

Idaho Department of Correction Volunteer Handbook



Version 3.0

This handbook is designed to help volunteers meet the needs of the Idaho Department of Correction (IDOC) offender population and to increase understanding and teamwork for the correctional community to include staff, volunteers, and offenders. The Volunteer program, in cooperation with community-based agencies, strives to provide a continuum of services within the IDOC.

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VOLUNTEER MISSION STATEMENT

The mission of the Idaho Department of Correction (IDOC) Volunteer Services is to recruit, train and track volunteers to meet the needs of offenders and provide opportunities for mutual understanding, teamwork and growth for the entire correctional community (staff, volunteers, and offenders). Volunteer Services, in cooperation with community-based agencies and resources, strives to provide a complete continuum of services within the Department of Correction.

COMMON TERMS

Volunteer: An approved person who volunteers or donates time or services to the Board or a Department operation or facility.

Regular Volunteer: An experienced volunteer who does not require escort and constant supervision.

Level-1 Volunteer: A volunteer who requires constant staff or regular volunteer/mentor escort and observation.

Limited Service Volunteer: A person who donates time or service to the Board or IDOC on a limited basis such as annually or a single special event.

CWC Volunteer: An approved person who volunteers or donates time or services at a community work center (CWC). A CWC volunteer may be approved to escort offenders housed at a CWC to outside activities in accordance with standard operating procedure (SOP) [605.02.01.001](#), *Furlough Program*.

Mentor: A volunteer who provides offenders direct individual teaching and guidance.

Regular Mentor: An experienced mentor who does not require escort and constant supervision.

Level-1 Mentor: A mentor who requires constant staff or regular volunteer/mentor escort and observation.

Therapeutic Community (TC) Alumni: Individuals who successfully completed a TC program, excelled in TC aftercare and in the community, and will talk about the challenges they faced while on parole and their keys to success. Requires staff escort and constant staff supervision.

THE IMPORTANCE OF THE IDOC AND VOLUNTEER PARTNERSHIP

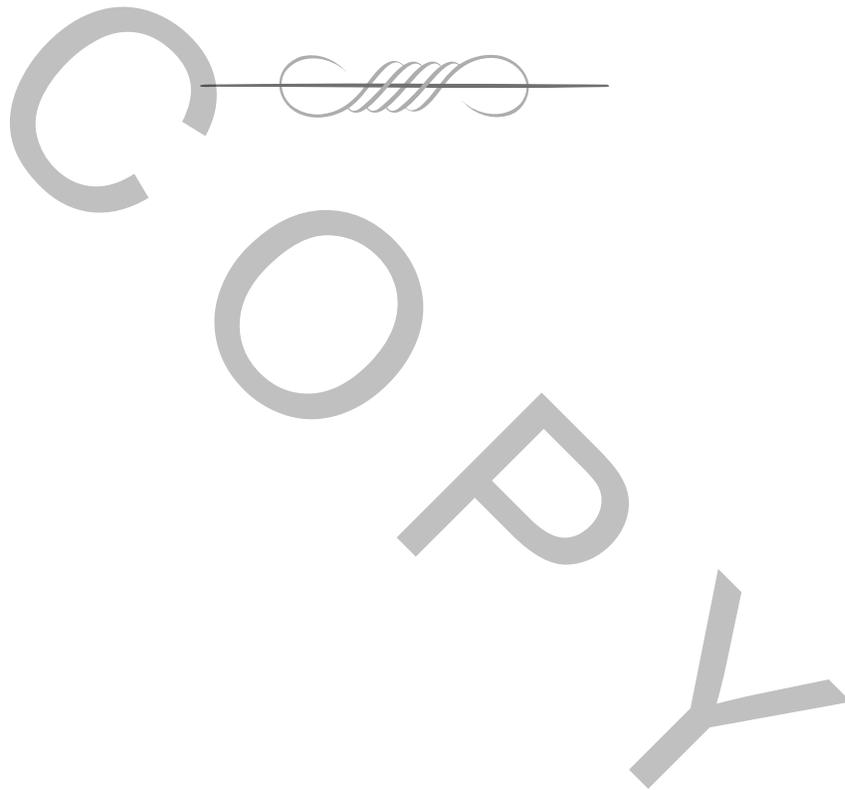
Volunteers provide important services to the IDOC and play a significant role in the criminal justice system. Because of their experience and devotion, volunteers can capture offenders'

attention and respect, providing links to community-based activities vital to offenders' rehabilitation and successful re-entry into the community.

Volunteers provide services that staff cannot offer. The IDOC cannot provide individual teaching and guidance that a mentor can provide. In addition, the success of an offender relies on a successful transition from incarceration to the community. Unfortunately, far too many offenders fail in their transition, and far too often offenders create another victim when they fail.

One of the IDOC's values is the belief that people can change, but if change came easy, our prisons would be empty. By the time an offender enters prison, the attempts of parents, teachers, juvenile corrections, treatment agencies, courts, and probation officers have failed to help the offender change.

If you believe that people can change, and you're up to the challenge, you have come to the right place.





WHAT MAKES A CRIMINAL TICK

Over the years many theories have been given for criminal behavior and how to correct it. What's your theory? Does it appear in the brief overview of theories that follows?

1. The Reformatory Model

Before the mid 1800's, prisons mostly held debtors until their debt was paid. Criminals were only held for short periods until their trial and if found guilty, criminals were punished with a fine, corporal punishment, or death. Around 1870, what is known now as the Reformatory Model was initiated into prisons across the United States. The Reformatory Model began with the assumption that crime was a moral disease and that criminals were "victims of social disorder." It was believed that a rigid schedule for waking, eating, reading the Bible and sleeping would reform criminals.

This model was modified a bit at the Elmira Reformatory in Elmira, New York where officials believed that getting criminals to stop committing crimes was a more obtainable goal than converting them to a life of religious devotion. This period included indeterminate sentencing and early release on parole.

2. The Progressive Model

The Reformatory Model lasted about 50 years until approximately 1920 when the Progressive Model took over. The Progressive Model was based on 3 assumptions:

- Criminal behavior is not the result of free will but stems from factors over which the individual has no control: biological characteristics, psychological maladjustments, sociological conditions.
- Criminals can be treated so that they can lead crime-free lives.
- Treatment must be focused on the individual and the individual's problem.

Typically this trauma was encountered at an early age and that once treated (i.e., the individual has resolved the emotional experience attached to the trauma), the individual would be rehabilitated. The prisons that engaged in this model were viewed as therapeutic. As an example, prison guards became correctional officers and penitentiaries switched to correctional institutions. During this time diagnostic units and counselors flourished and by 1930 thirty-six states and the federal government had incorporated probation into their law books.

3. The Reintegration Model

By 1965, the Reintegration Model became the next major movement in correctional institutions. This model was primarily adapted and motivated by the President's Crime Commission of 1966. The commission declared that most crime was the direct result of giving offenders middle-class expectations, but not giving these individuals the opportunity

to realize these expectations. It was believed that the only way to deal with these offenders was to stop placing emphasis on the offender, but rather to change society instead. The individuals that follow this model believe that once opportunities are created for these individuals, change would occur. This model's focus was on advocacy for the offender. The greatest development from the Reintegration Movement was the creation of community-based corrections, such as, halfway houses, work-release programs, and community residential programs.

4. The Restraint Model

After 15 years of the Reintegration Model, the political climate changed and another model emerged. The Restraint Model became the model of the 1980's. This model began with the theory that we are not sure why people commit crimes. Since we cannot determine why individuals commit crimes, we must assume that the reason why people commit crimes is because they want to. Based on this philosophy, it was determined that if people want to commit crimes the only way to cure them is to punish them proportionately. The model is not concerned with change, but rather focused on how to protect the public from these people. The only goal was to segregate and incapacitate criminals. Any focus on change was detached. The offenders could participate in some voluntary programs if they chose to, but programs were not required. While they would be supported if they participated in these programs, there was no focus on trying to change the inmates, so program success was not a concern.

There are two (2) main problems with this model:

- It resulted in a tremendous increase in prison populations.
- Eventually, the offenders would be released back into the community. Without any programs for change, a high proportion of offenders continued criminal behavior.

5. The Remediation Model

Problems with the Restraint Model resulted in yet another model in the early 1990's. The key to the Remediation Model is risk management. The Remediation Model looks at risk management in two (2) ways:

- Offenders must be placed in settings that will protect the public, but the level of custody should be based on the offender's risk level (i.e., some inmates should be put on probation, others put in halfway houses, and others incarcerated.)
- In addition to protecting the public, the Remediation Model attempts to reduce the problems that increase the risk of criminal behavior.

Two (2) problems exist with the Remediation Model. First, it is difficult to determine who will benefit the most from treatment. Second, it is difficult to determine the most appropriate treatment to reduce the risk of criminal behavior. To successfully reduce criminal behavior, correctional officials must determine what problems the offenders face and then give offenders effective programs to help them change their lives.

If we accepted the beliefs of these models, we would conclude the following:

- Stricter laws and longer prison sentences will reduce criminal behavior.
- Parents are to blame for their children's criminal behavior.
- Society is to blame for criminal behavior.

- Nothing works.

6. Theory Based on Evidence

The theories listed above are the result of the best thinking of people with pro-social values. The problem with this approach is that criminals aren't pro-social; they are antisocial.

In 1970, Stanton Samenow, Ph.D. joined the Program for the Investigation of Criminal Behavior at St. Elizabeth's Hospital in Washington, D.C. With the late Dr. Samuel Yochelson, he participated in the longest in-depth clinical treatment study of offenders that has been conducted in North America. Dr. Samenow's description in his books *Inside the Criminal Mind*¹ and the three (3) volumes of *The Criminal Personality*² that the beliefs, attitudes, and thinking of criminals are much different than law-abiding, pro-social people. Fortunately, over the past 30 years there has been extensive research that has given us evidence of not only what increases the risk of criminal behavior, but also what works to reduce it. Interestingly, before any of this research was conducted, a German named Victor Frankl formulated a principle that captures the essence of how important our thoughts are in controlling our lives.

“. . . everything can be taken from a man but one thing: the last of human freedoms—to choose one's own way.” Victor Frankl

Victor E. Frankl, a German psychiatrist, was imprisoned in the Auschwitz concentration camp during World War II. Dr. Frankl witnessed the deaths of thousands of people. His father, mother, brother, and his wife all died. Except for his sister, his entire family perished. In his book, *Man's Search for Meaning*³, Frankl explores what he observed and learned during this horrific experience and found that human beings have the power to decide their response to any given situation.

Based on research, we've learned a great deal about what works and what doesn't work.

7. Recidivism--What Works

Interventions that research has shown to be unsuccessful in reducing recidivism.

- Punishing Smarter (boot camps, drug testing, electronic monitoring, shock incarceration): **unsuccessful**
- Self Esteem type programs: **unsuccessful**
- Medical Model programs: **unsuccessful**
- Instructional programs: **unsuccessful**
- Intensive programs for low-risk offenders: **unsuccessful**
- Psycho-analysis: **unsuccessful**
- Chemotherapies: **unsuccessful**
- Client directed programs: **unsuccessful**

¹ Stanton Samenow; *Inside the Criminal Mind*; Crown-Random House; New York, New York; 1984

² Stanton Samenow, Ph.D; *The Criminal Personality, volumes I, II, & III*; Jason Aronson Publishing; Lanham, MD; New Ed edition (December 28, 1995)

³ Victor E. Frankl; *Man's Search for Meaning*; Beacon Press; Boston, MA; 1 edition (June 14, 2006)

- Incarceration: **unsuccessful**
- Confrontation-type programs: **unsuccessful**
- Social Work, Social Agency approaches: **unsuccessful**
- Physical Challenge (Outward Bound/Vision Quest): **unsuccessful**
- Group Counseling/Therapy: **Mixed, generally unsuccessful**
- Individual Counseling/Therapy: **Mixed, generally unsuccessful**
- Family Interventions: **Mixed, generally unsuccessful**

Interventions that research has shown to be successful in reducing recidivism.

- Vocational Training: **One (1) in three (3) programs are successful**
- Employment: **One (1) in three (3) programs are successful**
- Therapeutic Communities, 12-step programs and religion: **Mixed results, but mostly successful**
- Educational Training: **Two (2) in three (3) programs are successful**
- Life Skills (e.g., academic training, vocational training, life skills, coping skills, social skills, etc.): **Successful for specialized (not generic) programs**
- Behavioral Approaches: **Successful**
- Cognitive-Behavioral/Cognitive: **Successful**

8. Risk Factors that Predict Criminal Behavior

As you might suspect, the risk factors that cause or predict criminal behavior are not as simple as people once believed and differ from what many people believe today. Be prepared to let go of some of your own beliefs.

Research has found eight (8) major factors that predict criminal behavior.

- Anti-social attitudes, values and beliefs (criminal thinking)
- Association with criminals and isolation from pro-social people
- Particular temperament and behavioral characteristics
 - Psychopathy
 - Weak socialization
 - Impulsivity
 - Restless/Aggressive energy
 - Egocentrism
 - Below average verbal skills
 - A taste for risk
- Weak social and problem-solving skills
- A history of criminal or antisocial behavior

- Evident from a young age
- In a variety of settings
- Involving a number and variety of different acts
- Negative family factors, including:
 - Abuse
 - Unstructured or undisciplined environment
 - Criminality in the family
 - Substance abuse in the family
- Low levels of vocational and educational skills
- Substance abuse

Do any of the eight (8) factors surprise you?

Anti-social attitudes, values, and beliefs (criminal thinking)

Some beliefs that volunteers have can be predicted without knowing the individual. Volunteers believe that people can change. Volunteers want to make a positive difference during their lives. Volunteers want to help people. Right?

If you didn't have those beliefs, you wouldn't be reading this handbook.

While offenders are all individuals with their own attitudes, values, and beliefs, there are similarities in their thinking. Some offenders are more criminal than others to the extent that they embrace the criminal lifestyle. They see a prison sentence as a thing of honor, and they are proud of their criminal accomplishments much like you might be proud of your college degree or sports trophies.

Other offenders have antisocial thinking, but they don't realize it. They often think that you are just like them, except you didn't get caught. They see themselves as good people who are just victims of circumstance. Yet, their thinking is very different and when they start to see how different their thinking is, they often become motivated to change. For offenders that fit this latter category, consider for a moment that when they committed crimes, they were doing their best thinking. Their decisions made perfect sense to them at the time, and in their minds, we're the ones that are messed up.

Association with criminals and isolation from pro-social people

Birds of a feather flock together. Johnny is getting in trouble at school. His parents say, "Johnny's not a bad boy, it's those boys he's hanging out with." Johnny's parents fail to recognize two (2) things: First, the other parents are saying the same thing, except it's not their children, it's Johnny that's the problem. Second, Johnny is choosing to hang out with that group. Why? Because Johnny and his friends support each other's thinking.

In addition, Johnny is not associating with kids who don't support his thinking. This disassociation from pro-social peers is equally important. The importance of volunteers in helping Johnny associate with pro-social peers cannot be overemphasized.

Particular temperament and behavioral characteristics

Temperament can be difficult to change and you probably know people with the temperaments listed above that are not criminals. Although our personalities usually

don't change, we can learn to manage them. For example risk taking is a temperament seen in pro-social and antisocial people, but pro-social people manage that taste for risk with activities such as rock climbing, kayaking, motorcycle riding, etc. Offenders can learn to do the same.

Weak social and problem-solving skills

Offenders are often loners and feel out of place in social situations, especially with pro-social people. Some replace their discomfort with a feeling of power and control. If they can intimidate or manipulate other people, then they are in charge and being in control feels good. Other offenders will just avoid "normal" people and just hang out with antisocial peers.

Every day you solve problems so automatically that you hardly recognize them as problems, yet these problems are insurmountable obstacles for many offenders. An offender can create an amazingly complex criminal scheme, yet be unable to solve the simplest of problems. Faced with a problem, the offender either avoids it or solves it with criminal behavior.

A history of criminal or antisocial behavior

This risk factor is obvious, a no-brainer. The best predictor of future behavior is past behavior. The more criminal history the offender has, the more ingrained the thinking and behavior. It doesn't mean he can't change, but he has an inherently higher risk of criminal behavior and requires more intensive treatment or programming.

Negative family factors

Negative family factors are a significant risk. If a child's parents (role models) are criminals, substance abusers, etc. there is a high risk of that child mimicking his parents' behavior. Some offenders have never experienced a pro-social role model. They don't even know what it looks like. The implications of your importance as a good role model should be resonating!

Low levels of vocational and educational skills

Most of you probably knew this would be on a list of risk factors. You may have noticed on the list of "What works with offenders" some things had mixed results. Here's why. If you put an offender who needs education in an educational program, you reduce his risk. But if his problem is criminal thinking an educational program will create a smarter criminal. The offender's criminal thinking must be addressed first for other needs to be met successfully. The key is to assess the offender's needs. For educational and vocational needs, the IDOC has an accredited high school and vocational programs.

Substance Abuse

Everyone guessed right on this one, but you probably didn't list it last.

You may have heard that 80% to 90% of the prison population has a substance abuse problem. Why isn't it #1?

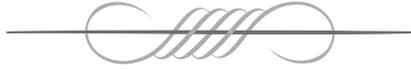
First, all eight (8) of these areas are actually very close in the degree in which they affect criminal behavior.

Second, it's still important to recognize that not all substance abusers are the same. You may know an alcoholic who isn't a criminal. One study indicated that roughly 50% of offenders said their criminal behavior started before their substance abuse, 25% said

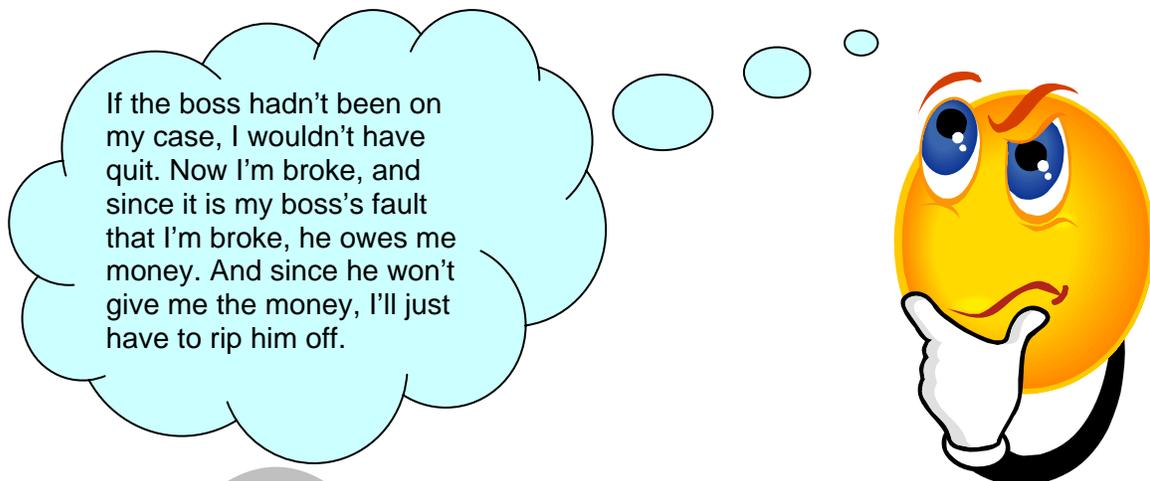
their criminal behavior and substance abuse started about the same time, and 25% said their substance abuse started before their criminal behavior.

Substance abuse and criminal thinking fit together well and the relationship of the two (2) is predictable.

Let's talk about criminal thinking.



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WHAT WAS HE THINKING?

You read about a senseless crime and wonder: "What was he thinking?" Good question. Offenders' "best thinking" leads them to prison. Offenders can be charming and well-mannered, but their beliefs, attitudes, and thinking patterns are far different from pro-social people. When we apply pro-social logic to offenders' situations, the results usually are not what we envisioned. Here is an example:

A correctional employee was supervising offenders working in the institutional laundry. One offender did a good job and was conscientious about his work. The employee complimented the offender on his work and added this advice: "If you work hard and get some education, when you get out of prison you could have a job like mine." The offender looked puzzled and then finally said, "Why would anyone want a lousy job like yours?"

For the purpose of this discussion, we will use the term "criminal thinking" to describe thinking associated with criminal behavior. Before we begin, it is important to understand offenders are individuals. One size does not fit all.

Criminal thinking is seldom a simple matter of imagining crimes or plotting assaults. Criminal thinking is how an offender views the world; his thinking is reinforced whether he's caught or gets away with a crime.

Criminal thinking is based on a strong desire to look good, feel good, and be right. We all want to look good, feel good, be right, but most people learn that it isn't always possible. For example, if you answer a question in a group, you might be wrong. You won't look good, feel good, or be right, but you've learned that making mistakes is part of learning and that the benefits outweigh the risk.

Some mornings you don't feel like getting out of bed, but you've learned to get up anyway.

We all make mistakes, but we've learned to cope and realize that the benefits of learning are worth the momentary discomfort.

But criminal thinking has no tolerance for looking bad, feeling bad, or being wrong. When things don't go their way, criminals see themselves as victims: of society, of circumstances, of other people. When an offender feels like a victim, he may experience a depressed feeling like he is nothing, a zero. He will quickly replace that feeling with anger, which gives him a feeling of power, and a license to strike back. Striking back makes him feel good.

Here is what Jack Bush, Cognitive Self-change (CSC) trainer and author, had to say:

Offenders often think they are entitled to absolute freedom in the way they conduct their lives. Offenders may picture themselves isolated in a world of their own where they are in absolute control and have the right to do as they please. From this point of view, any restriction of their freedom is resented as unjust intrusion. When the real world fails to comply with their expectations and demands, they take a stance of righteous defiance.

Relationships with other people are dominated by a struggle for power. Cooperation is seldom more than a passing convenience. Win/lose ("us vs. them") is the dominant form of personal relationships. Righteous anger, retribution, and license to do as they please, without regard to rules and consequences, become dominant themes of living. It all holds together in a kind of self-supporting logic.

This network of attitudes, beliefs, and thinking patterns on the part of offenders sets up an adversarial relation to the world around them. In the offender's mind, winning is defined as forcing someone else to lose. The gratification that comes with this kind of winning is, for some offenders, the only satisfaction they ever learned.

Antisocial winning has multiple forms. It may consist of direct physical assault. It may involve controlling people through fear and intimidation. Some armed robbers, for instance, take gratification in making their victims fear for their lives. They enjoy the thrill and excitement of stealing, lying, conning, or in some other way, breaking the rules and getting away with it.

When offenders win their struggle with the world, they may feel a towering sense of elation. They're on top of the world. When they lose (i.e., when they are caught and held accountable) they feel terrible, but usually not for long. It is important to understand that when offenders feel bad it is usually because they were caught, not because they did something wrong. When an offender feels bad, he will usually decide that he has been victimized and that takes the sting out of failure and once he becomes a victim, righteous anger displaces the feelings of loss and failure. Now he can strike back. If he wins, he'll be on top of the world. If he loses, he'll go through the cycle again until he wins. Eventually, he will win. Criminal logic is a vicious cycle. Whether they win or lose, the underlying cognitive structure is reinforced.

Here's an example of win/lose criminal thinking:

An offender feels embarrassed and victimized when he sees his ex-girlfriend with another man. Why did she do this to me? Don't they know who I am? Who does this guy think he is? The offender looks bad and feels bad. He becomes angry, which justifies him getting even. The anger makes the offender feel powerful and in control. He punches the guy in the face.

It doesn't matter to him that someone called the police who arrested him for battery. In the offender's mind he won! A normal person might feel crushed and betrayed by his ex-girlfriend. The criminal is angry because it makes him look bad.

1. Offenders' Values

Do offenders have different values than the rest of us? Except for psychopaths, most offenders will cite family, job, health, freedom, etc. as their values. However, their behavior seems to contradict their values. That is because their thinking, beliefs, and attitudes drive their behavior and their thinking is a problem.

So what can be done?

Research has consistently shown that the risk of criminal behavior is reduced through the use of cognitive-behavioral programs. Big words with a simple meaning: programs that help offenders change their beliefs, thinking, and attitudes, and learn pro-social behaviors, or good habits, until the new habits become their life style.

Let's consider Joe:

Joe doesn't work. He stays up late partying with friends. He steals and sells drugs for money. He stays in bed until mid afternoon. The idea of living a "normal" life has no appeal to Joe. Why would anyone get up at 6 AM and work all day for 10 bucks an hour? Joe thinks that's crazy. If we think Joe will work such a job, we're crazy.

If Joe had a job, the first time the boss warned him about being late, taking a long break, or making a mistake, Joe would tell the boss to shove it and quit. Joe might return after everyone's gone home to steal something and get even. After all, Joe is the victim in this situation, at least that's how Joe would see it.

To change his behavior, Joe must change his thinking. That's the cognitive part. But if Joe doesn't change his behavior and continues to steal, sell drugs, use drugs, and hang out with criminals, his thinking can't change. He needs to work on some new habits too, and it'll take some arm-twisting to make that happen. That's the behavioral part.

2. How Can a Volunteer Make a Difference in an Offender's Life?

Lectures and good advice have little impact on criminal thinking. Integrity is your most important tool. Being a good role model is vital. Many offenders have never witnessed a good role model.

However, volunteers can pose a risk to prison security.

Well-intentioned volunteers are targets for criminal manipulation. Here's an example:

A retired couple, religious volunteers, befriended a young inmate. He was polite, friendly, and open. One day he told the couple that his life was in danger. He had given his life to God, and would never use drugs again, but gang members in the prison had threatened to kill him if he didn't get marijuana into the prison.

The couple was distraught. What could they do? They could not let this young man get killed, so they started bringing marijuana into the prison.

Ultimately they were caught. The offender had not been threatened; he was selling the drugs. The couple committed a felony, breached prison security, and created a situation could have caused a serious injury or death. And they destroyed any chance of helping that offender or anyone else.

Had they taken a stand, done the right thing, and immediately gone to the prison authorities, the offender would have cursed them, may have threatened them, but he also would have remembered them. Deep inside, he would have known that these people were different. They had deep convictions and integrity. Some day, when the offender got serious about changing, he would realize that these people really cared about him. Even if they never saw the offender again, had they used their integrity, they may have changed his life.

An old parable teaches that if you give a man a fish you feed him for a day. If you teach a man to fish, you feed him for a life time. That parable should be recalled when working with offenders. Teach them. Show them. But let them do the work.

3. Gateway to a New Life

Just like us, offenders would rather be with people who share common values, experiences, and interests. When an offender gets out of prison, which will be easier: Going back to the people, places, and things that are known and comfortable, or starting a new life with strangers who seem totally different?

Here is an experience related by an IDOC staff member:

At church one Sunday, I saw a man I supervised on probation. He sat on the back row. I wanted to welcome him to church after the service. When the service ended, he made a beeline for the door. I caught up with him, but when I shook his hand, he was obviously nervous.

He said, "I didn't know you went to church here. I just got out of prison. I started attending services in there, and wanted to get into a church as soon as I got out. I live near by, but I didn't know you went to church here."

I stopped him and said, "I'll make you a deal. I won't hold it against you that you were once on my caseload, if you won't hold it against me that I was once your probation officer." He relaxed a little and then said, "I'm sorry. I just don't fit in here. These are nice people and families. I'm not like them." Fortunately, I knew something he didn't. I said, "You know the young Hispanic man that spoke this morning? He wears that suit for a reason. It covers up the gang tattoos on his arms. I want to introduce you. You might find that you fit in here better than you think."

We know that transition from prison to the community is important. The IDOC works to help offenders make that transition, but the IDOC can only focus on the tangible elements of transition: home, job, food, treatment, etc. But as this story illustrates, while having a roof over one's head is important, it's the mental, emotional, and spiritual transition to a new environment that's critical for long-term success.

Volunteers and mentors can help with that transition.



THE SUCCESSFUL VOLUNTEER

It is easy to tell you all the things you should not do. You will run very little risk of being conned or compromised if you remain a distant, aloof, and impersonal figure, but your ability to help offenders will be non-existent. However, if you become close personal friends with an offender, you will likely be used and do more harm than good.

Before we go forward, this begs for clarification. Eventually, you may become close personal friends with a former offender. Like any friendship, it should evolve over time, but it should not occur until the offender is really a former offender, when the old behaviors and thinking are far removed from the person you now call your friend. When an offender is in the change process, he really needs your support as a mentor and guide more than he needs your friendship.

As a volunteer you assume a role. We will use comparisons to other familiar roles and examples to help explain.

1. Caring

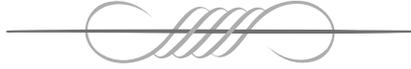
To make a difference the offender needs to know that you care. But this is not the same type of care that you have for your family and friends. This is more like the caring a doctor has for a patient, a teacher has for a student, or a pastor has for parishioners. When you go to a doctor, you hope that he cares about your well being, and will do his very best to diagnose your condition and provide you with proper treatment; however, after the exam, you don't expect the doctor to invite you to dinner and you don't invite the doctor for a cup of coffee. Think of a teacher or coach that made a difference in your life. I'll bet you sensed that the person cared about you, yet you may have never seen that person's home, or even known much about their personal life. Good pastors care about the people who attend their churches, and they may have close relationships with many people in their congregations; yet, they still have boundaries in their relationships with parishioners that are different than the relationships they have with their families. And all of the people in these roles will tell you in a heart beat that you are messing up. That's their job and the mission. They can't help you by lying to you or joining you in the gutter.

2. Coaching

Coaches care. They encourage what's right. But they also challenge, push, and most certainly point out what is wrong. Great coaches have an amazing ability to balance correction and praise. They certainly are not shy about exposing our weak areas. They can be relentless, but we always seem to know that their scrutiny is meant to make us better.

3. Mentoring

Caring, coaching, and teaching. That's what mentors do. In many cases, volunteers and mentors will begin relationships with offenders in prison and continue those relationships after the offender's release. That is a vital spiritual and emotional link that helps offenders successfully transition to the community.



COPY



BOUNDARIES

Before anything else can be accomplished, the IDOC must maintain security in prisons. Fortunately, by working together, security can be maintained while volunteers and mentors establish meaningful relationships with offenders. Since offenders think differently than pro-social people, they might misunderstand your motives or they might try to manipulate you because it is an everyday part of their lives. One of the best ways to learn about appropriate boundaries is to talk about typical situations and how to handle them.

1. Do's and Don'ts

Example

An offender attended your bible study for a year and was then released. He has attended your church faithfully for the past two months since his release. He knows that you make a good living and are a generous supporter of the church. One day he is depressed. He got fired from his job because he was late. He was late because his car quit. Now he doesn't have a job or a car and he has no money because he'd only had one paycheck since his release and that went for rent and food. He says there's no food in the house and no money for rent and asks if you can help him with a car and some money. What would you do?

Don't give money, cars, etc.

If your answer is to give him a car and money, you are headed for trouble.

Do help the offender help himself.

- Could you drive him to find a job? He should look for a job close to his home so he can manage without a car. Maybe the church can help him get a used bicycle.
- Does your church have a fund to help people get back on their feet or a food bank?
- Help the offender access community resources.
- Contact the offender's parole officer.

If the offender graciously accepts your offer to help him find work and thinks a bicycle would really help, it's a good sign that the offender's thinking is changing for the better. If the offender is upset you won't just buy him a car and pay a couple of months rent, the offender's thinking remains more criminal than pro-social. We would hope that the offender is in a program or has a mentor or probation officer that can address his criminal thinking. This is where a 12-step or cognitive aftercare program can benefit.

Example

An offender asks you to give a letter to his wife. He says the phone calls are expensive and his wife can't afford to accept them. He says he doesn't have money for envelopes and postage. His daughter's birthday is this week and she won't understand why he doesn't call or send her a card. He tells you the envelope contains a handmade birthday card and a letter to his wife.

Don't deliver messages for offenders.

If you deliver this letter, you are headed for trouble.

Offenders have opportunities to communicate with friends and family without your help. Telephones are available for offenders; however, a fee is required for placing a call. Offenders can also purchase envelopes with postage from the commissary. Indigent offenders get one (1) free envelope with postage each week.

For security purposes, telephone calls and mail are monitored. If an offender asks you to pass a message for him, he is attempting to bypass security, which means he is probably doing something wrong, maybe illegal. Even if he shows you the letter and the card and it all looks legit, he could have written a coded message or just be testing to see if you are willing to violate the rules.

Common courtesies are appropriate. Examples: "I saw your wife and daughter at church on Sunday." Avoid details. Let the offender and his family work on the details. It's not uncommon that neither the offender nor his family really knows how to communicate with each other. There is no better time than the present for them to start working on that.

Do let offenders know that you have integrity.

If an offender asks you to pass a message, notify security staff immediately.

Example

An offender wishes his wife and kids were attending church. What would you do?

Don't provide special or personal service for an offender.

If your response is to make a personal trip to invite the offender's wife to church, you are headed for trouble.

Do offer services to offenders' families in the community.

The offender will have an easier time transitioning to a community church if his family is attending that church before his release. Providing recovery programs and support for families of recovering substance abusers is a good thing. If your church has such a program, tell the offender his family is welcome to attend. If your church has a person whose role is to help visitors feel welcome, give the offender that person's name as a contact for the family. If your church has an outreach team, ask the offender if it would be okay for the team to make contact with the family. Treat them as any other guest or new member of your congregation. Provide the same support as you would for anyone else at your church, no more, no less.

Example

Your telephone rings late Friday night. The caller ID indicates an inmate is calling. You answer and a recording says, "This call originated from an IDOC Facility. You have a collect call from (there's a pause and then you hear an offender say his name). The

recording then gives you instructions regarding how to accept the call. You recognize the offender from your study group and you know that he was worried about his mother's health. Do you take the call?

Don't accept a telephone call from an offender in custody.

As hard as this may seem, if you take this call you are headed for trouble.

Do be concerned and follow up with IDOC staff

IDOC staff frequently deal with offenders in crisis. Call your facility volunteer services coordinator and tell him about the call. If for some reason you are really concerned for the offender's well-being, call the facility and talk to the shift commander. IDOC staff can determine the extent of the crisis and take appropriate steps. If the offender did not have a crisis, he may have been testing to see if you would violate the rule. The guidance for mentors is a little different. If you are a mentor, see [page 23](#).

Example

An offender gives you a nice sketch he has drawn especially for you. He says you have done so much to help him and this is the only way he can thank you. You accept his gift. Things are really going well and you feel positive about the offender's progress. The offender's wife is now attending church. She introduces herself and her children and tells you that the offender often talks about how much you've turned his life around. She asks you to say "Hi" for her next time you see him, which you do. A couple of weeks later the offender asks if you can give a sketch he's drawn to his daughter on Sunday. It's a beautiful sketch of his daughter with the words "I love you" written in the clouds above her head. You agree to do this and the daughter is delighted. When you next see the offender he asks you to deliver a sealed envelope to his wife. He asks you to promise not to read it because it is a private confession of his past mistakes. When you say you're uncomfortable delivering a sealed envelope, he gets angry and says something about your daughter being the same age as his. Now you're concerned that the offender has set you up. What should you do?

Don't be afraid to admit a mistake or ask staff for help.

If you deliver this letter, you are headed for trouble.

The volunteer has made several mistakes, beginning with the first gift. Now the volunteer is in a dangerous situation because the offender feels he has an advantage and hopes the volunteer is too embarrassed or frightened to tell staff what's going on. If the volunteer continues down this path, he could be in big trouble.

Do admit your mistakes.

Right now the volunteer should end the conversation and go straight to a staff member, admit the mistake, and ask for help.

Do learn how to say no politely and positively.

Before we leave this example, let's discuss how the volunteer should have handled the situation. If the offender offers the sketch, we don't know if it's the beginning of a con game or a sincere gesture of appreciation. You don't have to be condemning or harsh with a response such as "You know that's against the rules. I'm going to report you to security."

Say no with tact. "That is a beautiful drawing. I appreciate your gesture, but I can't accept your gift. First, it's against the rules that I agreed to follow as a volunteer and

second, I can't accept credit for the good things that are happening in your life." Use your own words in terms appropriate for your faith, but whether the offender is scamming you or thanking you, this type of response works.

Example

You receive a letter and upon opening it you see it's from an inmate that attends your service. He writes: My life has changed now that I have dedicated myself to God. But I have no one to talk to. My family are non-believers and they laugh when I talk to them about my faith. My cellmate says I'm crazy. I feel so alone; at times it's hard to cope. I'm new to this and I don't understand many things. I hope you will write to me and help me with my faith.

Don't correspond with offenders.

If you begin corresponding with this offender, you are headed for trouble.

Do address the offender's request.

Is this offender sincere or scamming you? The truth is that only the offender knows. What should you do?

Discuss the letter with the facility volunteer services coordinator either at the facility or over the telephone. Tell the staff member about the offender's statement: "at times it is hard to cope." A staff member will talk to the offender to see if he's thinking about hurting himself. If you meet with the staff member, bring the letter for review. Discuss options that might be available to the offender such as a mentorship program. If possible you and the staff member should talk to the offender. If you and the staff member cannot meet personally with the offender, you can write a response and have the staff deliver it. Whether in person or in writing convey the following message:

I cannot correspond with you. As an IDOC volunteer, I agreed to follow certain rules which includes not corresponding or visiting with offenders. In addition, I strive to treat everyone equally and it would be difficult if not impossible for me to correspond with everyone that attends my service.

However, I am concerned about your welfare and progress in your faith, and I have suggestions that you could pursue. If there is a mentorship program available, you could request to have a mentor. If no mentorship program is available, you could request a pen pal through an organization such as Prison Fellowship. There might be a study group you could attend for education and support.

Note: Further information and contact information for Prison Fellowship can be accessed at <http://www.pfm.org>.





THE DIFFERENCE BETWEEN MENTORS AND REGULAR VOLUNTEERS

The difference between mentors and regular volunteers is the type of activity or service they provide. Sometimes it is difficult to determine which title best fits. The facility volunteer services coordinator will determine if your role makes you a mentor or a regular volunteer.

A regular volunteer provides a service directly to a group of offenders. Even though individuals may display similar characteristics of a mentor, the role is that of regular volunteer.

The following are examples of regular volunteer activities:

- Conducting a religious service or activity
- Leading a choir
- Leading a bible study
- Leading a faith-based 12-step recovery group

1. Mentors

Unlike regular volunteers who provide services to groups of offenders, mentors focus on individual offenders. In higher custody levels mentors can help offenders work on changing criminal thinking and modifying their behavior. Because of their behavior, some offenders can't access programs and other support that's available at lower custody levels. A mentor can help "coach" an offender so the offender can move through the system and get the programming and education he needs to be successful in the community. In addition, mentors often help offenders transition into the community.

The guidelines on some things are a little different for mentors, and since mentors work closely with the offender, expectations can be clearly explained.

A good coach doesn't allow a player to continue a bad habit or make the same mistake over and over. In football, a running back who doesn't protect the ball, fumbles. If he fumbles in practice, the coach may immediately make him take a lap or do push ups. It feels like a punishment; it is a negative consequence (although it has positive benefits) for a behavior the coach is trying to correct. Although the player may be angry at the time, he knows that the coach's motive is to help. Tough coaches are often the most loved by their players.

If an offender violates parole, a good mentor will immediately call the offender's parole officer, not in anger, but because the mentor cares about the offender. If the offender goes back to prison, it's not a failure, but the offender just has more to learn and it's going to take the controlled environment of a prison for the learning to occur. The mentor may continue as

a mentor and the offender can say, "Thanks for helping when I got out of control". A relationship like that indicates that change is taking place.

2. Special Circumstances for Mentors

Mail Correspondence

In normal situations mentors and offenders do not correspond through the mail. Since the mentor will usually see the offender frequently, correspondence is unnecessary. However, there could be occasions when the IDOC would approve limited correspondence. For example an offender in administrative segregation who is approved to have a mentor may have to communicate with the mentor through correspondence. Or an offender housed in Boise who is going to parole to Idaho Falls may have to communicate with a mentor in Idaho Falls through correspondence prior to release.

The facility volunteer services coordinator must approve correspondence and may set limits on the number and length of letters allowed. The correspondence is not confidential and will be monitored. Any inappropriate communication may end the correspondence privilege.

Telephone Calls

Generally telephone calls between offender and mentor are inappropriate and unnecessary. However, a mentor may give an offender permission to call because of a personal crisis. For example, a mentor is working with an offender whose mother is gravely ill. The mentor may tell the offender it's okay to call if something happens to his mother. The offender's mother dies and the offender calls the mentor. This telephone call would be okay and if the mentor had any concerns about the offender's well being, the mentor must call the shift commander immediately. However, if the offender just wanted to chat, the call would be inappropriate, and quite possibly a test to see if the mentor is willing to break the rules. Inappropriate behavior should always be reported immediately.

Continuing Contact

If an offender attends the church you attend, it is unrealistic to think you won't continue to have contact with the offender. A strong relationship has developed. It's natural that the offender still wants to talk with you after service. Don't let the offender become too dependent on you; he needs to continue to grow spiritually, emotionally, and cognitively. Don't let the offender manipulate you through habit or design. Do treat the offender like other members of the congregation or group. If the group meets for coffee after the service, meet for coffee. If the group has a picnic on Sunday afternoon, go to the picnic.





PRISON CULTURE

Prisons have cultures as do other organizations. Because of the nature of prison and the concentration of criminal personalities confined there, prison culture often is an extension and reinforcement of criminal thinking.

Prisons don't all have the same culture. Custody level, gender, and prison administration affect prison culture. Cultures in any organization are complex and prisons are no different, yet we will try to focus on the most common elements here.

A commonality in prison is that offenders don't "rat out" other offenders. That concept of not telling on peers isn't limited to prisons. It is common in our society beginning in schools and playgrounds across America. In prison, it becomes serious business. Offenders seen as "rats" or "snitches" may require protection from other offenders; their lives may be in legitimate danger.

It is a code of silence. Every offender is supposed to do his own time. Does that mean that offenders never tell on other offenders? It does not. Offenders will tell correctional staff about rule violations for a variety of reasons.

Most offenders want to just do their time in the most comfortable environment possible. They want to work their job, go to school, watch TV, or just sit in their cell. They want to go to sleep without a constant fear of being assaulted or killed during the night. They know it's safer if the staff control the prison. They also know that problems can disrupt the prison routine and make their daily existence more difficult. Jobs end, units get locked down, visits stop. When offenders threaten to disrupt the status quo, an offender may tell staff what's happening. Often this can be done confidentially so the offender isn't labeled a snitch yet those creating the problem are caught.

Sometimes offenders will give information to divert staff from a larger problem. For example Joe tells staff that Fred has tobacco, which is true, but the purpose is to divert staff members' attention to Fred so that Joe can bring heroin into the facility.

An offender might tell on another offender to even a score or to gain power.

Some offenders are not antisocial. A few offenders commit serious crimes that are out of character. For example, a pro-social alcoholic kills a family while driving intoxicated and ends up in prison. Pro-social offenders in a prison sometimes try to help staff keep the place safe.

1. Volunteers' Responsibility with Prison Culture

Volunteers have two (2) primary responsibilities regarding prison culture. First, be aware of it. Second, don't become part of it.





MANIPULATION AND CON GAMES

Offenders manipulate people for contraband, to gain power, as a challenge, or just to pass the time. For some offenders, manipulating people becomes a game; for others manipulation is so integral to their personality they simply manipulate out of sheer habit. Seasoned staff can usually identify the process, but are still vulnerable.

Offenders usually play con-games to better their situation. Offenders may hope to gain one or more of the following:

- Contraband (tobacco, drugs, alcohol, weapons, money, etc.)
- Sex
- Status among peers
- Special treatment
- Assistance to escape
- Personal satisfaction from just being able to do it

Listed below are things that could happen if you are a victim of a con game:

- Loss of volunteer status
- Loss of trust
- Inability to help offenders change
- Loss or restriction of access to the facility for an entire volunteer organization
- Criminal charges
- Loss of employment
- Divorce
- Injury or even death

1. Manipulative Tactics and Tools

Many offenders are masters of manipulative tactics to include the following:

Empathy: Establishing an inappropriate personal connection with you through religion, family, interests, beliefs, jobs, sports, hobbies, ethnicity, etc.

Flattery and Non-verbal Support: "You're the best volunteer I've ever seen. Or, going the "extra mile" without being asked, becoming indispensable.

Sympathy: Feeling sorry for you or getting you to feel sorry for them. This can be used in connection with empathy. Areas of vulnerability include such things as divorce or loss of a loved one.

Helplessness: Making you believe that the offender is helpless and in danger without your help. "I have been a failure all my life" or "I am such a waste."

Sensitivity: Creating a special bond with you for example: "you are the only person who understands me."

Confidentiality: Sharing a "secret" to test your integrity. This is also a test to see if further manipulation is possible.

Isolation and Protection: Using rumors, conflicts, protection, or personal information to isolate you from staff and other volunteers. The offender might say he heard staff talking trash about you. "They're wrong about you." The offender is probably going to other staff members or volunteers saying that you are running them down. An offender may use rumors designed to separate you from peers and staff and vice versa. Well-placed rumors create doubt in everyone's mind, even those who state their disbelief.

Touching: Testing to see your reaction. Doing nothing implies permission to go further. Touching doesn't have to be sexual in nature, but is often an attempt to create a more personal bond. Examples include: giving you a pat on the back, placing a hand on your shoulder, flicking dirt from your blouse, straightening your collar, accidentally brushing up or bumping against you, accidentally touching your breast, buttocks, etc. The offender apologizes profusely, but the touching grows more frequent and prolonged.

Sexual References: Testing your limits, willpower, and integrity. Sexual references and off color jokes are always inappropriate whether they come from an offender, staff, or volunteer. Again, saying nothing implies permission to proceed further. Offenders will often use an allusion or hint to sex. Sexual advances can be with either females or males. Allusion to sex may happen at any point in the set-up process. Your response or lack of response will determine what happens next.

Coercion/Intimidation: Testing your emotional strength, willpower, and integrity. Outright threats usually don't occur, unless the offender senses that you are easily frightened. It usually starts with minor offers of protection: "I'll take the heat for your giving me that pen." And escalates to major offers of protection: "If anyone ever tries to hurt you, I'll protect you." Offenders may even stage an event: When no other staff members are present, the offender will come to your aid in a staged event. It is often in the form of blackmail, especially if the offender has already manipulated you into breaking a rule.

2. Leverage

Leverage occurs after you have made a mistake that the offender threatens to expose. The offender may tell you it is a one-time request. It is a dangerous time for you.

3. Preparing Yourself and Reducing Opportunity for Manipulation

Categorizing

Con artists recognize three (3) types of people when choosing a victim:

Soft: Characteristics include being very trusting, familiar, naive, sympathetic, understanding, helping, can't say no, or lacks the ability to take control of a situation.

Hard: Characteristics include going strictly by book, being black and white. While it might seem this characteristic would be difficult to manipulate, it is actually manipulated almost as much as soft. Usually because the hard person is seen as a challenge and because the hard characteristic is disliked and not respected.

Medium: Uses traits of both characteristics appropriately. This personality will usually be left alone. In addition, it is the characteristic that has the ability to help an offender change. It is the type of person the offender will respect.

The Three-step Process

Observation

The offender watches and listens, paying close attention to people who use inmate jargon, ignore minor rules, ignore minor rule violations, play favorites, or are easily distracted. The offender may violate a minor rule to see if you will report it. The offender may suggest a rule violation to see how you will respond. No response is seen as an indication that you are willing to go along with the violation.

The offender will watch body language. Does the person lack confidence? Does the person seem scared or can fear be instilled? Does the person avoid eye contact? Does the person dress sloppily or have poor grooming habits. Does the person like or dislike certain inmates? What hobbies or interests does the person have? What personal information is the person willing to share such as home address, marital status, etc.?

Both verbal and nonverbal responses from a potential victim are noted.

Selection

The con picks victims in two (2) ways, accidentally and intentionally. Planning is not always involved in the selection process.

Accidentally: The volunteer might make an error in judgment that can then be used against him.

Intentionally: Based on your personality, personal traits, and other information the offender has gathered about you.

Test Limits or Fishing

The offender will test you by putting out a "line and hook" such as asking you to bring in minor items of contraband. The first test will usually be something that seems harmless. The offender might tell you he wants to write a letter to his mother, but he can't afford a postage stamp. He has an envelope, but he just needs a stamp.

The offender will "bait the hook", such as making you feel obligated to do more. This could be done in several ways. He may give you more than he received. For example, you bring him a postage stamp and then one day the offender tells you not to come next week because something bad is going down and people are going to get hurt. When you come back a couple of weeks later the offender tells you that he managed to let staff

know what was happening, the bad guys got locked up and now everything is safe again. He may continue to give you information like this for “your protection.”

This process will continue with the requests getting more demanding and the bait getting more substantial. Other tactics may be used; often the bait is his safety. For example, if he doesn't get cigarettes, his cellmate is going to rape him, and then if he doesn't get drugs a gang is going to kill him. Or he may use threats. “I know where you live.” or “Your pretty little daughter goes to East Side Elementary, doesn't she? Be a shame if something happened to her.” If you've made a mistake and violated a rule the threat might be turning you in. “They'll shut down the entire volunteer program.” Or, “They'll have you arrested. You'll lose your job, and maybe your family.”

Eventually, the victim gets caught. It might surprise you to learn that the offender that set you up will be the one that gets you caught. When the offender is ready, he will set up the “catch.” The con is not complete until the offender “publishes” his con game so everyone knows what he accomplished.

4. Avoiding the Con Game

Your first lines of defense are integrity, honesty, knowledge, and communication. Never forget that you are working with offenders, but paranoia won't help you either. If you work with offenders, no matter how much experience you have, sometimes you're going to believe an offender, only to learn the offender was lying to you. How will you know if an offender is lying? You won't always. Some offenders lie because it's a habit. They do it all the time with everybody even to the point of lying when the truth would better serve them. Others will lie to avoid responsibility, and some will lie to set up a con game.

An offender comes to you after your presentation or meeting and says, “That was great. What you said really struck home with me. You're the best.”

Is the offender trying to set you up, or is he sincerely appreciative of your message? There's really no way to tell, yet. Your response is important. Here are some options. Which one do you think is best?

- “I'm really glad to hear that. I don't get that kind of support from my church. They hardly listen to a word I say.”
- “That's out of line. Say something like that again and I'll write you up.”
- “Thank you. But maybe it has more to do with your willingness to listen than my speaking ability. There are plenty of people here saying good things. You just need to have an open mind and an ear to listen.”

If you picked either the first or second response, you're in trouble. If you picked the last response, you've made a wise choice. There's no magic in the last response, and you can probably think of something better. But the points that make the last response a good response include:

- It is polite
- It is respectful
- It is humble
- It makes the offender responsible for listening
- It tells the offender that kinds words are appreciated, but flattery isn't going to work

Recognize within yourself what makes you a person of integrity and live by those values even in the face of adversity. Prioritize and understand your values carefully. Let's consider what that looks like.

Here is a list of values we can probably all endorse:

- Sanctity of human life
- Service to our community
- Loyalty to our employer or organization
- Desire to help other people
- Desire to make a difference
- Family

If a person has these values, he should make good decisions, right? Consider the couple mentioned on page 15, [subsection 2](#) that brought marijuana into a prison. They no doubt shared the values listed here. We can predict that their value of helping people and sanctity of human lives were high on their list. There is nothing wrong with that. However, it got them into serious trouble and ultimately their actions and their values were in direct conflict with each other.

Could a better decision fit into the couple's values? They should have immediately reported the young man's request for marijuana. Even if what the offender had said was true, bringing him marijuana wasn't helping. It was getting him deeper into trouble and putting him at greater risk. The prison officials could have protected him. Often they can do that and keep the information confidential so the offender is not labeled a snitch.

5. Summary

Respect the prison environment and never forget where you are working. Remember that while you are teaching and guiding offenders, you must remain vigilant regarding offenders' criminal thinking. If you follow the rules and guidelines contained in this handbook, the SOP, and the things you'll learn in training, you can be successful working with offenders.

Communicate with staff and other members of your organization. If something doesn't sound right, talk to staff. If you make a mistake, talk to staff. Mistakes corrected early can usually end in a positive outcome. Write reports when asked to and when you feel that documentation is needed.

Be firm, fair, consistent, and objective.





APPLICATION PROCESS

1. How Do I become a Volunteer?

If you are unsure about becoming a volunteer, you can request a tour before completing an application. Tours for potential volunteers will be scheduled at various times throughout the year. Many volunteers are recruited through existing volunteers and community organizations that already provide services to the IDOC. If you know someone who is an IDOC volunteer, that person can help you with the process. If you want to volunteer at a specific facility, complete a Volunteer Application and send it to that facility. Alternatively, if you don't care which facility you volunteer at, complete an application and send it to the IDOC central office at one (1) of the following applicable addresses:

Idaho Department of Correction
Division of Prisons
Attn: Division Volunteer Services Coordinator
1299 N. Orchard, Suite 110
Boise, Idaho 83706

-OR-

Idaho Department of Correction
Division of Community Corrections
Attn: Division Volunteer Services Coordinator
1299 N. Orchard, Suite 110
Boise, Idaho 83706

2. Criminal Background Check

A criminal background check is required for all applicants. A criminal record does not automatically disqualify a person from volunteer service, but it may limit the person's level of access.

Fingerprinting is required for the criminal background check.

After the criminal background check is complete, the IDOC will let you know if you've been approved. Approved applicants will then be scheduled for the next available new volunteer training.

QUALIFICATIONS

- Must be at least 18 years of age.
- Must be a US citizen or have legal authorization to be in the country.
- Cannot have any adult felony convictions or adult felony incarcerations in the past three (3) years. The facility head may grant exceptions for good cause to the three (3) year limit.
- Cannot have any outstanding warrants or pending criminal charges.
- Cannot be an IDOC employee, unless IDOC Human Resource Services approves the employee's volunteer status. Former employees (those not terminated for cause), retired employees, and contractors may serve as volunteers with the facility head's approval. The training requirements can be waived at the discretion of the facility head.
- Cannot be an approved visitor, unless the offender is a member of the volunteer's family. The facility head must approve a volunteer that also visits a family member. (**Note:** The facility head can make an exception to this criterion on an individual basis.)
- 12-step, Narcotics Anonymous (NA), Alcoholics Anonymous (AA) and other self-help group volunteers must affirm that they have continuous sobriety under nonresidential, independent living conditions for the past two (2) years. These volunteers must be actively involved in 12-step, NA, AA, or similar self-help group in the community.

Additional Mentor Qualification Criteria

- Sponsorship of an IDOC-recognized community organization.

NEW VOLUNTEER TRAINING AND FACILITY-SPECIFIC ORIENTATION

All volunteers must complete new volunteer training, which is an eight (8) hour curriculum designed to familiarize new volunteers with rules, guidelines, and expectations associated with working in a prison.

Following new volunteer training, all new volunteers must attend a facility-specific orientation to become familiar with the facility in which they will provide services. The length of facility-specific orientation will vary based on the size and custody level of the facility.

After completing the new volunteer training and facility-specific orientation, the facility volunteer services coordinator will put your name on the approved volunteer list and arrange to have an IDOC identification card created.

BEGINNING VOLUNTEER SERVICE

Your identification card will be sent to the control center of the facility or facilities in which you will be working. You must develop or confirm with the facility volunteer services coordinator the schedule you will follow for providing services. When you arrive at the facility, you will exchange your driver's license, state or military identification card for your IDOC identification card. When you leave the facility, you will exchange the IDOC identification card for your personal identification card.

ENDING YOUR SERVICES AS A VOLUNTEER

Most volunteers provide services for many years. Volunteers are encouraged to maintain a healthy balance in their personal lives to include ending their volunteer service if the demands become too great.

In addition, the IDOC reserves the right to terminate a volunteer's services. This section is a guide should a volunteer decide to exit from volunteer services.

1. Voluntary Release

Tell the facility volunteer services coordinator of your decision to end your volunteer service, and if possible, give your notice in advance to prevent the disruption of services. If any materials were issued to you, turn them into the facility volunteer services coordinator or leave them at the control center the last time you leave the facility.

2. Involuntary Termination

When termination of services is required an IDOC staff member will notify you.

RULES OF CONDUCT

All rules that apply to IDOC employees also apply to volunteers. All IDOC rules have a purpose although they may seem odd compared to rules in society. If you have any questions about a rule, talk to an IDOC staff member. Failure to follow IDOC rules and procedures may result in suspension or termination of your volunteer services.

The following rules and procedures exist to ensure safety in the facility:

1. Regarding attire and appearance:

- No provocative or revealing clothing.
- No shorts or short skirts.
- No tank tops, halter-tops, or see-through fabrics.
- No shirts or blouses with an open midriff.
- No clothing that depicts gang affiliation, racial slurs, profane, or obscene subject matter.
- Wear proper under garments.
- Shoes are mandatory.
- Avoid dressing in clothing that matches offenders' state-issued clothing.
- Demonstrate good hygiene.

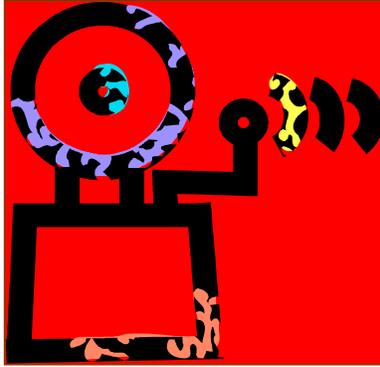
2. You and personal property in your possession including your vehicle are subject to search while on state property.

3. Items such as the following are not allowed on state property: alcoholic beverages, ammunition, drugs, explosives, firearms, tobacco products, and weapons of any type. Any item the IDOC has not authorized is contraband. (If you need to carry medication into the facility, first obtain permission to do so from the shift commander.)

4. The following items must remain locked in your vehicle: chewing gum, tools, cell phones, knives, large amounts of money (money for vending machine is okay).

5. No cameras or audio/video equipment unless approved by the warden.
6. Immediately report the loss of any personal item to an IDOC security staff.
7. You are prohibited from entering an IDOC facility while under the influence of drugs or alcohol.
8. You must wear the state-issued ID card on a lanyard around your neck or on the front shirt pocket using a clip at all times while at an IDOC facility.
9. Always sign in and out in accordance with facility procedures.
10. The appropriate staff's approval is required to leave early. If you have a personal emergency and have to leave early, notify the shift commander or designee.
11. Immediately report any violation of rules to an IDOC employee and provide a written report if requested.
12. Cooperate with IDOC staff and truthfully answer any questions regarding your duties.
13. Limit physical contact with offenders to common social gestures such as shaking hands.
14. Do not participate in horseplay, fighting, violence, or threats. If you witness a fight, do not get involved yourself, but notify staff immediately.
15. Do not use profanity.
16. Do not gamble and engage in any game of chance.
17. Immediately contact security staff if an offender escalates a situation.
18. Follow staff instructions.
19. Communicate.
 - If something is unclear, ask a staff member for guidance.
 - Notify a staff member if you have any concerns about an offender.
 - Never confide personal information to an offender.
 - Never discuss disagreements between staff members or volunteers with an offender.
20. Maintain objective relationships with offenders.
21. Do not solicit funds, sell tickets, etc.
22. Do not solicit, trade, barter, accept, or give a gift or any other form of compensation from an offender or from another person on an offender's behalf. This includes, but is not limited to, notes, letters, pictures, books, messages, etc.
23. Do not distribute literature, unless the IDOC has approved the material and its distribution.
24. Do not proselytize to offenders.
25. While at an IDOC facility, you cannot campaign for a politician, promote a political party, or distribute political materials.
26. Do not talk about offenders or their personal situations with people who do not work for the IDOC.
27. The following can lead to criminal charges or civil litigation:

- Assisting in an offender's escape. If you become aware of an offender's intention to escape and fail to immediately notify IDOC staff, you may be charged with aiding in the escape attempt.
 - Do not give offenders legal advice to include recommending attorneys or legal service providers.
 - Do not engage in any sexual activity with an offender. If you learn of any incident of sexual activity, sexual assault, or rape between offenders, an offender and a staff, or an offender and a volunteer or intern, immediately notify the shift commander or an IDOC staff member. (Consensual sex is not allowed between offenders or between offenders and a staff member, volunteer, contractor, or intern. Any sexual relationship between an offender and a staff member, volunteer, contractor, or intern is prohibited and may result a criminal charge that carries a sentence of up to life in prison.)
28. Treat offenders as you would like to be treated. The IDOC will not tolerate disrespect between volunteers and offenders.
 29. Interact with offenders firmly, consistently, and fairly.
 30. If you make a mistake be open and honest about it.
 31. Be alert. Sleeping is not allowed.
 32. If you are charged with a crime or are arrested, report it immediately to the facility volunteer services coordinator.



EMERGENCY PROCEDURES

The definition of an emergency is a sudden unforeseen crisis (usually involving danger) that requires immediate action. Emergencies can come in many forms inside a correctional environment. A shift commander may ask for your help to free an employee who could help resolve the situation. Examples of how volunteers can help include staffing telephones, taking notes, etc. You are not required to help, and if you feel uncomfortable, tell the staff member that you cannot help.

The following are common procedures to all sites.

1. Identification of Emergency

When officers are aware of an emergency, they will immediately call a code on their radio to control. The control officer will immediately notify the compound by announcing the code, location of the emergency and give a brief description of the situation. Generally, this is how the volunteer receives notice of the emergency.

Response Codes

The IDOC uses plain language instead of response codes. However, IDOC facilities operated by contractors such as ICC may use response codes. Be certain that you know what is used for emergency communication at each facility in which you provide volunteer services.

If you are the reporting staff, immediately report the situation to the nearest security staff or the control officer using the following protocol:

- Clearly identify yourself.
- Identify the exact location of the situation.
- Give a clear and concise description of the situation.
- If you are in immediate danger, evacuate the area if possible.
- If possible secure and isolate the situation. (This does not mean resolve the situation. This can be as simple as directing offenders to leave an area, securing doors, and securing items.)
- Begin a chronological log of the emergency.

The shift commander is the only staff that can clear a code and order that the facility resume normal operations. The control officer will announce that the emergency is over. Never assume that an emergency is over until you hear confirmation on the intercom.

Be patient. Return to normal operations is often a slow process. Although things appear normal, they may not be. Repeatedly asking security staff when the emergency will end only delays the process.

Never contact media during an emergency. A Public Information Officer (PIO) is assigned to each location to disseminate information to the media. The improper release of information can compromise safety and security attempts to isolate and contain an emergency because offenders usually have access to media through telephones, televisions, and radios.

2. Evacuation Procedure

During an emergency, a staff member may ask you to end your service or activity.

Volunteers may be required to evacuate an area or the facility. You may not have time to gather your belongings. Bring only those items that you really need to complete your volunteer work. Leave non-essential items secured in your car. If you bring items, keep them close.

If ordered to evacuate, do the following:

- Secure the work location: This includes directing offenders to leave, and securing telephones and doors.
- Report to nearest security staff for further instructions. The security staff will tell you where to go. Each facility has a designated area to gather staff, volunteers, contractors, etc.

3. Hostage Survival Strategies

Every individual working inside a correctional facility must recognize the possibility of becoming a hostage. Knowledge can help you survive a hostage situation. Your first defense actually begins long before being taken hostage. Your chances of survival increase substantially if the offenders respect you because of your ethics and integrity.

If you are taken as a hostage it is important to do the following:

- Recognize and accept the fact that you have been taken hostage.
- The first 15 to 45 minutes are the most dangerous. The beginning of an incident is the most dangerous for all concerned. The captors are going through highly emotional states during the initial confrontation with authorities.
- Be patient; time increases your odds.
- Be prepared to remain a hostage for an extended period of time.
- Do not increase stress for the hostage taker or other hostages.
- Generally, do not attempt to escape. (If your escape attempt is unsuccessful, you may be injured or mistreated. If you are successful, you may create additional hardships for hostages left behind.)
- Do not offer suggestions or be argumentative. If you offer a suggestion your captor uses and it goes wrong, they may think you are trying to set them up. This could lead to violence towards you or other hostages.
- Follow the hostage-taker's instructions.

- Avoid intellectual or philosophical discussions.
- Don't isolate yourself. It's easier to harm an object than a person. So if you can make them see you as a person, you've gone a long way to surviving that situation. Use good judgment. Don't try to talk with the hostage takers during stressful moments. Wait for lulls in time. Resist becoming hysterical. Do help them see you as a person. "I'm worried about my kids. I should have been home by now. They're alone." Express positive outcomes. "We're going to be okay." Show emotions but remain in control.
- Never try to negotiate when you are a hostage.
- Pay attention to details. Upon release, you may be able to assist authorities with what you observed. If you're released before other hostages, details can save lives.

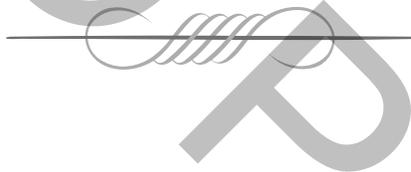
If you believe a rescue attempt is taking place:

- Hit the floor and stay down.
- Keep your hands on your head and do not make any fast moves. Rescuers can't tell the hostages from the hostage takers. Sometimes hostage takers will switch clothing with the hostages. Hostages have been killed by rescue teams because they stand up or don't follow orders.
- When staff orders you out, follow directions quickly and prepare when greeted by authorities to be frisked and possibly handcuffed until they can sort everything out. It is not personal. They are simply trying to keep you and everyone else safe.



CONGRATULATIONS AND THANK YOU

The IDOC would like to congratulate you on becoming an IDOC volunteer. As an IDOC volunteer, you will provide a valuable service to the public. The change process is difficult for offenders. The best programs are not 100% successful; effective programs measure success in the percentage it reduces criminal behavior or recidivism. A 30% reduction in recidivism is seen as a very good program. You may see some failures, but is it really a failure or does the person simply require more time to learn? For most volunteers, even one life saved is worth the effort. You will probably see more than one life changed for your efforts. Please accept our sincere thanks in advance for the time and effort you will provide.



REFERENCES

Appendix A, Volunteer Application

Appendix B, Glossary of Unofficial Terms and Acronyms

Appendix C, Idaho Map

Appendix D, Contact Information

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Gornik, M., Bush, D. and Labarbera, M. (1999) Strategies for application of the cognitive behavioral/social learning model to offender programs. Technical Assistance Proposal, Washington, D.C.: National Institute of Corrections, A Cognitive Interpretation of the Twelve-Steps.

M Gornik - Washington, DC: National Institute of Corrections, 2002 - [nicic.org](http://www.nicic.org) Moving from Correctional Program to Correctional Strategy: Using Proven Practices to Change Criminal Behavior (<http://www.nicic.org/pubs/2001/017624.pdf>)

For additional research articles, see the University of Cincinnati, Division of Criminal Justice <http://www.uc.edu/criminaljustice/Articles.html>

IDAHO DEPARTMENT OF CORRECTION

Volunteer Application

Facility: _____

Full Legal Name: _____ Date: _____

Driver's License Number: _____ State-issued: _____

Social Security Number: _____ Date of Birth: _____

Current Address: _____
Street City State Zip Code

Telephone No.: _____ Work: _____ Cell: _____

Email Address: _____ Work: _____

Emergency Contact (name): _____ Telephone No.: _____

Have you ever been convicted of a felony? Yes No

If yes, when? _____ Where? _____

Are you presently on probation or parole? Yes No

If yes, where? _____

Are you on an offender's visiting list? Yes No

If yes, name and location of offender: _____

Relationship to offender: _____

Do you have a relative or friend incarcerated at any correction facility in Idaho? Yes No

If yes, give name(s) and facility (attach additional page if necessary): _____

Have you ever been a victim of an offender incarcerated at an IDOC facility? Yes No

Have you ever worked for the IDOC or volunteered at a correctional facility? Yes No

If yes, where and when? _____

Name of organization/affiliation: _____ Telephone No.: _____

Address: _____
Street City State Zip
Code

Criminal Background Check: Criminal record No criminal record

ILETS operator's name and associate #: _____ Date: _____

Recommended Yes No _____
Volunteer service coordinator's signature and associate #

Recommended Yes No _____
Deputy warden's signature Date

Approved Yes No _____
Facility head's signature Date

Appendix A

Volunteer Handbook v3.0

(Appendix last update 5/2/08)

IDAHO DEPARTMENT OF CORRECTION
Glossary of Unofficial Terms and Acronyms

Note: For the purpose of this appendix only, unofficial means that some definitions provided below vary slightly from the Department's standardized definitions provided in policy.

Alternative Sanction: An informal sanction given to correct inappropriate behavior.

Central File (C-File): A file that contains offender records.

CIS: Corrections Integrated System.

Classification: An assessment used to determine offenders' custody level.

CO: Correctional Officer.

Concern Form: A form used by offenders to request information from staff or in problem resolution. Slang: "Kite."

CSC: Cognitive Self-change.

CWC: Community Work Center.

Disciplinary Offense Report (DOR): A formal rule violation process used to manage, correct, and document offender behavior.

EB-CWC: East Boise Community Work Center.

Flopped: Slang for being denied parole or probation.

Full-term Release Date (FTRD): The maximum length of time an offender can serve on his sentence.

Gold Seal: Final discharge papers that are sealed with a golden-colored seal.

Hearing Packets or Pre-Board Packet: An offender-completed questionnaire the Commission of Pardons and Parole uses in making parole decisions.

ICIO: Idaho Correctional Institution of Orofino.

IF-CWC: Idaho Falls Community Work Center.

IMSI: Idaho Maximum Security Institution.

ISCI: Idaho State Correctional Institution.

N-CWC: Nampa Community Work Center.

NICI: Northern Idaho Correctional Institution.

Offender Management Plan (OMP): A computerized case management tool used for the placement of offenders in programs.

Parole: Community supervision following a prison term where the offender is under the jurisdiction of the Commission of Pardons and Parole.

Parole Eligibility Date (PED): The earliest that the Commission of Pardons and Parole can release an offender on parole.

Parole Hearing: A hearing before the Commission of Pardons and Parole to determine whether or not parole will be granted.

PO or PPO: Probation and Parole Officer.

Probation: A sentencing alternative where the offender remains under the jurisdiction of the court in the community under the supervision of a probation and parole officer or the court.

Probation or Parole Violation (PV): A formal written allegation that an offender has violated one or more conditions of either probation or parole.

PWCC: Pocatello Women's Correctional Center.

Request for Investigation (RFI): An investigation done by a probation and parole officer of a parole plan or interstate transfer.

Revocation: When the Commission of Pardons and Parole (parolee) or court (probationer) revoke an offender parole or probation status.

Rider or Retained Jurisdiction: An Idaho sentencing option in which the judge sentences an offender to the Idaho Department of Correction (IDOC), but retains jurisdiction for up to 180 days. If the offender successfully completes the retained jurisdiction program, the judge can place the offender on probation.

Rolled Up: The process of inventorying an offender's property before the offender is moved to a new housing unit or another correctional facility.

Rule 35: A motion filed with the court requesting a reduction in sentence.

SAWC: Saint Anthony Work Camp.

SBWCC: South Boise Women's Correctional Center.

Self-initiated Progress Report (SIPR): A request for a parole hearing that is self-initiated from an offender to the Commission of Pardons and Parole.

Shake Down: Search of an offender's cell.

Shank: A sharp instrument used as a knife.

SICI: Southern Idaho Correctional Institution.

Squawkie: An alcoholic beverage that offenders make with ingredients containing sugar and yeast (bread, fruit, etc.).

Tentative Parole Date (TPD): A date set by the Commission of Pardons and Parole on which the offender can be released on parole.

Termer: An offender sentenced to Idaho Department of Correction (IDOC) custody that is not on retained jurisdiction.

TFAC: Thinking for a Change.

TF-CWC: Twin Falls Community Work Center.

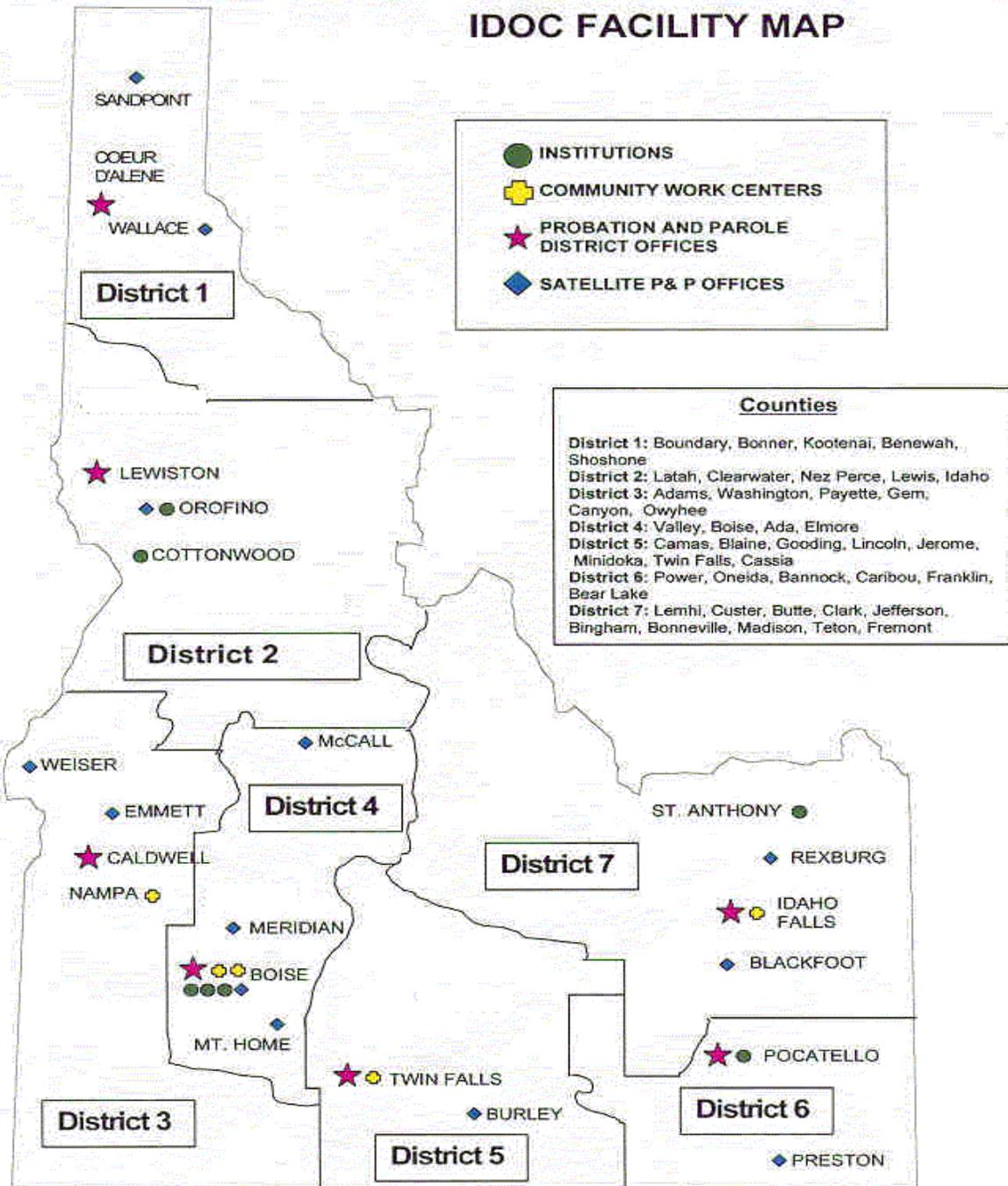
The Hole (inmate jargon): Restrictive housing which could include temporary segregation for investigation, pre-hearing segregation, or disciplinary detention or long-term administrative segregation.

Therapeutic Community (TC): An intensive structured community-model program that promotes positive values through staff and peer confrontation.

Volunteer Services Coordinator: A facility staff member designated by the facility head to coordinate volunteers.

IDAHO DEPARTMENT OF CORRECTION

Idaho Map



Appendix C

Volunteer Handbook v3.0

(Appendix last updated 11/9/07)

IDAHO DEPARTMENT OF CORRECTION

Contact Information

Addresses and contact numbers for each facility

Men's Facilities

Idaho Correctional Institution Orofino (ICIO) Hospital North Drive #23 Orofino, ID 83544 (208) 476-3655	Idaho State Correctional Institution (ISCI) 13400 Pleasant Valley Rd Kuna, ID 83634 (208) 336-0740
Idaho Maximum Security Institution (IMSI) 13400 Pleasant Valley Rd Kuna, ID 83634 (208) 338-1635	Northern Idaho Correctional Institution (NICI) 236 Radar Road Cottonwood, ID 83522 (208) 962-3276
St. Anthony Work Camp (SAWC) 128 N. 8 th West St. Anthony, ID 83445 (208) 624-3775	South Idaho Correctional Institution (SICI) 13400 Pleasant Valley Rd Kuna, ID 83634 (208) 336-1260

Women's Facilities

East Boise Community Work Center (EBCWC) 2366 Old Penitentiary Rd Boise ID 83720-1802 (208) 334-3448	Pocatello Women's Correctional Center (PWCC) 1451 Fore Road Pocatello, ID 83204 (208) 236-6360
South Boise Women's Correctional Center (SBWCC) 13200 South Pleasant Valley Road Kuna, ID 83634 (208) 334-2731	

Men's Community Work Centers (CWC)

Idaho Falls Community Work Center (IF-CWC) 3955 Bombardier Ave Idaho Falls, ID 83402 (208) 525-7143	Nampa Community Work Center (NCWC) 1640 11 th Avenue North Nampa, ID 83687 (208) 465-8413
Twin Falls Community Work Center (TF-CWC) 616 Washington Street South Twin Falls, ID 83301 (208) 736-3095	Southern Idaho Correctional Institution Community Work Center (SICI-CWC) 14195 Pleasant Valley Rd. Kuna, ID 83634 (208) 334-2241

Contracted Prison Providers

Idaho Correctional Center (ICC) 14601 Pleasant Valley Rd Kuna, ID 83634 (208) 331-2760

Appendix D

Volunteer Handbook v3.0

(Appendix last update 11/9/07)