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**PREA Employee Training
Notification of Curriculum Utilization
August 2014**

The enclosed *PREA Employee Training* curriculum was developed by The Moss Group, Inc. as part of contract deliverables for the National PREA Resource Center (PRC), a cooperative agreement between the National Council on Crime and Delinquency (NCCD) and the Bureau of Justice Assistance (BJA). The Prison Rape Elimination Act (PREA) standards served as the basis for the curriculum's content and development, with the goal of the *PREA Employee Training* curriculum being to satisfy specific PREA standard requirements.

It is recommended that the *PREA Employee Training* curriculum be reviewed in its entirety before choosing which modules to use. Any alterations to the original materials must either be acknowledged during their presentation or have the PRC and The Moss Group, Inc. logos removed.

BJA is currently undergoing a comprehensive review of the enclosed curriculum for official approval, at which point the BJA logo may be added.

Note: Use of the enclosed curriculum, either in part or whole, does not guarantee that an auditor will find a facility "meets standards." Rather, an auditor will take into consideration the curriculum used as part of their overall determination of compliance.

Notice of Federal Funding and Federal Disclaimer—This project was supported by Grant No. 2010-RP-BX-K001 awarded by the Bureau of Justice Assistance. The Bureau of Justice Assistance is a component of the Office of Justice Programs, which also includes the Bureau of Justice Statistics, the National Institute of Justice, the Office of Juvenile Justice and Delinquency Prevention, the Office for Victims of Crime, and the Office of Sex Offender Sentencing, Monitoring, Apprehending, Registering, and Tracking. Points of view or opinions in this document are those of the author and do not necessarily represent the official position or policies of the U.S. Department of Justice nor those of the National Council on Crime and Delinquency (NCCD), which administers the National PREA Resource Center through a cooperative agreement with the Bureau of Justice Assistance.

PREA EMPLOYEE TRAINING

Unit 3, Part I

Prevention and Detection of Sexual Abuse and Sexual Harassment

Instructor-Led Training Event

2.75 hour session



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Course Description

This instructor-led training (ILT) experience will educate learners about prevention and detection of sexual abuse by understanding the dynamics of sexual abuse and detecting signs of threatened and actual abuse.

Objectives

After completing this session, you will be able to:

1. Understand the dynamics of sexual abuse and sexual harassment in confinement settings
2. Learn how to detect signs of threatened and actual sexual abuse by understanding common reactions of victims of sexual abuse and sexual harassment and common behaviors of abusers
3. Apply learning objectives 1 and 2 to fulfill your responsibility under agency sexual abuse and sexual harassment prevention and detection policies and procedures

Target Audience

Any employee who may have contact with inmates/residents/detainees in confinement settings.

Capacity

25-35 participants is recommended to foster group discussions and interaction

Trainers

One to two facilitators are recommended for this unit. The training team should include individuals who possess strong facilitative skills and requisite knowledge and experience in the content to be delivered.

Complete Training Package to meet PREA Standards

To meet the employee training elements required to fulfill the PREA Standard 115.3. Each unit has been designed for traditional classroom delivery to be delivered in one session with the exception of Unit 3 which is designed to be delivered in two parts.

| Unit | Title | Class Time |
|--------------------------|--|------------|
| Unit 1 | The Prison Rape Elimination Act: Overview of the Law and Your Role | 1.5 hours |
| Unit 2 | Inmates’ Rights to be Free from Sexual Abuse and Sexual Harassment and Staff and Inmate Rights to be Free from Retaliation for Reporting | 1.5 hours |
| Unit 3 <i>Part I</i> | Prevention and Detection of Sexual Abuse and Sexual Harassment | 2.75 hours |
| Unit 3 <i>Part II</i> | Response and Reporting of Sexual Abuse and Sexual Harassment | 1.75 hours |
| Unit 4 | Professional Boundaries | 1.75 hours |
| Unit 5 | Effective and Professional Communication with Inmates | 2.25 hours |
| | Total | 11.5 hours |

It is recommended each training unit be delivered in sequential order. It is at the prerogative of the agency over what period of time-and in what combination these units are delivered, such as:

- All in one sequence over 3 or more full days of training
- Delivering each unit on scheduled separate training days over an extended period of time (daily, weekly, monthly, etc.)
- Arranged by the agency to fit within specific dates and times of the agency’s annual training calendar

Class Preparation

Prior to class:

- Communicate with key staff as required by your agency/facility
- Develop training agenda to include breaks which should be inserted about every 75 minutes
- Schedule class
- Send out invitations
- Distribute participant pre-work (if applicable)
- Schedule assignments for training team

- Prepare all course materials
- Arrange a location for the training that has the necessary technology capabilities to present the materials via PowerPoint
- Prepare and print all applicable policies that will be used in the training

Day of class:

- Confirm room set up and logistics for breaks and lunch (if applicable)
- Set-up audio visual equipment (if applicable)
- Pass out agendas, name tents and other materials for start of class
- Check training supplies, chart pads, markers and other needs
- Create a welcome chart or slide for participants to see upon arrival
- Be sure at least one member of your team is available to personally greet participants as they arrive in the classroom
- Have evaluations and certificates of completion available for end of training presentation (if applicable)

Following class:

- Send evaluations (if applicable)
- Record student completions as required to include ensuring staff sign a document stating they comprehend the materials (work with your PREA coordinator to ensure proper documentation occurs)

Instructional Outline

The instructional outline is a blueprint of the entire session. It provides an overview of:

- Session, lesson, and topic names
- Lesson objectives
- Lesson timing and duration

Use the instructional outline to:

- Conduct the session within a predictable timeframe
- Keep track of where you are and where you are going
- Be prepared for what comes next, adding agency-specific points as necessary
- Look ahead to see where you can reduce time, if needed

Supplemental Materials

The following instructional materials support this session. Participants should have access to these materials during the session. Facilitators should plan accordingly. For this session, participants need:

- (Optional) Handout containing the PowerPoint presentation for participants to follow along
- (Optional) Handout for Training Series Key Terms
- PREA policy or policy that address prevention and detection of sexual abuse

For this training unit, it is vital that the trainers gather required local facility or agency policy to use for discussion as directed in this training unit. If you encounter questions regarding appropriate policy it may be useful to reach out to your PREA coordinator for further guidance.

Facilitator Guide Organization

Each lesson contains detailed facilitation notes that you can refer to during delivery of the session. During the session, refer to the facilitation guide to stay on track. Do not expect to memorize the session. When participants are doing activities, you can look ahead.

Boxed Text:

- Facilitator speaking points, instructions, and information are written in shaded, boxed text on the LEFT side of the page. Icons are provided to assist you to visually identify tasks and activities
- Any facilitator directions/notes for your instructor-led training are included alongside the facilitator notes along the RIGHT side of the page in boxed text and contain instructions to assist facilitators in delivery of the instructor-led training session.

Facilitator Icons:

- The facilitation guide enables you to scan each page quickly to see what you need to do and say. The following icons point out each type of activity or action:

| Facilitator Icons | |
|---|---|
|  | Instructor Note: Contains general instructor notes about the topic. |
|  | Chart on Pad: Indicates when to chart information on a pad on a chart stand. |
|  | Demonstration: Indicates when to perform a demonstration. |
|  | Multimedia: Indicates when to show a multimedia file. |
|  | Breakout Session: Indicates when to facilitate an activity that involves a breakout session. |
|  | Instant Feedback: Indicates when to ask a question and invite immediate response. |
|  | Reference: Indicates additional technical or anecdotal information to be referred to as needed. |
|  | Activity: Contains the instructions for completing an activity. Usually paired with other icons, such as breakout sessions. May also be included with demonstration if the steps for the demonstration are shared with participants. |
|  | Value-Laden Discussion: Indicates the opportunity for open discussion around topics that are often grounded in cultural norms or personal values. |

Important! Trainer/Agency Note

The information and activities provided in this lesson are designed to meet intended student performance objectives consistent with required training elements outlined in the PREA Standard, 115.31, 115. 131, 115.231, 115.331.

If your agency is not prepared to provide the lesson in the designed format, you may make the necessary adjustments to conform to your desired delivery platform.

Please understand if modifications are made to the lesson content or format, it is your agency's responsibility to verify that the revised training is consistent with the PREA Standard requirements.

For the purposes of this training we will use the term **inmate** to refer to all confinement populations under the PREA standards including residents of juvenile and community confinement facilities as well as detainees from lockups. It is recommended that the trainer modify the language to fit the appropriate population as necessary. Where applicable, juvenile specific considerations are given **in red text** in the facilitator guide in the notes section.

Instructional Outline

| Slide # | Slide Title | Activity | Timing (Minutes) |
|---------|--|--|-------------------------------|
| 1 | Training Session Title | | Prior to start of the session |
| 2 | Introductions | Facilitator/participant share | 20 |
| 3 | Employee Training Series Outline | Facilitator presentation | .5 |
| 4 | Unit 3, Part 1 Objectives | Facilitator presentation | 1 |
| 5 | Key Terms | Facilitator presentation/ participant share | 3 |
| 6 | Key Terms Defined: Sexual Abuse of an Inmate by Another Inmate | Facilitator presentation | 1 |
| 7 | Key Terms Defined: Sexual Abuse of an Inmate by a Staff, Contractor or Volunteer | Facilitator presentation | 1 |
| 8 | Key Terms Defined: Voyeurism | Facilitator presentation | 1 |
| 9 | Key Terms Defined: Sexual Harassment | Facilitator presentation | 1 |
| 10 | Objective 1 | Facilitator presentation | .5 |
| 11 | Dynamics of Sexual Abuse in Confinement Settings | Facilitator presentation | 1 |
| 12 | Environmental Considerations | Facilitator presentation | 1 |
| 13 | Reporting Considerations | Facilitator presentation | 2 |
| 14 | Inmate Reporting Rates | Facilitator presentation | 2 |
| 15 | Reasons Victims Did Not Report | Facilitator presentation | 4 |
| 16 | Reporting of Sexual Victimization: Persons to whom the Incident was Reported | Facilitator presentation | 3 |
| 17 | Vulnerable Populations | Facilitator presentation | 1 |
| 18 | Vulnerable Populations (Prisons and Jails) | Facilitator presentation | 4 |
| 19 | Examples of Gender Differences Related to Vulnerable Populations | Facilitator presentation | 2 |

| | | | |
|----|---|-------------------------------------|----|
| 20 | Victimization Patterns | Facilitator presentation | 2 |
| 21 | Dynamics of Sexual Abuse in Confinement: Reasons Sexual Victimization May Occur | Facilitator presentation | 1 |
| 22 | Key Terms Defined: Sexual Victimization | Facilitator presentation | 1 |
| 23 | Coercion vs. Consent | Facilitator presentation | 2 |
| 24 | Men and Women in Prison | Facilitator presentation | 1 |
| 25 | Why Might Females Engage in Sexual Activity in Confinement | Facilitator presentation | 1 |
| 26 | Why Might Males Engage in Sexual Activity in Confinement? | Facilitator presentation | 1 |
| 27 | Why Might Males Engage in Sexual Activity in Confinement? | Facilitator presentation | 1 |
| 28 | Key Terms Defined: Gender Non-Conforming Defined | Facilitator presentation | 1 |
| 29 | The Role of Code of Silence in Dynamics | Facilitator presentation | 1 |
| 30 | Key Terms Defined: Code of Silence | Facilitator presentation | .5 |
| 31 | Inmate Code of Silence | Facilitator presentation | 1 |
| 32 | Group Discussion | Participant Activity | 25 |
| 33 | Objective 2 | Facilitator presentation | .5 |
| 34 | Signs and Symptoms of Sexual Abuse | Facilitator presentation | .5 |
| 35 | Physical Signs | Facilitator presentation/discussion | 3 |
| 36 | Psychological Signs of Sexual Abuse | Facilitator presentation/discussion | 3 |
| 37 | Victims of Sexual Abuse | Facilitator presentation/discussion | 3 |
| 38 | Gender and Victimization | Participant Activity | 12 |
| 39 | Common Responses of Male Victims in Confinement Settings | Facilitator presentation | 2 |
| 40 | Common Responses of Female Victims in Confinement Settings | Facilitator presentation | 1 |

| | | | |
|----|--|---------------------------------------|----|
| 41 | Example of Inmate Red Flag Indicators of Sexual Victimization | Participant activity/group discussion | 10 |
| 42 | Examples of Red Flags, Victims of Resident-on-Resident Sexual Abuse | Facilitator presentation | 1 |
| 43 | Inmate-on-Inmate Abusive Behaviors | Facilitator presentation | 2 |
| 44 | Inmate-on-Inmate Abusive Behaviors, Continued | Facilitator presentation | 2 |
| 45 | Examples of Red Flags, Resident-on-Resident Abusive Behaviors | Facilitator presentation | 1 |
| 46 | Signs of Staff-on-Inmate Sexual Abuse | Facilitator presentation | 2 |
| 47 | Signs of Staff-on-Inmate Sexual Abuse, Continued | Facilitator presentation | 2 |
| 48 | Continuum of Staff Sexual Misconduct, Based on Research in Adult and Juvenile Facilities | Facilitator presentation | 2 |
| 49 | Continuum of Staff Sexual Misconduct, Based on Research in Women's Facilities | Facilitator presentation | 2 |
| 50 | Sexual Abuse and the Impact of Trauma | Facilitator presentation | 1 |
| 51 | Trauma Changes the Brain and Response | Facilitator presentation | 2 |
| 52 | Trauma Changes the Brain and Response, Continued | Facilitator presentation | 1 |
| 53 | Impact of Continuous Trauma for Inmates | Facilitator presentation | 1 |
| 54 | Objective 3 | Facilitator presentation | .5 |
| 55 | Prevention Strategies | Facilitator presentation/discussion | 2 |
| 56 | Suggested Prevention Strategies | Facilitator presentation/discussion | 2 |
| 57 | PREA Standards and Prevention Planning | Facilitator presentation | 1 |
| 58 | Detection | Facilitator presentation | 1 |

| | | | |
|----|---|-------------------------------------|------------|
| 59 | Detection Strategies | Facilitator presentation | 2 |
| 60 | Group Work: Agency/Facility Policies and Procedures | Group Activity | 15 |
| 61 | Review: Unit 3, Part 1 Objectives | Facilitator presentation/discussion | 2 |
| 38 | End of Unit 2 | Facilitator presentation | 1 |
| | | Grand Total | 2.75 hours |

Welcome

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Unit 3 Part I: Prevention and Detection of Sexual Abuse and Sexual Harassment

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Facilitator

Time: Prior to start of the session

Do: Welcome participants as they arrive in the classroom.

Say: *Welcome to the training. Please find a seat and make yourself comfortable. We will begin shortly.*

Start:

Do: Begin the training session as close to the designated start time as possible.

Say: *Hello, and welcome to this the training, **Prevention and Detection of Sexual Abuse and Sexual Harassment**. Let's get started!*

Notes:

Remember to start on time! Do not delay beginning the session because of late participants.

Introductions

Introductions

Faculty

- Name, Title
- Work Location
- Experience with PREA and/or training

Participants

- Name, Position

Please Introduce Yourself

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Time: 20 minutes

Facilitator

Say: *First, let's introduce ourselves. As I call on you, please introduce yourself and the position you hold.*

Do: Trainers should introduce themselves first to model the activity for the group.

Say: *I will go first, and introduce myself. I am _____ and I serve as _____. I have worked on PREA and PREA related issues _____.*

Do: Let other trainer introduce himself/herself.

Notes:

If you are conducting these training concurrently over consecutive days you do not need to conduct introductions again, saving about 20 minutes in training time.

Say: *Now, let's hear from you.*

Do: Ensure all participants to introduce themselves.

Employee Training Series Outline

Employee Training Series Outline

This training is part of series of trainings to assist agencies with PREA Standards 115.31, 115.131, 115.231, and 115.331.

| | |
|------------------------|--|
| Unit 1: | The Prison Rape Elimination Act: Overview of the Law and Your Role |
| Unit 2: | Inmates' Rights to be Free from Sexual Abuse and Sexual Harassment and Staff and Inmate Rights to be Free from Retaliation for Reporting |
| Unit 3 Part I: | Prevention and Detection |
| Unit 3 Part II: | Response and Reporting |
| Unit 4: | Professional Boundaries |
| Unit 5: | Effective and Professional Communication with Inmates |

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Facilitator

Time: 30 seconds

Say: This is the third unit in our five part training series.

Notes:

Unit 3, Part I Objectives

Objectives for Unit 3, Part 1

1. Understand the dynamics of sexual abuse and sexual harassment in confinement settings
2. Learn how to detect signs of threatened and actual sexual abuse by understanding common reactions of victims of sexual abuse and sexual harassment and common behaviors of abusers
3. Apply learning objectives 1 and 2 to fulfill your responsibility under agency sexual abuse and sexual harassment prevention and detection policies and procedures

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Time: 1 minute

Facilitator

Do: Introduce the training topic.

Say: *By the end of the training session, participants will be able to:*

1. *Understand agency policy and understand the dynamics of sexual abuse and sexual harassment in confinement settings*
2. *Learn how to detect signs of threatened and actual sexual abuse by understanding common reactions of victims of sexual abuse and sexual harassment and common*

Notes:

| | |
|---|--|
| <p><i>behaviors of abusers</i></p> <p><i>3. Apply learning objectives 1 and 2 to fulfill your responsibility under agency sexual abuse and sexual harassment prevention and detection policies and procedures</i></p> | |
|---|--|

Key Terms

Key Terms

- Sexual abuse
- Voyeurism
- Sexual harassment
- Sexual victimization
- Code of Silence
- Trauma
- Gender non-conforming



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Time: 3 minutes

Facilitator

Say: *We have some key terms listed on this slide that we will be using throughout the training. We've already discussed Sexual Abuse, Sexual Harassment, and the Code of Silence in Unit 2. Can anyone help refresh our memories and explain the Code of Silence? Can anyone explain the difference between Sexual Abuse and Sexual Harassment?*

Do: Call on volunteers.

Say: *So, we're going to review some of the important facets of Sexual Abuse and Sexual Harassment, and then we'll quickly review the new terms to ensure*

Notes: Trainers may want to print the key terms handout provided for this training series for participants to refer to key terms and definitions.

we understand definitions.

Key Terms Defined: Sexual Abuse of an Inmate by Another Inmate

Key Terms Defined: Sexual Abuse of an Inmate by Another Inmate

Any of the following acts, if the victim does not consent, is coerced into such act by overt or implied threats of violence, or is unable to consent or refuse:

- Sexual contact
- Penetration of the anal or genital opening of another person, however slight, by a hand, finger, object, or other instrument; and
- Any other intentional touching



Source: National Standards to Prevent, Detect and Respond to Prison Rape Under the Prison Rape Elimination Act, 28 C.F.R. Part 115, Docket No. OAG-131

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Time: 1 minute

Facilitator

Say: *Within the PREA, inmate-on-inmate sexual abuse is defined as occurring when (review slide contents).*

It is important to understand that an act can be considered sexual abuse and not meet the legal definition of sexual assault and be a chargeable offense. It can however be a PREA violation and require investigation and action.

Notes:

Terms from the DOJ Final Rule.

Source: National Standards to Prevent, Detect and Respond to Prison Rape Under the Prison Rape Elimination Act, 28 C.F.R. Part 115, Docket No. OAG-131

Key Terms Defined: Sexual Abuse of an Inmate by a Staff, Contractor or Volunteer

Key Terms Defined: Sexual Abuse of an Inmate by a Staff, Contractor or Volunteer

- Sexual contact
- Penetration
- Any other intentional contact
- Any attempt, threat, or request to engage in sexual activities
- Any display by a staff member, contractor, or volunteer of his or her uncovered genitalia, buttocks, or breast in the presence of an inmate, detainee, or resident, and
- Voyeurism by a staff member, contractor, or volunteer



Source: National Standards to Prevent, Detect and Respond to Prison Rape Under the Prison Rape Elimination Act, 28 C.F.R. Part 115, Docket No. OAG-131

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Time: 1 minute

Facilitator

Do: Review definition on slide

Say: *It is very important that all staff, volunteers and contractors understand there is no such thing as consensual sex between and inmate or resident regardless of age, gender or desire.*

In many cases allegations like these will also result in a report to law enforcement and/or the District Attorney.

Notes:

Key Terms Defined: Voyeurism

Key Terms Defined: Voyeurism



An invasion of privacy of an inmate, detainee, or resident by staff for reasons unrelated to official duties, such as peering at an inmate who is using a toilet in his or her cell to perform bodily functions; requiring an inmate to expose his or her buttocks, genitals, or breasts; or taking images of all or part of an inmate's naked body or of an inmate performing bodily functions

Source: National Standards to Prevent, Detect and Respond to Prison Rape Under the Prison Rape Elimination Act, 28 C.F.R. Part 115, Docket No. OAG-131

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| | |
|---|----------------------|
| <p>Time: 1 minute</p> <p>Facilitator</p> <p>Say: <i>Voyeurism is defined as (read the definition).</i></p> | <p>Notes:</p> |
|---|----------------------|

Key Terms Defined: Sexual Harassment

Key Terms Defined: Sexual Harassment

 **Sexual Harassment Includes**

- (1) Repeated and unwelcome sexual advances, requests for sexual favors, or verbal comments, gestures, or actions of a derogatory or offensive sexual nature by one inmate, detainee, or resident directed toward another
- (2) Repeated verbal comments or gestures of a sexual nature to an inmate, detainee, or resident by a staff member, contractor, or volunteer, including demeaning references to gender, sexually suggestive or derogatory comments about body or clothing, or obscene language or gestures

Source: National Standards to Prevent, Detect and Respond to Prison Rape Under the Prison Rape Elimination Act, 28 C.F.R. Part 115, Docket No. OAG-131

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Time: 1 minute

Facilitator

Do: Review slide content.

Say: *In confinement settings sexual harassment may precede sexual abuse.*

It is also important to recognize staff culture when it comes to sexual harassment. That is, if staff use inappropriate language with one another and there is a “sexualized” environment then sexual harassment towards inmates may also go unnoticed or uncorrected.

Notes:

Objective 1

Objective 1: Understand the Dynamics of Sexual Abuse and Sexual Harassment in Confinement

To meet this objective we will discuss:

- How dynamics differ in confinement settings compared to the community
- Vulnerable populations in confinement
- Gender differences related to sexual abuse/harassment in confinement settings

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Time: 30 seconds

Facilitator

Say: *To meet this objective we will discuss how dynamics differ in confinement settings compared to the community, vulnerable populations in confinement and gender differences related to dynamics of sexual abuse and sexual harassment in confinement settings.*

Notes:

Dynamics of Sexual Abuse in Confinement Settings

Dynamics of Sexual Abuse in Confinement Settings

Consider how sexual abuse dynamics in confinement settings might differ compared to the community:

- Environmental differences
- Reporting challenges
- Vulnerable Populations
- Reasons that the abuse occurred
- Gender differences
- Imbalance of power (staff/inmate)
- Investigative process

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Time: 1 minute

Facilitator

Say: Despite the prohibition on sexual interactions, confinement facilities are communities with cultures that struggle with many of the same problems that are faced in the free world: crime, drugs, gambling, power struggles, distrust, fear, boredom, frustration, and – and to include – sexual attractions and sexually predatory behavior.

Can you think as to why dynamics might be unique in

Notes:

Provide the class to answer the questions before explaining the bullets.

| | |
|--|--|
| <p><i>confinement settings?</i></p> <p><i>Some reasons why the dynamics are unique in confinement settings include:</i></p> <ol style="list-style-type: none"><i>1. Inmate is confined to an environment where they might have to see the perpetrator daily</i><i>2. Reporting can be deterred for fear of retaliation by staff or other inmates</i><i>3. Certain populations may be more vulnerable in confinement settings</i><i>4. Reasons that abuse occurred may be different than in the community</i><i>5. There are important gender differences to understand when trying to recognize sexual abuse in female facilities compared to male facilities</i><i>6. There is an imbalance of power that exists between inmates and staff in confinement settings</i><i>7. The investigative process in confinement settings is unique compared to the community</i> | |
|--|--|

Environmental Considerations

Environmental Considerations

- Inmate victims of sexual abuse can be subjected to seeing the perpetrator every day, this could be another inmate or a staff person
- Due to the routine nature of daily life in facilities, the inmate may revisit the location of the abuse nearly everyday (cell, office, classroom, chapel)
- Constant reminders of a traumatic event can greatly impact how inmates react to the abuse, can worsen the trauma already experienced, and can “trigger” the inmate to behave in unpredictable ways if they relive the incident
- This can create safety concerns for staff and other inmates if not appropriately addressed

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Time: 1 minute

Facilitator

Say: *First let's talk about more about the environmental considerations that impact dynamics. It is made up of routine daily life with often the same daily schedule. This creates a unique situation for victims of sexual abuse. If victimized in confinement, inmates may be forced to interact with the abuser (staff or inmate) on a daily basis. They may have to live, eat, sleep or work in the same location in which they were abused, compounding the effects of the*

Notes:

trauma already experienced. These constant reminders of the incident can create an unhealthy or unstable environment at the facility.

Staff or other inmates could experience seemingly irrational behaviors or outbursts by the victim as a result of trying to avoid the area or person responsible for the abuse.

Reporting Considerations

Reporting Considerations

- Reporting any sensitive incident in the community or confinement can be very difficult
- In confinement facilities, inmates may fear retaliation by staff or other inmates for reporting
- Inmates may risk losing privileges that are very important to them or risk their safety
- This can deter reporting in facilities that do not have strong reporting mechanisms and create a fear-based environment

• Can you think of other considerations?

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Time: 2 minutes

Facilitator

Do: Solicit answers to the question posed on the slide.

Say: *PREA has helped in enhancing reporting mechanisms available to staff and to inmates. However, reporting abuse in the community or in confinement remains a challenge. For victims in confinement settings inmates may fear retaliation by staff or other inmates, fear losing important privileges, and fear for their safety.*

Notes:

All these factors can contribute to lack of will to report incidents. This makes detecting sexual abuse difficult at times. Staff may have to ask themselves what their role is in promoting a healthy reporting culture. We will discuss this concept in more detail in Unit 3, Part 2.

Inmate Reporting Rates

Inmate Reporting Rates

- According to BJS data, the majority of sexual abuse cases in confinement go unreported
- Only 37% percent of victims of inmate-on-inmate sexual abuse reported the abuse to staff
- That means that nearly 2/3 of the inmates who were victimized by another inmate never made a report



Source: Bureau of Justice Statistics, Sexual Victimization Reported By Former State Prisoners, 2008, May 12, 2012.
Source: Bureau of Justice Statistics, "Sexual Victimization in Prisons and Jails Reported by Inmates, 2011-12" (May, 2013)
Source: U.S. Department of Justice, National Crime Victimization Survey: 2006-2010.

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Time: 2 minutes

Facilitator

Say: According to data collected by BJS, the majority of cases of sexual abuse in confinement go unreported. There are many reasons for the low reporting rates, which we will explore in a moment.

According to BJS research of former inmates, only 37% percent of victims of inmate-on-inmate sexual abuse reported the abuse to staff. That means that nearly 2/3 of the inmates who were victimized by another inmate

Notes:

For juvenile settings, BJS has not conducted a youth survey like the one referenced in this power point. It may be useful to find additional agency or state-specific data to incorporate into this presentation juvenile justice and lockups.

For lockups, due to the nature of the short stays, reporting rates are likely to be even lower in those settings.

never made a report.

Source: Bureau of Justice Statistics, Sexual Victimization Reported By Former State Prisoners, 2008, May 12, 2012.

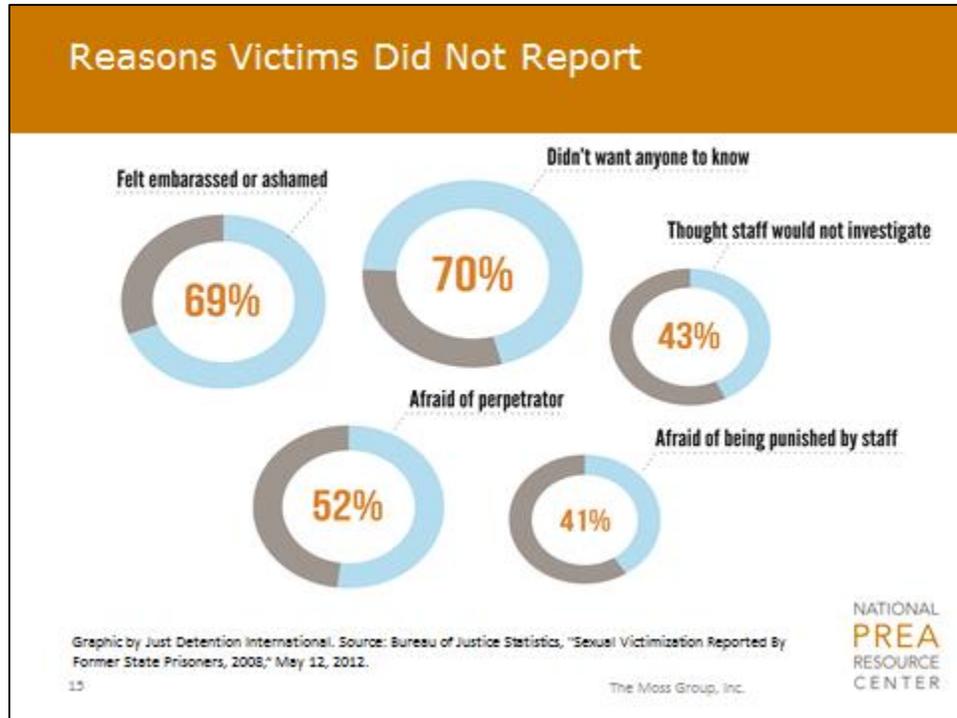
The most recent BJS study shows that reporting rate for staff sexual misconduct is even lower. 5.8% of victims of staff sexual misconduct reported the abuse, which means that 94% of victims of staff sexual abuse never came forward.

Source: Bureau of Justice Statistics, “Sexual Victimization in Prisons and Jails Reported by Inmates, 2011-12” (May, 2013).

The low reporting rate of sexual abuse in confinement mirrors what happens in the community, where, at best, 46% of rapes are reported. That means the majority of victims of sexual abuse in the community also choose not to report.

Source: U.S. Department of Justice, National Crime Victimization Survey: 2006-2010.

Reasons Victims Did Not Report



Time: 4 minutes

Do: Review slide content.

Say: *This slide illustrates data from a Bureau of Justice Statistics study which was “designed to encourage a fuller reporting of victimization, by surveying only former inmates, who are not subject to the immediate risk of retaliation from perpetrators or a code of silence while in prison.”*

The vast majority of victims who did not report – 70% percent – reported that they did not want anyone to know, and 69% said they did not report out of shame

Notes:

Source: Bureau of Justice Statistics, Sexual Victimization Reported by Former State Prisoners, 2008 (May 2012).

Image developed by Just Detention International

or embarrassment.

A majority of these victims did not report because they were afraid of the perpetrator. Most likely, these victims were afraid of re-victimization by the perpetrator or by the perpetrators friends or colleagues.

Many of those surveyed said that they did not report sexual abuse while they were incarcerated because they thought they would get in trouble. For example, 40% thought they would be punished by staff, while 25% said they were afraid they'd be charged with making a false report. Many victims are afraid of isolation or a loss of privileges, including being transferred to Administrative Segregation, if they report. Other victims may fear retaliation if they report – such as being sent to a more secure jail, additional cell searches, or closer scrutiny.

Others thought that the facility would not take their report seriously. 40% of respondents who were sexually abused by another inmate thought either that their report would not be investigated, or that the perpetrator would not be punished. We will explore later when we talk about the facility response.

Other reasons why victims may not report sexual abuse while incarcerated include fear of being labeled a “snitch” if they come forward, and a lack of knowledge about how to report and what will happen to them if they do.

Reporting of Sexual Victimization: Persons to whom the Incident was Reported

Reporting of Sexual Victimization: Persons to whom the Incident was Reported

TABLE 17
Reporting of sexual victimization, by type of incident and persons to whom the incident was reported

| | Inmate-on-inmate | | Staff sexual misconduct | | |
|--|--------------------|---------------------------|-------------------------|-------------------------------|---------------------------------|
| | Total ^a | Nonconsensual sexual acts | Total | Willing activity ^b | Unwilling activity ^b |
| Number of victims | 27,300 | 18,700 | 27,100 | 23,300 | 6,300 |
| Percent of victims reporting at least one incident of sexual victimization | 65.9% | 66.6% | 6.8% | 3.3% | 22.1% |
| Percent reporting to any facility staff ^c | 37.4% | 38.2% | 5.8% | 2.5% | 20.7% |
| Correctional officer | 24.0 | 24.2 | 2.7 | 0.9 | 10.1 |
| Administrative staff | 16.5 | 16.2 | 4.8 | 1.8 | 18.0 |
| Medical/healthcare staff | 13.5 | 15.1 | 2.1 | 0.9 | 7.5 |
| Instructor/teacher | 4.3 | 5.3 | 1.4 | 0.6 | 5.1 |
| Counselor/case manager | 12.1 | 12.8 | 2.9 | 1.2 | 10.4 |
| Chaplain/other religious leader | 8.0 | 9.4 | 1.4 | 0.6 | 5.1 |
| Volunteer | 4.0 | 3.3 | 1.3 | 0.3 | 4.7 |
| Someone else at the facility ^d | 13.5 | 13.7 | 3.1 | 1.2 | 11.3 |
| Percent reporting to someone other than facility staff ^e | 60.0% | 60.6% | 5.2% | 2.1% | 19.7% |
| Telephone hotline | 1.4 | 1.6 | 0.5 | 0.2 | 2.3 |
| Another inmate | 49.0 | 48.2 | 3.6 | 1.3 | 14.6 |
| Family/friend outside the facility | 28.1 | 28.8 | 4.5 | 1.4 | 17.3 |
| Someone else outside the facility | 14.6 | 17.3 | -- | -- | -- |

16 The Moss Group, Inc. Source: Sexual Victimization Reported by Former State Prisoners, 2008 | May 2012



Time: 3 minutes

Facilitator

Do: Review slide content.

Say: *Another piece of the data collected in the former inmate survey is to whom they reported the incident(s). This table on the slide from the BJS report shows the range of people that inmates reported to. Let's review some of the data and discuss.*

Most notably, victims of inmate-on-inmate sexual abuse who did report utilized reporting through

Notes:

correctional officers and administrative staff the most.

A number of inmates also reported to someone other than facility staff to include another inmate or family or friend outside of the facility.

The rate of inmates who reported staff-on-inmate sexual abuse was lower. Inmates reported to administrative staff more than correctional officers in these cases.

The most important message this data provides is that anyone in the facility can receive a report and it is vital we all know what to do if that happens. We will discuss this more in the part 2 of this unit.

Vulnerable Populations

Vulnerable Populations



Educating ourselves about the characteristics of the inmate population will greatly assist in preventing and detecting sexual abuse

We know what characteristics make an inmate more prone to victimization and abusive behavior to inform our work in prevention and detection

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Time: 1 minute

Facilitator

Say: To prevent and detect sexual abuse it is important we understand key characteristics about our population. BJS data has also helped us to identify those inmates who may be more prone to abuse or abusive behavior.

Now, we are going to discuss some of these characteristics.

Notes:

Vulnerable Populations (Prisons and Jails)

Vulnerable Populations (Prisons and Jails)

BJS data collection has helped us understand who might be more vulnerable in confinement settings, in adult prisons and jails vulnerable populations may include:

Inmates with mental illness or disability

Size of the inmate victim and correlation to victimization

Incarcerated for sexual violence

First time inmates/younger inmates

Inmates perceived as LGBTI

Prior sexual victimization

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|---|--|
| <p>Time: 4 minutes</p> <p>Facilitator</p> <p><i>Say: The Bureau of Justice Statistics has collected data since 2004 on sexual abuse in confinement settings as reported by inmates and by facilities. Based on that data they have discerned some trends of who may be vulnerable in confinement settings. This is an important dynamic to consider when understanding sexual abuse in your facility.</i></p> <p><i>Inmates with mental illness or disabilities reported:</i></p> <ul style="list-style-type: none"> • Prison: 6.3% reported victimization by another inmate | <p>Notes:</p> <p>For discussion on vulnerable residents in juvenile detention, please modify the power point slide to reflect the following information:</p> <ul style="list-style-type: none"> • Someone who seems weak, or who is not streetwise • Youth with mental illness or developmental disabilities • Those incarcerated for sexual violence against children or vulnerable adults • An estimated 9.5% of |
|---|--|

(vs. 0.7% with no indication of mental illness)

- **Jail:** 3.6% reported victimization by another inmate *(vs. 0.7% with no indication of mental illness)*

Size of inmate and correlation to victimization:

- **Small in Stature Prison:** 3.2% of underweight (per BMI) inmates reported inmate-on-inmate victimization
- **Jail:** 3.6% of underweight (per BMI) reported staff-on-inmate victimization
- **Large in Stature Prison:** 2.7% of morbidly obese (per BMI) inmates reported inmate-on-inmate victimization
- **Jail:** 3.7% of morbidly obese (per BMI) inmates reported inmate-on inmate victimization

Inmates who reported their sexual orientation as gay, lesbian, bisexual or other (LGBTI):

- **Prison:** 12.2% reported victimization by another inmate 5.4% reported victimization by staff
- **Jail:** 8.5% reported victimization by another inmate 3.7% reported victimization by staff

Inmates who reported prior sexual victimization indicated the following:

- **Prison:** 12% reported inmate-on-inmate victimization (vs. 0.6% who did not report prior sexual victimization) 6.7%

adjudicated youth in state juvenile facilities and state contract facilities (representing 1,720 youth nationwide) reported experiencing one or more incidents of sexual victimization by another youth or staff in the past 12 months or since admission, if less than 12 months

- About 2.5% of youth (450 nationwide) reported an incident involving another youth, and 7.7% (1,390) reported an incident involving facility staff
- An estimated 3.5% of youth reported having sex or other sexual contact with facility staff as a result of force or other forms of coercion, while 4.7% of youth reported sexual contact with staff without any force, threat, or explicit form of coercion
- About 67.7% of youth victimized by another youth reported experiencing physical force or threat of force, 25.2% were offered favors or protection, and 18.1% were given drugs or alcohol to engage in sexual contact

Source: Beck, Allen Ph.D. (2013) Sexual Victimization in Juvenile Facilities Reported by Youth, 2012. Washington, DC: U.S. Department of Justice, Bureau of Justice Statistics.

reported staff-on-inmate victimization (vs. 0.6% who did not report prior sexual victimization)

- ***Jail:*** *8.3% reported inmate-on inmate victimization (vs. 0.6% who did not report prior sexual victimization) 5.1% reported staff-on-inmate victimization (vs. 1.3% who did not report prior victimization)*

Source: Beck, Allen PH.D. et. Al. (2013). Sexual Victimization in Prisons and Jails, 2011-2012. Washington, DC: U.S. Department of Justice, Bureau of Justice Statistics.

Examples of Gender Differences Related to Vulnerable Populations

| Examples of Gender Differences Related to Vulnerable Populations | |
|---|---|
| Male <ul style="list-style-type: none">• Physically small or weak• Gay• Transgender• Effeminate | Female <ul style="list-style-type: none">• Slight build• Previous victim of sexual abuse• Non-English speaking• Resource rich or poor |

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Time: 2 minutes

Facilitator

Say: *Victimization in male facilities can look very different from female facilities. While this is a generalization, males who may be viewed as vulnerable or physically small or weak, gay, transgender or effeminate may be more vulnerable.*

Females who may be viewed as most vulnerable are:

- *Smaller, slight in build*
- *Age, both young and unsophisticated and older*

Notes:

inmates,

- *First timers of any age, particularly short-timers,*
- *Non-English speakers,*
- *Those who 'act like a victim', i.e., communicating fear and passivity*
- *Conspicuous consumers, i.e., those who flaunt their resources*

Victimization Patterns

Victimization Patterns



- Overall, 31% of inmates reporting abuse were victimized 3 or more times
- 13% of male prison inmates and 19% of male jail inmates said they were victimized by other inmates within 24 hours after admission (vs. 4% of female inmates in prison and jail)
- Inmate-on-inmate victimization was most commonly reported to have occurred between 6 pm-midnight (more than 40% reported in this time frame)
- Nearly 16% of male victims of staff sexual misconduct in prison and 30% of male victims in jail said they were victimized within the first 24 hours (vs. 5% of female victims in prison and 4% in jail)

Source: Beck, Allen Ph.D. et al. (2009). *Sexual Victimization in Prisons and Jails, 2007-2008*. Washington, D.C. U.S. Department of Justice, Bureau of Justice Statistics

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| <p>Time: 2 minutes</p> <p>Facilitator</p> <p>Do: Review slide content</p> <p>Say: <i>This slide demonstrates a summary of patterns identified through the BJS data collection efforts related to vulnerable inmates as well as some operational implications.</i></p> <ul style="list-style-type: none">• <i>Overall, 31% of inmate reporting abuse were victimized three or more times.</i>• <i>Victims are more likely to be abused repeatedly if the perpetrator is a staff member (2/3 of incidents, compared to</i> | <p>Notes:</p> |
|---|----------------------|

half of incidents involving an inmate perpetrator).

- *13% of male prison inmates and 19% of male jail inmates said they were victimized by other inmates within 24 hours after admission (vs. 4% of female inmates in prison and jail).*
- *Inmate-on-inmate victimization was most commonly reported to have occurred between 6pm-midnight (more than 40% reported in this time period).*
- *Nearly 16% of male victims of staff sexual misconduct in prison and 30% of male victims in jail said they were victimized within the first 24 hours (vs. 5% of female victims in prison and 4% in jail).*

Dynamics of Sexual Abuse in Confinement: Reasons Sexual Victimization May Occur

Dynamics of Sexual Abuse in Confinement: Reasons Sexual Victimization May Occur

- Sexual victimization in a confinement setting may not always be used for the same purposes as victimization in the “free world”
- Sexual harassment may precede sexual abuse and may be expressed to:
 - Test a target
 - Demean others
 - Overtly or subtly intimidate
 - Challenge new inmates/residents Threaten inmates/residents who are perceived to be weaker

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Time: 1 minute

Facilitator

Say: Now that we have discussed who might be more vulnerable than others in confinement settings to sexual abuse and some of the patterns of when and where victimization can occur, it is helpful to understand why an inmate or staff member might be victimizing someone in confinement. These reasons sometimes differ from what we see in the community. In confinement settings sexual harassment may

Notes:

precede sexual abuse and can include:

- *Testing a target*
- *Demeaning others*
- *Overtly or subtly intimidating others*
- *Challenging new inmates*
- *Threatening inmates who they perceive to be weaker.*

Source: Material developed by Jim Dennis through a request by The Moss Group, Inc.

Key Terms Defined: Sexual Victimization

Key Terms Defined: Sexual Victimization

To define sexual victimization under the Prison Rape Elimination Act of 2003, BJS uses uniform definitions that classify each sexual act by the perpetrator who carried it out (i.e., inmate or staff) and the type of act

- Inmate-on-inmate sexual victimization involves sexual contact with a victim without his or her consent or with a victim who cannot consent or refuse
- Nonconsensual sexual acts
- Abusive sexual contacts
- Staff sexual misconduct
- Staff sexual harassment



Source: Beck, Allen, Ph.D. and Ramona R. Rantala, BJS Statisticians, Jessica Rexroet, BJS Intern, Special Report: Sexual Victimization Reported by Adult Correctional Authorities, 2009-11, Published January 2014. U.S. Department of Justice, Office of Justice Programs, Bureau of Justice Statistics. <http://www.bjs.gov/content/pub/pdf/svra0911.pdf>

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Time: 1 minute

Facilitator

Do: Go over information on the slide

Say: *Sexual victimization includes a number of acts as defined by BJS this can include abusive sexual contacts, staff sexual harassment, staff sexual misconduct, inmate-on-inmate non-consensual activity.*

Source: Beck, Allen. Special Report: Sexual Victimization Reported by Adult Correctional Authorities, 2009-2011. US DOJ, BJS

Notes:

The reason this term is defined is because some of the data and terminology in this unit uses victimization instead of abuse. That is because BJS uses the term victimization to discuss a range of behaviors that can include abusive sexual acts, harassment, etc.

Coercion vs. Consent

Coercion vs. Consent

- Abusers may use force, entrapment or blackmail (such as bribes, alcohol and drugs)
- Abusers may be coercive and sexually abusive relationships may be exchanged for protection as a survival mechanism
 - These types of relationships can be difficult to distinguish from willing relationships
 - As expert Bob Dumond says, “The question to ask yourself is: Would this individual be participating in this relationship if they were in the free world?”

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Time: 2 minutes

Facilitator

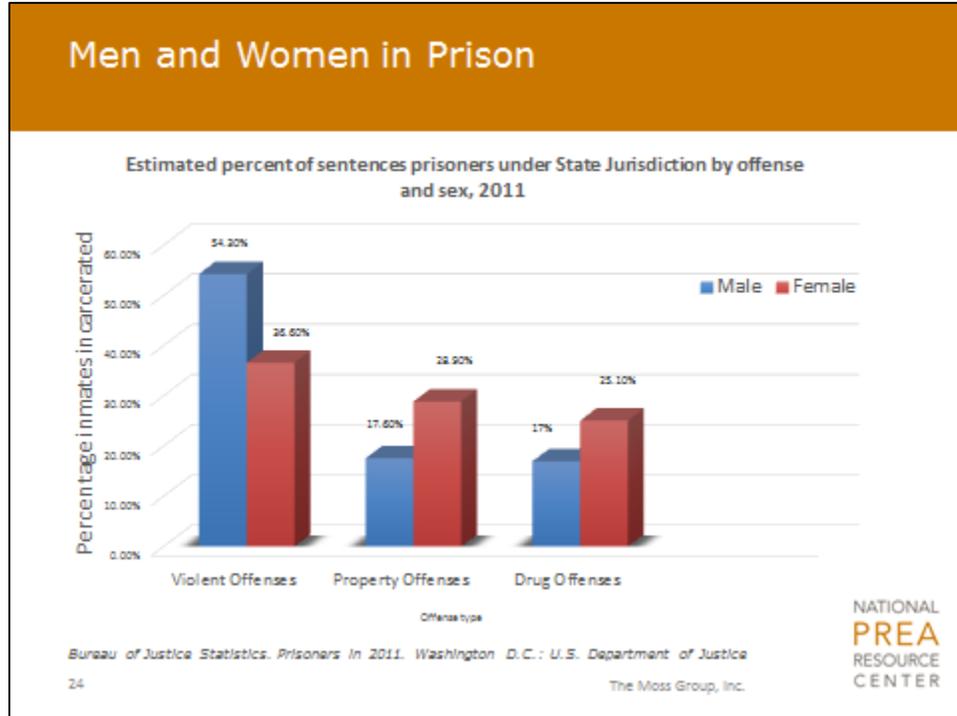
Say: *Based on how sexual harassment can escalate to sexual abuse and the fact that we have learned that inmates sometimes feel ashamed or reluctant to report, it can sometimes be hard to determine if a relationship is abusive or consensual. Also, some relationships may start out as consensual but turn to coercive. This is one of the hardest and most unique dynamics related to sexual abuse in confinement settings for staff. While all sexual*

Notes:

relationships are prohibited in facilities, you don't want to punish a victim unnecessarily who has been providing sex for favors and protection or feels compelled or blackmailed. As staff it is important to pay close attention to commissary exchanges, dining behaviors of inmates (i.e. are they sharing food or giving food to someone else), and other special privileges that could indicate some abuse of power or manipulation.

Try to consider if the inmate would be having this relationship in the free world. Try to talk to the inmate in a way that doesn't put them on the spot or make them afraid to report if the inmate abuser is nearby. Encourage him or her to report if they do not feel safe.

Men and Women in Prison



Time: 1 minute

Facilitator

Do: Go over data on slide

Say: *This graph helps us understand one reason why there are gender differences in male facilities compared to female facilities. Generally, males commit more violent offenses compared to females who commit more property or drug offenses. This plays into culture of the facility and impacts the dynamics. That is, you more often see that female facilities tend to be less violent compared to males. This plays into “the mix” of how to detect and*

Notes:

prevent sexual abuse as abuse between inmates in female facilities may be more subtle compared to male facilities.

Why Might Females Engage in Sexual Activity in Confinement?

Why Might Females Engage in Sexual Activity in Confinement?

- Sex defined as “love” or as a commodity
- Boundary issues
- Challenges in defining domestic violence
- Fears about disclosure and reporting
- PTSD and re-traumatization
- Crisis and long-term treatment issues
- Trauma remains untreated and cycle continues

Source: Smith, Brenda. American University Washington College of Law/ Project on Addressing Prison Rape

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Time: 1 minute

Facilitator

Do: Present the slide.

Say: *There are several common reasons female inmates may engage in sexual activity (read the list).*

Source: Smith, Brenda. American University Washington College of Law/ Project on Addressing Prison Rape

Notes:

Why Might Males Engage in Sexual Activity in Confinement?

Why Might Males Engage in Sexual Activity in Confinement?

- Desire
- Deprivation
- Companionship
- Favors or Benefits
- Protection
- Force

Source: Smith, Brenda. American University Washington College of Law/ Project on Addressing Prison Rape

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| <p>Time: 1 minutes</p> <p>Facilitator</p> <p>Say: <i>What about male inmates, why might males engage in sexual activity in confinement settings? (read the slide)</i></p> <p>Source: Smith, Brenda. American University Washington College of Law/ Project on Addressing Prison Rape</p> | <p>Notes:</p> |
|---|----------------------|

Why Might Gender Non-Conforming Inmates Engage in Sexual Activity in Confinement?

Why Might Gender Non-Conforming Inmates Engage in Sexual Activity in Confinement?

- Sex defined as “love” or as a commodity
- Boundary Issue
- Fears about disclosure and reporting
- History of previous confinement and/or longer sentences
- Favors or benefits
- Protection
- Force

Source: Smith, Brenda. American University Washington College of Law/ Project on Addressing Prison Rape

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Time: 1 minute

Facilitator

Say: *Some gender non-conforming inmates may engage in sexual activity for the following reasons (Read the slide)*

Source: Smith, Brenda. American University Washington College of Law/ Project on Addressing Prison Rape

Remember, these are only some examples and you may see a variety of other reasons play out in your facility.

Notes:

Key Terms Defined: Gender Non-Conforming Defined

Key Terms Defined: Gender Non-Conforming Defined



Gender nonconforming means a person whose appearance or manner does not conform to traditional societal gender expectations.

Source: National Standards to Prevent, Detect and Respond to Prison Rape Under the Prison Rape Elimination Act, 28 C.F.R. Part 115, Docket No. OAG-131

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Time: 1 minutes

Facilitator

Do: Review the definition

Say: *In Unit 5 of this training series we discuss gender identity more but for our purposes today the PREA standards defines gender non-conforming as a person whose appearance or manner does not conform to traditional societal gender expectations.*

Notes:

The Role of Code of Silence in Dynamics

The Role of Code of Silence in Dynamics

- 60% of sexual abuse victims in the free world do not report
- Think about your confined population and their relationship with staff – do you think that they are as likely to report as people in the free world?
- If you believe that they are just as likely to report, that means we are assuming that 60% of sexual abuse incidents are not reported in your facility



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| <p>Time: 1 minute</p> <p>Facilitator</p> <p>Say: <i>Think about your confined population and their relationship with staff-do you think they are as likely to report as people in the free world? Even if they are just as likely that means that still 60% of incidents still might not be reported.</i></p> | <p>Notes:</p> |
|--|----------------------|

Key Terms Defined: Code of Silence

Key Terms Defined: Code of Silence

 **Code of Silence**

An informal institutional or organizational culture that says members of the group will not inform on or give evidence or testimony against other members of the group, even though actions of the other members may involve breaches of policy or even the criminal law.

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Time: 30 seconds

Facilitator

Say: *Remember from previous training, a Code of Silence is an informal institutional or organizational culture that says members of the group will not inform on or give evidence or testimony against other members of the group, even though actions of the other members may involve breaches of policy or even the criminal law.*

Notes:

Inmate Code of Silence

Inmate Code of Silence

- The code of silence applies to inmates as well
- Are inmates at your facility concerned with being labeled a “snitch”?
- How many inmates might not have confidence in staff’s ability to protect them from other inmates?
- Fear of retaliation from staff or other inmates

Source: Sexual Victimization Reported by Former Prisoners, 2008

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|---|----------------------|
| <p>Time: 1 minute</p> <p>Facilitator</p> <p>Do:</p> <p>Say: <i>The code of silence applies to inmates as well.</i></p> <p><i>How many of your inmates might be concerned with being labeled a “snitch”? Remember the BJS data indicated that was a concern of some inmates.</i></p> <p><i>How many inmates might not have confidence in staff’s ability to protect them from other inmates if</i></p> | <p>Notes:</p> |
|---|----------------------|

they report a fellow inmate for violating policy or breaking the law?

What if the incident was staff sexual misconduct – how many inmates in your facility might choose not to report it for fear that the staff member (or his/her friends) might find ways to retaliate against the victim or the individual who reports?

Group Discussion

Group Discussion

- What are the cultural dynamics at your facility?
- How can the dynamics support or create a barrier to preventing and detecting sexual abuse and sexual harassment?
- Take a few minutes to discuss with your group



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Time: 25 minutes

Facilitator

Do: Have the participants discuss the questions on the slide in small groups.

Say: *Ok, lets break up into small groups and answer the questions posed on the slide. Have someone record your answers, in particular we will discuss cultural dynamics that support or are a barrier to preventing and detecting sexual abuse and sexual harassment.*

Take 10 minutes as a group to discuss and list your thoughts. We will then spend about 15 minutes together as a group to debrief.

Notes: Trainers may want to use a flip chart to document key points in the group discussion.

Objective 2

Objective 2: Detecting signs of actual and threatened sexual abuse/harassment

To meet this objective we will discuss:

- Common signs/symptoms of victims who have experienced sexual abuse/harassment
- Potential behaviors victims of abuse may present
- Abusive behaviors that inmates or staff may present
- Staff and Inmate Red Flags
- Impact of trauma on behavior

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Time: 30 seconds

Facilitator

Say: *To meet objective two in our training we will discuss common signs and symptoms of victims who have experienced sexual abuse/harassment, potential behaviors victims may present, abusive behaviors that inmates or staff may present, red flags and the role trauma can play on behavior.*

Notes:

Signs and Symptoms of Sexual Abuse

Signs and Symptoms of Sexual Abuse

- Every victim responds differently
- Difficult to track but there are some “potential” signs:
 - Physical Signs
 - Psychological Signs

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Time: 30 seconds

Facilitator

Do:

Say: When we talk about signs and symptoms of sexual abuse it is important for us to remember that there is no set list. Every victim will respond differently based on a multitude of factors. Rather, we have some potential signs that we can break down into two categories: Physical and Psychological responses. In the following slides we will learn more about these responses to abuse to help us detect sexual

Notes:

| | |
|--|--|
| <p><i>abuse and fulfill our responsibilities under PREA.</i></p> | |
|--|--|

Physical Signs

Physical Signs

- Sexually transmitted infections and/or diseases
- Unexplained pregnancies (in women’s facilities)
- Stomach or abdominal pain
- Difficulty in walking and sitting
- Unexplained injuries

Source: Specialized Training: Medical/Mental Health Care (Regional Training Files) Authors: National Commission on Correctional Healthcare (NCHC), April 2013

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Time: 3 minutes

Facilitator

Say: *Physical signs include some of the following:*

- *Sexually transmitted infections and/or diseases*
- *Unexplained pregnancies (in women’s facilities)*
- *Stomach or abdominal pain*
- *Difficulty in walking and sitting*
- *Unexplained injuries*

To detect sexual abuse in terms of physical signs requires us to be vigilant in noticing physical

Notes:

changes of inmates.

Medical may play a large role in recognizing physical signs. Also, unexplained pregnancies are specific to women.

How do you respond if you notice an inmate has an injury or appears to be in some unusual pain?

Do: Allow staff to raise their hands and share an experience. Keep an eye on time and after one or two people have shared move onto the next slide.

Psychological Signs of Sexual Abuse

Psychological Signs of Sexual Abuse

- Acting out
- Anger
- Anxiety
- Depression
- Disbelief
- Difficulty concentrating
- Suicidal thoughts
- Numbness

Source: Specialized Training: Medical/Mental Health Care (Regional Training Files) Authors: National Commission on Correctional Healthcare (NCCHC), April 2013.

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Time: 3 minutes

Facilitator

Do:

Say: *Psychological signs of sexual abuse can manifest in different ways. Here is a list of some of the common reactions, though as we discussed, every inmate is unique.*

For you to be able to see if an inmate is acting out of the ordinary and exhibiting some of these symptoms means you have to know the population you supervise in a professional manner.

Notes:



This can be a challenging task at times if you have many inmates under your supervision or if you feel like you have a personal connection to what an inmate might be experiencing. Related training units from this series will discuss in more detail professional boundaries.

In your experience, what strategies have you used when you saw an inmate acting differently? Did you approach the inmate and talk to them? Did you refer them to mental health?

Do: Allow staff to raise their hands and share an experience. Keep an eye on time and after one or two people have shared move onto the next slide.

Victims of Sexual Abuse

Victims of Sexual Abuse

Sexual abuse victims are:

- 3 times more likely to suffer from depression
- 6 times more likely to suffer from PTSD
- 13 times more likely to abuse alcohol
- 26 more times more likely to abuse drugs
- 4 times more likely to contemplate suicide

Source: Specialized Training: Medical/Mental Health Care (Regional Training Files) Authors: National Commission on Correctional Healthcare (NCCHC), April 2013.

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Time: 3 minutes

Facilitator

Do:

Say: *The significant impact of experiencing sexual abuse affects any human being regardless if they are an inmate or in the community.*

Sexual abuse victims are

- *3 times more likely to suffer from depression*
- *6 times more likely to suffer from Post-Traumatic Stress Disorder*
- *13 times more likely to*

Notes:

abuse alcohol

- *26 more times more likely to abuse drugs*
- *4 times more likely to contemplate suicide*

How might being in a confinement setting impact these issues?

Do: Allow staff to raise their hands and share an experience. Keep an eye on time and after one or two people have shared move onto the next slide.

Gender and Victimization

Gender and Victimization

- What are some considerations specific to males who have been sexually abused?
- How might males respond or think about their victimization?

- What are some considerations specific to females who have been sexually abused?
- How might females respond or think about their victimization?



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Time: 12 minutes

Facilitator

Do: Facilitate activity

Say: *Let's get in small groups to discuss how the psychological response might vary between males and females. Answer the questions on the slide with your group.*

Write down a few thoughts for both males and females. We will come back together in 10 minutes to discuss in a large group.



Notes:

If you are training staff who only work with one gender (male or female) then only pose the question that relates to the population they supervise.

Some common responses may include:

Male victims:

- Often experience concern about their masculinity, competence and security, which increases their humiliation and suffering.
- Often manifest a more

Do: Move to the next two slides to show the list of common reactions.

“controlled” response, which may lead authorities to conclude the events did not occur or authorities may minimize its impact

Female victims:

- Generally have a higher rate of physical and sexual victimization during childhood, adolescence and prior to their incarceration. These histories of abuse and submission may reinforce feelings of inadequacy, despair and unworthiness following a more recent incident of sexual abuse or sexual harassment.
- May experience compounded expectations of betrayal and anger resulting from incest during childhood in cases of staff sexual misconduct.
- Sometimes don't know that these relationships are harmful and may feel it is “consensual” or “love” because that is what they are familiar with.

Common Responses of Male Victims in Confinement Settings

Common Responses of Male Victims in Confinement Settings

- Connection between sexual/ physical victimization and aggressive and self-destructive behavior
- Defend against feelings associated with victimization (shame, stigma)
- May question sexual identity and preference
- Feel the best defense is a good offense
- May imitate their aggressors
- Acutely aware of the prison code and their ranking

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Time: 2 minutes

Facilitator

Do: Go over information on slide

Say: *To discuss in more detail, here are some common reactions male victims may have. How well did we do with our list? (read the slide)*

Notes:

Common Responses of Female Victims in Confinement Settings

Common Responses of Female Victims in Confinement Settings

- At risk for unhealthy relationships with authority figures, based on perceptions of their power to harm
- Difficulty adjusting to coercive, restrictive environments
- Lack of right to privacy, cell searches, bodily searches may replicate past abuse
- Concern with how reporting may interrupt relationships
- May question sexual identity/preference

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| | |
|---|----------------------|
| <p>Time: 1 minute</p> <p>Facilitator</p> <p>Do: Go over information on slide</p> <p>Say: <i>Here are some common reactions female victims may have (read the slide), how does our list compare?</i></p> | <p>Notes:</p> |
|---|----------------------|

Example of Inmate Red Flag Indicators of Sexual Victimization

Example of Inmate Red Flag Indicators of Sexual Victimization

- Isolation
- Depression
- Lashing out at others
- Refusing to shower
- Suicidal thoughts or actions
- Seeking protective custody
- Refusing to leave an empty cell
- Refusing to enter an occupied cell or transport vehicle
- Increase in misconduct
- Increase in sexualized language and conversations
- Change in relationships with other inmates
- Unusual aggressiveness, may attempt to fight
- Linger near staff
- Requesting administrative segregation

Source: The Moss Group (TMG)

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Time: 10 minutes

Facilitator

Do:

Don't show the list on the slide until staff have met in their small groups.

Say: *Let's stay in our small groups to discuss additional ways you can detect if an inmate has been abused.*

Let's create our own red flags list based on your experience.

Identify strategies or ways you

Notes:

detect signs of sexual abuse or when an inmate is acting “strange” or “uncharacteristically.” You have about five minutes.

Do: Reconvene and have groups report.

Say: **[Click]** *Let’s see if we missed any.*

(Go over any indicators that were not already discussed):

- *Isolation*
- *Depression*
- *Lashing out at others*
- *Refusing to shower*
- *Suicidal thoughts or actions*
- *Seeking protective custody*
- *Refusing to leave an empty cell*
- *Refusing to enter an occupied cell or transport vehicle*
- *Increase in misconduct*
- *Increase in sexualized language and conversations*
- *Change in relationships with other inmates*
- *Unusual aggressiveness, may attempt to fight*
- *Lingering near staff*
- *Requesting administrative segregation*

Examples of Red Flags, Victims of Resident-on-Resident Sexual Abuse

Examples of Red Flags, Victims of Resident-on-Resident Sexual Abuse

- Letters between resident
- Graffiti
- Bedwetting
- Resident exchanging food, sharing food, using food for favors; giving away commissary items
- Will not shower with others; afraid to shower
- Drama, fighting over stuff
- Homicidal threats
- Others?

Source: Smith, Brenda Developed by the NIC/WCL Project under NIC CA #06520GJJ1

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Time: 1 minute

Facilitator

Do: Review the information, ask for additional examples from the participants.

Say: *Signs that residents may be abusive or planning abusive behaviors:*

- *Letters between residents*
- *Graffiti*
- *Bedwetting*
- *Resident exchanging food, sharing food...using food for*

Notes:

Trainers should only present on this slide if staff supervise residents in a juvenile facility

| | |
|---|--|
| <p><i>favors; giving away commissary items</i></p> <ul style="list-style-type: none">• <i>Will not shower with others; afraid to shower</i>• <i>Drama, fighting over stuff</i>• <i>Homicidal threats</i>• <i>Others?</i> | |
|---|--|

Inmate-on-Inmate Abusive Behaviors

Inmate-on-Inmate Abusive Behaviors

Changes in Inmate Behavior

- Stalking or grooming another inmate
- Significant trading in of favors in the recent past
- Significant increase in money transfers
- Heard bragging about "getting" someone
- Access to extra canteen without money
- Suddenly seems to have money without having a job
- Referred to in another inmate's mail

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Time: 2 minutes

Facilitator

Do: Review the information and provide examples of each. Ask for additional examples from the participants.

Say: *Now we are going to shift our focus from the victim of sexual abuse to the actions and behaviors of potential sexual abusers. Signs that an inmate may be perpetrating or a threat of perpetrating sexual abuse:*

- *The inmate appears to be stalking or grooming another inmate. This may be particularly relevant if the inmate is older,*

Notes:

larger or more dominant than the potential victim.

- *Significant trading in of favors in the recent past.*
- *Significant increase in money transfers.*
- *Heard bragging about “getting” someone.*
- *Access to extra canteen without money.*
- *Suddenly seems to have money without having a job.*
- *Referred to in another inmate’s mail.*

Inmate-on-Inmate Abusive Behaviors, Continued

Inmate-on-Inmate Abusive Behaviors, Continued

History and Signs of Abusive Behavior

- Always wants a two-person cell
- History of frequent cell changes by cellmates
- Sudden changes in behavior among younger or more vulnerable inmates when inmate leaves the area
- Frequently tests boundaries
- History of switching jobs
- History of refusing searches
- Someone who has look-outs
- Others?

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Time: 2 minutes

Facilitator

Do: Review the information and provide examples of each. Ask for additional examples from the participants.

Say: *Other signs or inmate history that may indicate abusive behavior may include:*

- *Always wants a two-person cell*
- *History of frequent cell changes by cellmates*
- *Sudden changes in behavior among younger or more vulnerable inmates when inmate leaves the area*

Notes:

- | | |
|--|--|
| <ul style="list-style-type: none">• <i>Personality type of someone who tests boundaries</i>• <i>History of switching jobs</i>• <i>History of refusing searches.</i>• <i>Someone who has “look-outs”</i> | |
|--|--|

Examples of Red Flags, Resident-on-Resident Abusive Behaviors

Examples of Red Flags, Resident-on- Resident abusive Behaviors

- Verbal harassment
- Grooming of potential victims
- Blatant sexual harassment
- Prior history of sexual assault
- Past victimization
- Difficulty controlling anger
- Poor coping skills / strategies
- Voyeuristic / exhibitionistic behavior

Source: Smith, Brenda. Presentation "Addressing Sexual Abuse of Youth in Custody" Developed by the NIC/WCL Project under NIC CA #06S20GJJ1

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Time: 1 minute

Facilitator

Do: Review the information and provide examples of each. Ask for additional examples from the participants.

Say: *This slide represents examples of resident-on-resident abusive behaviors.*

Notes: Trainer should only present on this slide if staff work with residents in a juvenile facility in addition to inmates.

Signs of Staff-on-Inmate Sexual Abuse

Signs of Staff-on-Inmate Sexual Abuse

As with inmate-on-inmate sexual abuse there are “red flag” indicators that will assist in detecting staff-on-inmate sexual abuse. Indicators may include, but are not limited to:

- An inmate having access to more privileges
- An inmate spending more time around/with specific staff
- An inmate exhibits increased familiarity with staff, i.e. usage of first name, increase in disrespect, physical proximity, demonstrated knowledge of staff personal life
- An inmate questions a staff member’s absence
- An inmate sending kites or notes to a specific staff person or vice versa

Source: Moss, Andic and Brenda Smith: Red Flag exercise developed originally in 1998 through NIC technical assistance with the Ohio Department of Rehabilitation and Correction

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Time: 2 minutes

Facilitator

Do:

Say: *Some of the behaviors exhibited by inmates may also be exhibited by staff abusers. However, there are certain red flags that are **unique** to staff-on-inmate sexual abuse:*

- *Suddenly inmate has access to extra privileges or is in possession of increased or unusual contraband*
- *Inmate tries to spend more or less time around a certain staff member*
- *Inmate demonstrates increased*

Notes:

familiarity to a certain staff member through verbal and physical interactions: use of first name, increase in disrespect, physical proximity, demonstrated knowledge of staff's personal life, etc.

- *Inmate asks questions about the staff member in their absence.*
- *An inmate sending kites or notes to a specific staff person or vice versa*

Signs of Staff-on-Inmate Sexual Abuse, Continued

Signs of Staff-on-Inmate Abuse, Continued

Staff who are involved in incidents of staff on inmate abuse may exhibit the following “red flag” indicators:

- Changes in personal life
- Changes in appearance
- Increased overtime hours
- Appearing at work during off hours
- Presence in unauthorized or unassigned area
- Bringing inappropriate items to work
- Attempts to find out information (unrelated to work) about an inmate
- Isolation from other staff

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Time: 2 minutes

Facilitator

Say: *Staff who are involved in staff-on-inmate abuse may exhibit the following red flag indicators:*

- *Changes in personal life*
- *Changes in appearance*
- *Increased overtime hours*
- *Appearing at work during off hours*
- *Presence in an unauthorized or unassigned area*
- *Bringing inappropriate items to work*

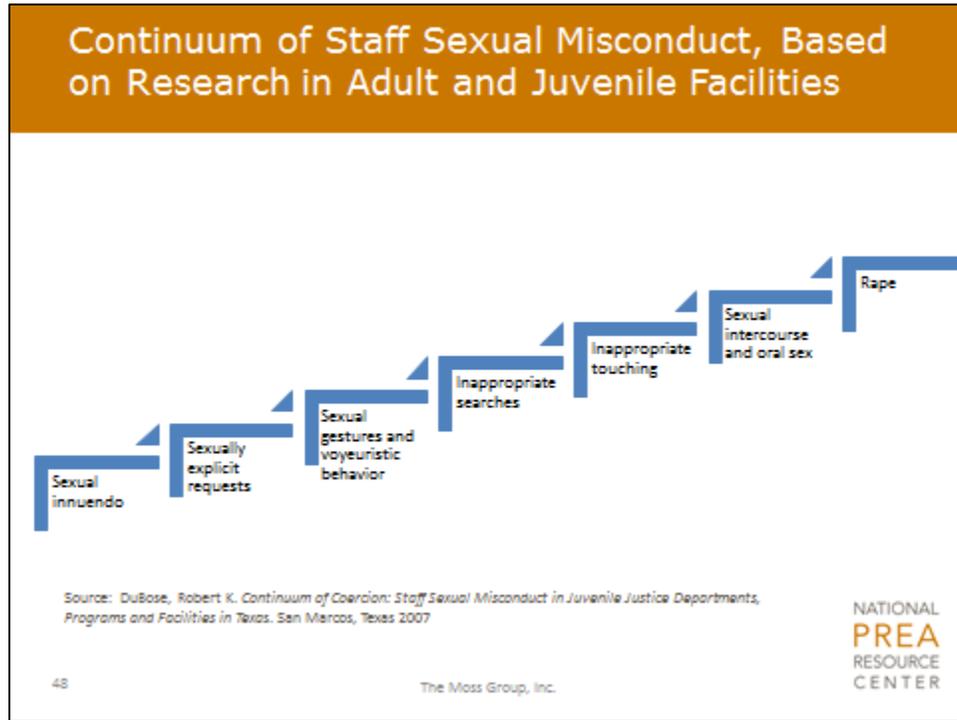
Notes:

- *Attempts to find out information (unrelated to work) about an inmate*
- *Isolation from other staff*

Think to yourself, what would you do if you noticed a fellow staff person exhibiting some of these signs? Would you approach the staff person and offer support, or would you ignore it?

There are so many cases that after staff sexual misconduct is uncovered that co-workers then come out and say, oh yeah I felt like something was wrong with him/her, or I sensed there might be something going on. So why didn't anyone report? We will discuss this notion more in unit 3 part 2.

Continuum of Staff Sexual Misconduct, Based on Research in Adult and Juvenile Facilities



Time: 2 minutes

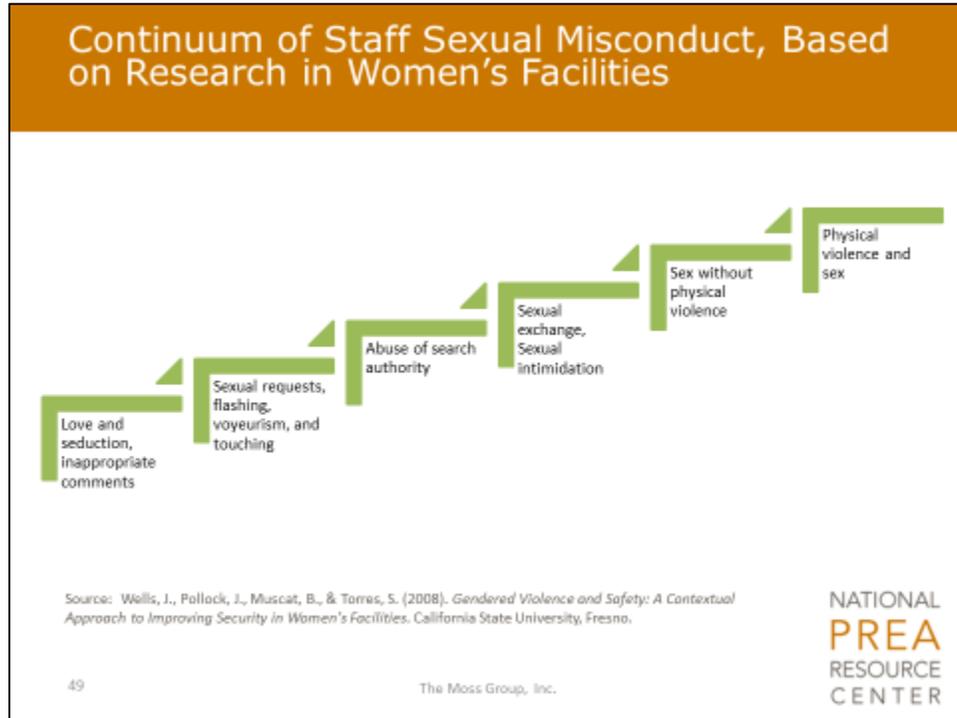
Facilitator

Say: *This slide provides continuum of staff sexual misconduct based on research in Texas at juvenile and adult facilities. As you might have thought, it escalates from sexual jokes and innuendos all the way to sexual abuse.*

That is why it is so important to hold one another accountable with some of the seemingly “harmless” behaviors of joking or flirting before it escalates.

Notes:

Continuum of Staff Sexual Misconduct, Based on Research in Women’s Facilities



Time: 2 minutes

Facilitator

Do:

Say: *Now, let’s take a look at the continuum of escalation of abuse involving staff sexual misconduct- for female facilities:*

- *Love and seduction; inappropriate comments*
- *Sexual requests; flashing; voyeurism and touching*
- *Abuse of search authority*

Notes:

- | | |
|---|--|
| <ul style="list-style-type: none">• <i>Sexual exchange, sexual intimidation</i>• <i>Sex without physical violence</i>• <i>Physical violence and sex</i> | |
|---|--|

Sexual Abuse and the Impact of Trauma

Sexual Abuse and the Impact of Trauma



Trauma is the experience of violence and victimization including sexual abuse, physical abuse, severe neglect, loss, domestic violence and/or the witnessing of violence, terrorism or disasters

Source: National Association of State Mental Health Program Directors, 2006.

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Time: 1 minute

Facilitator

Do: Transition to new topic, Trauma.

Say: *Now that we understand some of the behaviors and the impact of sexual abuse let's go deeper into the understanding of sexual abuse as a significant form of trauma.*

You may already be familiar with the definition of trauma from some of the other PREA trainings but it is good to review just in case (read definition).

Notes:

By understanding signs of trauma we will be able to better detect signs of actual and threatened sexual abuse.

Trauma Changes the Brain and Response

Trauma Changes the Brain and Response



- Victims might not remember what happened to them
- Human stress response hormones are released that help us respond to trauma
- That means two things are happening:
 - A signal shoots to the brain and then “Fight or Flight” body response occurs
 - Or tonic immobility can occur, “body literally freezes”

Source: Specialized Training: Medical/Mental Health Care (Regional Training Files) Authors: National Commission on Correctional Healthcare (NCCCHC), April 2013

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Time: 2 minutes

Facilitator

Say: Trauma helps us understand why a person may act a certain way after a traumatic event. Understanding “why” can help us in our role in detection and response to sexual abuse.

Trauma changes the brain’s response to what may seem like normal situations to other people. Victims may not remember what happened at the time of the event.

Notes:

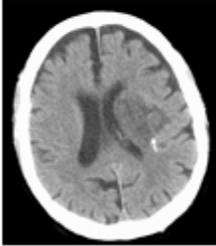
The trauma stress response releases hormones that puts us in “flight, fight or tonic immobility” (body freezes).

These immediate responses we have all probably heard before. Now let’s talk about how trauma can impact us over

Trauma Changes the Brain and Response, Continued

Trauma Changes the Brain and Response

- The other thing to remember is that the stress hormone interferes with the way we are able to store memory
- So we know that in trauma response or PTSD the trauma is continuing to live in the brain
- This can impact behaviors, create triggers and if we understand this we can detect signs of trauma



Source: Specialized Training: Medical/Mental Health Care (Regional Training Files) Authors: National Commission on Correctional Healthcare (NCCHC), April 2013

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Time: 1 minute

Facilitator

Say: *The same stress hormone that tells us “flight” or “fight” also interfere with how we store memory.*

The trauma continues to live in our brains. This is what can impact behaviors and create triggers long after the initial trauma takes place.

These are behaviors that may be the result of past trauma or recent or ongoing trauma. It may not be sexual abuse, but it is important to identify that there might be a

Notes:

problem so you can refer the inmate to proper services, consistent with your policy.

Impact of Continuous Trauma for Inmates

Impact of Continuous Trauma for Inmates

- Can create chronic hyper arousal
- If constantly in fear of abuse or retaliation the brain begins to become hard-wired to respond immediately
- The brain has an inability to calm down, a lot of anxiety, difficulty sleeping, irritability, impulsive behavior
- These are all signs that could help you detect sexual abuse or fear of abuse/harassment

Source: Specialized Training: Medical/Mental Health Care (Regional Training Files) Authors: National Commission on Correctional Healthcare (NCCHC), April 2013.

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Time: 1 minute

Facilitator

Say: *If you are living with unaddressed trauma your brain is on alert all the time, this is called chronic hyper arousal.*

This constant hyper arousal changes your brain's hard-wiring and essentially you are left without the ability to calm down. It creates high anxiety, irritability, difficulty sleeping, and impulsive behavior. Your brain is telling you to constantly

Notes:

be afraid of abuse or retaliation.

While we won't go into more depth at this time on trauma, we thought it was important to at least understand the real impact unaddressed trauma can have on facility safety. It is important to also note that this applies to staff as well. That is why it is so important to take care of ourselves and seek assistance if necessary. .

Objective 3

Objective 3: Apply learning objectives 1 and 2 to fulfill your responsibility under agency sexual abuse and sexual harassment prevention and detection policies and procedures

To meet this objective we will discuss:

- Prevention and detection strategies
- Facility policies and procedures that support prevention and detection of sexual abuse and sexual harassment

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Time: 30 seconds

Facilitator

Say: *To meet our last objective and put together all the elements we have learned today we are going to discuss prevention and detection strategies and applicable policies and procedures.*

Notes:

Prevention Strategies

Prevention Strategies

What does prevention mean to you?

- How do you maintain safety each day through prevention?
- How can this apply specifically to PREA and sexual safety?
- What other ways can you prevent sexual abuse and sexual harassment now knowing what we discussed regarding dynamics and detection?

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Time: 5 minutes

Facilitator

Do: Solicit responses to the questions posed on the slide.

Say: *Prevention is at the heart of safety and security. From your experience let's discuss some answers to each of these questions.*

Notes:

Suggested Prevention Strategies

Suggested Prevention Strategies

How Can You Participate in Prevention?

- Enforcing the agency or facility policy on zero tolerance
- Supporting the agency’s or facility’s sexual abuse reporting policy, if you see something suspicious you are expected to report
- Paying attention to your surroundings (blind spots, unlocked closets, staffing shortages)
- Other strategies?

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| <p>Time: 2 minutes</p> <p>Facilitator</p> <p>Do: Go over information on slide if this information was not covered in your conversation from the previous slide. If it was move on to the next slide.</p> <p>Say: <i>Some ways you can participate in prevention of sexual abuse include: (read the slide).</i></p> | <p>Notes:</p> |
|--|----------------------|



PREA Standards and Prevention Planning

PREA Standards and Prevention Planning

PREA standards address general prevention planning by:

- Identifying a PREA coordinator for your agency/facility (115.11)
- Ensuring your agency does not hire or promote someone who has committed sexual abuse, as well as perform background checks of new and current staff (115.17)
- Requiring contract providers to adopt PREA (115.12)
- Ensuring your agency has multiple mechanisms for reporting abuse (115.51)
- Ensuring there is adequate supervision and monitoring practices, taking into consideration several factors such as staffing levels, video monitoring, programming, privacy, prevalence of incidents (115.13)

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Time: 1 minutes

Facilitator

Say: *This slide represents prevention requirements under PREA (review the bullets).*

Notes:

Detection



Time: 1 minute

Facilitator

Say: *Prevention and detection go hand and hand.*

Detection means developing skills to know when subtle and not so subtle behaviors are out of the ordinary and indicate unsafe behaviors or activities occurring at your facility. We all play a role in prevention and detection.

Notes:

Detection Strategies

Detection Strategies

- Take note of inmate behaviors and patterns
- Address the inmate should their behavior become uncharacteristic or demonstrate signs discussed previously in this training
- Take note of staff behaviors should they become uncharacteristic of the staff person
- Develop a strategy with how you will address the staff person should their behavior become out of the ordinary
- While we can refer to red flags to help guide prevention and detection these are not absolutes, but may indicate need for further response

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| | |
|---|----------------------|
| <p>Time: 2 minutes</p> <p>Facilitator</p> <p>Say: <i>Some detection strategies that we have discussed in some detail already include (read the slides)</i></p> | <p>Notes:</p> |
|---|----------------------|

Group Work: Agency/Facility Policies and Procedures

Group Work: Agency/Facility Policies and Procedures

- Identify in your PREA specific and related policies and/or procedures your responsibility in prevention and detection of sexual abuse
- How does what you learned today help you fulfill your responsibilities under your policies in prevention and detection of sexual abuse and sexual harassment?
- Are there additional elements in your policy that you should be aware of related to _____ in?



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Time: 15 minutes

Facilitator

Do: Introduce the activity.

Say: *So let's now take what we know about prevention and detection and determine our role based on the agency/facility sexual abuse and sexual harassment policy.*

Back in your small groups, answer the following questions on the slide with your group. Take about 10 minutes to review. We will spend five minutes debriefing as a group.



Notes: Provide participants with applicable policy to complete this activity. You should prepare in advance answers to the questions to ensure you understand which policies will be best to review with participants to answer these questions.

Review: Unit 3, Part 1 Objectives

Review: Unit 3, Part I Objectives

1. Understand the dynamics of sexual abuse and sexual harassment in confinement settings
2. Learn how to detect signs of threatened and actual sexual abuse by understanding common reactions of victims of sexual abuse and sexual harassment and common behaviors of abusers
3. Apply learning objectives 1 and 2 to fulfill your responsibility under agency sexual abuse and sexual harassment prevention and detection policies and procedures

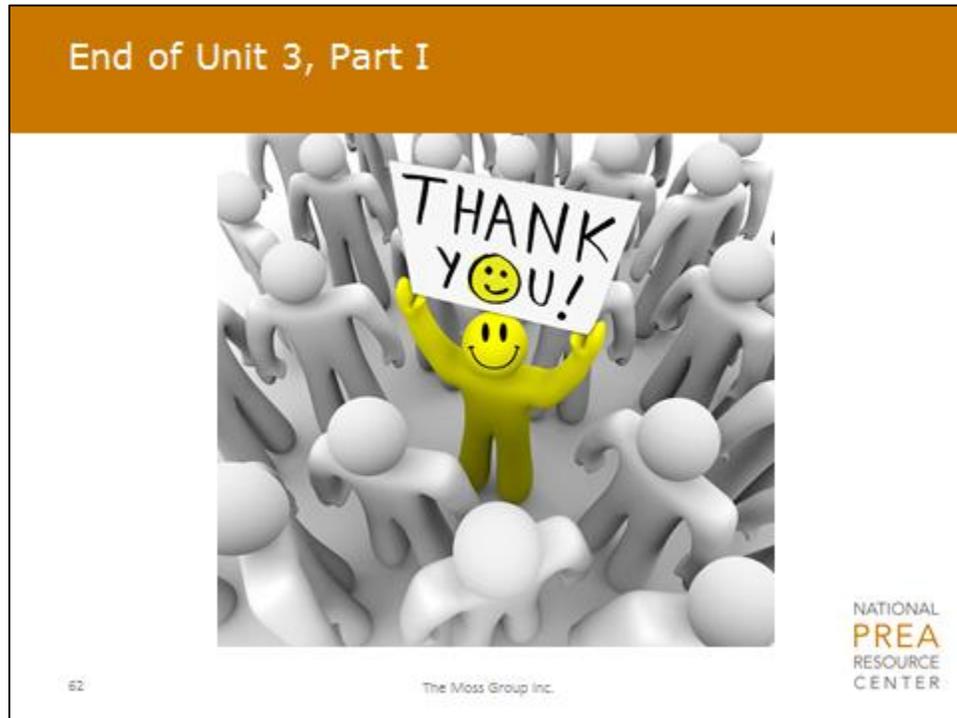
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| | |
|--|----------------------|
| <p>Time: 2 minute</p> <p>Facilitator</p> <p>Do: Review the performance objectives for today’s lesson.</p> <p>Say: <i>What have we accomplished today? Let’s review the objectives. Any questions?</i></p> <p>Do: Affirm responses and comment as appropriate.</p> | <p>Notes:</p> |
|--|----------------------|

End of Unit 3, Part 1



| | |
|--|----------------------|
| <p>Time: 1 minute</p> <p>Facilitator</p> <p>Do: Conduct closing activities for the session.</p> <ul style="list-style-type: none">• Pass out/Retrieve evaluations <p>Do: Wrap up and adjourn</p> | <p>Notes:</p> |
|--|----------------------|

Supplemental Materials

Supplemental Materials

PowerPoint Handouts (3 slides per page)

Local PREA policies