

ANNOTATED TRAINER'S GUIDE

Training Module **5**

The Basics of Providing Services to Incarcerated Survivors

Training Module 5: The Basics of Providing Services to Incarcerated Survivors

Length: 60-90 minutes

Training Objectives:

- Learn to navigate common concerns about providing services to incarcerated survivors
- Adapt core principles of community rape crisis services
- Apply tips for crisis intervention with incarcerated survivor to victim service scenarios

Materials:

- PowerPoint slides
- “Voices from the Field: Maria” (video)
- “Voices from the Field: California Advocates” (video)
- Handouts
 - Pedro’s Scenario
 - Program Services Discussion Questions
 - Written Correspondences Exercise
 - Hotline Roleplay Exercise

How to Use This Guide¹:

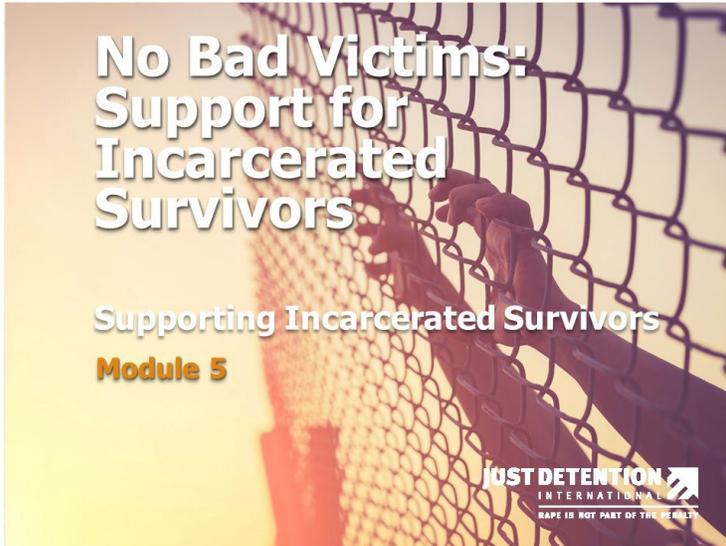
This guide is intended to support the material presented in the PowerPoint presentation entitled “The Basics of Providing Services to Incarcerated Survivors” (Module 5). The left column has a copy of each slide in the presentation; the right column has instructions on how to present the slides. The italicized 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.

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Trainer’s Narrative/Notes

Slide 1



- *[Welcome participants. Remind them to take care of themselves by using the restroom, stretching, asking questions, and asking for support if needed.]*
- 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, and may sometimes refer to people in community corrections facilities.

Slide 2



- 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 talk about:
 - Advocate perspectives
 - Victim services
 - And tips for providing services to incarcerated survivors

Slide 3

Objectives

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

- Learn to navigate common concerns about providing services to incarcerated survivors
- Adapt core principles of community rape crisis services
- Apply tips for crisis intervention with incarcerated survivors to victim service scenarios

- By the end of this session, you will be able to:
 - Navigate common concerns about providing services to incarcerated survivors
 - Adapt core principles of community rape crisis services
 - Apply tips for crisis intervention with incarcerated survivors to various victim service scenarios

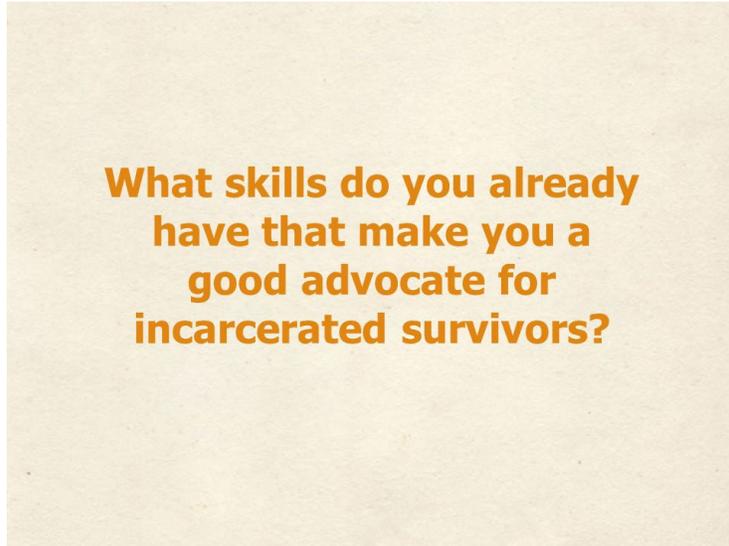
Slide 4

Advocate Perspectives



- For many advocates, working with incarcerated survivors can feel like a departure from their usual work and roles. While the work is quite different in some ways, it is also quite similar in others. Let's take a few moments to examine advocates' roles and perspectives and how customary ways of working with survivors in the community tie in with what is needed to help survivors behind bars.

Slide 5



- *[Ask the question.]*
- *[Have each person write one or two skills that they already have that make them good advocates for incarcerated survivors.]*
- *[Have each person read their response aloud and discuss. Make sure to point out how many skills they have that can be helpful. If the following points do not come up, make sure to mention: listening, validating, providing information about common trauma reactions, helping to build coping skills, decreasing isolation, legal advocacy, systems advocacy, problem-solving.]*

Slide 6



- *[Cue up “Voices from the Field: Maria,” which can be found at <https://goo.gl/b7R6YX>.]*
- *We are going to watch a video featuring Maria Outcalt-Smith, a rape crisis counselor.*
- *Please listen to see what Maria 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 an advocate working with corrections staff to provide services to incarcerated survivors. If they are not raised, mention the following points:*
 - *Similarities in providing care and help to survivors in detention and survivors in the community*
 - *Balancing your relationship with the corrections agency with being a good advocate*
 - *Dealing proactively with common concerns about working with incarcerated survivors and corrections staff*
 - *Navigating a new culture and institution.]*

Slide 7

Questions Activity



- Now we are going to create a list of questions and concerns that we have about providing services to incarcerated people as Maria suggested in the video.
- *[Have the participants individually or in pairs write a list of questions and concerns that they have about providing services to incarcerated people.]*
- *[Facilitate discussion about the most common concerns amongst the group. Some common concerns to make sure are raised are:*
 - *Fears about lack of expertise*
 - *Worries about encountering survivors who are also sex offenders*
 - *Fears about working with corrections staff and not being able to advocate effectively for incarcerated survivors*
 - *Fears about advocate safety.]*
- *[Record the most common concerns and questions on a flip chart or other board and ask participants to keep track of how many of the questions and concerns are addressed during the training. Make note of any that participants do not think were adequately addressed and follow up with your agency administration to discuss or contact Just Detention International at advocate@justdetention.org for assistance.]*

Slide 8

Tips: Working with Survivors

- Remember you already have the key skills
- Know it is normal to have concerns and fears
- Talk about your concerns and fears
- Process your experiences

- Advocates sometimes doubt they have the expertise to assist people who have been sexually abused behind bars because of the unfamiliar environment and system. Another concern is that incarcerated survivors are different demographically from the survivors we are used to seeing.
- Remember to trust your expertise. Just as Maria said, you already have the most important skills to provide these services. The skills that you need in the community are the same ones you will be using with survivors who are incarcerated.
- It is normal to have concerns and fears and it is important to discuss them with each other and with supervisors. Accept concerns and discomfort as normal and make time to process them so they do not impede your work with the survivor. As with survivors in the community, it is important to be non-judgmental and meet the survivor where they are.
- Take time to process your experiences with your colleagues and supervisors periodically. New issues come up all the time. You

may have concerns that others have encountered before and you may have solutions from which others can benefit. Such processing is part of self-care for advocates and important to be able to continue to do this important work.

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Advocate's Role

Advocate role in the community

- Operate from survivor-centered perspective
- Provide support, comfort, and information
- Maintain privacy

Advocate role with survivors in detention

- Balance the aforementioned with security

- The advocate's core role is the same in the community as it is in detention. *[Review the information on the slide.]*
- It might seem like an obvious statement, but the main difference is the setting, and what that brings. For example, corrections staff control survivors' access to advocates. Because safety and security are central to any corrections facility, the more you can frame your advocacy in language that demonstrates your understanding of the importance of safety and security, the more receptive staff will be to your ideas.
- While the same basic techniques are effective with any sexual assault survivors, working with incarcerated survivors may require advocates to allow more time to build trust, be more creative about problem-solving and safety planning, and be willing to learn about the environment and system in which the survivor lives.

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Guidelines for Providing Services in Detention

- Take a non-judgmental approach
- Be patient, consistent, and persistent
- Maintain professional boundaries

- People in custody are used to being judged by others. Most prisoners are very aware that some people see them as less than human. The experience of being seen as an "inmate" first and a "person" second means that interactions with a kind outsider take on incredible importance. When a prisoner gets to speak with an outsider, he or she will often be eager to talk about life before prison, who they were, degrees they earned, or jobs they had. For many advocates, this might seem like too much information, or a waste time, but it is significant for the survivor to show that they are a whole person, and to get you to see past the prison jumpsuit. When working with survivors in custody, it is of crucial make clear that you see them as a whole person who is worthy of your respect — regardless of what they may have done in the past.
- Be patient. People in detention may be hesitant to be open with you at first; they may that doubt your services are confidential, that they will not get in trouble for talking to you, and that you even care about their wellbeing. Prisoners are also so unused to having privacy, that they may be unaccustomed to speaking with the expectation that information will remain private. It is important to allow for more time to build rapport into sessions

- than you might with survivors in the community
- The best way to earn the trust of a survivor is to be kind, consistent, and persistent. Prisoners are used to well-meaning outsiders making promises and then disappearing. Be careful to be clear about what you can and cannot provide and to communicate if plans fall through or need to change.
- Be clear about your role and explicit about professional boundaries. Staff may be confused about your role and may give the wrong information to prisoners. Given the limited opportunities to talk to outsiders, recognize that incarcerated survivors may ask for help with issues unrelated to sexual abuse. Expect to have to be clear and firm about what services your organization provides from the outset to help manage expectations early on and to avoid damaging the trust survivors have in you and the program.

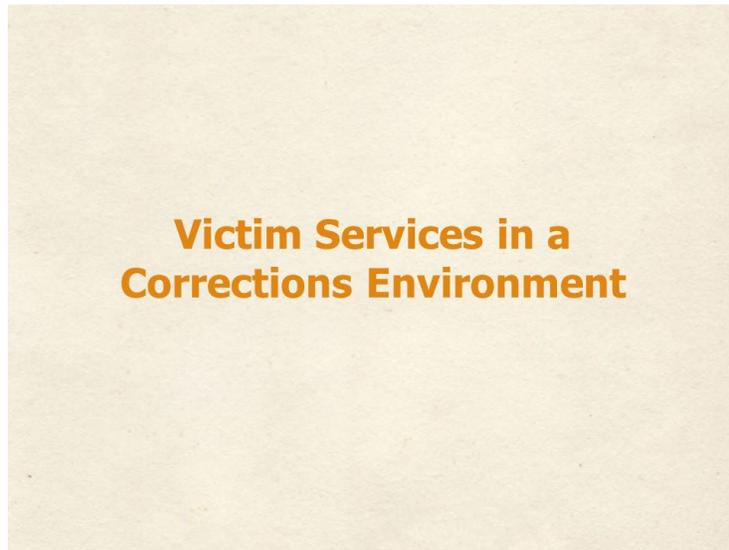
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Guidelines for Providing Services in Detention [cont.]

- Be informed and follow the rules
- Be open minded and flexible
- Have a plan

- Corrections facilities count upon rules and hierarchies to maintain order and safety, so it is important for anyone entering the facility to be informed of the rules. Learn the facility's policies and protocols about visitors and community volunteers. You should consider yourself a guest of the agency and respect all safety rules and visitor guidelines, even if they seem to be overly restrictive.
 - You can learn the rules by: attending meetings or cross-training sessions with corrections staff; having one-on-one conversations with your detention facility contact and other staff with whom you interact; going on an official tour, and reading through handbooks and the agency's website.
 - Remember that the facilities have another set of rules to follow in the Prison Rape Elimination Act (PREA) standards. Some of the standards require working with advocates, so be sure to position yourself as someone who can help make it easier to adhere to these rules.
- Be open-minded and flexible. Adopting a survivor-centered approach to sexual abuse will be a new concept for most corrections facilities, and the same goes for working with rape crisis centers. Maintaining your core advocacy principles while remaining flexible will enable you to provide incarcerated survivors with the support that they need.
- Finally, like with most things, planning is key. As you would in any situation, develop a plan for how, where, and when services will be provided and make sure everyone involved in the work with incarcerated survivors understands it. When working with incarcerated survivors, it is also important to have a plan for dealing with challenges like facility lock-downs, interruptions in services, and changes in facility personnel.

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- Rape and other forms of sexual abuse, whether committed in the home, in the community, or in detention, have serious emotional and physical consequences. However, the majority of rape survivors behind bars have limited access to services.
- This same government research found that incarcerated survivors are likely to be victimized repeatedly, with each assault adding a new layer of emotional and physical trauma that causes harm and impedes their ability to live safe and healthy lives, whether in detention or if they return to their families and communities.
- In this section we will review the different services that rape crisis centers can provide to incarcerated survivors. We will work through the interventions we discuss by looking at Pedro's story.

Slide 13

In the Community	Behind Bars
SART Accompaniment	SART Accompaniment
Investigations Accompaniment	Investigations Accompaniment
Emotional support, advocacy, and follow-up via: <ul style="list-style-type: none"> • Phone • In-person 	Emotional support, advocacy, and follow-up via: <ul style="list-style-type: none"> • Mail • Phone • In-person

- On the left side of the chart are the common services that a rape crisis center provides to survivors in the community.
- On the right side of the chart are the services that a rape crisis center can provide to survivors in detention.
- In Module 4, we discussed the services that the PREA standards require corrections facilities to offer. Remember that they included advocacy during forensic exams and investigatory interviews and the ability to reach out to confidential emotional support services via letter or telephone. Providing emotional support services via written correspondence is new to most rape crisis programs, but because it is prisoners' primary means of communication with the outside world, regular mail is critically important for incarcerated survivors.
- While it is ideal to offer all services to people who are incarcerated, it may not be feasible for some organizations due to limited staffing or distance from facilities.
- A rape crisis center can make a huge impact by providing just two services: exam accompaniment and emotional support and advocacy via written correspondence. Providing these two services meets incarcerated survivors most critical needs and establishes a strong foundation to develop a more comprehensive program.

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Pedro's Story



- *[The following sections refer to discussion handouts. Facilitators should guide the discussion to fit the knowledge and experience of the participants. For example, for the Pedro's Scenario handout, which can be found at <https://goo.gl/bdnhEZ>, the facilitator might choose to review and discuss all of the questions noted on the handout now, or to review the relevant sections of the handout after reviewing the information through the subsequent PowerPoint slides.]*
 - *[Instruct participants to read Pedro's story on JDI's website using their smart phones: www.justdetention.org/story/pedro. Alternatively, use a projector to display JDI's website or print out his story and distribute it to participants. Instruct participants to read Pedro's story.]*

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Exam Accompaniment Considerations

- Located at the: hospital, SART site, or at the detention facility
- Survivor may be in restraints
- A corrections officer may be in the room or nearby

- According to the PREA standards and many state laws, an incarcerated survivor has the right to have an advocate present during a forensic exam, whether or not that person is a prisoner.
- Incarcerated survivors need the same basic support during an exam as survivors in the community. An exam for incarcerated survivors is similar, with a few notable differences.
- Some exams are conducted at the corrections facility, while others are done at SART sites or the hospital.
- A corrections officer or two may be in or near the exam room for security reasons.
- The survivor will be shackled or handcuffed when they arrive and may be shackled during the exam. Some restraints will be removed for parts of the exam, depending on the nature and extent of the survivors' injuries and the corrections officers' security concerns.
- *[Facilitate a discussion based on the service Discussion Question handout, which can be found at <https://goo.gl/bdnhEZ>*
- *[There are two ways facilitators can use the Program Services Discussion Questions handout. If participants are all staff of the same rape crisis center:*
 - 1) *Review their agency's policies and protocol to answer the quantitative questions in the handout. (i.e. Where will the exam take place? What security measures will the facility take?)*
 - 2) *Share the answers to the quantitative questions with the group.*
 - 3) *Instruct the participants to answer the qualitative questions in pairs or small groups. (For example, how*

can this potentially affect the survivor's safety and confidentiality? How can you advocate for their safety and confidentiality given these conditions?)

4) The facilitator should then lead a discussion on the participant's responses.

If participants are staff of more than one rape crisis center:

1) Instruct the participants to divide into groups by organization to answer each service section.

2) Facilitate a group discussion on the participant's responses.]

- *Gauge the expertise and experience level of the group and lead a discussion either about services participants aspire to provide or challenges and possible solutions related to services participants are currently providing].*

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Exam Accompaniment Tips

- Share your role and purpose
- Learn exam protocol including: notification, transportation, response time, and confidentiality limitations
- Prepare the survivor to return to the facility
- Have a follow up plan

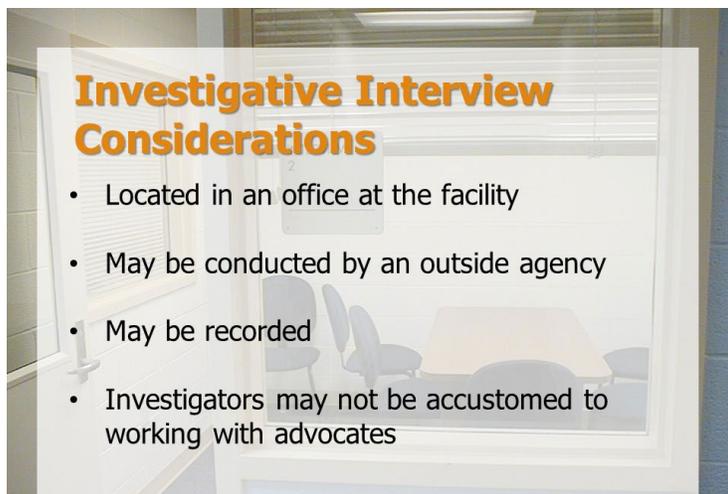
Photo by: California Department of Corrections

- Just as you would in the community, inform the survivor and the staff of who you are and your role.
- Make sure that you know the protocol for forensic exams before you arrive at the hospital. *[Facilitators, check with your agency leadership about the protocol for forensic exams with incarcerated survivors in your area and share the relevant information with participants in place of the general tips below, if possible. As mentioned before, if participants are already providing services, use the discussion points to identify challenges and possible solutions related to services they are already providing.]*
 - How all parties will be informed of the need for a forensic exam and accompaniment — who will contact whom, and how the advocate can follow up in case of a delay or other problem getting to the exam site.
 - For the transportation to off-site exams, find out who will be transporting the survivor. These parties may be the ones who will monitor the exam.
 - Be aware of the expected response time. Find out how long it takes you and the transportation staff to arrive at the exam site.
 - For confidentiality, find out the setup of the exam site and brainstorm potential ways to create more privacy for the survivor. Consider if corrections officers will be in the exam room and if you will have a moment alone with the survivor before or after the exam.
- Prepare the survivor to return to the facility by asking about their concerns and helping them to make a plan. Consider

coping skills they can use inside a detention facility and be realistic about safety planning. It is possible that such safety planning will look more like planning with someone who lives with their abuser, like cases of domestic violence in the community. Going back to the scene can be terrifying and carries with it an elevated risk of retaliation.

- *[Instruct participants to brainstorm safety planning ideas for return to the facility. Consider including the following tips:*
 - *List safe people, both to be around and to ask for help*
 - *Identify staff members who can be called upon to help*
 - *Identify places within the facility that are safer (places like the library or a day room, for example)*
 - *Identify red flags that would make you consider reporting the behavior to staff*
 - *Make a list of telephone numbers that can be called for help/to report*
 - *Consider options, such as making a medical complaint, to get out of the cell in a dangerous situation]*
- Share your organization’s contact information and let them know that you or someone from your organization will be following up with them.
- *[If you are reviewing Pedro’s Story by section along with the Program Services Discussion Questions, see section entitled Forensic Exam.]*

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- Similarly, an incarcerated survivor has the right to have an advocate at an investigative interview. For those of you already providing legal advocacy, you can easily adapt this experience to working with incarcerated survivors.
- When it comes to investigations of sexual abuse in detention, there are typically two parallel investigations: the administrative and criminal investigations. Administrative investigations are conducted by the facility, and usually by an internal investigator, supervisor, or sometimes the PREA Compliance Manager. Criminal investigations can be conducted by facility personnel if they are sworn police officers, members of a specialized investigations unit within the agency, and/or an outside agency like the local police, state police, or county sheriff.
- Criminal and administrative interviews may be recorded.
- While some corrections institution staff have experience with advocates at hospital accompaniments, few have in-house investigators who are accustomed to working with advocates from outside organizations.

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- It is important that advocates communicate their role during the forensic exam and related interviews in a respectful but firm way to any corrections or law enforcement staff who are present, just as you might need to when working with law enforcement in the community.
- Advocates should ask the facility to explain the investigation process and protocol, including: parties involved, the timeline, safeguards for the survivor upon return to the facility, the notification process about the outcome of the investigation, and the limits of confidentiality.
 - Parties involved: find out who does the investigations, who monitors the survivors and any witnesses for retaliation, what kind of relationship the facility has with local law enforcement and prosecutors, how the administrative and criminal investigations will be coordinated; use the relationships you already have with law enforcement to build and strengthen your relationship with the corrections investigators and to provide support and information to the corrections investigators to help them conduct more effective investigations.
 - The timeline: ask about their process, what the steps in the investigation are and when there will be more interviews, ask how and with whom to follow up, so you can advocate for the survivor if there are any delays.
 - The notification process: find out how and what they will be sharing with the survivor about the outcome of the case. Find out how and when the prosecutor's office will communicate with the survivor and offer to provide support to the survivor during such interviews or communications.
 - Limits to confidentiality: find out how the facility protects a survivors' privacy and who will find out about details of the investigation. If the interview is being recorded, find out if you will have a moment alone with the survivor before or after the interview, without being recorded.
 - Follow up services: work with the facility and survivors to develop a plan to follow up with the survivor either through letter, phone, or in-person.
- *[If you are reviewing Pedro's Story section by section along with the Program Services Discussion Questions, see both sections entitled Investigative Interview.]*

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In-Person Services

In-Person Services include:

- Individual follow-up after a forensic exam
- Walk-in crisis counseling
- Support groups
- Psychoeducational classes



- There are several different kinds of in-person services that your agency can provide, including: individual follow-up after the forensic exam or investigative interview; walk-in crisis counseling; support groups; and psychoeducational classes.
- *[Facilitators, note that rape crisis programs schedule in-person services in a variety of ways. Some rape crisis programs go in only for scheduled meetings, while others go into the facility at a set time each week, and others may go in only to see a specific survivor for follow-up. Check with your agency to learn how in-person services will be provided and review the plan with participants.]*

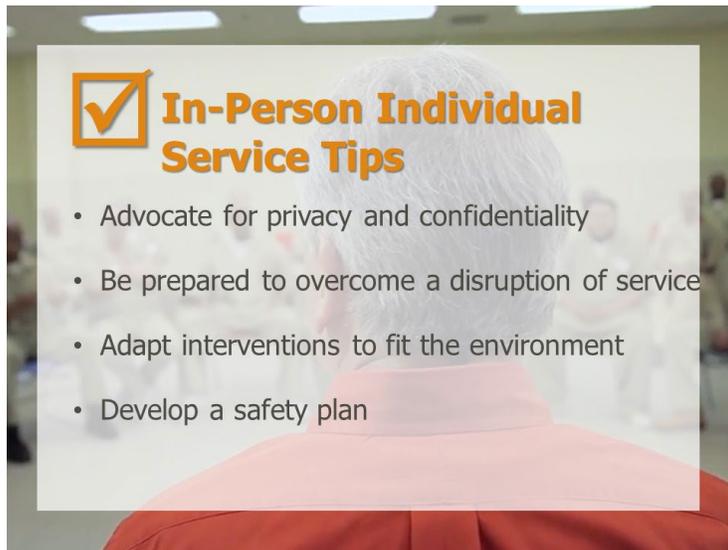
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In-Person Individual Service Considerations

- Located in: an office at the facility, an attorney room, an exam room, the chapel, the general visiting area, a day room, outside a person's cell, or therapeutic module
- A corrections officer may be in the room or nearby

- Individual, in-person services might be held in a medical or mental health provider's office, an investigator's office, an attorney room, in the chapel, in a classroom, in the general visitation area, in the corner of a day room, or a recreation yard, or outside of a person's cell or holding cell.
- Be aware that a staff member may monitor the meeting in-person or through video. In some cases, the facility might propose that meetings with rape crisis counselors be held with a prison staff member in the room or in a public space. Your organization should negotiate for the most private space to ensure confidentiality, but if that is not available for whatever reason: be clear with the survivor that it is their choice whether or not to continue; inform the survivor that this is not the optimal set-up, and that you will work to find a more private meeting space; work out with the survivor what they feel safe discussing in a less-than-private space; offer to reschedule if the survivor does not want to continue; offer to follow up in writing or by phone, if those can be more private options.

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- *[Facilitators, note that your organization should have worked with the facility to determine where in-person sessions will be held, advocating for the most confidential and private meeting conditions possible. Share the plan with participants.]*
- Advocates should work to maintain a survivor’s privacy and respect confidentiality as much as is possible when meeting with clients in a detention facility. Think about what you will do if your planned meeting space is not available for some reason. If you are provided less than ideal conditions, what will you do?
 - *[Facilitator, pose the following questions and ask participants to discuss and share the answers]* Considering the needs of the survivor for support and consistency, the need to protect confidentiality and privacy, and your working relationship with the facility, how can you handle a situation where you are not given an adequate meeting space? What accommodations can you make? At what point would you decide that the meeting cannot be held? What conversation would you have with the survivor? What conversation would you have with the facility staff? What would be your follow up?
- It is important to plan for disruptions in individual sessions, or even in longer term plans to work with a survivor. Emergencies in the facility, for example, can cut a session short. Detention environments can be unpredictable, and a prisoner might be transferred to another unit or facility or released with little or no advanced warning, so it would not be out of the question for an advocate to arrive to a session and find out that the survivor is no longer there. Each session should include some work on termination, just in case it is the last one — leave time for a wrap up at the end of each session, develop a coping and safety plan, and make sure to provide contact information every time you meet.
- Help survivors to identify and build coping skills that are realistic for their environment and to identify and use available resources. Remember that some coping methods that often are suggested intrusive thoughts or panic will not be available to incarcerated survivors. Instead of suggesting calling a friend or going for a walk, suggest things that anyone can do anywhere. However, don’t assume that an incarcerated survivor can never go for a walk or call a friend — always start by asking about the things the survivor does to take care of themselves and help them to build on what already works.
 - Self-contained coping skills work well for most incarcerated survivors. What are some self-contained coping methods you might suggest to survivors in the

community?

- Consider things like breathing exercises, guided imagery, journaling, meditation, grounding techniques, exercise, and reading.
- It is common for survivors to be threatened by other inmates or staff if they consider reporting abuse, or retaliated against if they do report. Making the situation more frightening, survivors often have no choice about having ongoing contact with the perpetrator. Develop a realistic safety plan with survivors who have such fears. For advocates who have experience working with domestic violence survivors, safety planning is much the same. Work through the following steps to develop a safety plan with a survivor:
 - Explore the threat to his or her safety, listening carefully and validating concerns.
 - Assess the threat — is it from staff or another inmate, or from multiple people? Is the threat imminent? How immediate and severe does the survivor believe the danger is?
 - What actions have the survivor or others already taken to try and achieve safety? Is there any follow up that can be done to those actions to gather more information or to help the survivor be safer?
 - Are there any places or people within the institution that the survivor believes are safe? How can the survivor gain access to the safer places or people? Does the survivor see reporting the concern to someone at the facility as an option? If not, is there a particular threat that would change that? Identify an action (asking for medical or mental health care, reporting another emergency, reporting the actual threat) that the survivor might take if they believe they are at risk of imminent harm.
 - When finishing the session, remember that most survivors will have to return to their housing unit, work assignment, or school or other program with little time to regroup. Allow more time than you might in the community for a survivor to do breathing exercises, talk about something less stressful, or sit quietly for a moment before leaving the session.
 - What techniques do you use to close a session?
- *[If you are reviewing Pedro's Story section by section along with the Program Services Discussion Questions, see section entitled In-Person Counseling.]*

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In-Person Group Service Considerations

- Located in a classroom, day room, chapel, or therapeutic modules
- An officer may be present or monitoring nearby
- Attendance may be public knowledge

- Groups and classes are likely to be held in a classroom, a day room, chapel, or other meeting space. Groups in high security units might be held with each group member in a separate holding cell. If you are going to lead groups, make sure to check with your supervisor and contact at the facility to be sure that an appropriate group room is identified.
- Make sure that you understand how the group will be monitored by staff at the facility and that you are comfortable with the level of supervision and privacy. Prepare to explain to group members how the group is monitored and what is in place to protect their privacy.
- Keep in mind that information travels quickly in detention settings. Group attendance should be confidential but information often travels around a facility quickly and group members may fear reprisals from other inmates or from staff. Make sure to leave time during group sessions to talk through such concerns.
- *[If you are reviewing Pedro’s Story section by section along with the Program Services Discussion Questions, see section entitled Group Services or Group Counseling.]*

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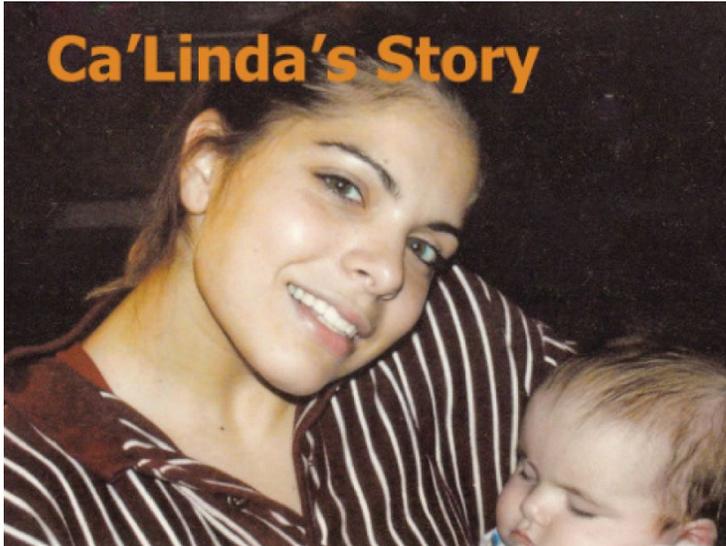
In-Person Group Service Tips

- Prioritize safety and confidentiality
- Utilize a thorough screening process
- Be prepared to overcome a disruption of service

- Prioritize safety and confidentiality. Be aware of safety concerns when advertising, organizing, and facilitating the group. You may want to give your group or class a more ambiguous title — in other words, not “The Rape Group” — so as not to unintentionally stigmatize or compromise attendees’ safety. A name could use words like “wellness,” “healing,” “safety,” or “journey” instead of anything directly related to sexual assault.
- Learn the plan for how to invite people to the group and make sure it is shared with inmates in a clear and concise way. Referrals from mental health staff, investigators, facility PREA staff can be useful.
- Just as you would in the community, use a screening and interview process to make sure that group members are ready and appropriate for your group. You may want to consult the classifications unit and mental health, because they have screening tools that may inform your decision about participants. Unlike groups in the community, you will need to make sure that no group participants who have “keep away” orders, who cannot be near each other, are in the same group. The facility has such information listed in prisoners’ files.
- As we discussed in one-on-one services, be prepared to

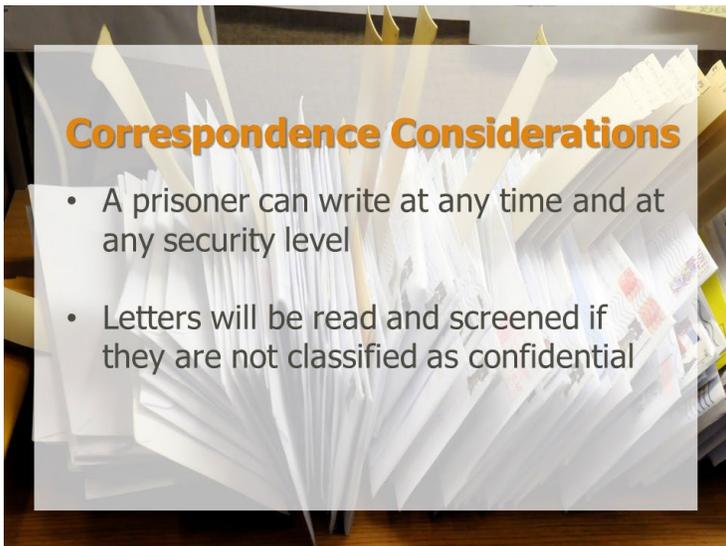
overcome a disruption of services and close each session as if it may be your last session.

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- *[Instruct participants to visit JDI's website on their smart phones: www.justdetention.org/story/calinda Alternatively, print out her story and distribute to participants. Instruct participants to read story.]*
- *[Facilitate a discussion about participants' thoughts and impressions of Ca'Linda's story. Ask participants to discuss: what the key needs Ca'Linda expresses; what the three main points they would include in a letter response to Ca'Linda; what next steps they would offer to Ca'Linda via letter.]*

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- Written correspondence is still the primary means of communication with the outside world for most people who are incarcerated, making it a critical avenue for advocacy. Written correspondence services are accessible to most prisoners, cost efficient, and can be just as effective as in-person or hotline services, particularly for survivors who would have no other way to get support. Writing letters offers a place for survivors to express and process feelings and for advocates to provide support, information about healing, validation, resources, and to emphasize survivors' rights.
- It is best practice to send mail that is classified as confidential. You can acquire confidential mail status two ways. First, your organization can arrange for your mail to be addressed to an attorney on staff or partner with a legal organization who qualifies for legal mail status. Second, you can negotiate for this level of confidentiality in your Memorandum of Understanding (MOU). Several states and counties have granted confidential mail status to rape crisis programs with which they have MOUs.
- Letters that are not classified as confidential will be read and screened, both going in and going out.

- Even if you cannot secure confidential mail status, you can still provide vital information and support. Always make sure to inform the survivors of the limits to confidentiality and then allow survivors to make the choice about whether or not they still want services.

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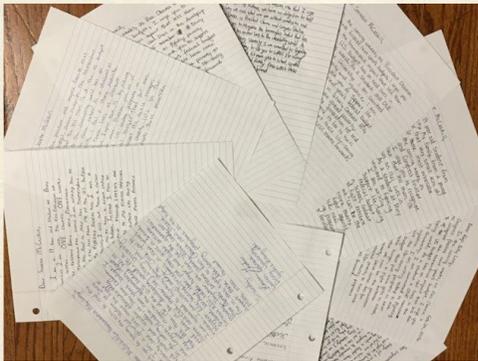


- When reviewing letters, prioritize safety needs. Read letters carefully to determine whether or not the survivor is in current danger, from themselves or someone else, and address safety first. Responding to such crises can feel stressful for advocates, because you cannot address them immediately. On the other hand, written correspondence can be an opportunity to validate feelings and trauma responses in a very thoughtful way.
- If you receive a letter in which a survivor expresses a desire to harm or kill themselves, refer back to your agency policies, professional standards, and state guidelines to determine how to proceed. Remember that incarcerated survivors have the same rights to confidentiality as survivors in the community and any decision to break confidentiality should be made carefully and with legal and ethical standards in mind. Organizations should identify the person who is best equipped to intervene in such cases — such as someone who works in the facility's medical or mental health department or the PREA Coordinator, and guidance about how to manage such concerns should be in the written agreement between the detention facility and rape crisis center.
- *[Group discussion: ask participants what they would do if they learn that a client or someone else is in danger in the facility. Consider: who they would speak to, who at the rape crisis program should know, who at the facility should know, under what conditions would they break confidentiality, what is the person is a minor. If the agency has a protocol developed already, review it.]*
- It is important for all advocates to learn the detention facility's protocol for dealing with suicidal ideations and threats to self or others — before breaking confidentiality, even with sound reasons, advocates should understand the possible consequences to the survivor.
- You can learn the mail protocol and policies by: scheduling a discussion with the PREA Coordinator and mailroom staff and you can read the facility's website and handbook to learn the mail protocol and policies. Make sure to learn the general mailing rules and find out how long it typically takes mail to be sent and received.
- Make sure that any written materials you plan to send

to prisoners are written in simple, clear, language and a respectful tone. Try to design your material at an eighth-grade reading level (or lower) and use larger fonts. Finally, develop material in languages that are common in your state. Also make sure to use gender-neutral language, include diverse images, and make it clear that you serve all survivors.

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Letter Exercise



- [Refer to the handout titled *Written Correspondence Exercise*, which can be found at <https://goo.gl/7mVtA9>.]

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Hotline Considerations

- Calls may be made from a: counselor's office, phone in semi-private area, phone in the center of dayroom or dorm, or a contraband cell phone
- Calls to the hotline may be recorded, monitored, or subject to strict time limitations

Photo by: Gary Coronado, Houston Chronicle

- Telephone systems in detention facilities tend to require prisoners to either make a collect call or to enter their account pin number to pay for the call. The expense of calls from prisoners and jails poses a challenge for prisoners seeking services.
- *If participants are from rape crisis programs that have not set up hotline programs yet, facilitate a discussion on the following points:*
- *If your organization does not accept collect calls, work to develop an agreement with the corrections agency to ensure prisoners can contact them via phone. In some cases, the facility may be able to program the hotline number as a free number; you may be able to arrange for inmates to call from an outside line, either by having staff transfer the call from an office phone, or by allowing inmates to use an office phone for the call.*
- *Once a plan to pay for the calls is in place, consider how and where prisoners can make calls. It might be possible for them*

to call from a counselor’s office or a phone in a semi-private area. Some prisons have actual phone booths with some privacy. Keep in mind, however, that survivors may also call from the center of a busy day room or dorm, a hallway, or from a contraband cell phone.

- *Remember as well that calls may be recorded, monitored, and subject to strict time limitations. Most facilities have a recording in the beginning of the call and every few minutes throughout to let you know the call is coming from a detention facility. Most facilities have designated times for phone calls. Also keep in mind that some prisoners may not have access to phones because they are in segregation. Go over all telephone rules and policies with the facility as you are setting up your program.]*

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- Familiarize yourself with the phone system, including the location of the phones, the hours inmates have access to them, the cost of a call, and the actual ability to reach your hotline.
- Your organization should negotiate for the most private and confidential phone call conditions. If you are provided less than ideal conditions, where the lines are monitored or recorded, it is critical to explain to inmates the terms of — and limits to — the confidentiality of hotline calls from a corrections facility in order to obtain informed consent for hotline services.
- Some prisoners may reach out to you for you to report the abuse to the facility. JDI strongly recommends that rape crisis centers and sexual assault programs do not act as a reporting mechanisms, in order to establish clear lines about confidentiality and mandated reporting duties. However, if your organization decides to take reports, follow your organization’s protocol closely. Even if your agency decides not to serve as a reporting mechanism, it is important to learn the reporting process, so that you can support the survivor by providing the information to do it on their own.
- Given prisoners have limited communication with outsiders, you may receive an influx of unrelated calls, especially when the line is first opened. It is important to develop skills for handling off-topic or prank calls.

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Hotline Exercise



Photo by: nbcnews.com

- [Refer to the handout *Hotline Roleplay Exercises*, which can be found at <https://goo.gl/n74JHl>.]

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Systems Advocacy Considerations

Survivors may seek help with:

- Housing, including: a transfer or a cell change
- Mental health and medical care
- Grievance or disciplinary processes

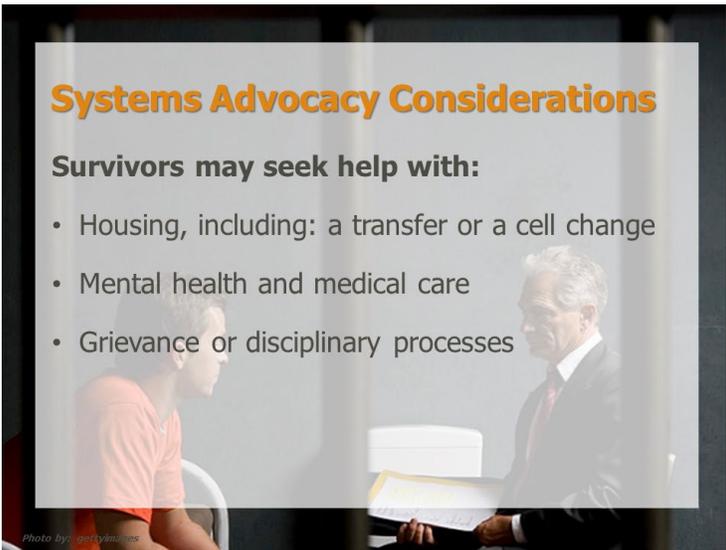


Photo by: gettyimages

- Once a survivor knows that you are willing to help, they may continue to request your assistance, both with more complex advocacy related to their sexual abuse and sometimes with things that are not related to your scope of work or expertise.
- Survivors might ask for assistance with housing, including: help with staying at their current facility if they are being transferred; transferring to another facility, unit, or cell where they feel safer; getting in or staying out of segregation or protective custody; and changing their security level status.
 - Survivors are often placed in segregation under circumstances that look and feel like punishment, even when the facility staff perceive the segregation to be for the survivor's protection. Inmate perpetrators are often placed in the same circumstances, sometimes housed near survivors in segregation units. Inmate perpetrators also often stay in the general population without punishment or are transferred to another facility with no other repercussions.
- Survivors may request help getting adequate medical or mental health care. This may include help with obtaining: testing, prophylaxis and care for sexually transmitted infections; testing and care for possible pregnancy; appointments with medical and mental health providers at the facility.
 - JDI hears in letters it receives from survivors that the medical and mental health care they receive after being

sexually abuse can be inadequate or non-existent, and that medical and mental health providers often seem to lack training in working with sexual abuse survivors, as evidenced by behavior that is victim-blaming, dismissive of common survivor concerns, or inappropriate (such as over-medicating someone who is experiencing expected trauma reactions).

- Survivors may request assistance navigating or getting a response from the facility grievance or disciplinary process. Such help may include: follow-up to make sure a grievance was received; advocating that the survivor receive a response that is effective and timely; providing support when the survivor learns the outcome or status of an appeal or investigation. Such advocacy may also include helping a survivor when they are disciplined for fighting, making a false report, or engaging in consensual sex, and the disciplinary charges rise out of that survivor having been sexually assaulted.
 - Survivors often share with JDI that their grievances have been lost, dismissed and/or denied at the lowest level of review because they are overseen by the staff perpetrator or friends of the perpetrator or indifferent or over-extended staff. Survivors also share that information is often suppressed or prevented from reaching outside bodies, for example: reporting hotlines do not work, Wardens never receive a complaint, or letters to outside agencies are lost. Others survivors describe that the reporting system is not private and exposes survivors to retaliation and further abuse by the perpetrator and their friends.
- Survivors may request help dealing with retaliation. Retaliation can be carried out by the inmate or staff perpetrator, friends or coworkers of the perpetrator, gang members, or others who see the survivor as an easier target or as a “snitch.” Some examples of retaliatory behaviors are: physical and sexual violence or harassment, unwarranted write ups or disciplinary reports, loss of a job or program, removal of privileges, unwarranted housing moves, or false reports against the survivor.
 - JDI hears from survivors, and federal research backs up, that known perpetrators, despite having several grievances against them, sometimes appear to suffer no consequences. A lack of accountability sends the message that perpetrators are free to continue to abuse or even retaliate against survivors, can abuse with impunity, and that reporting sexual abuse is a useless and dangerous exercise.

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Systems Advocacy Tips

- Familiarize yourself with the grievance system
- Strengthen your relationship with the PREA Coordinator
- Weigh immediate advocacy goals with long-term relationships with the agency
- Reach out to oversight agencies and other resources

- When working with incarcerated survivors, the levels of violence and despair you may encounter may feel daunting, and you may feel hopeless to help. It is important to accept these feelings as normal and valid, and to find ways that work for you to process them. It is also important to understand your advocacy for survivors as part of a long-term social change strategy, knowing that your efforts now may result in change later. Also, remember that survivors will see and appreciate your efforts, even if they don't always have the desired outcome.
- It is important to acknowledge the challenges and the feelings that come with working in a system where the reporting and grievance mechanisms are internal and there are few or no independent oversight bodies to hold perpetrators accountable.
 - How do you deal with the challenges that come up when you encounter lack of accountability in the community?
 - How do you cope with the feelings that come with these challenges?
- Remember, detention systems are much like the military, university, church, or other insular institutions that you have worked with and it takes time to learn the ins and outs of a whole new system.
- It is important to take your time and familiarize yourself with the corrections institution's grievance and reporting system and learn the: terms, forms, steps in the process, the expected time-line for processing grievances, the parties involved, and the if there are any oversight mechanisms (people who check to make sure policies are being followed and inmates' rights respected). Also, take note of the culture of the agency and facility and how it affects the implementation of these systems. It is one thing to know about the formal processes, it is another thing to see it in practice.
- You can learn about the procedures and how they actually work by asking the PREA Coordinator, corrections officers, staff, survivors, and other prisoners' questions about the grievance process and their experiences with it.
- Organizational charts, inmate handbooks, and any policy and protocol documents related to reports or grievances can also help you to advocate for survivors effectively. When working with large corrections agencies, you may also find useful policies and procedures on their website or online. Be aware as well that other service providers, faith organizations, legal advocacy organizations, or volunteer groups may be working

in the facility and may be able to provide useful background and tips about building relationships.

- Learn who the oversight agencies and volunteer organizations are, build relationships with them, and reach out to them when necessary. And if these do not exist, get creative as you do in your community advocacy. Use the connections you have with local politicians and law enforcement, your state coalitions and their connections with the attorney general's office and statewide and national politicians.
- And just as you do in your advocacy work in the community, remember to be strategic and weigh the immediate goals with the long-term relationships.
- Learning everything necessary to advocate for incarcerated survivors within the system can seem overwhelming. You don't have to become an expert right away. Remember that you can be an incredible help to survivors simply by providing crisis intervention and emotional support.

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- Now we'll hear some tips from different advocates in the field about doing this work.

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**Voices from the Field:
California Advocates**



An orange arrow icon pointing up and to the right is located in the bottom right corner of the slide.

- *[Cue up “Voices From the Field: California Advocates,” which can be found at <https://goo.gl/w8Hv7D>.]*
- We are going to watch a video featuring several advocates from California. Please listen to what they say about their work with incarcerated survivors, the challenges they encountered, and their 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 being proactive in their work with corrections facilities to provide services and advocacy to incarcerated survivors. If they are not raised, mention the following points:*
 - *Balancing your relationship with the corrections agency with being a good advocate*
 - *Approaching service provision as a marathon instead of a sprint*
 - *Dealing with common concerns about working with incarcerated survivors and corrections staff*
 - *Navigating a new culture and institution.]*

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What is one thing you look most forward to most in providing services to incarcerated survivors?

- *[Ask participants to identify one thing they most look forward to in providing services to incarcerated survivors. Ask each participant to answer the question, either in a round or “pop-corn” style until everyone answers.]*
- *[Summarize the main points.]*

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- *[Ask if there are any final questions.]*
- This concludes Module 5: The Basics of Providing to Incarcerated Survivors.
- *[Thank everyone for their participation. Share your own feelings about the training, highlighting the positive aspects. Let people know where they can find additional resources and that you will be available for follow-up discussion.]*