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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.

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PREA EMPLOYEE TRAINING

Unit 5

Effective and Professional Communication with Inmates

Instructor-Led Training Event

2.25 hour session



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Course Description

This instructor-led training (ILT) experience will provide detailed information on effective and professional communication with inmates to include lesbian, gay, bi-sexual, transgender and intersex inmates.

Objectives

After completing this session, you will be able to:

1. Define appropriate terminology to use when communicating with the Lesbian, Gay, Bi-Sexual, Transgender and Intersex (LGBTI) population
2. Conduct professional communication with inmates, including LGBTI inmates
3. Review and understand any relevant agency policy specific to LGBTI inmates

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 115.31, 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
Unit 4	Professional Boundaries	1.75 hours
Unit 5	Effective and Professional Communication with Inmates	2.25 hours
	Total	Hours 11.5

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 2 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
- Schedule class
- Develop training agenda for this session to include building in breaks every 60 to 75 minutes
- 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 and show an instructional video with audio (if applicable)
- 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
- 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 comprehension (work with your PREA Coordinator or training staff for proper procedures and documentation)

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
- Policy that addresses staff communication and relevant policies that addresses working with transgender and intersex population
- Matching Key Terms Worksheet for Participants
- Myths and Misconceptions activity card

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 by displaying an application.
	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 students to indicate their choice by using voice interaction.
	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 session.
	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	Acknowledgment	Facilitator presentation	.5
3	Introductions	Facilitator/participant share	20
4	Employee Training Series Outline	Facilitator presentation	.5
5	Unit 5 Objectives	Facilitator/discussion	7
6	Objective 1	Facilitator presentation	1
7	Key Terms	Participant activity	10
8	Myths and Misconceptions	Participant activity	11
9	Respect	Facilitator presentation	5
10	The Words We Use are Powerful	Facilitator presentation	2
11	The Words We Use are Powerful, Continued	Facilitator/discussion	5
12	Objective 2	Facilitator presentation	.5
13	Pronoun Usage	Facilitator presentation	2
14	Pronoun Usage, Continued	Facilitator presentation	1
15	Tools for Staff	Facilitator presentation	2
16	Tools for Staff, Continued	Facilitator presentation	2
17	Non-Verbal Communication	Facilitator presentation	1
18	Professional Language	Facilitator presentation	2
19	Discussing Gender and Sexual Orientation	Facilitator/discussion	3
20	Dynamics: Transgender Inmates	Facilitator presentation	2
21	Impact of Discrimination	Facilitator presentation	1
22	Impact of Discrimination, Continued	Facilitator presentation	1
23	Responding to Uncertain/Uncomfortable Situations	Facilitator presentation	1
24	Activity	Participant activity	30

25	Objective 3	Facilitator presentation	.5
26	Activity	Participant activity	10
27	Making a Commitment	Facilitator/Participant share	6
28	Continuing the Conversation	Facilitator presentation	.5
29	Review Objectives for Unit 5	Facilitator presentation	1
30	End of Unit 5	Facilitator presentation	1
		Grand Total	2 hours and 10 minutes

Welcome

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Unit 5: Effective and Professional Communication with Inmates

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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, **Effective and Professional Communication with Inmates**. Today's class focuses on*

Notes:

The welcome and introduction section can be skipped if this Unit is being conducted in sequential order over a period of consecutive hours/days.

<p><i>the PREA Standards and specifically, the set of skills you need to respectfully communicate with inmates, including LGBTI inmate population. Let's get started!</i></p>	
---	--

Acknowledgment


Acknowledgement

Before we get started we would like to acknowledge the National Institute of Corrections (NIC) for contributing significant content for this training.

NIC has an e-learning that covers communication with LGBTI inmates in more depth.

For the full training developed by NIC, *How to Communicate Effectively and Professionally with Inmates: Lesbian, Gay, Bi-Sexual, Transgender, Intersex, and Gender Non-Conforming Inmates* or more information on this important topic go to:
<http://nicic.gov>

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Facilitator

Time: 30 seconds

Say: *I'd like to specifically acknowledge the National Institute for Corrections for their role in helping develop this training. NIC has many fantastic resources for supervising and managing LGTBI inmates, including the development of an e-learning on communication. I encourage you to take their training to continue to build your skills. Please visit their website nicic.gov*

Notes:

Introductions

Introductions

Faculty

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

Participants

- Name, Position



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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.

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.

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

Notes:

The welcome and introduction section can be skipped if this Unit is being conducted in sequential order over a period of consecutive hours/days.

Do: Select all participants to introduce themselves.	
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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 and False Allegations
Unit 5:	Effective and Professional Communication with Inmates

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Facilitator

Time: 30 seconds

Say: *This is the fifth and final unit in our five-part training series.*

Notes:

Unit 5 Objectives

Objectives for Unit 5

1. Define appropriate terminology to use when communicating with the Lesbian, Gay, Bi-Sexual, Transgender and Intersex (LGBTI) population
2. Conduct professional communication with inmates, including LGBTI inmates
3. Review and understand any relevant agency policy specific to LGBTI inmates

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Time: 7 minutes

Facilitator

Do: Introduce the training topic.

Say: *This session is intended to provide staff with communication skills to help in working with inmates, including working with lesbian, gay, bisexual, transgender and intersex (LGBTI) inmates. Each of us can use these skills to help us in our jobs. Likewise, the misuse or poor use of effective communication skills can impact safety and deter reporting. It is our hope that during this session you will approach the content that is shared and the*

Notes:

<p><i>activities you are asked to participate with the attitude that we are all able to benefit from exposure to information and skills that may help us do our jobs better and may assist us in maintaining a safe and secure environment for staff and inmates.</i></p> <p>Do: Introduce the importance of respectful communication with LGBTI inmates in complying PREA Standard (115.31)</p> <p>Say: <i>The groundwork for an agency's compliance with the PREA Standards begins with the most basic of issues including respectful communication between staff and inmates.</i></p> <p><i>Let's take a minute and discuss this question. Why should I maintain respectful communication with inmates regardless of their sexual orientation or gender identification?</i></p> <p>Do: Call on 3-4 volunteers to share.</p> <p>Comment as appropriate.</p> <p>Do: Introduce the performance objectives for the session.</p> <p>Say: <i>By the end of the training session, participants will be able to:</i></p> <ol style="list-style-type: none"> <i>1. Define appropriate terminology to use when communicating with the Lesbian, Gay, Bisexual, Transgender and Intersex (LGBTI) inmates</i> <i>2. Conduct professional communication with inmates, including LGBTI inmates</i> <i>3. Review and understand any relevant agency policy specific to LGBTI inmates</i> 	
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Objective 1

Objective 1: Define appropriate terminology to use when communicating with the Lesbian, Gay, Bi-Sexual, Transgender and Intersex (LGBTI) population

To meet this objective we will discuss:

- Key terms and their definitions
- How professional communication supports PREA efforts

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Time: 1 minute

Facilitator

Do: Review why this issue is important.

Say: *PREA standards address communication and working with LGBTI inmates because it enhances sexual safety by:*

1. *Supporting a culture of safety where staff and inmates are respected*
2. *Fostering open reporting of incidents*
3. *Supporting PREA implementation by promoting safety and a reporting culture.*


Notes:

Key Terms

Key Terms

Activity

- Using the worksheet you received, take a few minutes and review the words and definitions on the worksheet
- Draw a line from the word in the left column to the correct corresponding definition in the right column
- We will discuss the answers in a few minutes



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Time: 10 minutes

Facilitator

Do: Introduce the activity.

Say: *In our profession, like many others, there frequently is a lot of jargon or new terminology coming at us. Such may be the case with some of the language we find in topics associated with the PREA Standards. Certainly there are terms used to describe or define the LGBTI population that we may not be totally familiar.*

We are going to spend a bit of time now completing the Term/Definition Match activity.

Notes: Have the Term/Definition Match worksheet ready to distribute.

Monitor questions.


<p>Do: Pass out the Term/Definition worksheet to all participants.</p> <p>Say: <i>Let's take a few minutes and do so now.</i></p> <p>Do: Circulate among the tables and monitor the group work. Answer questions as appropriate.</p>	
<p>Do: Match Terms with correct definitions from the worksheet.</p> <p>Say: <i>Let's check our work.</i></p> <p>Do: Quickly go through each term and identify its correct definition. The terms are:</p> <ul style="list-style-type: none"> Asexual Bisexual Gay Gender Gender expression Gender identity Gender non-conforming Gender “norms” Gender variant behavior Heterosexual Homosexual Intersex LGBTI Lesbian Questioning Sex Sexual identity Sexual orientation Transgender Transgender woman Transgender man 	

Myths and Misconceptions

Myths and Misconceptions

Activity

- What are some myths or misconceptions you have heard about LGBTI inmates?
 - In your table group take a few minutes to answer the question that was given to you on the index card
 - Discuss why this question is a myth or misconception
 - Select a reporter who will capture notes of your best ideas
 - Select a reporter who will share your thinking with the entire group at the end of the activity



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Time: 11 minutes

Facilitator

Do: Introduce myths and misconceptions held about LGBTI inmates.

Say: *Let's take some time and explore some of the myths and misconceptions people hold regarding the LGBTI population.*

Do: Set up the Myths and Misconceptions activity.

Say: *In your table groups, review the Myth or Misconception Card you have been given. I want each group to discuss the myth or misconception they received and come up with some facts and information that will "debunk" the*

Notes:

Do: Have the LGBTI Myths and Misconception cards ready to distribute.

Do: Assist those who seem to be having trouble.

<p><i>myth or misconception.</i></p> <p><i>Be sure to select a reporter for your group. And, reporters be prepared to share your group's responses.</i></p> <p>Do: Monitor the group work and answer questions as appropriate.</p> <p>Say: <i>I see that all groups are finished. Let's check our work.</i></p> <p>Do: Have each group reporter read the myth or misconception to the entire group and provide their "debunking" statements.</p> <p>Ask for any questions or comments from class.</p> <p>Move on to next reporter.</p>	
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Respect

What is Respect?

-  Positive feelings of esteem or deference for a person including specific actions and conduct that reflects back that esteem
-  Acknowledging others as human beings and treating them humanely and with basic dignity
-  Simple phrases, gestures and words like “please” and “thank you,” and direct eye contact show a level of respect
-  Respecting an individual does not mean condoning criminal behavior or that you agree with their identity and behavior
-  Respecting inmates increases the likelihood that you will be respected in return and may be a critical difference for you in a tense situation or conflict

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Time: 5 minutes

Facilitator

Do: Introduce the concept of respect by defining it and giving practical examples.

Say: *We say we should respectfully communicate with inmates, but what does that mean?*

RESPECT is positive feelings of esteem or deference for a person, and includes specific actions and conduct that reflects back that esteem.

RESPECT means acknowledging others as human beings and treating them humanely and with basic dignity.

Notes:

<p><i>One shows RESPECT through simple phrases, gestures and words like “please” and “thank you,” and direct eye contact show a level of respect. Showing a person RESPECT is a strength and not a weakness.</i></p> <p><i>Respecting an individual does not mean condoning criminal behavior or that you agree with their identity and behavior.</i></p> <p><i>Respecting inmates increases the likelihood that you will be respected in return and may make a critical difference for you in a tense situation or conflict.</i></p>	
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The Words We Use are Powerful

The Words We Use are Powerful

- The language staff uses helps to create a culture of safety and respect
- If staff use disrespectful, offensive or abusive language, it creates an environment that condones the same behavior from the inmates
 - Staff language and actions can impact the emotional well-being of colleagues and inmates-especially LGBTI staff and inmates
 - Consider that you may not always be aware which staff or inmates identify as LGBTI
 - Your language helps create a culture of what is acceptable or unacceptable to say

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Time: 2 minutes

Facilitator

Do: Introduce effective communication.

Say: *The language staff use helps create a culture of safety and respect. If staff use disrespectful, offensive or abusive language, it creates an environment that condones the same behavior from the inmates.*

- *Staff language and actions can impact the emotional well-being of colleagues, inmates (especially LGBTI), and staff*
- *The words you use are powerful.*
- *Consider that you may not always be aware which staff or inmates*

Notes:

<p><i>identify as LGBTI</i></p> <ul style="list-style-type: none">• <i>Your language helps create a culture of what is acceptable or unacceptable to say.</i> <p>Do: Ask for comments or check for understanding.</p>	
--	--

The Words We Use are Powerful, Continued

The Words We Use are Powerful, Continued

What is safe and respectful language?

- Use professional and culturally appropriate language as opposed to slang or slurs
- Consider that everyone does not identify as heterosexual or is gender conforming
- Accept that sometimes you will say the wrong thing
- Be aware of how your own beliefs affect your perceptions, and how words you may use on the job could be offensive to others

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Time: 5 minutes

Facilitator

Do: Safe and respectful language.

Say: *What is safe and respectful language?*

Say: *Can I get a volunteer to read the first bullet? What does that mean to you?*

Do: Comment as appropriate.

Say: *Can I get a volunteer to read the second bullet? What does that mean to you?*

Do: Comment as appropriate.

Say: *Can I get a volunteer to read the third bullet? What does that mean*

Notes:

<p><i>to you?</i></p> <p>Do: Comment as appropriate.</p> <p>Say: <i>Can I get a volunteer to read the fourth bullet? What does that mean to you?</i></p> <p>Do: Comment as appropriate.</p>	
--	--

Objective 2

Objective 2: Conduct professional communication with inmates, including LGBTI inmates

To meet this objective we will discuss:

- Appropriate pronoun usage as a way to conduct professional communication with LGBTI inmates
- Communication tools for staff
- Dynamics of LGBTI inmates in confinement settings

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Time: 30 seconds

Facilitator

Do: Review why this issue is important.

Say: *To meet this objective we will discuss pronoun usage and professional communication practices for LGBTI inmates, as well as communication tools for staff and some of the dynamics we should be aware of with LGBTI inmates to enhance safety.*

Notes:

Pronoun Usage

Pronoun Usage

Let's spend a few minutes exploring the importance of our use of PRONOUNS in effective communication

- Pronoun usage is important to consider when working with LGBTI, and especially transgender, inmates
- Using the correct pronoun is a way to show respect and to demonstrate acknowledgement of their gender identity

A pronoun is a word that replaces a noun in a sentence

- Best practices suggest that transgender females (persons who are anatomically male but who identify as female) be addressed as "she" and referred to as "her"
- Transgender males (persons who are anatomically female but who identify as male) should be addressed as "he" and referred to as "him"

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Time: 2 minutes

Facilitator

Do: Transition to a discussion about pronouns.

Say: *Pronoun usage is important to consider when working with LGBTI, especially transgender, inmates.*

Using the correct pronoun is a way to show respect and to demonstrate acknowledgement of their gender identity.

Be aware of your agency or facility policy concerning this.

Notes:

A pronoun is a word that replaces a noun in a sentence. For example in this phrase, “the inmate went to the cell” inmate is the noun. Using a pronoun in that sentence, you would say, “she went to the cell” or “he went to the cell” depending on the gender of that inmate.

Pronoun Usage, Continued

Pronoun Usage, Continued

- Depending on your agency policy, you may consider addressing a transgender inmate by their preferred first name
- Pronoun usage may be spelled out in policy or in a staff manual
- In a correctional setting, gender-neutral language means addressing the inmate or referring to them by their legal last name such as "inmate _____"
- Pronouns pertaining to any particular inmate should be applied consistently throughout the institution

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Time: 3 minutes

Do: Continue with discussion of pronouns.

Say: *Continuing...*

Depending on your agency policy, you may consider addressing a transgender inmate by their preferred first name.

Pronoun usage may be spelled out in policy or in a staff manual.

If you are unsure about what pronoun to use in a circumstance, and your agency does not have a policy on pronouns or it is not clear, gender-neutral language should be

Notes:

Do: Have the agency policy available for reference.

used.

In a correctional setting, gender-neutral language means addressing the inmate or referring to them by their legal last name, such as “Inmate ____.” This may feel awkward at first, but it is important to develop habits that will make everyone more comfortable and avoid confusion.

Pronouns pertaining to any particular inmate should be applied consistently throughout the institution. Imagine a situation, for example, where Health Services staff refers to a transgender female inmate as “she” while correctional line staff refer to the same inmate as “he.” Besides creating general confusion, such a circumstance might give the appearance that staff in one area of the institution are more permissive, while staff elsewhere are more inconsiderate or rude.

Do: Ask if there are any questions or comments.

Tools for Staff

Tools for Staff

Effective Communication:

- Is an important skill that will help you in your job, as well as manage and keep staff/inmates safe
- Combines a set of skills including:
 - nonverbal communication
 - attentive listening
 - the ability to manage stress in the moment
 - and the capacity to recognize and understand your own emotions and those of the person with whom you are communicating
- Consists of language and terminology that does not perpetuate stereotypes
- Uses open-ended questions

Everyone, including staff and inmates, needs to be respectful and professional

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Time: 2 minutes

Facilitator

Do: Transition to Effective Communication.

Say: *Now we are going to spend some time examining multiple factors and behaviors that will enhance effective communication with LGBTI inmates.*

We know that effective communication with anyone, staff or inmates, needs to be respectful and professional.

Effective communication combines a set of skills including nonverbal communication, attentive listening, the ability to manage stress in the

Notes:

moment, and the capacity to recognize and understand your own emotions and those of the person with whom you are communicating.

We have talked about the importance of avoiding stereotypes, generalizations and perceptions, since they can be limiting in your day-to-day work, and can hinder your communication with inmates. Attempting to fill in gaps in the information you have about someone else by turning to convenient labels, often yields undeserved and inaccurate interpretations of who they are. Stereotyping and pre-judging should not be a substitute for meaningful interaction and communication. Staff and volunteers should use language and terminology that does not perpetuate stereotypes.

Do: Ask if there are any questions or comments.

Tools for staff, Continued

Tools for Staff, Continued

Effective Communication Yields Benefits

- Give the inmate a straightforward explanation of your purpose in asking them questions, or of what you are trying to accomplish
- Take steps to maximize respect and privacy when an LGBTI inmate is disclosing confidential information (as you would with any inmate)
- Decrease defensiveness through listening and open lines of communication between staff and inmates
- Create a facility/agency culture of safety and respect – including sexual safety

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Time: 2 minutes

Facilitator

Do: Continue with effective communication discussion.

Say: *When possible, give the inmate a straightforward explanation of your purpose in asking them questions, or of what you are trying to accomplish. This will help reduce anxiety and promote trust.*

Explanations should be general, positive, and in commonly recognized terms, rather than in technical jargon.

When any inmate to include LGBTI

Notes:

Do: Monitor for questions.

inmate is disclosing confidential information take measures to maximize respect and privacy. You should respect an inmate's desire to keep their situation private, consistent with security practices.

Inmates who feel threatened or act defensively are less likely to be truthful.

Empathetic listening decreases defensiveness and opens lines of communication between staff and inmates.

It is important, however, that staff not sympathize with inmates. It is possible to understand another person's feelings without engaging in those feelings with them.

Using open-ended questions ("Tell me what happened...") will yield more information than closed questions that only require giving a simple "yes" or "no" response. You will have to listen more carefully too, but you will actually get much more information than you might otherwise have received.

Do: Ask if there are any questions or comments.

Non-Verbal Communication

Non-Verbal Communication

- Language can be verbal and nonverbal
- Over 70% of our communication is nonverbal
- Nonverbal communication can include:

- Gestures
 - Laughing
 - Facial expressions
 - Body language

- Snickering
 - Ignoring
 - Rolling eyes
 - Imitating

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Time: 1 minute

Facilitator

Do: Continue with effective communication discussion.

Say: *Language can be verbal and nonverbal. Words are very important, yet over 70% of our communication is nonverbal. Nonverbal communication can include our gestures, facial expressions, snickering, rolling eyes, ignoring, laughing, body language or imitating an inmate's mannerisms. Be aware of both your verbal and nonverbal communication.*


Notes:

Do: Monitor for questions.

Professional Language

Professional Language

- Using demeaning, degrading, or devaluing words in front of inmates creates an unhealthy and unsafe atmosphere for staff and inmates
- While it is important to communicate with inmates in language they can understand, refrain from using inappropriate slang or inmate terminology



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Time: 2 minutes

Facilitator

Do: Continue with effective communication discussion.

Say: *We will continue to examine communication but will shift our focus a bit to examine the appropriate language to use.*

Using demeaning, degrading, or devaluing words in front of inmates, sets up an unsafe situation for staff and inmates, and especially for LGBTI inmates. The use of inappropriate language may also affect an inmate's perception of their safety.

Notes:

Do: Monitor for questions.

It is important to communicate with inmates in language that they can understand, but do not use inappropriate slang or inmate terminology if it can be avoided.

Be approachable, but do not become overly familiar with the inmates. Keep communication open so inmates see you as someone that is professional and fair, and they will be more likely to provide you with essential information.

Model good behavior for other staff and inmates.

Do: Ask if there are any questions or comments.

Discussing Gender and Sexual Orientation

Discussing Gender and Sexual Orientation

- Before you have a discussion regarding an inmate's gender or sexual orientation ask yourself these questions:
 - When and why might staff need to talk about an inmate's gender or sexual orientation?
 - When, where, and with whom is it appropriate to discuss this information?
 - Are there safety concerns to be considered?
 - What are the circumstances when it would be relevant?
 - What should you do if an inmate self-discloses this information to you?
 - Does your agency/facility policy provide guidance on this matter?

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Time: 3 minutes

Facilitator

Do: Continue with appropriate language discussion.

Say: *Before you have a discussion regarding an inmate's gender or sexual orientation, ask yourself these questions:*

When and why might staff need to talk about an inmate's gender or sexual orientation?

When, where and with whom is it appropriate to discuss this information?

Notes:

Do: Monitor for questions.

<p><i>Are there safety concerns to be considered?</i></p> <p><i>What are the circumstances when it would be relevant?</i></p> <p><i>What should you do if an inmate self discloses this to you?</i></p> <p><i>Some specific job posts within the facility require consideration of gender and sexual orientation. Those posts include, but are not limited to, intake, housing and placement, investigations, medical and mental health and others.</i></p>	
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Dynamics: Transgender Inmates

Dynamics: Transgender inmates

- In a recent BJS study, more than 50% of prison and jail inmates experienced a mental health issue during the report period
- Transgender individuals have an even higher rate of anxiety, depression or other related disorders
- Transgender individuals may engage in self-injurious behavior or be at greater risk for suicidal ideation

Sources: Bureau of Justice Statics Special Report, Mental health Problems of Prison and Jail Inmates, Doris J. James and Lauren E. Glaze, rev. 12/14/2006

National Alliance on Mental Illness, Mental Health Issues among Gay Lesbian, Bisexual, and Transgender People, Wendy B. Bostwick, PhD, MPH, June 2007

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Time: 2 minutes

Facilitator

Do: Transition to Mental Health Issues confronted by LGBTI population.

Say: *In general, we know that mental health issues are common within the inmate population. According to a Bureau of Justice Statistics report from December of 2006, more than half of prison and jail inmates had a mental health problem during the study's twelve-month data collection period.*

Most research suggests that LGBTI people are likely to be at higher risk

Notes:

for depression, anxiety, and substance use disorders. One study found that LGB groups are about two and one half times more likely than heterosexual men and women to have had a mental health disorder, such as those related to a disorder.

Transgender individuals have an even higher rate of anxiety, depression, or other related disorders.

Transgender individuals may engage in self-injurious behavior or be at greater risk for suicidal ideation.

Impact of Discrimination

Impact of Discrimination

- "Discrimination" against LGBT persons has been associated with high rates of psychiatric disorders, substance abuse and suicide
 - Experiences of violence and victimization are frequent and have long lasting effects on the individual and the community
 - Personal, family and social acceptance of sexual orientation/gender identity affects mental health and personal safety

Sources: American Psychological Association, 2011 Answers to your Questions about Transgender People, Gender Identity and Gender Expression, APA Lesbian, Gay, Bisexual and Transgender Concerns Office and APA Public and Member Communications

HealthyPeople.gov, U.S. Department of Health Services, April 2013

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Time: 1 minute

Facilitator

Do: Present mental health statistics.

Say: *Discrimination against lesbian, gay, bisexual and transgender persons has been associated with high rates of psychiatric disorders, substance abuse, and suicide. Experiences of violence and victimization are frequent for LGBT individuals and have long-lasting effects on the individual and the community. Personal, family and social acceptance of sexual orientation and gender identity affects the mental health and*

Notes:

<i>personal safety of LGBT individuals</i>	
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Impact of Discrimination, Continued

Impact of Discrimination, Continued

- LGBT youth are at a significantly higher risk than heterosexual peers for homelessness and substance abuse
- As of yet, there is little research regarding intersex individuals
 - They may experience some or all of the same type of bias directed at the LGBT population

Source: Laura Garnette, Angela Irvine, Carolyn Reyes, and Shannan Wilber, 2011 "Lesbian, Gay, Bisexual and Transgender (LGBT) Youth and the Juvenile Justice System" in *Juvenile Justice: Advancing Research, Policy and Practice* (eds. K.T. Sherman and F.H. Jacobs), John Wiley and Sons, Hoboken, New Jersey, pp. 156-173.

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Time: 1 minute

Facilitator

Do: Continue presenting mental health statistics.

Say: *Lesbian, gay, bisexual and transgender youth are at a significantly higher risk than their heterosexual peers for homelessness and substance use which may bring them into more frequent contact with law enforcement, and increase their potential for long-term detention.*

There is very little research available regarding intersex

Notes:

<i>individuals, but due to their potential to have either ambiguous genitalia and/or a gender non-conforming appearance, they may experience some or all of the same type of bias directed at the lesbian, gay, bisexual and transgender population.</i>	
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Responding to Uncertain/Uncomfortable Situations

Responding to Uncertain/Uncomfortable Situations

- What do you do if you witness another staff member using offensive or disrespectful words or actions toward an inmate?
- What do you do if you witness an inmate using offensive or disrespectful words or actions toward another inmate?

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Time: 1 minute

Facilitator

Do: Introduce to uncertain/uncomfortable situations.

Say: *It is inevitable that in most work situations you will face having to make a response to an uncertain or uncomfortable situation.*

What do you do if you witness another staff member using offensive or disrespectful words or actions toward an inmate?

What do you do if you witness an inmate using offensive or

Notes:

<p><i>disrespectful words or actions toward another inmate or staff member?</i></p> <p><i>Well let's find out. It is time for a couple more activities.</i></p>	
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Activity

Activity

- In your table groups, review the brief scenario you have been provided
- Discuss what action you think the staff person must take
- Select a recorder to capture notes of your best ideas
- Select a reporter who will share your thinking with the entire group at the end of the activity



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Time: 30 minutes

Facilitator

Do: Introduce the activity.

Say: *Here is how the activity works.*

You will be grouped with 2 other participants.

*You will be given a scenario card.
On each card is the description of a typical communication that may take place between a staff person and an LGBTI inmate.*

In your triad:

- 1 person takes the role of the

Notes:

Do: Have the Effective/Reflective Communication scenario cards ready for distribution.

The reason the debrief is short, is because at the end of the lesson, participants will be asked to share key takeaways from this exercise.

<p><i>staff person.</i></p> <ul style="list-style-type: none"> • <i>1 person takes the role of the LGBTI inmate.</i> • <i>The staff person and the inmate role play the situation listed on the scenario card. The staff person is responsible for effectively and respectfully communicate with the LGBTI inmate. Their communication should not be more than 90 seconds in length.</i> • <i>Finally, the third person serves as the observer. The observer is responsible for taking notes on the role play and providing feedback to the staff person on the effectiveness of their communication skills.</i> • <i>After each role play, the observer gives the staff person critical feedback on how respectful and effective the communication with the offender was. Feedback should be no longer than 2 minutes in most cases.</i> • <i>Do a role play 3 times, so that each person in the triad has a turn in each role.</i> • <i>When we are all done we will debrief the activity.</i> <p>Do: Start the activity.</p> <p>Do: The debrief of the activity should be very short. Ask for volunteers to share key takeaways from the exercise.</p>	
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Objective 3

Objective 3: Review and understand any relevant agency policy specific to LGBTI inmates

To meet this objective we will:

- Review relevant agency policy
- Discuss any guidance agency/facility policy provides in communication and interaction with LGBTI inmates

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Time: 30 seconds

Facilitator

Say: *For Objective 3, we will review your agency policy(ies) around guidance in communication and interaction with LGBTI inmates and the importance they play in outlining appropriate interaction with LGBTI inmates.*

Notes

Have copies of relevant agency policy(ies).

Activity

Activity

- Review the set of policies, directives, memos, post orders you receive related to LGBTI inmates
- Based on what you have learned today, with your other table team members examine them for:
 - Clarity
 - Consistency
 - Gender Sensitivity



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Time: 10 minutes

Facilitator

Do: Transition to the final activity.

Say: *Throughout this session, we have continually mentioned the importance of your agencies' policies and procedures regarding the management of the LGBTI inmates in your custody.*

During this final activity we are going to ask each of you to examine these documents and make some judgment calls about their clarity, consistency and their

Notes:

Do: Mix the participants up from the table groups they have been in for most of session. You may want to consider having all supervisory or administrative staff together in one group and other categories of your participants sorted into the other groups.

Do: Have sets of the agency's policy and procedures relating to the LGBTI population and/or effective communication with the inmate population available for each group to review.

<p><i>sensitivity/concern for the LGBTI offender.</i></p> <p>Do: Break the participant group up into groups of 4-5 participants.</p> <p>Say: <i>Here is what we want you to do:</i></p> <p><i>In your group for 5 minutes, quietly review the documents the trainers have given you to review. Then for the next 5 minutes have a brief discussion around the clarity, consistency and gender identity sensitivity reflected in the documents.</i></p> <p><i>Finally, as a group rate your agency on a scale of 1-10 on the support of the agency on respectful and effective communication with the LGBTI population. Be prepared to share your rating with the group and why you came up with that score?</i></p> <p>Do: Start the activity.</p> <p>Do: Call time when five minutes has passed to give the participants notice to discuss and rate policy.</p> <p>Say: <i>Let's debrief.</i></p>	<p>Sometimes there are other documents such as administrative directives, memos, post-orders or other written communication that would support this activity.</p> <p>Each training team is responsible for selecting the most appropriate documents to share based on the training participants in the session.</p> <p>Do: Assist those who seem to be having trouble.</p>
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Making a Commitment

Making a Commitment

- Identify one area of communicating with inmates including the LGBTI population for which you commit to work on based on the training today
- Write it down on a piece of paper and share with one member from your group



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Time: 6 minutes

Facilitator

Do: Have participants indicate a communication skill they will work on when communicating with LGBTI inmates.

Say: *Let's hear from you. Who will share a communication skill they will commit to work on when communicating with an LGBTI inmate?*

Do: Try to have as many participants respond as time allows.

Notes:

Continuing the Conversation

Continuing the Conversation

- Talking about LGBTI and gender non-conforming issues may be uncomfortable and may bring up personal concerns for you
- We encourage you to seek help through your Employee Assistance Program or other supportive services
 - Check your agency policies
 - Acknowledge and work on areas of discomfort around communication
 - Talk to a supervisor or other appropriate staff if you have questions
 - Seek out additional information to increase your understanding

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Time: 30 seconds

Facilitator

Say: *Please consider what ‘next steps’ you are willing to take to improve your professional development in working with LGBTI inmates.*

Here are some things to consider:

- *Talking about LGBTI and gender non-conforming issues may be uncomfortable and may bring up personal concerns for you*
- *We encourage you to seek help through your Employee Assistance Program or other*

Notes:

<p><i>supportive services, in applicable</i></p> <ul style="list-style-type: none"><i>– Check your agency policies</i><i>– Acknowledge and work on areas of discomfort around communication</i><i>– Talk to a supervisor or other appropriate staff if you have questions</i><i>– Seek out additional information to increase your understanding</i>	
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Review Unit 5 Objectives

Unit 5 Objectives

1. Define appropriate terminology to use when communicating with the Lesbian, Gay, Bisexual, Transgender and Intersex (LGBTI) population
2. Conduct professional communication with inmates, including LGBTI inmates
3. Review and understand any relevant agency/facility policy specific to LGBTI inmates

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Time: 1 minute

Facilitator

Do: Review the performance objectives for today's lesson. Solicit verbal agreement from group whether the objectives were attained.

Say: *What have we accomplished? Are you better prepared to communicate with LGBTI inmates? Show of hands.*

Do: Affirm responses and comment as appropriate.

Notes:

End of Unit 5



Time: 1 minute

Facilitator

- Do:** Conduct closing activities for the session.
- Pass out/Retrieve evaluations
- Do:** Wrap up and adjourn

Notes

Supplemental Materials

Supplemental Materials

Match Word/Definition worksheet and answer key
Set of Myths and Misconceptions Question cards
Set of Staff/Inmate Communication Scenario cards
Set of YOUR agencies policy and procedures covering respectful communication with LGBTI population

Note: Local trainers and/or other appropriate administrative staff need to collect the agency specific policy and procedure information for your agency. Sometimes this information may appear in various other forms of documentation such as: memos, directives, post-orders or other forms, which can be used in this lesson.