it.
- ☐ C. report it to your supervisor and follow whatever instructions he gives you.
- ☐ D. immediately remove the inmate from the cell block.

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### Delusions

An inmate who believes he is some famous person ("I'm Abraham Lincoln. You'd better release me from this prison.") or who has exaggerated ideas about himself ("When I die, the stars will fall from the sky and the world will stop turning.") is having delusions. Delusions of this type are a sign that the inmate is deeply disturbed. If an inmate actually seems to believe such things about himself or his importance in the world, refer him to the counseling staff for examination.

### Loss of Memory

Another symptom of possible mental disturbance is loss of memory. You will probably only notice this symptom after you have become familiar with the inmates with whom you work. The inmate may forget things that happened just recently, such as a visit with his family that happened the day before. One or two isolated occurrences of memory loss may not be serious, but if you notice that an inmate has been having a *series of memory lapses*, refer him to the counseling staff for examination.

"Delusions [or] series of memory lapses, refer to the counseling staff . . ."

Inmate Baker keeps telling Officer Logan "I'm Superman . . . I could burn through these bars with my X-ray vision, but I want to study life in prison." Baker really seems to believe his claim.

Mark the condition Baker may be suffering from.

- ☐ A. hallucinations
- ☐ B. delusions
- ☐ C. paranoid fears
- ☐ D. anxiety

True/False One or two isolated incidents of memory loss may be a sign of serious mental disorder. (18)

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## OBSERVING INMATES (continued)



"... do not be afraid to make referrals."

As you gain experience as a correctional officer, deciding whether or not to refer an inmate to the counseling staff will probably become easier. In the meantime, however, do not be afraid to make referrals. As the old saying goes, it is better to be safe than sorry. The most important thing for you to do is describe the prisoner's behavior *in detail* to the counseling staff so they can better diagnose and treat the inmate's problem.

Mark the appropriate procedure for each of the following cases:

- A. Refer the inmate to the counseling staff for examination.
- B. No action necessary, continue to observe.

- \_\_\_ 1. Inmate Richard Denning has started to complain that an international spy ring has planted people in the institution and that they've "bugged" his cell.
- \_\_\_ 2. Over a period of three weeks, inmate Frank Weathers has had six visits from his wife and two from his son. You escorted Weathers to the visiting area in each case, yet he seems to have no memory at all of any of the visits.
- \_\_\_ 3. Charlie Burns has just been admitted to the facility. As he was being checked in and oriented, he began shaking and sweating and found it difficult to talk. He became frightened whenever a correctional officer approached him that day.

(16)

## DEALING DIRECTLY WITH MENTALLY DISTURBED INMATES

Whenever you are dealing with inmates who may be suffering from mental disturbance, it is important that you be *kind and patient*. If the inmate is agitated or upset, try to calm him and assure him that his problems can be worked out. Encourage him to talk about the situation and be positive in your responses.

Do not be sarcastic or overly harsh with the disturbed inmate. Abuse and ridicule will only disturb him further and make his eventual recovery more difficult. Also avoid arguing with or lying to the inmate, and do not make promises you cannot or will not keep.

Again, the key words in dealing with disturbed inmates are kindness and patience. The majority of mentally disturbed people are not violent or dangerous; do not lessen security requirements for them, but also do not be harder on them than on other inmates.



"... be kind and patient ... be positive ..."

## DEALING DIRECTLY WITH DISTURBED INMATES (continued)

"Your attitudes . . . and interactions . . . can help or hurt . . ."

The mentally disturbed person needs empathy, support, and understanding. This is especially true in a correctional facility. Your attitudes about and interactions with possibly mentally disturbed inmates can help or hurt their eventual recovery. They need your help.

Mark the statement(s) that are correct.  
When supervising an inmate who shows signs of possible mental illness or disturbance, you should:

- \_\_\_ 1. lessen security requirements for the inmate.
- \_\_\_ 2. point out his errors so he can see reality more clearly.
- \_\_\_ 3. be kind and patient in your dealings with the inmate.

In dealing with a possibly mentally disturbed inmate:

- \_\_\_ 1. be supportive.
- \_\_\_ 2. be sarcastic.
- \_\_\_ 3. promise him anything.
- \_\_\_ 4. ridicule him.
- \_\_\_ 5. try to calm and reassure him.
- \_\_\_ 6. avoid arguing and lying.

## OTHER MENTAL/PSYCHOLOGICAL PROBLEMS

So far we have discussed symptoms of possible serious mental illness or disturbance. If you notice any of these symptoms in an inmate, refer him to the counseling staff for examination and treatment.

There are a few other mental/psychological problems inmates may have that are handled a little differently. One is slow learning ability, the other is hypochondria.

### *The Slow Learner*

Although not mentally ill, the slow learner may require special attention and treatment. A slow learner may appear uncooperative when in fact he simply cannot understand or follow orders or remember regulations. He will require special instructions and close supervision so other inmates do not make fun of him or get him into trouble.

"... the slow learner . . . will require special instructions and close supervision . . ."

Most slow learners do not behave in exaggerated or strange ways, as do some mentally ill or disturbed inmates. Slow learners may have some of the following characteristics:

- confused or vacant facial expression
- may be unable to follow instructions without special explanations
- may break rules because they do not understand them or because their "friends" tell them to
- are very happy to cooperate when they understand what you want and when they're supervised well

In dealing with slow learners, *be patient*. Take a little extra time to teach them what you expect of them, and do not give them assignments beyond their capabilities. In giving instructions use simple words and short sentences. Have the inmate repeat the instructions to you. This will let you know if he really understands what he is to do. Try to make sure that other inmates do not take advantage or make fun of the slow learner.

## OTHER MENTAL/PSYCHOLOGICAL PROBLEMS (continued)



"... you may not assume a person ... is a hypochondriac ... the medical staff will decide ..."

### *Hypochondria*

A hypochondriac is a person who is constantly concerned with his body and his health. He is always afraid that he is coming down with some serious illness. The hypochondriac's worries are about real illnesses, however. He is not concerned about his heart pumping backwards; rather, if he has a cough he is convinced that he has tuberculosis or lung cancer, or if he has trouble catching his breath after exercise he knows he is going to have a heart attack at any moment. The hypochondriac believes these things despite a doctor's diagnosis that he is quite healthy. As a correctional officer, you may not assume that a person who constantly has health complaints is a hypochondriac. The inmate could actually get sick at any time. So even an inmate who is constantly complaining and worrying that he has cancer or some other dread disease must be allowed to go to sick call if he thinks he is sick. That is his right—the medical staff will decide whether or not he is sick or should be referred to the counseling staff.

Mark the statement(s) that are correct.

- \_\_\_ 1. A slow learner may not be able to understand or remember rules and regulations.
- \_\_\_ 2. Slow learners will never cooperate, even if you try to help them understand what you want.
- \_\_\_ 3. Slow learners are mentally disturbed.
- \_\_\_ 4. A good way to deal with slow learners is to be patient and take a little extra time with them.
- \_\_\_ 5. Even if you suspect an inmate is a hypochondriac, you must let him go to sick call when he says he is not well.
- \_\_\_ 6. A hypochondriac is a person who is constantly concerned about his health and who is always sure he is getting some terrible disease.

## SUMMARY

Various forms of unusual behavior or sudden shifts in an inmate's mood may be signs that the inmate is mentally disturbed and in need of counseling. As a correctional officer, you will have a lot of day-to-day contact with inmates and will be able to observe their behavior closely. You will be able to notice such symptoms of possible mental illness as:

- dangerous behavior—sudden unprovoked attacks on others
- sudden shifts in mood or personality—for example, from quiet and withdrawn to loud and excited
- hallucinations—seeing or hearing things that are not there
- unrealistic physical complaints—"My thoughts are leaking out of my ears."
- intense anxiety—excess fear or nervousness for no cause
- paranoia—unfounded fear of others ("they're out to get me")
- delusions—"I am Alexander the Great"
- loss of memory—frequent memory lapses

If you notice any of these symptoms or have other reasons to believe an inmate is mentally disturbed, refer him to the counseling staff for examination and treatment. As you gain experience on the job, you will learn to judge more easily which cases should be referred, but do not hesitate to make referrals if you suspect mental illness or disturbance in an inmate.

Other mental conditions that are not as severe but require special attention are slow learning and hypochondria. Slow learners have limited capacity but are not necessarily disruptive. When given clear, simple directions for tasks within their capabilities, they are usually cooperative. Hypochondriacs constantly complain that they are ill. Correctional officers may not deny suspected hypochondriacs access to medical treatment.

You can also help the counseling staff by observing inmate behavior very closely and making thorough and accurate reports. The experts will need as much information as you can give, in as much detail as possible. You can be a valuable help to the disturbed inmate and the psychological staff by being an alert observer and a thorough reporter.

In dealing with a possibly mentally disturbed inmate, be kind and patient. Try to calm and reassure him; listen to what he has to say. Be supportive, not sarcastic or harsh. Do not argue with or lie to the inmate. A person who is mentally disturbed needs patience and understanding; your attitude and interaction with the inmate can make the difference.

# ANSWER KEY—MENTAL PROBLEMS

1. True.
2. When an inmate sees, hears, tastes or smells something not really there, he is having **hallucinations**.
3. In these cases, the correctional officer should **refer the inmate to the counseling staff**.
4. B. An inmate who carries on lengthy conversations with his invisible friends in his cell. This inmate is hallucinating.
5. A. Ames, usually timid, who suddenly attacks a basketball teammate and cannot say why he did it
6. Your first concern if an inmate attacks another inmate for no apparent reason should be to **control the inmate and maintain security**.
7. ☒ 1.  
☐ 2.  
☒ 3.  
☒ 4.  
☐ 5.  
☒ 6.
8. B. "My eyes are coming loose."
9. A. Jones, the veteran inmate who very suddenly shows signs of intense anxiety for no visible reason
10. ☐ 1.  
☒ 2.  
☒ 3.  
☐ 4.  
☒ 5.
11. If an inmate complains of an unrealistic ailment, the correctional officer should **refer him to the counseling staff**.
12. C. "The correctional officers are poisoning the water supply."
13. B. delusions
14. ☒ 1. Suddenly attacking people for no reason can indicate a serious mental problem.  
☒ 2. An older person talking to himself is not behaving unusually.  
☒ 3. This is an unrealistic physical complaint which could indicate mental disturbance.  
☒ 4. Sudden or radical changes in mood or behavior can mean serious mental disturbance.  
☒ 5. This inmate is hallucinating and unbalanced.
15. C. report it to you supervisor and follow whatever instructions he gives you.

# ANSWER KEY—MENTAL PROBLEMS

16. ☒ 1. Denning is probably suffering paranoid fears—a sign of mental problems.  
☒ 2. Weathers is experiencing sustained memory loss—a sign of possible mental problems.  
☒ 3. This is not unusual for a new inmate who is probably very nervous. Continue to observe.
17. ☐ 1.  
☐ 2.  
☒ 3.
18. False. People have moments of forgetfulness every now and then. It's when the memory loss is prolonged that there could be problems.
19. ☒ 1.  
☐ 2.  
☐ 3.  
☒ 4.  
☒ 5.  
☒ 6.
20. ☒ 1.  
☐ 2.  
☐ 3.  
☐ 4.  
☒ 5.  
☒ 6.



# **Chapter 3**

## **Drug and Alcohol Abuse**

**CORRECTIONAL  
OFFICER**

**Self-Instructional Course**

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## INTRODUCTION

Except for medical reasons, drug and alcohol use is forbidden in correctional facilities. However, drugs and alcohol are sometimes brought into the institution as contraband from outside sources. Also, some forms of alcohol can be made by enterprising inmates within the institution.

Of course, the presence of these substances in the facility is a serious security problem that must be dealt with quickly and effectively. The first step in handling the problem is to be aware that it exists, which means being able to spot possible drug or alcohol users among the inmate population.

As a correctional officer, you must constantly be on the lookout for and report unusual or suspicious behavior that may indicate drug or alcohol use. Keeping an extra close watch on known drug and alcohol abusers will be helpful, but you should also be alert to unusual behavior in other inmates as well. This chapter will teach you some of the signs of drug and alcohol use and what to do if you spot them.

Mark the statement(s) that are correct.

- ☐ 1. All drugs and alcohol are brought into the institution from the outside.
- ☐ 2. The presence of drugs and/or alcohol in the inmate population is a major security and contraband problem.
- ☐ 3. The correctional officer will regularly test inmates for drug or alcohol use.
- ☐ 4. The correctional officer is responsible for watching for and reporting possible drug and alcohol use within the institution. (3)

## SIGNS OF DRUG USE

There are many illicit or abused drugs in common use that have a variety of effects on users. Different drugs have very different effects; in fact, some drugs produce symptoms that are opposite those of other drugs.

"Different drugs have different effects . . . know . . . the [general] symptoms . . ."

When you are watching for suspected drug use in the correctional facility, however, it is not important what drug is being used. What is important is for you to know that any of the following symptoms could mean an inmate is on drugs and should be reported. An inmate using drugs may:

- act very silly or giggly
- seem very drowsy and slow
- breathe very shallowly or very rapidly and deeply
- have very small (contracted) or very large (dilated) pupils
- speak very slowly or have slurred speech
- stagger or lack coordination
- be very excited or hyperactive
- be unable to sleep
- be unable to concentrate
- appear "spaced out"
- have little appetite
- sweat profusely in cool temperatures

Mark the statement(s) that are correct.

- \_\_\_ 1. Different drugs have different effects on users.
- \_\_\_ 2. As a correctional officer, you need not know what drug you suspect an inmate is using.
- \_\_\_ 3. All symptoms listed above must be present for drug use to be indicated.
- \_\_\_ 4. If you see any of these symptoms and suspect an inmate is using drugs, report the incident immediately. (2)

## HANDLING DRUG USERS

Some of the inmates you supervise may show some of these symptoms as part of their normal behavior. For instance, a slow learner may always seem drowsy and slow; a new inmate may be unable to sleep for awhile because of the new surroundings. These are not necessarily signs of drug use. What you are looking for are *changes* in an inmate's behavior that correspond to the symptoms listed above. For instance, if a normally quiet person becomes silly and giggly, or a normally attentive person becomes "spaced out," these may be signs of drug use. If you notice that an inmate is behaving oddly and exhibits some of the symptoms of drug use, report the incident to your supervisor. If you are told to approach the inmate, use extreme caution—some drugs may cause users to become suddenly violent and to attack without warning.

"If you . . . approach . . . use extreme caution—some drugs cause users to become suddenly violent . . ."

Mark the statement(s) that are correct.

- \_\_\_ 1. Inmates who are on drugs are always so "stoned" they never present a threat.
- \_\_\_ 2. If you suspect an inmate is on drugs, report it to your supervisor.
- \_\_\_ 3. An inmate who shows some of the symptoms listed may not be on drugs. (4)

# SIGNS OF ALCOHOL USE

Drugs and alcohol may be smuggled into the facility, but alcohol may also be made in the institution by enterprising inmates. Regardless of how it gets there, alcohol, like drugs, is contraband and is a security problem.

The signs of alcohol use or drunkenness are probably familiar to you. An inmate who has been drinking alcohol may:

- act silly or be giggly
- stagger and show a lack of coordination
- have slurred speech
- have a blank, glassy-eyed look
- have the odor of alcohol on his breath

If you suspect that an inmate is drunk or has been drinking alcohol, report the incident to your supervisor and follow whatever instructions you receive. Some people may also become violent when drinking, so always be cautious when you approach inmates who may have been drinking.

"If you suspect . . . drinking . . . report [it] . . . follow instructions . . ."

Mark the statement(s) that are correct.

☐ 1. Some inmates may manage to make alcohol inside the institution.

☐ 2. Singing to oneself is a sign of drunkenness.

☐ 3. If you suspect an inmate has been drinking, but he does not seem terribly drunk, do not worry about it.

☐ 4. Alcohol and drugs are contraband items in the facility; their presence indicates a security problem.

(1)

# SUMMARY

Drugs and alcohol are contraband materials whose use is restricted in the correctional facility. They do, however, appear from time to time; they must be confiscated and the supply line must be broken. As a correctional officer, you should be on the lookout for signs of drug or alcohol use in inmates and report any suspicions or incidents to your supervisor. Also keep in mind that people using certain drugs and some people who have been drinking may become violent—always approach suspected drug or alcohol users cautiously.

## STUDY THE SYMPTOMS CAREFULLY

The inmate using *drugs* may:

- act very silly or giggly
- seem very drowsy and slow
- breathe very shallowly or very rapidly and deeply
- have very small (contracted) or very large (dilated) pupils
- speak very slowly or have slurred speech
- stagger or lack coordination
- be very excited or hyperactive
- be unable to sleep
- be unable to concentrate
- appear "spaced out"
- have little appetite
- sweat profusely in cool temperatures

The inmate using *alcohol* may:

- act silly or be giggly
- stagger and show lack of coordination
- have slurred speech
- have a blank, glassy-eyed look
- have the odor of alcohol on his breath

REPORT UNUSUAL BEHAVIOR  
TO YOUR SUPERVISOR

## ANSWER KEY—DRUG AND ALCOHOL ABUSE

1. ☒ 1.  
☐ 2.  
☐ 3.  
☒ 4.
2. ☒ 1.  
☒ 2.  
☐ 3.  
☒ 4.
3. ☐ 1.  
☒ 2.  
☐ 3.  
☒ 4.
4. ☐ 1.  
☒ 2.  
☒ 3.

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## Chapter 4 Suicide Prevention

**CORRECTIONAL  
OFFICER**  
Self-Instructional Course

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## INTRODUCTION

Confinement in correctional facilities can have different effects on different inmates. Some may take the situation in stride and simply do their time; others may become bold and aggressive and try to "boss" other inmates. Still others become very depressed by their situation and may seriously consider or attempt suicide.

Correctional facilities have a legal and moral responsibility to do all that they can to prevent suicide attempts by inmates. As a correctional officer, you play a major role in carrying out this responsibility. Since you work closely with inmates, you are in a good position to notice the signs of severe depression and other clues that might identify a suicide risk. Also, you may be the first on the scene when an inmate is threatening or has attempted suicide.

Your observations may help a suicidal inmate get psychological treatment in time, and your intelligent and quick response to a threatened suicide may save a life. This chapter will teach you to recognize some of the symptoms the suicide risk may exhibit, some times at which suicide attempts may be likely, and how you can deal with both the general suicide risk and the emergency suicide situation.

Mark the statement(s) that are correct.

- ☐ 1. Some inmates may react to their confinement by attempting suicide.
- ☐ 2. Correctional facilities have no responsibility for preventing suicide.
- ☐ 3. Correctional officers can learn to spot the signs of potential suicide.

## IDENTIFYING SUICIDE RISKS

---

Anyone who is confined in a correctional facility is a potential suicide risk. If you keep that general rule in mind, you will observe the inmates you supervise with a critical eye, and you will always be ready to see the signs of a potential suicide.

Of course, there are some types of inmates who are more likely than others to consider or attempt suicide. Inmates facing crisis situations and inmates who are seriously depressed are such types. Some manipulative or impulsive inmates may also become suicide risks. It is a good idea to keep a close watch on these kinds of inmates.

### *Inmates Facing Crisis Situations*

Personal crisis situations are difficult for anyone, but they can be especially upsetting to inmates, who often feel that they have no control over what happens to their lives. Consequently, inmates facing personal crisis may become deeply depressed and suicidal.

"... inmates facing personal crises may become ... suicidal."

The crisis situation itself could be caused by any number of events, such as a wife filing for divorce, a parole denial, a death in the family, or a sexual assault. To some new inmates, simply trying to face the reality of their confinement could be a crisis situation.

Keep in mind that there are specific times when inmates are likely to receive disturbing news. Such times are during visiting hours, mail call, telephone calls, parole hearings, or court visits. It is after those events that an inmate could become depressed and suicidal over the bad news he has received.

If you are aware that an inmate has suffered a personal crisis or has received news of a crisis at home, keep a close watch on him for signs of severe depression, which may warn you of a possible suicide attempt.

Inmates reacting to divorce, to a death in the family, to sexual assault, to their own inability to handle confinement, or to any other personal crisis can be serious suicide risks.



"If . . . an inmate has suffered a personal crisis . . . keep a close watch for signs of severe depression . . ."

An inmate facing a \_\_\_\_\_ (2)  
situation is a serious suicide risk.  
True/False A new inmate could be a potential suicide (6)  
risk.

- Mark which inmate(s) might be serious suicide risk(s).
- \_\_\_\_ 1. Johnson, who has just watched his favorite football team lose the Super Bowl by two points in overtime
  - \_\_\_\_ 2. Alvarez, who has received a letter from his wife telling him she's suing for divorce
  - \_\_\_\_ 3. Mitchell, who has recently been denied parole (9)



## SUICIDE RISKS—DEPRESSED INMATES

### *Inmates in Serious Depression*

Any crisis situation could send an inmate into serious depression, or he could become deeply depressed for other reasons. Whatever the cause, people in *deep depression* are serious suicide risks.

It is important to be able to tell the difference between "the blues" and serious depression. It is quite normal for a person to become sad or "down" when things are not going well. But a depressed person who is prone to suicide seems to be completely changed by his depression.

There are many warning signs of serious depression to watch for—some physical, some behavioral. If you notice these signs in an inmate, refer him to the counseling staff, and keep a close watch on him. He may be a potential suicide.

"... a depressed person prone to suicide seems completely changed ..."

Serious depression is quite different from "the blues" or temporary sadness. The seriously depressed person who is prone to \_\_\_\_\_ seems completely changed by his depression. (1)

The *physical* warning signs of depression are:

- difficulties in sleeping (insomnia, irregular hours, early awakening)
- depressed physical appearance
- tiredness and fatigue
- weight loss or loss of appetite
- slumping
- sitting in the fetal position (with knees pulled up with arms around them)
- general loss of energy



Mark the physical warning signs of depression.

- \_\_\_ 1. flushed, dry skin
- \_\_\_ 2. insomnia
- \_\_\_ 3. headaches
- \_\_\_ 4. weight loss or loss of appetite
- \_\_\_ 5. slumping
- \_\_\_ 6. easily tired
- \_\_\_ 7. stomach cramps
- \_\_\_ 8. sitting in fetal position

(10)

## SUICIDE RISKS—DEPRESSED INMATES (continued)



The *behavioral* warning signs of depression are:

- frequent crying for no apparent reason
- slow thinking and speaking
- apathy and despondence
- sudden social withdrawal (talks to no one)
- feelings of helplessness and hopelessness
- general anxiety
- talk of self-pity ("life isn't worth it—things would be better with me gone")
- talk of suicide (writing or leaving suicide notes)
- unrealistic talk of getting out
- giving away personal possessions
- sudden changes in behavior (unprovoked attacks on people)
- loss of touch with reality

Mark the behavioral warning signs of depression.

- \_\_\_ 1. loss of touch with reality
- \_\_\_ 2. sudden social withdrawal
- \_\_\_ 3. continual laughter and giggling
- \_\_\_ 4. frequent memory loss
- \_\_\_ 5. giving away personal possessions
- \_\_\_ 6. talking to oneself
- \_\_\_ 7. slow thinking and speaking
- \_\_\_ 8. talk of the promise of life
- \_\_\_ 9. sudden changes in behavior
- \_\_\_ 10. crying often for no apparent reason
- \_\_\_ 11. sudden involvement in religious activities

(4)

## SUICIDE RISKS—MANIPULATIVE INMATES

Some inmates will try to con you and get special treatment from you. While these manipulative inmates may not necessarily be suicidal, they will often use suicide threats to try to get special favors. Some may even fake suicide attempts to get the attention they seem to crave. But remember that anyone who would harm himself (by slashing his wrists, for example) is emotionally unbalanced and needs professional help. So even if an inmate unsuccessfully "attempts" suicide and you believe it's a manipulative move, treat the incident as a serious suicide attempt and refer the inmate to the counseling staff. An inmate who is trying to manipulate you may act impulsively and immaturely. He may carry a "suicide threat" or a "fake" suicide attempt farther than he planned—he may actually kill himself without meaning to. So treat all suicide threats or attempts seriously and refer those inmates to the counseling staff.

"... anyone who would harm himself ... is emotionally unbalanced and needs help."

Mark the statement(s) that are correct.

- \_\_\_ 1. Some inmates try to con or manipulate officers to get special treatment.
- \_\_\_ 2. Anyone who would slash his wrists is unbalanced and in need of professional help.
- \_\_\_ 3. If an inmate "fakes" a suicide attempt, ignore him.
- \_\_\_ 4. The manipulative inmate is faking—he would never attempt or successfully commit suicide.
- \_\_\_ 5. The correctional officer should treat all suicide threats or attempts as serious and refer the inmate to counseling.

(11)

## REVIEW

As stated earlier, correctional facilities have a legal and moral responsibility to do all that they can to prevent suicides in the institution. An alert, observant correctional officer can play a major role in suicide prevention.

Anyone confined in prison is a potential suicide risk. However, there are circumstances in which particular inmates might be more likely to consider or attempt suicide. If you are aware of some of these circumstances and know when to watch particular inmates a little more closely as potential suicides, you can play a big role in preventing suicides.

An inmate who is facing a crisis situation such as divorce or a parole refusal might become depressed and consider suicide. A new inmate having a hard time adjusting to confinement may attempt suicide. Any inmate who is severely depressed for any reason could become suicidal. Even an inmate who tries to be manipulative and uses suicide threats or "fake" suicide attempts to get attention can follow through with a threat or perhaps carry a "fake" suicide too far.

"... treat all suicide threats as serious."

As a correctional officer, you should not try to second-guess the inmate—treat all suicide threats as serious. Never ignore a suicide threat or dare or invite an inmate to go ahead and kill himself. Report all suicide threats to your supervisor, and follow whatever instructions he gives you. Also be alert to crisis times and situations when an inmate may become suicidal, and be on the lookout for the signs of serious depression that often precede suicide attempts. By referring a severely depressed inmate to the counseling staff, you may be getting him the help he needs before he gets to the point of seriously considering suicide.

Referrals and reports are one part of suicide prevention; your interaction with possible suicidal inmates is another important aspect. Also, there may be times when you actually have to deal with an emergency suicide situation. Those topics will be discussed next.

Correctional facilities have a \_\_\_\_\_ responsibility to (5)  
and \_\_\_\_\_  
prevent suicides.

Mark the statement(s) that are correct.

- \_\_\_ 1. Anyone confined in a correctional institution is a potential suicide risk.
- \_\_\_ 2. Inmates facing crisis situations may become depressed and consider suicide.
- \_\_\_ 3. New inmates are never suicide risks.
- \_\_\_ 4. The inmate who tries to be manipulative with suicide threats never carries out the deed.
- \_\_\_ 5. The correctional officer should treat seriously only those suicide threats he believes are serious.
- \_\_\_ 6. The correctional officer can play a major role in suicide prevention. (8)

While on duty, Officer Carl Lion hears an inmate shouting "you'd better come quickly, I'm going to do it... I'm going to hang myself!" Lion knows this inmate well—he is always trying to get special treatment from the officers by claiming imaginary illnesses and pains.

Knowing that the inmate could be "faking," mark what you think Officer Lion should do.

- \_\_\_ A. Ignore the inmate's threat of suicide.
- \_\_\_ B. Immediately call for help, then check out the situation.
- \_\_\_ C. Wait until shift change and check the cell then.
- \_\_\_ D. Dare the inmate to go ahead and kill himself.

## DEALING WITH POTENTIAL SUICIDES



"Your use of good interpersonal skills . . . important in preventing suicide."

A severely depressed inmate may not necessarily be suicidal. He may be desperately searching for a reason to live and may be seeking help. Your interactions with such "pre-suicidal" inmates can be as helpful in suicide prevention as your referrals.

If you ignore the inmate who seems depressed enough to be considering suicide, you may confirm his feelings that life is not worth living and that death is the only answer for him. On the other hand, if you use the responding skills you learned earlier and encourage the inmate to talk about his feelings, you are answering his cries for help. The fact that you have taken the time to listen to and focus on his problems helps him realize that someone cares and that life may be worth it after all.

Of course, referral to counseling is your primary function in dealing with the seriously depressed "pre-suicidal" inmate. In addition, telling your supervisor about inmates who seem extremely depressed or suicidal insures that all shifts will be alerted. Those are the administrative things to do. Your use of good interpersonal skills can be equally important in preventing suicide.

You may have heard somewhere that people who talk about committing suicide never go through with it. This is not true, many people *do* go through with it. Talk of suicide is a symptom of severe depression and should not be ignored. As mentioned earlier in this chapter, all suicide threats should be treated as serious. Never ignore an inmate's suicide threat or encourage an inmate to "go ahead and kill yourself." It is no joking matter.

Inmate Richard Warwick is a constant complainer — he is never satisfied with anything. Most of the inmates in his cell area do not seem to like him very much, and the correctional officers generally agree that Warwick is a pain. One day Warwick receives word from his wife that she is divorcing him; he becomes very depressed and begins to complain that life is not worth living any more. He says he may kill himself.

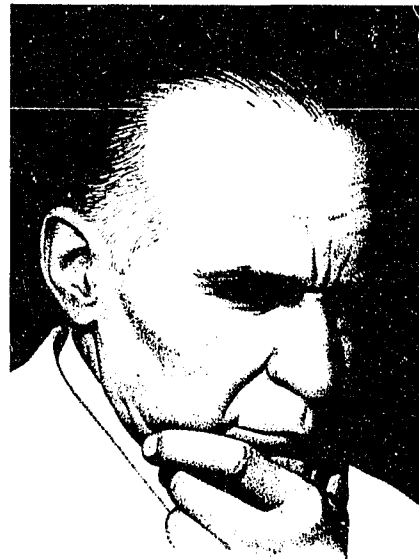
Mark the inappropriate action(s) a correctional officer might take.

- ☐ 1. Ignore him; he is always belly-aching and this is probably just another gripe.
- ☐ 2. Refer him to the counseling staff; he may need psychological treatment.
- ☐ 3. Report the suicide talk to the supervisor so the correctional staff can keep a close watch on Warwick.
- ☐ 4. Treat the thing as a joke — tell Warwick everyone is tired of his complaining and would be happy to chip in to buy him a rope. (12)

Mark the correct statement(s).

- ☐ 1. People who talk about or threaten suicide never go through with it.
- ☐ 2. The correctional officer's concern and willingness to listen can be important in suicide prevention.
- ☐ 3. Making jokes about an inmate's suicide threat will help calm him and make him forget his troubles. (15)

## DEALING WITH POTENTIAL SUICIDES (continued)



Suicide prevention is easiest, of course, when the troubled inmate gets professional help before he reaches the stage of actually attempting to kill himself. However, there may be times when you will have to deal with an inmate who is actually threatening or attempting suicide. Such emergency suicide situations require quick, intelligent reactions.

Keep in mind that the inmate who is really intent on killing himself will probably be successful. He will be careful about making his attempt when there is no one around to try to stop him.

For many people, however, a suicide attempt is a cry for help or attention. Such people are in deep emotional pain and are desperately looking for help and involvement. The inmate who broadcasts his plan to kill himself or who begins a suicide attempt where he will be quickly discovered is asking for help.

When an inmate is actually *threatening* suicide, a natural tendency might be to rush in and make an immediate rescue. Such unplanned action, however, could lead to injury or death since the suicidal inmate is mentally unbalanced and unpredictable and may become violent. So take steps to protect others and yourself first. Call for help and secure the area immediately. Then begin dealing with the suicidal inmate.

The most important thing is to start a non-threatening conversation with the inmate. A person threatening suicide needs to believe he is in control of the situation. If you assure the inmate that he is calling the shots and that you will listen to whatever he has to say, you may shift his attention from the suicide attempt and get him to focus on telling you what is troubling him. The talking itself helps the inmate release some of the intense emotion built up inside.

Getting that conversation started is half the battle. Use of your responding skill is essential here. Use the format "You're saying \_\_\_\_\_" or "You're feeling \_\_\_\_\_." This encourages the inmate to talk.

When the inmate does start talking, it is essential that you pay attention and listen to him. Show him that you understand his point of view and encourage him to keep talking by responding; that is, by reflecting back what he says. Be positive, and most important, talk naturally. Remember that the inmate is in emotional pain; do not be judgmental, and do not belittle or make fun of him. Your goal is to get the inmate calmed down enough to get him out of the critical situation without danger to him, you, or others. Then the counseling staff can take over and see that the inmate receives the psychological help he needs.

A quick response and an understanding ear can help prevent a suicide that seems imminent. The use of interpersonal skills in such crisis situations can help avoid potential tragedy.



## DEALING WITH POTENTIAL SUICIDES (continued)

An inmate has somehow gotten hold of a knife and is threatening to cut his throat. Mark the correctional officer's first response.

- ☐ A. Rush in and wrestle the knife away from the inmate.
- ☐ B. Try to talk the inmate out of doing it.
- ☐ C. Call for help and secure the area.

Mark the goal the officer should have in an emergency situation. (16)

- ☐ A. Get the inmate calm enough to be taken out of the dangerous situation.
- ☐ B. Subdue the inmate forcibly and lock him up in isolation.
- ☐ C. Tell the inmate how stupid he is for attempting suicide.

The most important thing in dealing with an inmate who is threatening suicide is to get him to \_\_\_\_\_ (18)

Mark the correct action(s). (13)

In talking to a suicidal inmate, a correctional officer should:

- ☐ 1. talk naturally.
- ☐ 2. not be judgmental.
- ☐ 3. belittle the inmate.
- ☐ 4. make fun of the inmate and tell him he is a fool for doing this.
- ☐ 5. respond to feeling and meaning.

## SUICIDE ATTEMPTS

Despite your institution's best efforts at suicide prevention, actual suicide attempts may occur, and some may be successful. However, there may be a chance that the inmate's life can be saved. Whenever you come across a suicide attempt, immediately notify your supervisor and the medical staff and administer whatever first aid you can under the circumstances.

"... actual suicide attempts ... administer whatever first aid you can ..."

An inmate has hanged himself in his cell. Show the order of steps a correctional officer should take when he discovers the situation (1, 2, 3).

- ☐ Help secure the area.
- ☐ Notify your supervisor and the medical staff.
- ☐ Administer whatever first aid you can.

(14)

SUMMARY

Correctional facilities have a legal and moral responsibility to prevent inmate suicides if possible. Correctional officers play an important role in fulfilling that responsibility.

- Suicide risks can be identified by careful observation.
- Suicidal "types" include inmates facing crisis situations and seriously depressed inmates.
- New inmates are also suicide risks.
- Serious depression has many physical and behavioral warning signs. The physical signs of serious depression include:
  - difficulty in sleeping
  - depressed-looking physical appearance
  - tiredness
  - weight or appetite loss
  - slumping
  - sitting in the fetal position
  - general loss of energy
- Behavioral signs of depression include:
  - frequent crying
  - thinking and speaking slowly
  - apathy and despondency
  - social withdrawal
  - feeling helpless and hopeless
  - general anxiety
  - talk of self-pity
  - talk of suicide
  - unrealistic talk of getting out
  - giving away personal possessions
  - talk about previous suicide attempts
  - sudden changes in behavior
  - loss of touch with reality
- Potential suicides should be referred to the counseling staff.
- All suicide threats should be taken seriously; even "fake" attempts sometimes succeed.
- All suicide threats should be reported to your supervisor as well as to the counseling staff.
- If an inmate is actually threatening to kill himself, call for help and secure the area, then try to engage the inmate in a non-threatening conversation. *DO NOT* rush in and attempt a heroic rescue.
- When talking with a suicidal inmate, show that you understand his point of view by using your responding skills. Do not belittle or judge him.
- If an inmate has attempted suicide, alert your supervisor and the medical staff immediately. Then administer whatever first aid you can.

ANSWER KEY—SUICIDE PREVENTION

1. The seriously depressed person who is prone to **suicide** seems completely changed by his depression.
2. An inmate facing a **crisis** situation is a serious suicide risk.
3. ☒ 1.  
☐ 2.  
☒ 3.
4. ☒ 1.  
☒ 2.  
☐ 3.  
☐ 4.  
☒ 5.  
☐ 6.  
☒ 7.  
☐ 8.  
☒ 9.  
☒ 10.  
☐ 11.
5. Correctional facilities have a **legal** and **moral** responsibility to prevent suicides.
6. True.
7. B. Immediately call for help, then check out the situation.
8. ☒ 1.  
☒ 2.  
☐ 3.  
☐ 4.  
☐ 5.  
☒ 6.
9. ☐ 1.  
☒ 2.  
☒ 3.
10. ☐ 1.  
☒ 2.  
☐ 3.  
☒ 4.  
☒ 5.  
☒ 6.  
☐ 7.  
☒ 8.
11. ☒ 1.  
☒ 2.  
☐ 3.  
☐ 4.  
☒ 5.

## ANSWER KEY—SUICIDE PREVENTION

---

12. ☒ 1.  
☐ 2.  
☐ 3.  
☒ 4.
13. The most important thing in dealing with an inmate who is threatening suicide is to get him to **talk**.
14. ☒ 3 Help secure the area.  
☒ 1 Notify your supervisor and the medical staff.  
☒ 2 Administer whatever first aid you can.
15. ☐ 1.  
☒ 2.  
☐ 3.
16. C. Call for help and secure the area.
17. ☒ 1.  
☒ 2.  
☐ 3.  
☐ 4.  
☒ 5.
18. A. to get the inmate calm enough to be taken out of the dangerous situation.



# Chapter 5

## Homosexual Behavior

CORRECTIONAL  
OFFICER

Self-Instructional Course

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### INTRODUCTION

The sex drive is one of the strongest impulses human beings have. It is strongest in males in their teens and twenties (the age of the majority of inmates in correctional institutions). Its demands are often difficult to curb or deny.

In the free society, most individuals (approximately 90%) gratify their sexual needs by associating with and having sexual relations with members of the opposite sex. These individuals are commonly called *heterosexuals*. Approximately 10% of the population prefer to express their sexuality with members of the same sex (males with males, females with females). Such individuals are commonly called *homosexuals*.

Some individuals enjoy physical relationships with members of the same and the opposite sex—*bisexuals*, while still others seem to have very little sex drive—*asexuals*.

Match the following:

- \_\_\_ 1. individuals who have sexual relations with both the same and opposite sex
- \_\_\_ 2. individuals who have little sex drive
- \_\_\_ 3. individuals who have sexual relations with members of the same sex
- \_\_\_ 4. individuals who have sexual relations with members of the opposite sex

A. homosexual  
B. heterosexual  
C. bisexual  
D. asexual

(4)

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**INTRODUCTION (continued)**

Research has found that sexual preference is fairly fixed in individuals under normal social conditions. However, under abnormal social conditions, patterns can change radically.

Prison is an abnormal social condition, since a confined, single-sex environment is very different from what most people have grown up in. When a person is sent to prison, he does not (cannot) simply put his sex drive on the shelf until released. Thus, it is not really surprising that a high level of homosexual incidents and relationships occur in correctional institutions.

Whatever the causes or motivation, homosexual behavior in the institution is a problem that must be faced. As you learned in the chapter on legal considerations, inmates have a right to protection from assault. This includes sexual assault. In addition, other forms of sexual relationships, such as love triangles, can lead to violence and disruption in the institution. As a correctional officer, you have a responsibility to protect inmates from one another and to help insure the smooth operation of the facility. Therefore, you have a role in trying to control homosexual behavior in the institution.

- True/False    People are all either homosexuals or heterosexuals.    (8)
- True/False    Sexual preference is fixed for each individual during his or her whole life.    (11)

## HOMOSEXUALITY—FACTS AND MYTHS

Over the years many misconceptions about homosexuality have evolved; you will better understand homosexual behavior in institutions if you understand these myths and realities.

To begin with, contrary to popular opinion, it is not possible to divide people into two clear-cut groups—homosexuals and heterosexuals. In addition to bisexuals and asexuals, we know that sexual preference can change over time and under different social conditions. In other words, sexuality is not a permanently fixed trait in all individuals for their entire lives.

Another common myth is that homosexuals exhibit many characteristics of the opposite sex. Thus, we have the stereotypes of the swishy, effeminate homosexual male, and the tough, dominate female homosexual. In reality, the "queens" and the "dykes" are minorities in their respective homosexual populations. Another complication is that there are effeminate males and masculine females who are not homosexuals, but prefer heterosexual relationships.

Another myth is that an individual takes either the passive or the dominant role in any homosexual relationship. The reality is that individuals often change roles within relationships and even more often adapt different roles with new partners.

Some people also believe that if a person has a homosexual experience at any time, he is a homosexual for life. This is also a myth. For example, many inmates may get involved in homosexual activities while in prison, but most return to heterosexual relationships upon release.

- Realities of homosexuality
- sexuality is not permanently fixed
  - "queens" and "dykes" are minorities
  - partners change roles
  - homosexual experience does not mean homosexual for life

- Mark the following statements as facts (F) or myths (M).
1. Effeminate males and masculine females are not necessarily homosexuals.
  2. Every homosexual relationship involves one partner who always plays the passive role and one who plays the active role.
  3. Having a homosexual experience automatically turns a person into a homosexual for life. (2)

## INSTITUTIONAL FACTORS ENCOURAGING HOMOSEXUAL BEHAVIOR



"Close, overcrowded housing areas"

Homosexual behavior is not uncommon in correctional facilities and it does present problems for correctional management. It will help you understand and control homosexual activities if you are aware of the factors that contribute to such behavior in institutional settings. Among these factors are:

- A single-sex environment
- Close, overcrowded housing areas
- Lack of meaningful work and recreational activities
- Demands of the prison "caste system": the inmate grapevine announces its expectations regarding an inmate's sex role and holds him to it
- Absence of opportunities for physical release of the sex drive
- Inmate's needs to demonstrate masculine roles and dominance
- Housing of younger inmates with older ones
- Presence of homosexual prostitutes

True/False Idleness is a factor that can contribute to homosexuality in correctional facilities. (1)

True/False Inmates often feel a need to demonstrate masculine roles and dominance. (5)

True/False The inmate grapevine often announces its expectations regarding an inmate's sex role and holds him to it. (9)

## TYPES OF HOMOSEXUAL BEHAVIOR

Incidents of homosexual behavior are high in prison environments because of the factors just discussed. The expression of that behavior takes many forms.

The most dangerous type of individual is the sexually aggressive male. This person has a need to prove his masculinity by demonstrating his power and dominance over weaker individuals. This need for power is often expressed as sexual dominance over others and may result in forcing younger inmates into homosexual acts through coercion and intimidation. The ultimate expression of this need for domination is rape, which is usually motivated by a need for power rather than a need for sexual gratification.

"... most dangerous—the sexually aggressive male."

Some individuals, particularly younger and weaker inmates, permit themselves to be drawn into an exclusive relationship with an older, stronger individual for protection against still others who are a potential threat to their safety.

Sexually aggressive inmates are obviously a threat to the safety of others. Assault or violence expressed as rape is not acceptable and such inmates must be identified and segregated.

Sexually aggressive individuals are usually motivated by a need for \_\_\_\_\_ (3)

True/False

Often sexually aggressive inmates will attempt to dominate others as a show of their power. (7)

## TYPES OF HOMOSEXUAL BEHAVIOR (continued)

"... homosexual relationships are dangerous in the prison environment."

The homosexual prostitute demonstrates another kind of sexual behavior. This individual, who would probably engage in homosexual activity on the outside, exchanges sexual favors for rewards such as cigarettes, candy, or protection. Homosexual prostitution often disrupts the smooth operation of the facility because inmates frequently engage in elaborate manipulations in order to arrange meetings.

Other forms of homosexual relationships are also dangerous in the prison environment. When close homosexual partners break up, uncontrollable jealousy can occur. This often leads to fights, knifings, and other forms of violence. In fact, much of the violence in prison life is attributed to homosexual relationships.

To prevent these kinds of problems, homosexual behavior within the institution needs to be controlled.

Mark the best reason for controlling homosexual behavior in the institution.

- ☐ A. Individuals who engage in homosexual behavior in prison will continue to do so on the outside.
- ☐ B. Homosexual behavior is not socially acceptable.
- ☐ C. Inmates have a right to be free from assault, including sexual assault.
- ☐ D. Homosexual relationships foster dependence among inmates.

(6)

## RAPE TRAUMA

Another problem you may face is the trauma an inmate can experience after being the victim of a rape or other forced homosexual act. The inmate may feel that his "manhood has been taken away," and he may doubt his own masculinity. As with any assault, rape may cause severe anxiety and depression, which may lead to suicide. Ironically, both aggressors and victims have been known to attempt suicide following a homosexual attack.

Following are several behavioral symptoms you can watch for following a forced homosexual assault:

- embarrassment
- guilt
- withdrawal from others
- desire for revenge
- confusion about masculinity or identity
- psychotic reactions (hallucinations, irrational behavior)
- extreme suspicion of others (paranoia)
- anxiety
- tension
- depression
- suicidal behavior



"... rape may cause severe anxiety and depression ..."

- Mark the correct statement(s).
- \_\_\_ 1. Sexual assault or rape rarely has a psychological effect on the victim.
  - \_\_\_ 2. Rape victims and aggressors may become suicidal.
  - \_\_\_ 3. Rape victims may want revenge.
  - \_\_\_ 4. Rape victims may feel guilty and may withdraw from others.
  - \_\_\_ 5. A radical change in an inmate's behavior is nothing to be concerned about.

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## HOMOSEXUAL PANIC

Another potential problem inmates may face is known as a "homosexual panic." In this situation, an inmate may suffer tremendous guilt and anxiety when he realizes he may have homosexual desires or after he participates in a homosexual act. Often this guilt or anxiety is expressed in the form of attacks on inmates or staff.

Homosexual panics are not uncommon in correctional facilities, and are most likely to occur in inmates who have trouble adapting to the prison environment. The symptoms of homosexual panic are similar to those of other mental illnesses, and your response to symptoms should be the same—refer the inmate to the counseling staff. Symptoms of homosexual panic include anxiety, physical agitation, and hallucinations (especially concerning fear of castration or seduction or assault). If you refer an inmate who may be suffering from homosexual panic to the counseling staff right away, you may be able to avoid a violent incident.

"... refer an inmate ... suffering from homosexual panic to the counseling staff ..."

Mark the symptoms of homosexual panic.

\_\_\_ 1. anxiety

\_\_\_ 2. hallucinations about castration

\_\_\_ 3. severe headaches

\_\_\_ 4. sleepwalking

\_\_\_ 5. constant drowsiness

\_\_\_ 6. physical agitation

If you notice the signs of possible homosexual panic in an inmate, \_\_\_\_\_ (12)

## PREVENTING OR DECREASING HOMOSEXUAL ACTIVITY

There are several guidelines you can follow to help control homosexual behavior in the facility.

1. Keep all cell windows and bars clear. Do not allow towels, sheets or hanging clothes to block your view of the cell or its occupants.
2. On your routine checks, make sure inmates are in their assigned areas.
3. Keep a close watch on both the aggressive potential "rapist" and the younger, weaker potential victims.
4. Try to discourage feminine traits among male inmates.
5. Closely supervise shower activities.
6. Encourage inmates to participate in recreational activities as outlets for their energies.
7. Always closely observe the inmates under your control. Through careful observation, you may be able to stop a situation from turning into a homosexual activity—either forced or voluntary.

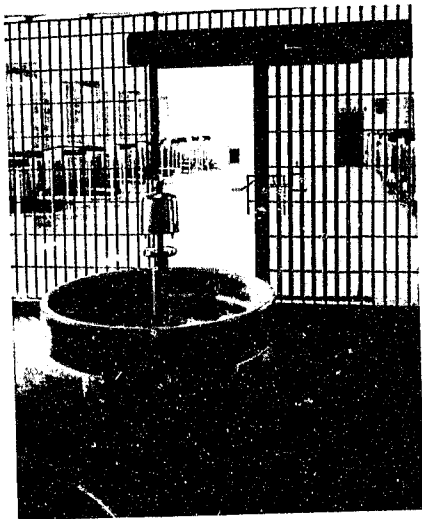


"Keep all cell windows and bars clear."

True/False Homosexual behavior should be controlled in order to protect the safety of inmates and staff. (13)

True/False Homosexual activities can be controlled in correctional facilities. (16)

## PREVENTING OR DECREASING HOMOSEXUAL ACTIVITY (continued)



"Closely supervise shower activities . . . reduce the frequency of [homosexual] behavior."

You will probably not be able to control homosexual behavior totally in the facility, but following the above guidelines will help you reduce the frequency of such behavior. Traditionally, the primary method of dealing with sexual problems in institutions has been to identify and isolate the homosexual rapist. This can lessen the chances for sexual attacks and violence. Your skills in observing can be especially helpful in this effort.

Remember, the inmate has a right to protection from other inmates. Doing everything possible to prevent sexual assaults is a good way to protect yourself and the institution against possible lawsuits.

- Mark the statement(s) that are correct.
- ☐ 1. Homosexual behavior in correctional facilities is easily prevented.
  - ☐ 2. The inmate classification system is useless in reducing the incidence of sexual assault.
  - ☐ 3. Inmate participation in recreational activities can help reduce homosexual behavior.
  - ☐ 4. The correctional officer's careful observations are a major factor in reducing the incidence of homosexual behavior.
- (14)

## SUMMARY

Homosexual behavior is fairly common in correctional facilities due to the prolonged, enforced separation of inmates from members of the opposite sex. Whatever the motivation, homosexual activity poses serious management problems in a correctional facility, and officers can play an important role in controlling it.

- Common forms of homosexual expression in institutions include prostitution, rape and assault, sexual coercion, and intimidation. Some consenting inmates engage in homosexual behavior as an outlet for their sexual drives.
- Inmates have a right to be free from assault, including sexual assault. Therefore sexually aggressive individuals must be identified and isolated.
- Much of the violence within the prison occurs because of homosexual love triangles and broken relationships. Jealousy often leads to violence.
- Homosexual panic and rape trauma are serious psychological problems that should be referred to the counseling staff. Either may lead to violence or suicide.
- Management techniques to control incidents of homosexual behavior and the conditions in which it occurs include close observation by correctional officers and a comprehensive correctional program.

## ANSWER KEY—HOMOSEXUAL BEHAVIOR

---

1. True.
2. F 1.  
M 2.  
M 3.
3. Sexually aggressive individuals are usually motivated by a need for **power**.
4. C 1.  
D 2.  
A 3.  
B 4.
5. True.
6. C. Inmates have a right to be free from assault, including sexual assault.
7. True.
8. False. Some people are bisexual (will have relations with members of either sex) and some are asexual (have very little sex drive at all).
9. True.
10.    1.  
✓ 2.  
✓ 3.  
✓ 4.  
   5.
11. False.
12. ✓ 1.  
✓ 2.  
   3.  
   4.  
   5.  
✓ 6.
13. True.
14.    1.  
   2.  
✓ 3.  
✓ 4.
15. If you notice the signs of possible homosexual panic in an inmate, **refer him to the counseling staff**.
16. True. However, eliminating it completely may be very difficult.

END  
PART IV

6 of 7

Part V

FINAL TESTS

82707585

CORRECTIONAL  
OFFICER

Self-Instructional Course

# CORRECTIONAL OFFICER Self Instructional Course FINAL TESTS

This project was produced under grant #CS-1  
to Capitol Communication Systems, Inc. from

**The National Institute of Corrections  
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National Institute of Corrections Project Officer

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January 1982

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STUDENT ANSWER SHEET  
PART I—TEST—BASIC CONCEPTS IN CORRECTIONS

Name \_\_\_\_\_ Date \_\_\_\_\_

Address \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Place of Employment \_\_\_\_\_

Write the letter of the correct answer in the space provided next to the number of each question.

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ESSAY QUESTION. Write the answer to the essay question which you selected here and on the reverse side.

TEST—PART I. BASIC CONCEPTS IN CORRECTIONS

- Through the course of history, the responsibility of responding to crime has shifted from the individual to:
  - the family
  - the government
  - the offended party
  - the village
- What facility is seen as the beginning of the penitentiary system in America since it housed convicted felons for long terms?
  - Walnut Street Jail
  - Eastern State Prison
  - New York State Correctional Facility at Attica
  - Stony Ridge Federal Correctional Center
- Which is *not* a goal of corrections in a modern, balanced philosophy?
  - incapacitation
  - deterrence
  - revenge
  - rehabilitation
- The modern philosophy of corrections holds that offenders are sent to prison:
  - as punishment
  - for punishment
  - in addition to punishment
  - to be punished
- Providing opportunities for inmates to change themselves so they will be better citizens on release is the goal of:
  - incapacitation
  - retribution
  - deterrence
  - rehabilitation
- One feature of prison life that the reform movement did *not* introduce into corrections is:
  - classification of inmates
  - specialization of institutions
  - the silent system
  - probation and parole

7. Which is *not* one of the main roles of the correctional officer?

- a. security agent
- b. manager of people
- c. case worker
- d. role model

8. The purpose of a good security system is:

- a. to protect the lives and welfare of those who live and work in the institution
- b. to provide opportunities for inmates to change themselves
- c. to keep inmates in line
- d. to conduct accurate counts and prepare detailed reports

9. Security should be applied to inmates:

- a. in exactly the same way for every individual
- b. in a flexible manner consistent with the level of the institution and the classification of the inmate
- c. according to the recommendation of the educational staff
- d. consistent with the personality of the officer

10. A good manager of people gets them to do what he wants:

- a. by taking a no-nonsense approach
- b. with the least possible amount of effort, tension, and resistance
- c. through intimidation
- d. by extending favors freely

11. According to recent studies, which group had the greatest impact on inmates' attitude toward change?

- a. work supervisors and correctional officers
- b. counselors and teachers
- c. prison administrators and supervisors
- d. doctors and paramedics

12. Officers can insure that their impact on the inmates' attitude toward change is positive by treating them:

- a. with pity and sympathy
- b. sternly
- c. according to the feelings of the officer at the moment
- d. fairly but firmly

13. Which quality is *not* a sign of a professional attitude?

- a. showing respect for those you work with
- b. having a fundamental commitment to fairness
- c. showing concern for the welfare of those in your charge
- d. avoiding contact with inmates to maintain your superiority

14. The criminal justice system is composed of four parts: law enforcement agencies, the courts, corrections (including probation and parole) and:

- a. the police
- b. jails
- c. juvenile authorities
- d. half-way houses

15. Which group has had the greatest impact on changing institutional procedures in the past decade?

- a. the courts
- b. volunteer groups
- c. correctional administrators
- d. congressional committees

16. Correctional officers can protect themselves against unfounded complaints by taking advantage of training opportunities, by knowing what institution policies are, and by:

- a. documenting every action they take
- b. not intervening unless asked
- c. acting in "good faith"
- d. avoiding contact with inmates

17. According to current interpretation of the Law of Corrections, when an inmate is imprisoned, he:

- a. loses all his rights as a citizen
- b. does not necessarily lose all his constitutional rights
- c. loses the right to communicate with others outside the institution
- d. loses the right to be safe from assault

18. The First Amendment guarantees freedom of speech, freedom of the press, and:

- a. freedom of religion
- b. freedom from want
- c. freedom from taxes
- d. freedom to bear arms



**STUDENT ANSWER SHEET**  
**PART II—TEST—SUPERVISING INMATES**

Name \_\_\_\_\_ Date \_\_\_\_\_

Address \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Place of Employment \_\_\_\_\_

Write the letter of the correct answer in the space provided next to the number of each question.

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| 5. _____ | 10. _____ | 15. _____ | 20. _____ |

ESSAY QUESTION. Write the answer to the essay question which you selected here and on the reverse side.

19. The right to personal health and safety while imprisoned stems from:

- a. the Miranda decision
- b. opinions of the Attorney General
- c. constitutional guarantees as defined by the courts
- d. state legislatures

20. While in prison, inmates have all of these rights *except*:

- a. the right of access to legal materials
- b. the right to seek and receive counsel
- c. the right to communicate with officers of the court
- d. the right to an automatic re-trial

**ESSAY QUESTIONS—CHOOSE ONE**

- 1. Correctional officers can have a powerful effect on inmates' attitudes toward change. Explain why this is so. What can officers do to insure that their impact is positive?
- 2. Concern for the rights of inmates has grown in the past decade due primarily to greater activism on the part of the courts in response to complaints and lawsuits. What can a correctional officer do to protect himself from inmate complaints and lawsuits?

## TEST—PART II. SUPERVISING INMATES

1. A guideline for getting in good position to size up the situation is:
  - a. stand with your back up against a wall
  - b. get very close to the inmate with whom you are talking to show interest
  - c. stay 15 feet away from any group of more than 3 inmates
  - d. get close enough to see and hear what is going on; keep far enough away to stay out of range of an initial attack
2. Which is *not* one of the ways to use your body to show strength and confidence?
  - a. stand up straight
  - b. get rid of distracting mannerisms
  - c. lean forward slightly
  - d. keep your back rigid and your knees locked
3. In using the skill of observing, an alert officer will:
  - a. write down everything he sees and hears
  - b. constantly ask himself what is going on and what it means
  - c. disregard inmate complaints
  - d. pay little attention to relationships between inmates
4. Which activity is *not* a part of the skill of listening?
  - a. picking out key words that signal trouble
  - b. identifying the emotion behind a statement
  - c. identifying the intensity of a statement
  - d. disregarding the identity of the speaker
5. "Responding" is the skill of:
  - a. reflecting back what an inmate is saying or feeling
  - b. answering when spoken to
  - c. recording what you see and hear
  - d. making judgments about people
6. A question that can be answered with a "yes" or a "no" is:
  - a. an open question
  - b. a leading question
  - c. a complex question
  - d. a closed question

7. What outcome does the skill of responding usually *not* produce?
  - a. defuses negative feelings
  - b. reinforces positive feelings
  - c. encourages withdrawal
  - d. opens communication
8. A technique that gets information, puts inmates at ease, is non-threatening, and shows that the officer is really listening is combining the skill of responding with:
  - a. threats
  - b. open questions
  - c. humor
  - d. direct commands
9. In making the decision to grant or deny an inmate request, the *most important* consideration is:
  - a. the inmate's appearance
  - b. the time of day
  - c. the officer's relationship with the inmate
  - d. the rules and regulations of the institution
10. In communicating your decision to an inmate about a request, you should:
  - a. include a reason
  - b. put it in writing
  - c. inform your supervisor
  - d. keep the inmate "in his place"
11. Experienced officers find that inmates, like most people, generally react more favorably to:
  - a. polite requests
  - b. threats
  - c. written commands
  - d. direct physical action
12. Discipline is an action taken:
  - a. out of spite
  - b. for the convenience of prison officials
  - c. in response to an infraction of the institution's rules
  - d. at the discretion of the correctional officer

13. Which of the following is a serious infraction?

- a. wasting food
- b. horseplay
- c. being late
- d. attempting escape

14. In disciplining an inmate, a correctional officer may *not*:

- a. warn
- b. reprimand
- c. write a report
- d. punish

15. Once an incident has been reported, disciplinary action is in the hands of the warden, an appropriate prison administrator, or:

- a. the correctional officer who reported it
- b. the institution disciplinary committee
- c. the medical staff
- d. the parole board

16. Which punishment could be imposed for a serious infraction?

- a. 125 push-ups
- b. solitary confinement with one meal a day
- c. loss of good time
- d. loss of access to legal counsel

17. An inmate involved in a formal disciplinary committee hearing is *not* entitled:

- a. to receive written notice of the charge(s)
- b. to cross-examine witnesses
- c. to present evidence
- d. to appeal the decision

18. Keeping records of activities in a correctional institution is important because:

- a. it teaches officers good writing skills
- b. it lets the inmates know that they are being watched
- c. it provides administrators with information about who to fire
- d. it protects administration and staff against lawsuits and complaints

19. An incident report should include essential facts such as who was involved, what happened, who the witnesses were, and:

- a. when and where it happened
- b. why you think it happened
- c. a description of what all participants wore
- d. your opinion of the inmates involved

20. "At 10:00 a.m. today in Dayroom B, I noticed Sykes screwing around again (like he usually does, that clown)."

This sentence is an example of:

- a. poor chronology
- b. "dictionary" language
- c. confusing sentence structure
- d. opinionated reporting

#### ESSAY QUESTIONS—CHOOSE ONE

1. The four skills used in sizing up the situation are getting in good position, using your body to show strength and confidence, observing accurately, and listening carefully. Explain these skills including the parts of each and how they help the officer size up the situation.
2. The communicating skills are responding and asking questions. Describe each of these skills; what is the usual outcome when they are used; how can they be combined? List some situations in which they could be used effectively.

**STUDENT ANSWER SHEET**  
**PART III—TEST—SECURITY PROCEDURES**

Name \_\_\_\_\_ Date \_\_\_\_\_

Address \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Place of Employment \_\_\_\_\_

Write the letter of the correct answer in the space provided next to the number of each question.

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| 5. _____ | 10. _____ | 15. _____ | 20. _____ |

ESSAY QUESTION. Write the answer to the essay question which you selected here and on the reverse side.

**TEST—PART III. SECURITY PROCEDURES**

1. Which of the following is *not* a security concern?
  - a. insuring the safety of inmates and staff
  - b. maintaining order
  - c. preventing escapes
  - d. rehabilitation of inmates
  
2. Which group plays the major role in implementing the facility's security plan?
  - a. correctional officers
  - b. administrators
  - c. supervisors
  - d. counseling staff
  
3. Contraband is:
  - a. anything purchased from the commissary
  - b. anything not issued or approved by the facility
  - c. anything sent to inmates from home
  - d. inmates' personal possessions
  
4. An item that may be considered nuisance contraband is:
  - a. a gun
  - b. a file
  - c. a knife
  - d. a large stack of newspapers
  
5. The best way to control contraband is by:
  - a. searching inmates and cells frequently and thoroughly
  - b. closing the commissary
  - c. forbidding visitation
  - d. restricting inmates' mail
  
6. The two types of inmate body searches are the strip search and the:
  - a. pat search
  - b. frisk search
  - c. contact search
  - d. partial search

7. Frisk searches are used:

- a. to control entry of contraband into the institution
- b. as harassment of inmates
- c. to control movement of contraband within the institution
- d. whenever an inmate enters or leaves the institution

8. Which is *not* a principle of conducting a cell search?

- a. upon entering a cell, get an overview
- b. systematically search every item in an area before moving to the next area
- c. if contraband is found, immediately stop the search and report it to the supervisor
- d. replace furniture and belongings, being careful not to damage anything

9. Three useful tools to take along on a cell search are a flashlight, a mirror, and:

- a. a wrench
- b. a pocket knife
- c. a hammer
- d. a screwdriver

10. In a large area in which there are many inmates, such as a dormitory or dining hall, who should conduct the count?

- a. a single officer
- b. two officers
- c. an officer and a trusty
- d. three officers

11. In conducting a count:

- a. see each prisoner you count
- b. continue an interrupted count after the cause of the interruption is taken care of
- c. use a trusty to help if another officer is not available
- d. use a roll call

12. Inmates may be given use of keys:

- a. in an emergency
- b. when their work assignment requires it
- c. if they are trusties
- d. under no circumstances

13. A correctional officer should carry his keys:

- a. in a visible place so he always knows they are safe
- b. securely fastened to his belt
- c. only in minimum security areas
- d. both on and off duty

14. Which is *not* a guideline for tool control when supervising work details?

- a. see that all tools are signed out
- b. make certain inmates are trained to safely use the tools assigned to them
- c. allow only trusties to use hot tools inside the institution
- d. always supervise the return of tools so that any missing will be identified immediately

15. A patrol responsibility of the correctional officer is:

- a. to answer questions about institution policies
- b. to know what may have occurred on other shifts that may affect his duty post
- c. to counsel inmates on their problems
- d. to know the post assignments of all other officers

16. Officers who practice good preventive patrol:

- a. are constantly alert for the unexpected
- b. know what to expect and do not concern themselves with the possibility of anything unusual happening
- c. have a regular routine
- d. pay little attention to the emotional climate of their area of patrol

17. In a riot situation, an action that is *not* the responsibility of the correctional officer is:

- a. to try to contain the disorder to a specific area
- b. to help non-participants out of the area
- c. to negotiate the release of hostages
- d. to attempt to identify inmate leaders

18. If taken hostage an officer should:

- a. be calm and keep a low profile
- b. argue with his captors
- c. promise anything to obtain freedom for himself and other hostages
- d. side with the inmates against the authorities

STUDENT ANSWER SHEET  
PART IV—TEST—SPECIAL INMATES

Name \_\_\_\_\_ Date \_\_\_\_\_

Address \_\_\_\_\_  
\_\_\_\_\_  
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\_\_\_\_\_

Place of Employment \_\_\_\_\_

Write the letter of the correct answer in the space provided next to the number of each question.

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| 5. _____ | 10. _____ | 15. _____ | 20. _____ |

ESSAY QUESTION. Write the answer to the essay question which you selected here and on the reverse side.

19. Firearms are to be used only as a last resort. When using a firearm, shoot:

- a. to kill
- b. to disable
- c. to test the weapon
- d. to show you are in command

20. In transporting prisoners, the officer is most vulnerable:

- a. when shackling and unshackling the inmate
- b. when getting in and out of a vehicle
- c. on rest breaks
- d. when driving a vehicle

ESSAY QUESTIONS—CHOOSE ONE

- 1. How do inmate programs, such as education, vocational training, and industries, relate to the security program?
- 2. The purposes of the security program are to insure the safety of staff and inmates, to maintain order, and to prevent escapes. From the list below, choose *four* and describe how each relates to these purposes.

Searches  
Counts  
Patrols  
Key and tool control  
Emergency procedures  
Transporting prisoners

## TEST—PART IV. SPECIAL INMATES

1. In dealing with inmates with medical problems such as diabetes and epilepsy, the correctional officer's responsibility is:
  - a. to diagnose the problem
  - b. to treat the problem
  - c. to recognize the signs of an emergency and know when to call the medical staff
  - d. to recommend reclassification of such inmates
2. To control diabetes, the diabetic must restrict his intake of sugar and take regular doses of:
  - a. benzedrine
  - b. penicillin
  - c. insulin
  - d. aspirin
3. A common emergency condition for diabetics is insulin shock which occurs because there is too little sugar in the body. The symptoms are pale, moist skin, coupled with weakness or shaking. The emergency procedure is to:
  - a. give sugar (candy, soda, table sugar)
  - b. give an injection of insulin
  - c. allow the inmate to rest
  - d. ignore the situation—it is the medical staff's problem
4. Whenever a correctional officer finds unconscious a person he knows to be a diabetic, the officer should:
  - a. try to wake the inmate
  - b. call the medical staff immediately
  - c. give sugar
  - d. give insulin
5. What actions should an officer *not* take if he finds an inmate having an epileptic seizure?
  - a. call for a back-up officer to help maintain security during the emergency
  - b. remove all nearby objects on which the inmate could hurt himself
  - c. place a padded object under the inmate's head
  - d. give the inmate a drink of cold water

6. If a correctional officer recognizes symptoms of possible mental disturbance such as hallucinations or unrealistic physical complaints in an inmate, he should:
  - a. refer the inmate to the counseling staff
  - b. try to talk the inmate out of his unusual behavior
  - c. ignore the situation—the inmate just wants attention
  - d. write the inmate up for possible disciplinary action
7. During recreation period in the yard, an inmate who is normally cooperative quietly complains to an officer that his cellmates are "out to get him." The officer's best course of action would be:
  - a. to ignore the inmate—he is probably paranoid
  - b. to put him in administrative segregation immediately
  - c. to watch the inmate for a while to see if the cellmates try anything
  - d. to report the complaint to his supervisor immediately and follow his instructions
8. In referring an inmate with a possible mental problem to the counseling staff, the officer can be very helpful by:
  - a. giving his opinion about what is wrong with the inmate
  - b. reporting the inmate's behavior thoroughly and accurately, in as much detail as possible
  - c. keeping his referrals to the minimum since he is not a medical expert
  - d. warning other inmates not to try similar tricks
9. In dealing with a possibly mentally disturbed inmate, what should the correctional officer *not* do?
  - a. listen to what he says
  - b. be calm and reassuring
  - c. point out the errors in his statements and insist that he stick to reality
  - d. be supportive, not sarcastic or harsh
10. In controlling drug and alcohol use in correctional facilities, officers should:
  - a. know the symptoms of drug and alcohol use and be on the lookout for them
  - b. give breathalyzer tests on a regular basis
  - c. conduct weekly urine checks for drug use
  - d. leave contraband control to the intake officers
11. Potential suicide risks include new inmates, seriously depressed inmates, and
  - a. inmates working in industries
  - b. inmates facing crisis situations
  - c. long-term inmates
  - d. overactive inmates

12. Which is *not* a physical sign of serious depression?

- a. high fever
- b. sleeplessness
- c. weight or appetite loss
- d. slumping and slow movements

13. Which is *not* a behavioral sign of serious depression?

- a. frequent crying
- b. social withdrawal
- c. loss of touch with reality
- d. continual laughter and giggling

14. An inmate has somehow gotten hold of a knife and is threatening to cut his throat. The correctional officer should:

- a. rush in and wrestle the knife away from the inmate
- b. tell the inmate to go ahead and save the government some money
- c. call for help and secure the area, then try to talk to the inmate
- d. run for help while another inmate keeps watch on the potential suicide

15. In talking to a suicidal inmate, the correctional officer should:

- a. talk naturally and respond to feeling and meaning
- b. tell the inmate he is stupid for considering suicide
- c. treat the incident as a joke so the inmate will relax
- d. tell the inmate that life is hard for everyone

16. Individuals who exclusively prefer sexual relations with members of the same sex are:

- a. bisexual
- b. homosexuals
- c. heterosexuals
- d. asexuals

17. Which is *not* a factor contributing to the unusually high incidence of homosexual activities in correctional institutions?

- a. the single-sex environment
- b. absence of opportunity for physical release of the sex drive
- c. educational and vocational training programs
- d. inmates' needs to demonstrate masculinity and dominance

18. The main reason for controlling aggressive homosexual behavior in the institution is:

- a. inmates have a right to be free from assault, including sexual assault
- b. individuals who engage in homosexual activities inside the institution will continue to do so on the outside
- c. homosexual behavior is not socially acceptable
- d. homosexual partners disrupt institution routine by trying to arrange meetings

19. Sexual assault or rape victims:

- a. rarely suffer psychological effects
- b. may feel guilty and become suicidal
- c. usually become good friends with their attackers
- d. become eligible for early release

20. Which is *not* a guideline to follow to help control homosexual behavior in the facility?

- a. closely supervise shower activities
- b. keep all cell windows and bars clear
- c. observe inmates under your control closely
- d. discourage inmate participation in recreational activities

#### ESSAY QUESTION—CHOOSE ONE

1. Diabetes and epilepsy are two common medical problems in prison populations. Choose *one* of these diseases and describe the symptoms of an emergency situation. Include the procedures the officer should take in the face of an emergency.
2. Describe potential suicide risks. What are some of the physical and behavioral signs of depression? What should an officer do when confronted with a suicide threat?



-END-  
PART V

7 of 7

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