

ANNOTATED TRAINER'S GUIDE

Training Module **2**

U.S. Detention and the Culture of Corrections

Training Module 2: U.S. Detention and the Culture of Corrections

Length: 60-90 minutes

Objectives:

- Understand the culture of corrections facilities
- Develop simple practical skills to navigate work with corrections systems
- Use words and phrases that will help them communicate effectively with corrections staff and people in custody

Materials:

- Module 2 PowerPoint slides
- “Voices from the Field: Dawn” (video)
- “PREA: What You Need to Know” (video)
- Core Values Activity worksheet

How to Use This Guide¹:

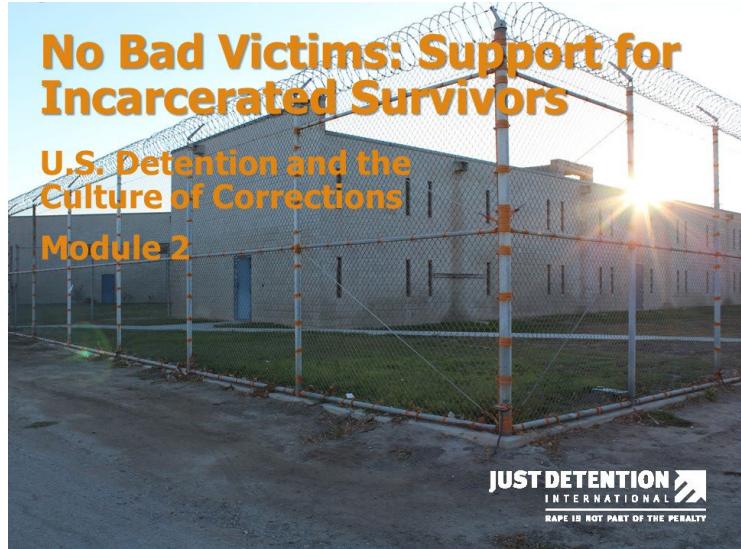
This guide is intended to support the material presented in the PowerPoint presentation for trainings on “U.S. Detention and the Culture of Corrections” (Module 2). The left column has a copy of each slide in the presentation; the right column has instructions on how to present the slides. The italicized text contains directions for the trainer. The text not in italics is a sample script.

¹ This project is supported by Grant No. 2011-TA-AX-K030, awarded by the Office on Violence Against Women, U.S. Department of Justice. The opinions, findings, conclusions, and recommendations expressed in this guide are those of the authors and do not necessarily reflect the views of the Department of Justice, Office on Violence Against Women.

Slide contents

Trainer's Narrative/Notes

Slide 1



- [Welcome participants enthusiastically and set a positive and energetic tone for the training.]
- Just a quick note on language. We will use the terms “victim” and “survivor” interchangeably during this training.
- Also, the terms “inmates,” “prisoners,” “residents,” and “detainees” will be used interchangeably to refer to incarcerated people. The term “residents” usually will refer to youth.

Slide 2

The slide features a vertical orange sidebar on the left containing the agenda items: Agenda, Module 2: U.S. Detention and the Culture of Corrections, Shared Principles, Profiles of Detention, Key Players, and Corrections Culture. To the right of the sidebar is a black and white photograph of a detention facility with a chain-link fence and barbed-wire top. The 'JUST DETENTION INTERNATIONAL' logo is visible in the bottom right corner of the photo area.

- We will begin with an overview of the training session, and by taking some time to introduce ourselves.
- [Give a brief, two-to-three sentence introduction to develop a connection and establish credibility with the audience. Introduce yourself, your current work, and background, and describe why this training is important to you. Ask participants to do the same; encourage participants — particularly those who have experience in detention settings — to share their own understanding of corrections culture and strategies for navigating it.]
- [Review the agenda.]
In this module, we will:
 - Review the principles and goals that advocates and corrections officials have in common
 - Learn about different types of detention
 - Identify key officials in corrections departments
 - Discuss the culture of corrections

Slide 3

Objectives

By the end of this session, you will be able to:

- Describe the structure and culture of corrections institutions
- Use simple skills to better navigate corrections systems
- Explain the similarities and differences between victim advocacy and corrections



- By the end of this session, you will be able to:
 - Understand the structure and culture of corrections institutions
 - Develop simple, practical skills to navigate work with corrections officials and corrections facilities
 - Build a vocabulary about corrections, corrections facilities, and the shared goals of advocates and corrections officials.

Slide 4

Voices from the Field: Dawn



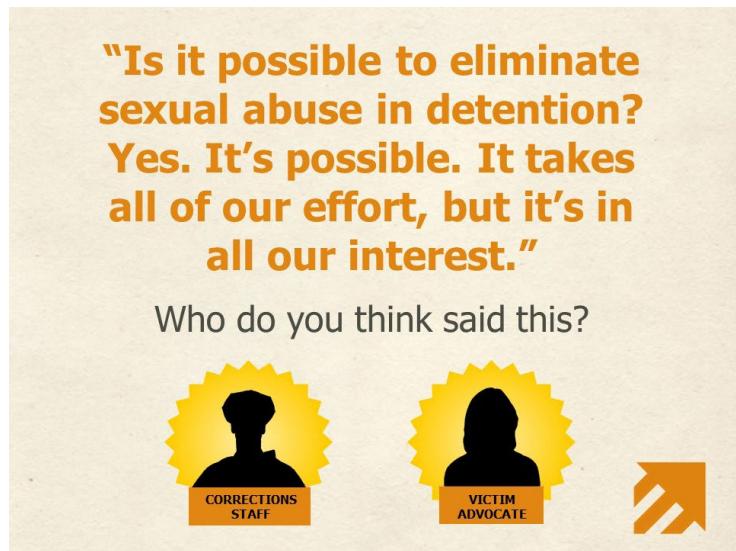
- [Cue up “Voices from the Field: Dawn,” which can be found at <https://goo.gl/ZujyyJ>.]
- We are going to watch a video featuring Dawn Davison, a former warden at a women’s prison, a member of Just Detention International’s Board of Directors, and a corrections consultant who works for safer prisons.
- Please listen to see what Dawn says about how she created a safer environment, the challenges she encountered, and her thoughts about the culture of corrections.
- [After the video, ask participants to share what they thought, identify key points of the video, and discuss the importance of a proactive leader in a corrections facility. If they are not raised, mention the following points:
 - Providing care and help, and a place to heal should be the goal of a prison
 - Balancing safety and security with health and well-being is a challenge, but is possible
 - Good leadership makes all the difference
 - Advocates can be an important part of an overall strategy to help all inmates and survivors]

Slide 5



- The purpose of this next activity is to explore how advocates' principles and values overlap with those of corrections staff.
- We will see a series of slides with quotes on them.
- As we read the quote, see if you can guess if the person who said it was a corrections official or an advocate.

Slide 6



- Correct answer: corrections official from the Miami-Dade Corrections and Rehabilitation Department.

Slide 7

"We believe that everyone deserves equal protection against sexual violence and equal access to services. Sexual violence is never the fault of the victim or deserved by the victim, no matter what their criminal history may be."

Who do you think said this?



- Correct answer: A victim advocate from a rape crisis center in Pitkin County, Colorado.

Slide 8

"When incarcerated survivors are able to talk to counselors, when they know they have those services available, they are more likely to get the help they need for things they went through before they were incarcerated as well as for more recent incidents."

Who do you think said this?



- Correct answer: A corrections officials from the Miami-Dade Corrections and Rehabilitation Department
- It's important to remember that allies come in many forms. Many corrections officials want survivors to get help, and most want their facilities to be safe.

Slide 9

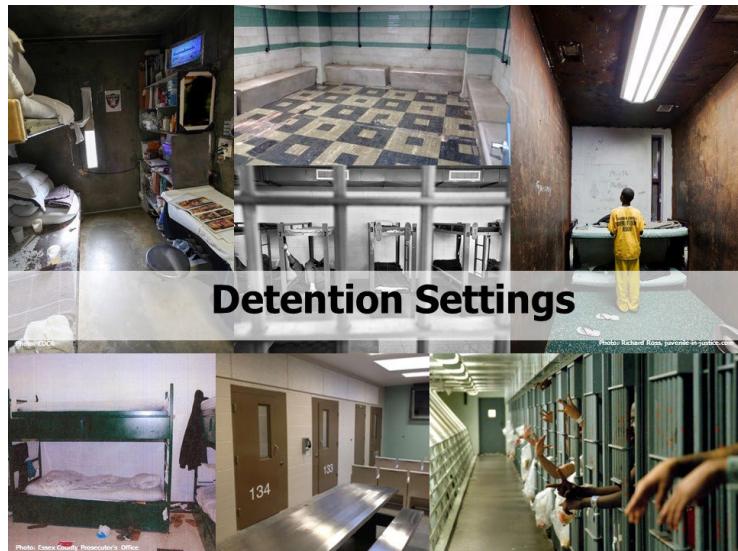
"Inmates deserve to get help from community-based advocates, and the PREA standards are the best way to ensure that they do."

Who do you think said this?

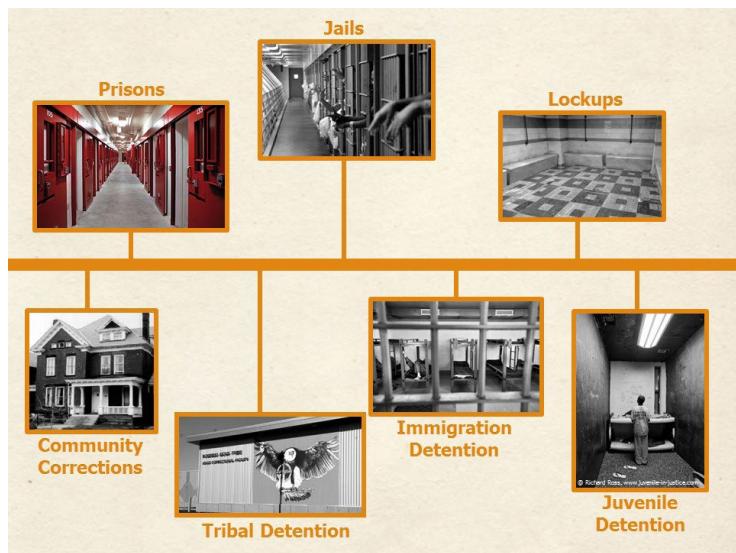
The slide features three icons: a silhouette of a person in a uniform labeled "CORRECTIONS STAFF", a silhouette of a person in a dark shirt labeled "VICTIM ADVOCATE", and an orange arrow pointing upwards.

- Correct answer: A victim advocate from The Rape Crisis Center, San Antonio, Texas.

Slide 10



Slide 11



- “Detention” refers to any time a person is confined or held by law enforcement and is not free to leave. For the purposes of this training, we are going to talk about detention within four walls — places where people are taken when they are arrested, or detained, when they have come into contact with the criminal justice or immigration detention system and are not free to leave.

Slide 12

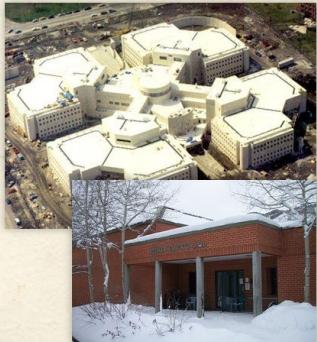


- Prisons are usually operated by state or the federal government.
- People in prisons have usually been convicted of a crime and sentenced to more than one year.
- Prisons have security levels ranging from minimum to maximum. Some prisons have all security levels, while others have one or two. Many prisons have specific programs or missions. For example, one prison in a state might primarily house people who have mental illnesses.
- The reason behind specializing prisons by security level or mission is so that the corrections department can focus on the needs of specific groups of inmates. One of the challenges of this approach is that prisoners may end up being housed far away from their communities and families.

Slide 13

Jails

- Inmates held from a few hours to several years
- Can hold people who are not sentenced
- Many restrictions on movement
- Limited programming



Top: Cook County Jail, Chicago, IL.
Bottom: Pitkin County Jail, Aspen, CO

- Jails are usually run by a county or city government, though there are jail systems run by the state.
- Jails hold people who have just been arrested; have been arraigned (that's the hearing where a judge decides if the person will be charged with a crime that will go to trial and determines bail); while they are awaiting trial; and after they have been sentenced, usually to shorter sentences and typically under a year.
- Jails also can hold state prisoners who have had to come back to the county for a court hearing or minimum security state inmates who are assigned as inmate workers at the jail, immigration detainees who are in the custody of the federal government, and federal prisoners awaiting transport to a federal prison.
- Jails tend to be more chaotic than prisons because people are moving in and out of them at a rapid rate. Jail inmates are often less stable because they have just been arrested or have an untreated mental illness or addiction. Jails also hold people charged with a range of offenses.
- Some jails are very large and crowded, while some are very small and always have empty beds.
- The top photo is Cook County Jail in Chicago, one of the largest jails in the country.
- The bottom photo is Pitkin County Jail in Aspen, Colorado, a jail with just two dozen beds.
- Jails are not usually set up to hold people long term, and so may not have the same kinds of programming or job opportunities available in many prisons.

Slide 14

Lockups

- Operated by law enforcement
- Hold inmates immediately after arrest
- Length of stay is up to 72 hours
- Facilities vary in size



- Lockups are usually operated by police or sheriffs' departments to hold people immediately after an arrest.
- Lockups are often just a handful of cells inside a police station. Some stations have just one large holding "tank," where all arrestees are placed when they are brought in.
- Lockups usually hold people for a maximum of 72 hours, though most arrestees spend less time there than that.
- Some lockups hold people until they are arraigned; and some transfer people to a larger county jail immediately after they are booked, meaning that their identifying information and reason for their arrest is logged into the system.
- The top photo is of a cell block in the Los Angeles Police Department central detention facility.
- The bottom photo is also a Los Angeles Police Department holding cell, at a small lockup in a police station.

Slide 15

Community Confinement Facilities

- For residents who pose little or no risk to the community
- Require participation in employment or education



- Community confinement facilities hold people who have been released from prison but are required to live in a facility, often as a part of a program, like drug or alcohol treatment. These facilities can also hold people who have been given a chance to complete a program in lieu of going to prison.
- People in a community confinement facility are generally on probation or parole.
- Residents in these facilities have been determined to pose little or no threat to the community, and not to be an escape risk.
- Residents often have jobs and attend programs outside of the facility.
- Sometimes, community confinement facilities house men and women together, with common living space but separate bedrooms. There are also many facilities that are single-gender.
- Community confinement facilities are also known as halfway houses, drug treatment facilities, mental health programs, group homes, or transitional living homes.

Slide 16

Immigration Detention

- Before administrative custody, during and after removal proceedings
- Include federal, private, and local facilities with contracts



- Immigration detention facilities are operated by the Department of Immigration and Customs Enforcement (ICE), under the federal Department of Homeland Security (DHS). Some private, state, and county facilities have contracts with ICE to hold immigration detainees.
- Immigration detention facilities range from small, open settings that look more like houses to large, closed facilities that look like any prison.
- Immigration detention is administrative detention, meaning that the person is detained because of a rule violation, not a crime.
- DHS released national standards for preventing, detecting, and responding to sexual abuse in detention (they can be found here: www.gpo.gov/fdsys/pkg/FR-2014-03-07/pdf/2014-04675.pdf).

Slide 17

Juvenile Facilities

- State-run, county-run, and private contractor facilities
- Seen as a second chance for youth
- Involve treatment and building life skills



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- Juvenile facilities can be operated by the state, county, or city, or by private or nonprofit companies. Youth who are held in these facilities may be under the jurisdiction of a juvenile court or of Child and Family Services.
- Youth may be in a juvenile facility for just a few hours after arrest or for several years, depending on their sentence.
- In some states, youth may be in a juvenile facility, in the custody of a juvenile court, until they are in their early or even mid-twenties.
- In some states, youth who are charged as adults are held in a youth facility until they turn 18.
- Youth facilities usually have a stated goal of treatment, of providing young people with a second chance. Youth staff often have a dual role of custody and care provider.

Slide 18

Juvenile Facilities

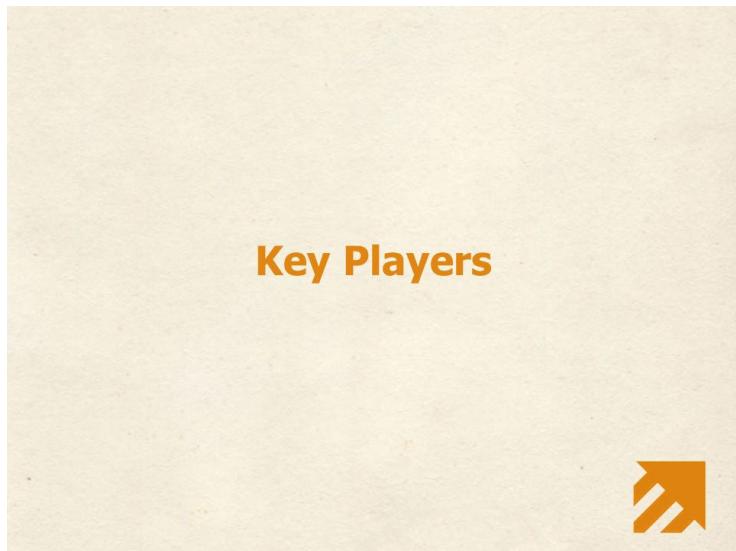


Jose M. Osorio, Chicago Tribune



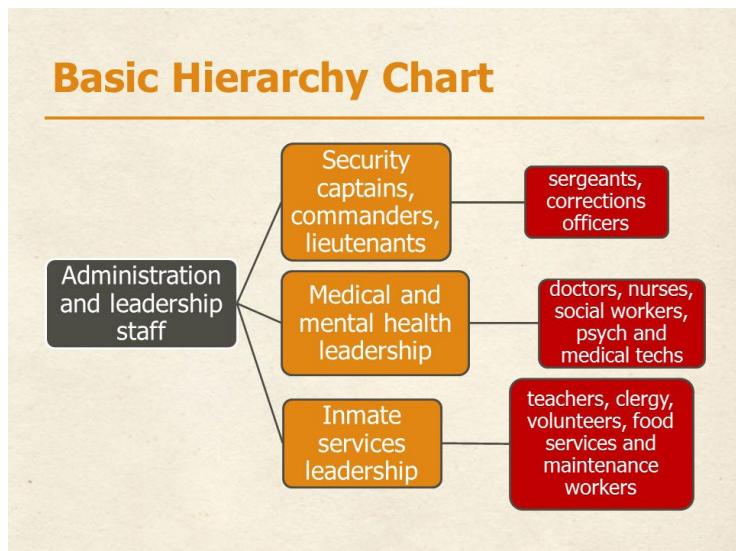
- Here are some examples of what different kinds of youth facilities look like.

Slide 19



- It's important for advocates to understand who the key staff in corrections facilities are and where they fall within the hierarchy.
- Hierarchy is important in corrections and in law enforcement agencies because their hierarchies and rules are how they maintain order. Chain of command, meaning who reports to whom, is also important, as is ensuring that each rank or job function has a specific set of responsibilities.

Slide 20



- On the slide, there is an extremely simplified illustration of the hierarchy of many corrections facilities.
- Corrections agencies are complex institutions with many moving parts and several important players who have different duties and approaches.
- In order to best provide services to survivors, it is important to understand who these players are, how they work, and how they interact with one another. This chart is a simplified version of the basic structure of some institutions.

Slide 21

Administrative Staff

- Includes:
 - Agency leadership (Chief, Warden, Sheriff)
 - Facility-level leadership
 - Facility operations staff
 - PREA Coordinator
- Structure and titles vary



- When corrections staff say “administrators,” they are usually referring to leadership.
- The head of a facility may be called a warden, chief, administrator, commander, captain, or superintendent.
- Medical and mental health programs also often have an administrator or chief. They are often part of a different chain of command than security staff, and sometimes are actually outside contractors, like from the county department of mental health, who come in to provide services.
- The PREA Compliance Manager or PREA Coordinator is often part of the administration.
- People who fill administrative positions often do not wear uniforms, even if they have a law enforcement rank, and often have offices outside of the inmate housing units.
- The number of people who fit under the category of “administrative staff” depends largely on the size of the facility.

Slide 22

Security Staff



- If you are familiar with law enforcement or military ranks, you are familiar with the ranks within most corrections facilities’ security staff.
- Captains, lieutenants, and sergeants usually make up supervisory staff. Captains and lieutenants often have significant administrative and management responsibilities, while sergeants typically have both supervisory and front-line duties.
- Corrections officers usually make up the bulk of security staff and are the front line officers who are responsible for the day-to-day supervision of inmates.
- In some facilities, corrections officers are sworn police officers or deputies.

Slide 23

Programming Staff/Volunteers

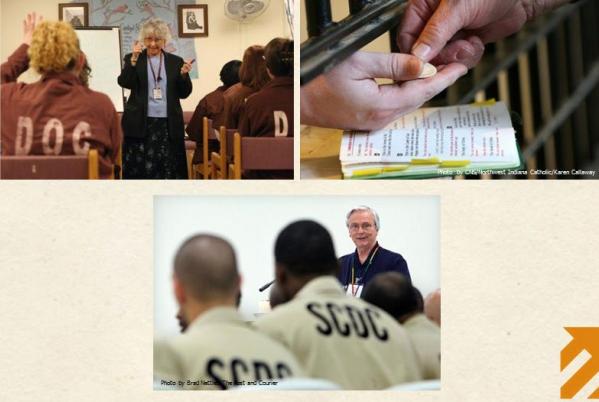


Photo by Clark Patterson, Indiana Catholic/Karen Callaway

Photo by Brad McMichael, West and Center



- Most corrections facilities offer educational, vocational, and spiritual programs. The number and quality of programs varies, but it's rare to find a facility that has no programming.
- Programs mean a great deal to prisoners because they are an opportunity to break the monotony of prison life, to learn a skill that might help when they are released, or to receive support in developing life skills.
- In some facilities, educational staff are employed by the department. In others, they are contractors or volunteers who are associated with the department of education, an adult learning school, or a community college.
- Volunteers from religious institutions, community groups, Alcoholics or Narcotics Anonymous, and art programs also come into many facilities to offer programs.
- It may be very helpful to connect with program staff and volunteers because survivors often feel safe to share information about abuse with them before anyone else. Per the Prison Rape Elimination Act (PREA) standards, these contractors are required to receive training about their role in preventing, detecting, and responding to sexual abuse and harassment.

Slide 24

Contractors



© Mario Di Lauro/Getty

- Running a large and complicated institution takes many different kinds of staff. Maintenance, construction, technology, laundry, food service, commissary, and administrative support staff are all essential. Sometimes facilities employ most of the staff required to run the facility and sometimes many of the non-security staff are hired as outside contractors.
- In some facilities, contractors spend a lot of time with the inmates because inmates often hold jobs as clerks, cooks, janitors, and maintenance workers. The work time is often not directly supervised by corrections staff and contractors tend to have much less formal training in working with inmates.
- Job site supervisors are an important part of the facility, and prisoners usually appreciate the opportunity to work a great deal; however, these job supervisors also have the opportunity to be abusive.

Slide 25



- Medical staff are sometimes contractors and are sometimes employed directly by the facility or department.
- The size of medical departments within facilities varies a great deal.
- Some facilities have full-service medical clinics, or even hospitals, inside. To offset the costs, some agencies have moved toward privatized healthcare with companies like Corizon and Correct Care Solutions.
- The size of the medical department usually corresponds with the size of the corrections facility, but not always.
- Medical departments are often understaffed and overburdened with high numbers of patients who have great need.
- Sometimes there is a challenging working relationship between the health care staff and corrections staff. Work to provide care to incarcerated survivors highlights this challenging relationship, because collaboration is necessary for survivors to receive appropriate care and services.
- Most corrections facilities transport prisoners to local hospitals for emergency care, including for sexual assault forensic exams. Some do work with local service providers to come into the facility to do the exams, and a very few employ sexual assault nurse examiners.
- Working with the medical staff is critical to being able to support survivors. It's also important to note the medical staff are required to receive specialized training under the PREA standards.

Slide 26

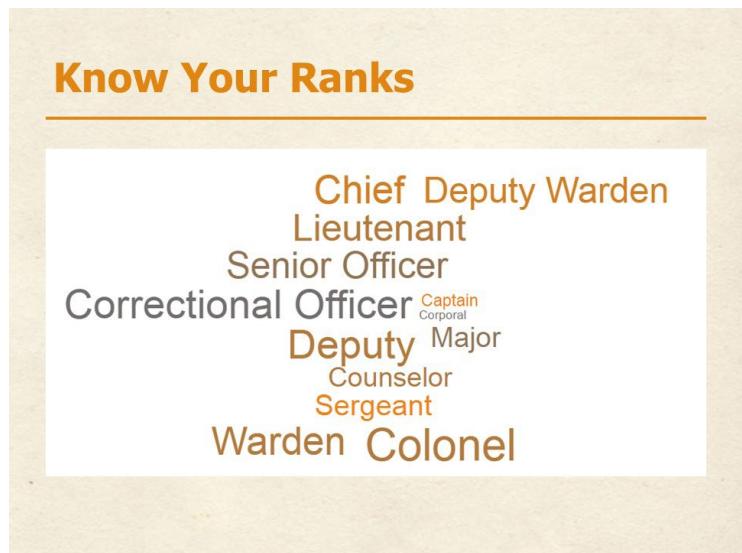
Mental Health Staff



Photo by Bill Tiernan, The Virginian-Pilot

- Mental health staff are also sometimes contractors and are sometimes employed directly by the facility or department.
- And the size of mental health departments within facilities varies a great deal.
- Some facilities have full-time social workers, psychologists, psychiatrists, as well as case management departments and therapy groups. Some facilities have part-time mental health staff and an on-call psychiatrist for emergencies.
- The size of the mental health department usually corresponds with the size of the corrections facility. It also often corresponds with the average inmate sentence. Short-term facilities tend to rely on outside and emergency services.
- Some corrections departments also have specialized units, or even whole facilities, for prisoners with mental illness.
- Mental health staff members tend to have huge caseloads. While there are exceptions, many mental health staff are so overloaded with clients that they are basically doing triage and crisis-management.
- Mental health staff are important to get to know and to work with. They are often relieved at the thought of working with outside professionals who can help to provide care. They are also an important part of the response to survivors.
- Mental health staff are also required under the PREA standards to receive specialized training to help them perform their role.

Slide 27



- It's important to understand the organizational structure of each institution you're going to work in because they vary, as does the officer ranking system. [One tip is to look online or ask for organizational chart.]
- [Ask participants to break into small groups and draw out the organizational chart for their local facility. Ask them to start their chart by identifying one person that they know and see if they can imagine how that person fits into the hierarchy.]
- If you and the participants are not familiar with a local facility, ask them to consider their own organization and draw an organizational chart for their staff, with the corresponding corrections ranks.]
- [Ask participants to share their chart.]
- [Remind participants that it's okay to feel confused or unsure about the hierarchy inside the facility. Share the following quote: "It's impossible to learn all the acronyms and understand what everyone's role is. The good thing is you don't have to! It's enough to just know one person, have one strong contact person, who will help you to be able to support survivors." — Jessica Seipel, rape crisis advocate and JDI staff member.]
- Just like when you are communicating with any person, it's important to listen and reflect back what you hear. Remember that rank is often very important to corrections officials — listen to how they refer to themselves, and how they are referred to by others, and use the title that they use. Don't unintentionally demote someone by calling the lieutenant, "sergeant."

Slide 28

Corrections Structure

Emphasis on chain of command
Rule-based
Regimented schedules



A hand-drawn hierarchical organizational chart on a textured background. The chart starts with a single box at the top, which branches down to three boxes in the middle level, and each of those branches down to four boxes at the bottom level.

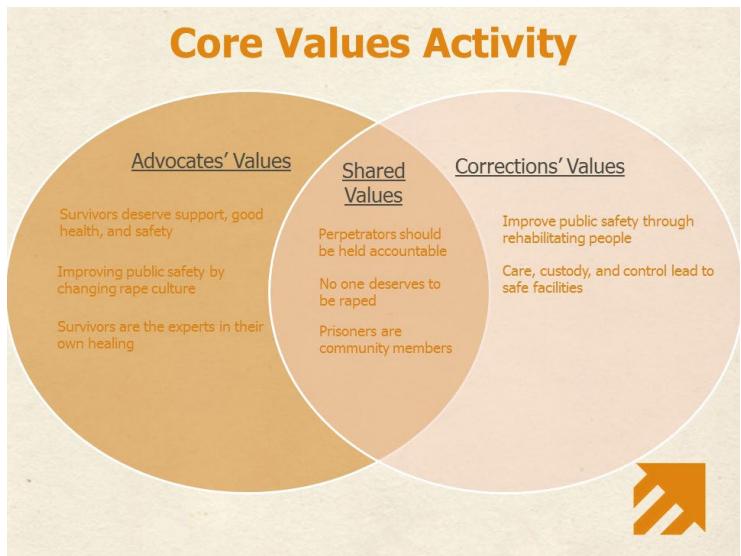
- Corrections facilities are hierarchical and regimented.
- Common phrases you will hear in corrections are “safety and security” and “care, custody, and control.” These are some of the most important values held by corrections leaders.
- Staff often feel outnumbered, and count on rules, order, schedules, and chain of command to help to keep the facility running smoothly. Indeed, JDI often hears from prisoners as well that a facility is safe when the chain of command is clear, staff follow the rules, and schedules are predictable.
- It’s important to understand that maintaining this structure can feel like life or death to corrections officials, and that anything that threatens to disrupt the order is perceived as dangerous.

Slide 29



- Corrections facilities are closed systems — they are worlds unto themselves.
- They have a distinct culture, including language, accepted behaviors, and norms.
- Every staff member and prisoner is influenced by this culture.
- Advocates have a language and culture as well and, as with other work across disciplines, it's important to get to know, understand, and respect the cultures in which you will be operating.
- *[Discussion: What have you heard about the culture inside corrections facilities? Can you describe some of what you think we mean by “culture of corrections”? Is it all bad? How does corrections culture mirror and how is it different from society at large?]*

Slide 30



[Before showing this slide, divide the participants into small groups of three or four people. Hand out the Core Values Activity worksheet, which can be found at <https://goo.gl/YovdS3>. Ask the group to complete the worksheet, drawing a line between each value statement and the place on the chart where they think it belongs. Ask the groups to share their charts and discuss the following:

- Any differences in the response that the groups came up with
- How to use the values that were identified as shared values as a starting point for working together
- What they might need to learn to understand the core values of corrections
- How they can explain advocate core values to corrections
- Are there core values for either group that you think were not on the worksheet?]

Slide 31



- [Cue up “PREA: What You Need to Know,” which can be found here: <https://goo.gl/kLytEy>.]
- We are going to watch a video that Just Detention International developed to help corrections officials to educate inmates about their right to be free from sexual violence, and to help corrections facilities to comply with the inmate education requirements of the PREA standards.
- As you are watching the video, pay attention to any cultural messages and to any information about the roles of different players in the prevention of and response to sexual abuse and sexual harassment.
- [After the video, ask for reactions. Note that the video represents the culture that JDI and other advocates are hoping to create. Think about how the perspectives of advocates and survivors, as shown in this video, could change the culture of corrections facilities.]

Slide 32

Your Role

- Accompanying survivors through the reporting and investigation process
- Providing emotional support and crisis intervention
- Helping with safety planning
- Offering referrals and other resources



- Let's take a moment to talk about how the values we have just discussed influence advocates' and corrections officials' roles.
- Advocates have a survivor-centered approach. Most sexual assault advocate values come from that approach, and duties within their role are intended to put that value, of putting survivors' well-being first, into action.
- The advocate is the one person whose only concern is the survivor's well-being. Their role during the forensic exam and any interviews is to provide for comfort and dignity and to provide crisis intervention, support, and information. For many survivors, the support they need includes help planning for their safety after they leave the hospital and referrals for other help that may be available to them — including how to get back in touch with the rape crisis center.
- Advocates are also there to help the survivor to feel more in control of their experience, their healing, and their life. Advocates can help survivors to identify places they have choices, and verbalize when they have a choice where others may not — such as refusing one portion of the exam or asking to take a break during an interview.
- Advocates often work as part of a multidisciplinary team, with the goals of supporting individual survivors and increasing community engagement and knowledge about sexual assault.
- Rape crisis counselors also advocate for survivors, working to hold those involved with the response to sexual abuse accountable for the survivors' safety and maintain the integrity of the investigation.

Slide 33

Corrections' Role

- Enforce rules to maintain safety and security
- Supervise activities of prisoners
- Respond to emergencies
- Report and investigate prisoner and staff misconduct
- Aid in rehabilitation and counseling of prisoners



- Like rape crisis programs, corrections facilities are open 24 hours a day, 7 days a week.
- Corrections staff often work long shifts, and many work lots of overtime.
- Many corrections staff describe shifts where there are long stretches of monotony until there is a crisis.
- Corrections staff often spend more waking time with prisoners than they do with their loved ones, and they often work either alone or in pairs — meaning they may not have much contact with coworkers and may feel isolated.
- Well-trained corrections staff report that communication is their most important tool for managing prisoners, handling problems, and working with other staff.

Slide 34

Self-Identification Checklist

- Agency is often under-funded or under-resourced
- Senior-level employees wear multiple hats
- Secondary trauma and long hours play a role in staff turnover
- Staff entered the helping profession because they care for others or about injustice
- Staff are sometimes distrustful or cautious around law enforcement



- As I read each of the points on the slide, raise your hand if you identify with the statement.
- *[Read each point and allow time for people to raise their hands. Reflect on how many people identify with each statement.]*

Slide 35

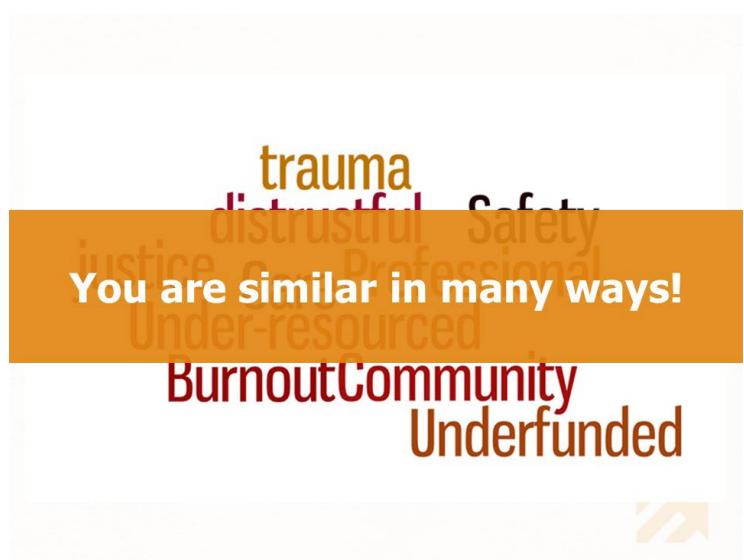
**Corrections
Self-Identification Checklist**

- Agency is often under-funded or under-resourced
- Employees wear multiple hats
- Secondary trauma and long hours play a role in staff turnover
- Staff entered law enforcement or corrections because they care about the community and justice
- Staff are distrustful or cautious around community-based organizations



- Now let's take a look at how many corrections officials describe their jobs.

Slide 36



You are similar in many ways!

**BurnoutCommunity
Underfunded**

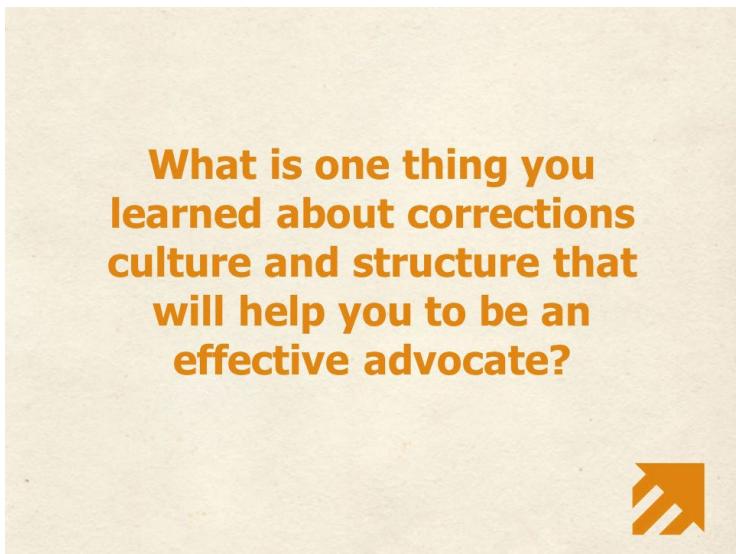
- There are many similarities between corrections and advocates, and the more we can work from the similarities, the more we can build relationships that will help us to be there for survivors.
- It's important to be clear that when advocates build relationships with corrections, helping individual survivors is not the only outcome. Think about your work on community SARTs — when advocates have a seat at the table, are able to educate law enforcement, and are called upon to help interpret challenging cases, the culture of the law enforcement agency changes over time. The same is true of corrections facilities. The mere presence of advocates on the team can make a difference.

Slide 37



- [Divide the group into two teams. Ask each team to pick a captain and a sergeant. The remaining team members are officers. Inform participants that only the captain can speak directly to the trainer to either ask or answer questions. The officers must give their answers to the sergeant, and the sergeant can decide whether or not to pass along the answer to the captain.]
- [The trainer will ask the question and the officers and the sergeant should discuss their answer. When the sergeant is satisfied, he or she should inform the captain of the team answer. The sergeant can also decide not to consult the officers and give his or her own answer to the captain.]
- [The first captain to give a correct answer to the trainer wins a point.]
- [Possible questions:
 - Who inside of a corrections facility is usually a unit supervisor? (Answers: captain, lieutenant, sergeant)
 - What kind of facility holds people for under 72 hours? (Answers: lockups, jails, juvenile facilities)
 - Community confinement facilities include what kinds of programs? (Answers: re-entry homes, halfway houses, drug treatment centers, work release programs)
 - What are commonly used phrases by corrections staff to describe their work? (Answers: safety and security; care, custody, and control)
 - Why is it important to know the basic structure of the hierarchy inside the corrections facility? (Answers: so you understand whom to go to when you need of help; to show respect for the communication style and systems of a group of people with whom you will be working closely; to better understand what it is like for survivors to live in the facility)
 - Can you name three types of volunteers who often work inside corrections facilities? (Answers: AA/NA, religious, art and drama programs, writing or other educational programs, parenting groups, domestic violence programs, rape crisis advocates)
 - Who is unlikely to answer the question, “how was your day, dear?” honestly – corrections officers or rape crisis advocates? (answer: both)]

Slide 38



- *[Thank participants for their participation in the game. Ask them to identify one thing they learned during this module that will help them to be effective advocates. Ask each participant to answer the question, either in a round or “popcorn” style until everyone answers.]*
- *[Summarize the main points.]*

Slide 39



- *[Ask if there are any final questions.]*