



Cultures of Safety in Corrections

Supervising a Sexually Safe Culture

Responding to Sexual Abuse Allegations of Persons in Confinement
Facilitator Guide

2020



Table of Contents

Acknowledgments	3
Cultures of Safety in Corrections Overview	4
Goals	4
Target Audience	4
Facilitator Qualifications and Expectations	4
Facilitator Guide Organization	5
Facilitator Icons	5
Resources and Supplemental Materials	5
Responding to Staff Sexual Abuse Scenario	6
Culture in Corrections: Staff Sexual Abuse	7
Objectives	8
PREA Standards for Responding to	9
Allegations Discussion Question	10
Examples of Barriers for Victim Reporting	11
Discussion Question	12
Examples of Barriers for Staff Reporting	13
Discussion Question	14
Coordinated Response	15
Scenario, Part One	16
Scenario, Part Two	17
Scenario, Part Three	18
Scenario, Part Four	19
Scenario, Part Five	20
Commitment Statements	22
PREA Resources	23
Thank You	24

Acknowledgments

The PREA Resource Center (PRC), a project funded through a cooperative agreement between the Bureau of Justice Assistance (BJA) and Impact Justice, is working to address sexual safety in confinement, and to assist state and local jurisdictions with implementation of the Department of Justice National PREA Standards.

Notice of Federal Funding and Federal Disclaimer – This project was supported by Grant No. 2015-RP- BX-K001 awarded by the Bureau of Justice Assistance. Points of view or opinions in this document are those of the author and do not represent the official position or policies of the United States Department of Justice.

TMG would like to thank PRC for its continued support and championing for sexual safety in all confinement as well as its commitment to PREA.

Copyright © 2020
The Moss Group
1312 Pennsylvania Avenue, SE
Washington, DC 20003

This training is provided by The Moss Group, Inc. (TMG), a Washington, DC-based criminal justice consulting firm. Our mission is to be a trusted partner to leaders and their organizations in creating optimal safety and well-being for staff and those persons under their care. We specialize in assisting state, local, federal, and private organizations in developing strategic solutions to often sensitive issues that face correctional administrators. Our customer-focused philosophy ensures that we deliver programs, products, and solutions on issues responsive to our customers' needs.

Cultures of Safety in Corrections Overview

Goals

This scenario and guide is a component of a training package of interactive vignettes to be used to supplement existing training. It is designed for trainers in adult corrections and juvenile justice to supplement training sessions with interactive, pragmatic scenarios to encourage class discussion and ensure a deeper understanding of the need to create a culture of sexual safety. The goals for this curriculum are listed below.

- Build upon pre-existing knowledge of the Prison Rape Elimination Act (PREA) Standards and best practices in prisons, jails, community confinement, and juvenile detention facilities to support a culture of safety, especially sexual safety.
- Provide pragmatic, reality-based scenarios to first- and second-level supervisors for working with staff and ensuring a culture of respect and safety.
- Provide resources to trainers related to subject matter to ensure effective delivery of the material.
- Offer alternatives to corrections and juvenile justice facilities for training first- and second-level supervisors by providing facilitation alternatives, such as small group work, shift briefing, and individual work exercises.

Target Audience

This material is designed for first- and second-level supervisors in establishing and maintaining day-to-day cultural norms that support sexual safety with those whom they supervise by gaining staff buy-in, using effective communication skills, and role modeling appropriate behaviors when responding to allegations of sexual assault and harassment.

Facilitator Qualifications and Expectations

The facilitator should be an individual with strong facilitation skills who consistently demonstrates respect for training participants and has established credibility in their agency or as an agency stakeholder. It is encouraged to supplement the material with related examples from participants' and facilitators' experiences to strengthen the connection with training concepts.

Effective facilitation is influenced by class size, time management, and comfort with the subject matter. Facilitators are expected to plan for a variety of delivery methods and facilitation strategies in advance of the training, such as small groups, triads, or large group discussion, and debriefing strategies. Tips have been added to the guide on options for modification based on class size, time, and experience with the subject matter.

Facilitator Guide Organization

Each lesson contains detailed facilitation notes to assist in the effective delivery of the vignette. The facilitation notes contain everything needed to teach; however, it's encouraged to include relevant examples from your experience, as appropriate. During the activity, refer to the facilitator guide to stay on track with time and ensure that all key points are addressed. A three-column text box is used to demonstrate the intended design of the activity, which is further explained below.

		Timing (mins.)	0.0
Icons	Facilitator Script or Talking Points		Notes and Resources
<i>References, additional training features.</i>	Say:	<i>Recommended script to use.</i>	<i>Guidance on facilitation, source citations, and additional resources.</i>
	Do:	<i>An action for the facilitators to take.</i>	
	Ask:	<i>A discussion question for the group.</i>	

Facilitator Icons

This facilitator guide enables facilitators to easily scan each page, using facilitator icons to quickly visualize if an additional training feature is being used. The icons are in the first column on the left. The following icons are used throughout this curriculum and signify each type of activity or action that is incorporated into a slide.



Chart on Pad indicates when to document on an easel pad.



Multimedia indicates when to show a multimedia file.



Handout indicates a supplemental document to be distributed to the class.



Small Group Activity contains the instructions for completing an activity in a small group.



Individual Activity indicates when each participant will conduct an activity.



Large Group Discussion indicates the opportunity for open discussion.

Resources and Supplemental Materials

This section is located at the end of each scenario and contains resource material for conducting the activities, including tip sheets for activities, participant handouts, and additional resources related to the subject matter and facilitation skills.

Timing

This is a 70-minute lesson plan.

Responding to Staff Sexual Abuse Scenario

Objectives

1. Review the reporting mechanisms that are available to staff and to the population, and the importance of a healthy reporting culture.
2. Define the role of a supervisor in the agency's PREA coordinated response plan.
3. Discuss the dynamics and challenges facing a supervisor when addressing allegations of staff sexual abuse of a person in confinement, and when responding to allegations of inmate-on-inmate sexual abuse.
4. Commit to using the skills discussed in this lesson to effectively respond to staff sexual misconduct and inmate-on-inmate sexual abuse.

Instructional Outline

This instructional outline is a blueprint for the session. It provides an overview of the slide number, title, and anticipated duration for each slide. Use the instructional outline to conduct the session within a predictable timeframe, keep track of progress, and make modifications as needed.

Slide No.	Activity	Minutes
1	Responding to Sexual Abuse Allegations of Persons in Confinement	1
2	Responding to Sexual Abuse Allegations Objectives	1
3	PREA Standards for Responding to Allegations	2
4	Discussion Question	4
5	Examples of Barriers for Victim Reporting	4
6	Discussion Question	5
7	Examples of Barriers for Staff Reporting	5
8	Discussion Question	5
9	Coordinated Response	4
10	Scenario, Part One	5
11	Scenario, Part Two	5
12	Scenario, Part Three	4
13	Scenario, Part Four	10
14	Scenario, Part Five	10
15	Commitment Statement	5
16	PREA Resources	--
17	Thank You	--
	Estimated Total Time (minutes):	70

Culture in Corrections: Staff Sexual Abuse

Cultures of Safety in Corrections: Supervising a Sexually Safe Culture

Responding to Sexual Abuse Allegations
of Persons in Confinement

Month XX, XXXX



IMPACT/JUSTICE

NATIONAL
PREA
RESOURCE
CENTER

Slide 1		Timing (mins.)
Icons	Facilitator Talking Points	Notes and Resources
	<p>Do: Welcome the class to the Responding to Staff Sexual Abuse training within the <i>Cultures of Safety in Corrections</i> training package.</p> <p>Say: <i>In this module, we will focus on the role of a supervisor in responding to sexual abuse allegations of persons in confinement, and the importance of a healthy reporting culture.</i></p>	

Objectives

Objectives

- Review the reporting mechanisms that are available to staff and to the population and the importance of a healthy reporting culture.
- Define the role of a supervisor in the agency PREA coordinated response plan.
- Discuss the dynamics and challenges facing a supervisor when addressing allegations of staff sexual abuse of a person in confinement, and when responding to allegations of inmate-on-inmate sexual abuse.
- Commit to using the skills discussed in this lesson to effectively respond to staff sexual misconduct and inmate-on-inmate sexual abuse.

2



Slide 2		Timing (mins.)
Icons	Facilitator Talking Points	1
	Do: Review the objectives on the slide.	

PREA Standards for Responding to Allegations

PREA Standards for Responding to Allegations of Sexual Abuse or Sexual Harassment

PREA Standards

- Reporting.
- Evidence protocols.
- Forensic medical examinations.
- Investigations and referrals.
- First-responder duties.
- Coordinated response.
- Access to support services.
- Protection from retaliation.



3

Slide 3		Timing (mins.) 1
Icons	Facilitator Talking Points	Notes and Resources
	<p>Say: Under PREA, all agencies are required to have a written policy mandating zero tolerance toward all forms of sexual abuse and sexual harassment. The policy must outline the agency's approach to preventing, detecting, and responding to such conduct.</p>	

Discussion Question


Discussion Question

In what ways can persons in confinement report an allegation of sexual abuse or sexual harassment in this agency?



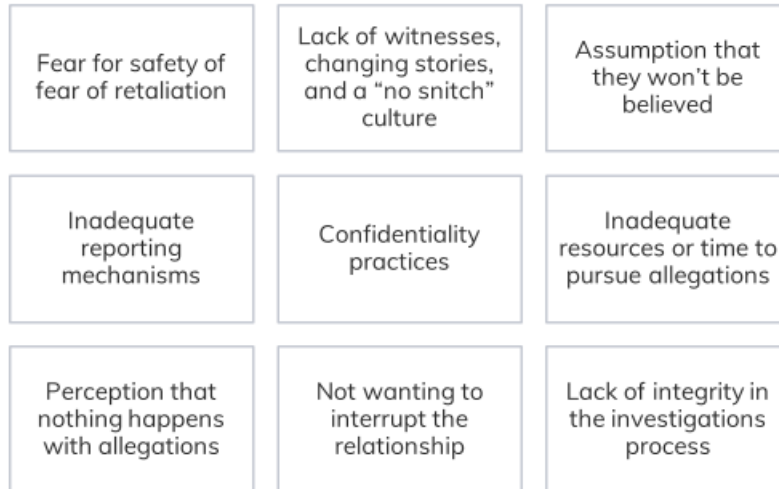
4

NATIONAL
PREA
RESOURCE
CENTER

Slide 4 Icons	Facilitator Talking Points	Timing (mins.) 1 Notes and Resources
	<p>Do: Ask the question on the slide and record participant responses on an easel chart as needed.</p> <p>Ask: <i>Are all incidents of sexual abuse or harassment reported?</i></p> <p><i>Why might some incidents not be reported?</i></p> <p>Do: Field responses and record as necessary.</p>	<p>Ideas why cases may not be reported by staff: fear of retaliation; staff do not care; no clear and understandable ways to report; reporting methods do not work; management pressure not to report in order to keep incident numbers down; staff are not sure what is sexual abuse and harassment vs. horseplay or non-reportable behavior; staff do not believe the victim.</p>

Examples of Barriers for Victim Reporting

Examples of Barriers for Victim Reporting



NATIONAL
PREA
RESOURCE
CENTER

5

Slide 5	Facilitator Talking Points	Timing (mins.) 1
Icons	Notes and Resources	
	<p>Do: Review and compare the list provided by the class with the barriers to reporting on the slide.</p> <p>Ask:</p> <p><i>What challenges can these barriers make for supervisors?</i></p> <p><i>How do these barriers align with staff perceptions? Are some of them similar to possible reasons why staff may not report?</i></p> <p><i>Are there other barriers you have observed?</i></p>	<p>Ideas why cases may not be reported by victims: fear of retaliation; no clear and understandable ways to report; reporting methods do not work; they will not be believed; belief that sexual abuse and harassment is a part of the correctional facility/part of the punishment; belief that they can handle it themselves; investigations processes are not reliable or fair.</p>

Discussion Question

Discussion Question

What are the ways staff can report sexual activity or an allegation of sexual abuse at this agency?




6

NATIONAL
PREA
RESOURCE
CENTER

Slide 6

Timing (mins.) 1

Icons	Facilitator Talking Points	Notes and Resources
	<p>Do: Ask the question on the slide and record participant responses on an easel chart as needed.</p> <p>Ask:</p> <p><i>How likely do you think staff are to report staff-on-inmate sexual abuse or sexual harassment?</i></p> <p><i>Are staff comfortable reporting allegations or suspicions against other staff? Why or why not?</i></p>	<p>Note how challenging it can be for staff to report on other staff members; the “code of silence” is strong in corrections. Yet these incidents cause innumerable issues for other staff, such as a lack of trust, safety issues, introduction of contraband, and loss of facility reputation.</p>

Examples of Barriers for Staff Reporting

Examples of Barriers for Staff Reporting

Culture (Code of Silence)	Fear of confrontation	Time pressures
Haven't had good role models	Bad experiences in the past	Fear of damaging a relationship
Fear of not being liked	Fear of getting it wrong	Fear of retaliation or rebuttal

NATIONAL
PREA
RESOURCE
CENTER

7

Slide 7		Timing (mins.) 1
Icons	Facilitator Talking Points	Notes and Resources
	<p>Do: Review and compare the list provided by the class with the barriers on the slide.</p> <p>Ask: What challenges can these barriers make for supervisors?</p> <p><i>As supervisors, it's our responsibility to ensure that these barriers are mitigated and that your credibility and professional rapport with staff and the population sets a good example for appropriate behavior, and sets the culture for behaviors that will not be tolerated. Especially when considering suspicious behavior where our staff don't have concrete evidence, it can be tricky to navigate.</i></p> <p><i>Having a healthy professional rapport with our staff is beneficial in these times to ensure that staff are paying attention to warning signs and that the culture perceives this as being supportive and looking out for one another as opposed to "snitching."</i></p> <p>Ask: Can you think of others?</p>	<p>Possible additional responses:</p> <ul style="list-style-type: none"> • Fear of being seen as a "know-it-all." • Sometimes it just gets exhausting (energy level). • Fear of getting in trouble (not being supported by upper management). • Not having the credibility. • Inconsistency among supervisors makes you look like a naysayer or "snitch."

Discussion Question

Discussion Question

What is your role in responding to an incident of sexual assault or sexual harassment?



8

NATIONAL
PREA
RESOURCE
CENTER

Slide 8

Timing (mins.) 1

Icons

Facilitator Talking Points

Notes and Resources



Do: Ask the question on the slide and record participant responses on an easel chart as needed.

Say: Supervisors typically should be notified by the first responder to ensure that measures to guarantee victim safety have been taken immediately and should then begin filling out an incident report.

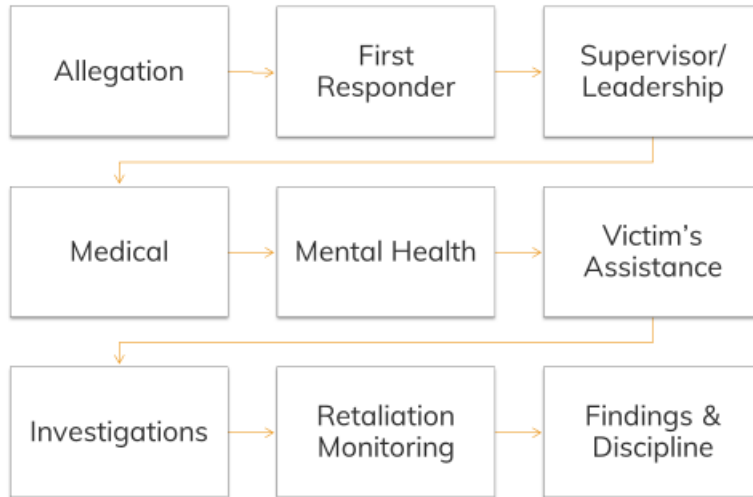
Ask:

Say: Why is your approach to these incidents important?

It sets the tone for how the agency and staff value sexual safety. The terminology we use, our body language, and our professionalism are critical in these moments. What you say can also contaminate the investigative process and further victimize an individual.

Coordinated Response

Coordinated Response



9

NATIONAL
PREA
RESOURCE
CENTER

Slide 9

Timing (mins.) 1

Icons	Facilitator Talking Points	Notes and Resources
Do:	<p>Review and compare the list provided by the class with the coordinated response plan on the slide.</p> <p>Let's watch a scenario of an allegation of sexual abuse and observe how the first responder and supervisor handle the situation.</p>	

Scenario, Part One

Scenario, Part One

How should this situation be handled by staff?





NATIONAL
PREA
RESOURCE
CENTER

10

Slide 10

Timing (mins.) 1

Icons	Facilitator Talking Points	Notes and Resources
 	<p>Do: Before playing the clip, set the scene for the class. This scenario opens with a line staff member walking through a housing unit and noticing an individual in her cell with bruises and cuts on her face.</p> <p>Show the first clip.</p> <p>Ask: What are your thoughts? What did you notice?</p> <p>The individual mentioned that Officer Brightside and the Captain are “tight.” What challenges might that pose for the line staff member?</p> <p>What do you think the staff member did well? What could he have done better?</p> <p>What would you expect your line staff member to do next?</p>	<ul style="list-style-type: none"> ▪ The alleged victim, Jones, has scratches and bruises on her face. ▪ Jones lies to Officer Randal. ▪ Jones says that Officer Brightside pulled her into the utility pantry that morning and made her do things to him such as oral sex and “stuff.” ▪ Jones states that Officer Brightside told her that if she didn’t do as he asked her kids wouldn’t get through to visit on Saturday. ▪ Jones believes that Officer Brightside and Captain Leach are tight and thus she will not be believed.

Scenario, Part Two



Scenario, Part Two

Is this an appropriate response to this situation?



NATIONAL
PREA
RESOURCE
CENTER

11

Slide 11	Timing (mins.)	1
Icons	Facilitator Talking Points	Notes and Resources
 	<p>Do: Let's watch what the officer does next. Play the clip.</p> <p>Ask: What are your thoughts on this interaction? <i>Is it appropriate for Captain Leach to ask the officer whether or not he believes Jones?</i> <i>Based on what you know, what should Captain Leach have said?</i></p>	<ul style="list-style-type: none"> ▪ Instruct Jones not to eat, drink, wash, or brush her teeth, ▪ Send relief for Officer Randal and remind him to not discuss this with any other staff, ▪ Escort Jones to medical and come down here to complete an incident report. ▪ Contact the Warden and the PREA Coordinator or PREA Compliance Manager.

Scenario, Part Three



Scenario, Part Three

How did this response compare to the previous scenario?



NATIONAL
PREA
RESOURCE
CENTER

12

Slide 12	Timing (mins.) 1	
Icons	Facilitator Talking Points	Notes and Resources
 	<p>Say: Now, let's watch a different approach.</p> <p>Do: Play clip.</p> <p>Ask: What do you think about this approach?</p> <p>What kind of message do you think this might send to staff? And to the population?</p> <p>Anything else that you would do differently?</p>	

Scenario, Part Four

Scenario, Part Four

What stands out to you about this scenario?





NATIONAL
PREA
RESOURCE
CENTER

1
3

Slide 13

Timing (mins.) 10

Icons	Facilitator Talking Points	Notes and Resources
 	<p>Say: <i>In this animated video clip, there are two officers talking away from the earshot of a transgender woman, who is sitting in a cell directly in front of them. The transgender woman appears to be sitting on her bed in the corner with her head down.</i></p> <p>Do: Play the clip.</p> <p>Ask: <i>What stands out to you about this scenario?</i></p> <p><i>Do you see any bias with the officers?</i></p> <p><i>Did the officers appropriately address inmate Conners' nonverbal interaction with inmate Gonzalez?</i></p> <p><i>What should have been done if this situation happened in your facility?</i></p>	<p>Staff bias; assumption about the relationship that may have occurred between the two inmates, and assumption that the current abuse allegation must not be true since they are/were in a relationship; lack of concern for transgender woman and how she is behaving; no response to inmate Conner, perhaps intimidating inmate Gonzalez.</p>

Scenario, Part Five

Scenario, Part Five

How does the supervisor address the officers' comments about the person in confinement?





NATIONAL
PREA
RESOURCE
CENTER

14

Slide 14

Timing (mins.) 5

Icons	Facilitator Talking Points	Notes and Resources
 	<p>Do: Play the clip.</p> <p>Ask: How does the supervisor address the officers' comments about inmate Gonzalez?*</p> <p>What did the supervisor tell them their duties as first responders should be?♣</p> <p>What medical concern did the supervisor bring to the officers' attention?♣</p> <p>Is there anything that you would have said or done differently? If so, what?♣</p>	<p>*Pulls them aside, away from the population, and indicates he overheard what they were saying.</p> <p>♣Take action and to be aware of and stop retaliation against the victim and against any witnesses.</p> <p>♣Secondary trauma and getting inmate Gonzalez to health services. Reminder that delays can also cause evidence deterioration.</p> <p>♣ This supervisor should have removed these officers from contact with the alleged victim, given the concern that their statements about her raised in an emergency situation.</p>

There is time to educate them later, but in an emergency someone who can be trusted to interact respectfully should be tasked with taking immediate action on behalf of the alleged victim. The alleged victim should have been sent immediately to get medical and mental health attention, been separated from the alleged abuser, and asked to take precautions to protect physical evidence. These actions should have been taken immediately by the supervisor or another officer who the supervisor is certain will interact respectfully with the alleged victim.

Commitment Statement

Commitment Statement

“As a supervisor, to ensure that allegations of sexual abuse of persons in confinement are appropriately handled, I will continue to _____, stop _____, and begin to _____.”



NATIONAL
PREA
RESOURCE
CENTER

15

Slide 15

Timing (5 mins.) 1

Icons	Facilitator Talking Points	Notes and Resources
	<p>Do: Ask the class to think about their role in responding to allegations of sexual assault and sexual harassment of persons in confinement. Specifically, ask each class member to think about what they can do as a supervisor to encourage reporting and to model a culture of safety and respect.</p> <p>Encourage the class to draw on all the activities and material that’s been covered to identify goals that they can achieve in the near future.</p> <p>Call on willing participants to share the commitment statement. Ideally all participants will be able to contribute.</p>	<p>Example: “As a supervisor, to ensure that allegations of inmate-on-inmate sexual misconduct are appropriately handled, I will continue to _____support my staff to report all allegations_____, stop _____ignoring what I perceive to be false or suspicious allegations_____, and begin to _____ remind staff on my tours to be vigilant about any potential sexual abuse and particularly to look out for people who are known to be most vulnerable, including transgender people in the facility.”</p>

PREA Resources

PREA Resources

PREA

- Talk to the agency PREA Coordinator or the PREA Compliance Manager.
- Visit the PREA Resource Center website: <http://www.prearesourcecenter.org>.
- PREA Compliance Manager Orientation Guide (PRC website).

Articles

- Developing Correctional Policy, Practice, and Clinical Considerations for Incarcerated Transgender Patients Through Collaborative Stakeholder Engagement; Newton E. Kending, MD, Andrea Cutbitt, PhD, Anadora Moss, Med, Jae Sevelius,
- A Best Practice Approach: Providing Support Services to Transgender Inmates; David Radziewics, Carole A. Mattis. Corrections Today. July/August 2018

Report

- National Prison Rape Commission Report, June 2009
 - Finding 2, page 5; Finding 3, page 7; Finding 5, page 11; Chapter 3, page 84, 98; Chapter 5, page 100



16

Slide 16		Timing (mins.)
Icons	Facilitator Talking Points	Notes and Resources
	<p>Do: Instruct participants on where they can go for additional information and resources about PREA and sexual safety.</p>	1

Thank You

Thank you!

Have questions, comments, or concerns? Please reach out to The Moss Group, Inc. at 202-546-4747 or info@mossgroup.us.



THE MOSS GROUP, INC.

Experienced Practitioners Committed to Excellence in Correctional Practice

NATIONAL
PREA
RESOURCE
CENTER

15

Slide 17 Icons	Facilitator Talking Points	Timing (mins.) 1 Notes and Resources
	<p>Do: Close the module, thank the participants for their time and attention, and ask the class if there are any additional questions related to the subject.</p>	