

# Idaho Department of Correction Internship Handbook



Version 1.3

**Table of Contents**

THE IMPORTANCE OF THE IDOC AND INTERN PARTNERSHIP .....4

WHAT MAKES A CRIMINAL TICK .....5

1. The Reformatory Model.....5

2. The Progressive Model .....5

3. The Reintegration Model.....5

4. The Restraint Model.....6

5. The Remediation Model .....6

6. Theory Based on Evidence .....6

7. Recidivism--What Works .....7

8. Risk Factors that Predict Criminal Behavior .....8

    Anti-social attitudes, values, and beliefs (criminal thinking) .....9

    Association with criminals and isolation from pro-social people.....9

    Particular temperament and behavioral characteristics .....9

    Weak social and problem-solving skills.....9

    A history of criminal or antisocial behavior .....9

    Negative family factors .....10

    Low levels of vocational and educational skills .....10

    Substance Abuse .....10

WHAT WAS HE THINKING? .....11

1. Offenders' Values.....12

BOUNDARIES .....14

1. Do's and Don'ts.....14

PRISON CULTURE .....16

1. Interns' Responsibility with Prison Culture .....16

MANIPULATION AND CON GAMES<sup>4</sup> .....17

1. Manipulative Tactics and Tools .....17

2. Leverage .....18

3. Preparing Yourself and Reducing Opportunity for Manipulation .....18

    Categorizing .....18

    The Three-step Process.....19

4. Avoiding the Con Game .....20

5. Summary .....21

Application Process.....22

1. How Do I become an Intern?.....22

2. Criminal Background Check.....22

3. Qualifications.....22

4. Beginning an Internship.....23

5. Ending Your Internship.....23

Rules of Conduct.....23

EMERGENCY PROCEDURES.....26

1. Identification of Emergency.....26

    Response Codes.....26

2. Evacuation Procedure.....27

3. Hostage Survival Strategies.....27

CONGRATULATIONS AND THANK YOU.....29

REFERENCES.....30

COPY



## **THE IMPORTANCE OF THE IDOC AND INTERN PARTNERSHIP**

Welcome to the IDOC internship program. The IDOC values partnerships with Idaho colleges and universities and strives to provide meaningful learning experiences for students who hope to enter the criminal justice field. The purpose of this handbook is to help you learn more about what works with offenders and how to be successful when working with them. A career in criminal justice can be a rewarding experience and one that serves the welfare of Idaho Communities.



COPY



## 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 three (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*<sup>1</sup> and the three (3) volumes of *The Criminal Personality*<sup>2</sup> 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*<sup>3</sup>, 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**
- 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**

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

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

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

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)***

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.

### ***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.

### **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 accredited high school and vocational programs.

### **Substance Abuse**

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

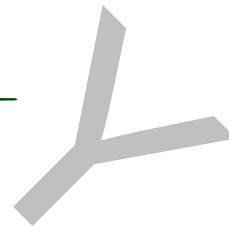
You may have heard that 80% to 90% of the prison population has a substance abuse problem. Why isn't it #1?

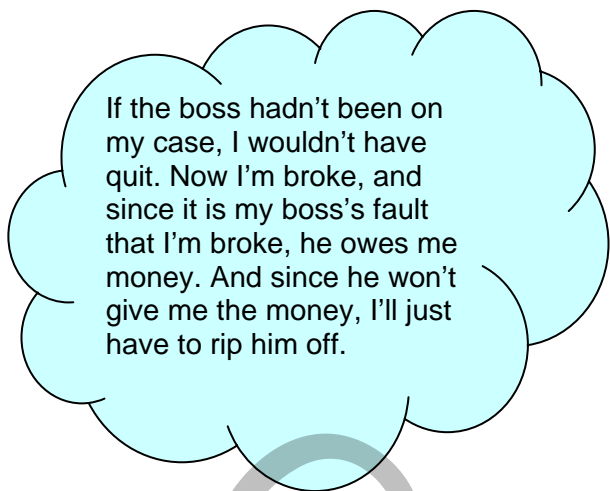
First, all eight (8) of these areas are actually very close in the degree in which they affect criminal behavior.

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.

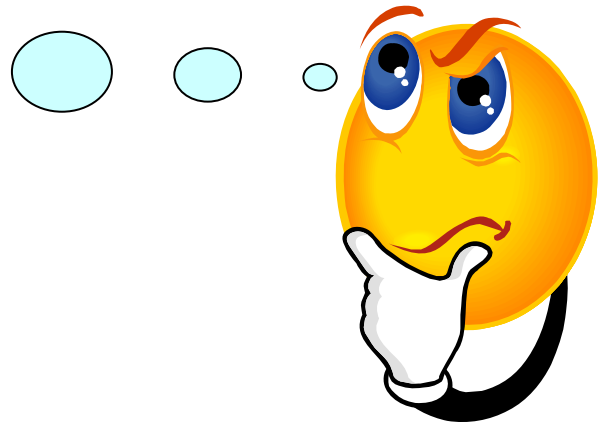
Substance abuse and criminal thinking fit together well and the relationship of the two (2) is predictable.

Let's talk about criminal thinking.





If the boss hadn't been on my case, I wouldn't have quit. Now I'm broke, and since it is my boss's fault that I'm broke, he owes me money. And since he won't give me the money, I'll just have to rip him off.



## 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

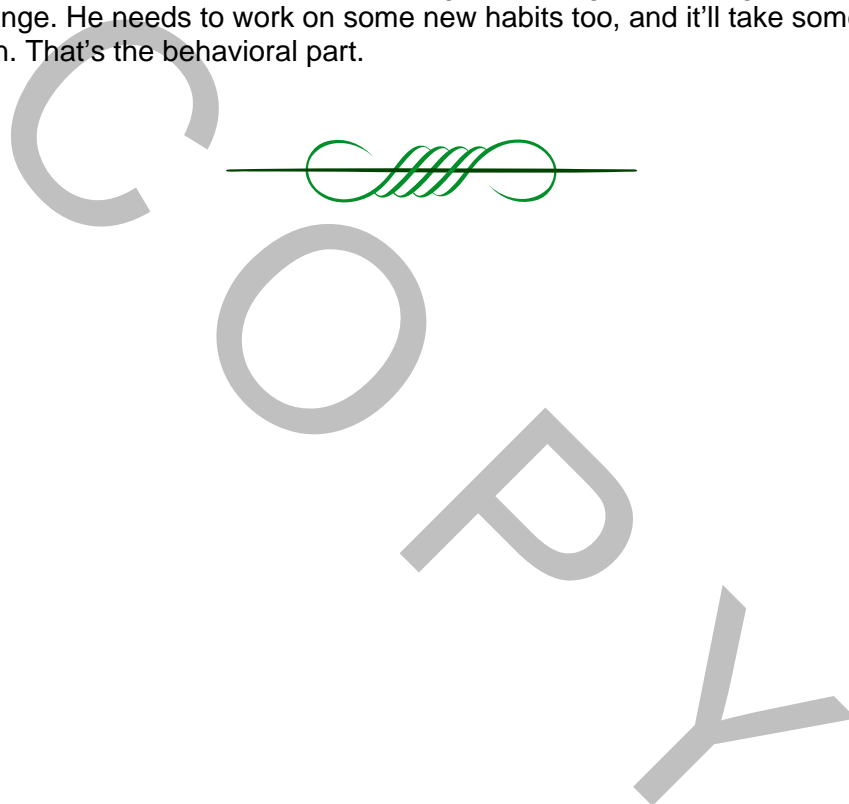
change their beliefs, thinking, and attitudes, and learn pro-social behaviors, or good habits, until the new habits become their lifestyle.

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.





## **BOUNDARIES**

Before anything else can be accomplished, the IDOC must maintain security in prisons. Fortunately, by working together, security can be maintained while interns gain meaningful experiences in corrections. 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.

### **1. Do's and Don'ts**

#### **Don't exchange anything of value with an offender or an offender's immediate family.**

If an offender or an offender's family offers you any item or service, tell an IDOC staff member immediately. Do not give any item or service to an offender or family member. If you have a previous relationship with an offender or an offender's family, such as a classmate or friend, discuss this with the site internship coordinator.

#### **Don't deliver messages for offenders.**

Offenders have opportunities to communicate with friends and family without your help. Telephone calls from IDOC facilities are collect and cost more than a standard collect call. However, if the offender's family can't afford the collect calls, the offenders can purchase envelopes with postage from the commissary. Indigent offenders get one (1) free envelope with postage each week.

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.

#### **Do let offenders know that you have integrity.**

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

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

Call your site internship 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.

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

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. A couple of weeks later the offender 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?

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

**Do admit your mistakes.**

Right now the intern 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 intern 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. It's against the rules that I agreed to follow as an intern." Use your own words, but whether the offender is scamming you or thanking you, this type of response works.

**Don't correspond with offenders.**

You receive a letter and see that it is from an offender. Take the letter to an appropriate IDOC staff member. Open and read the letter with the staff member. The offender could be trying to scam you or he could just be hoping you'll be a pen pal. The truth is that only the offender knows for certain.

**Do address the offender's request.**

Is this offender sincere or scamming you? What should you do?

If the letter is threatening or an obvious attempt to solicit your help in a rule violation, disciplinary action may be required and the IDOC staff member will make that decision.

However, if the letter appears to be harmless, then a more pro-social approach can set the tone and establish rules.

Whether in person or in writing, the IDOC staff member will determine which approach is appropriate, and ask you to convey the following message:

I cannot correspond with you. As an IDOC intern, I agreed to follow certain rules which includes not corresponding with or visiting offenders.





## **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 of and reinforcement to 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. The more pro-social offenders in a prison sometimes try to help staff keep the place safe.

### **1. Interns' Responsibility with Prison Culture**

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







## MANIPULATION AND CON GAMES<sup>4</sup>

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 (1) 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 internship
- Loss of trust
- Inability to help offenders change
- Loss or restriction of access to the facility for the entire internship program
- 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:

---

<sup>4</sup> Adapted from: Allen, B., & Bosta, D. *Games Criminals Play*; Rae John Publishers; Sacramento, CA; 1984

**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 intern 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 interns. 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 interns 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 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 intern. 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, this happens because the hard person is seen as a challenge and 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 intern 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 internship 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 kind 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

## 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.



COPY



## Application Process

### 1. How Do I become an Intern?

Typically, site internship coordinators will work with the Human Resource Services (HRS) and their managers to identify their site's needs. HRS will then begin working with schools, colleges, and universities to advertise the internship to students.

When an internship is advertised to students, 'how to apply' and IDOC 'contact information' will be provided in the advertisement. Students should apply for the internship as provided in the advertisement. All forms needed to apply for the internship will be provided in standard operating procedure (SOP) [212.07.01.001](#), *Internship Opportunities and Management*, and online at the IDOC's website ([www.idoc.idaho.gov](http://www.idoc.idaho.gov)).

Alternatively, the student may elect to contact the specific site internship coordinator to check on upcoming opportunities. Specific site internship coordinators may be contacted at the addresses provided in appendix C.

### 2. Criminal Background Check

A criminal background check and fingerprinting will be required for all applicants who are not currently employed by the IDOC. While a criminal record does not automatically disqualify a person from completing an internship, it may limit the person's level of access.

After the criminal background check is completed and the learning plan (see SOP [212.07.01.001](#), *Internship Opportunities and Management*) reviewed, the IDOC will let you know if you've been approved. Approved applicants will then be scheduled for the next available intern orientation and training.

### 3. Qualifications

- Must be at least 18 years of age,
- Must meet IDOC selection criteria (see policy [211](#), *Hiring and Probation*);
- Must be majoring in a related field,
- Must have the school's internship department head/professor's approval, and
- The internship must be for college credit.

#### 4. Beginning an Internship

Your assigned intern supervisor will get you fingerprinted and issued an IDOC identification (ID) card. If your internship will be at our central office location, you will carry your ID card with you and display it when on IDOC property. You will not be required to exchange your ID card when entering or exiting central office.

If your internship will be at one (1) of our prison facilities, you will be required to exchange your driver's license, state or military ID card for your IDOC ID card when you enter and exit the facility.

If your internship will be at one (1) of our district probation and parole offices, you will only use your ID card when conducting official IDOC business that is related to your learning plan and *Internship Description* (see SOP [212.07.01.001](#), *Internship Opportunities and Management*).

Your intern supervisor will orient you to your assigned work location's entrance/exit procedures.

#### 5. Ending Your Internship

Typically, your internship will end when you've completed your learning plan (see SOP [212.07.01.001](#), *Internship Opportunities and Management*). When you've completed your internship, you must ensure that you return your IDOC ID card to the site internship coordinator.

Your internship may end due to other reasons as specified in SOP [212.07.01.001](#).

At the conclusion of your internship, the HRS internship coordinator will work with your school's internship department head/professor to ensure that all documentation is completed to ensure that you receive proper credit. You will also be asked to complete an *Internship Exit Interview Form* (see SOP [212.07.01.001](#)), which will be used to help the IDOC ensure that future interns have a pleasurable internship experience with the IDOC.

#### Rules of Conduct

All rules that apply to IDOC employees also apply to interns. 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 termination of your internship.

The following rules and procedures, as applicable to your work location, exist to ensure safety:

##### 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/district office, 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 director, division chief (or designee), facility head, or district manager.
6. Immediately report the loss of any personal item to an IDOC security staff.
7. You are prohibited from entering central office or an IDOC facility/district office while under the influence of drugs or alcohol.
8. You must wear the state-issued ID card on a breakaway lanyard around your neck **or** on the front shirt pocket using a clip at all times while at central office or an IDOC facility/district office.
9. Always sign in and out in accordance with facility/district office 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 interns 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. While on any IDOC property, you cannot campaign for a politician, promote a political party, or distribute political materials.
25. Do not talk about offenders or their personal situations with people who do not work for the IDOC.



26. 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 an intern or volunteer, immediately notify the shift commander or an IDOC staff member. (Consensual sex is not allowed between offenders or between offenders and a staff member, intern, contractor, or volunteer. Any sexual relationship between an offender and a staff member, intern, contractor, or volunteer is prohibited and may result a criminal charge that carries a sentence of up to life in prison.)

27. Treat offenders as you would like to be treated. The IDOC will not tolerate disrespect between interns and offenders.

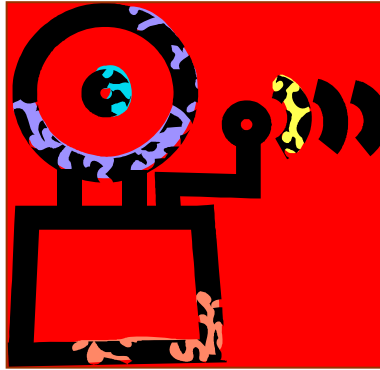
28. Interact with offenders firmly, consistently, and fairly.

29. If you make a mistake be open and honest about it.

30. Be alert. Sleeping is not allowed.

31. If you are charged with a crime or are arrested, report it immediately to your site internship 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 interns 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 intern 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 your work location.

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 stop work.

Interns 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 internship 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, interns, contractors, etc.

## **3. Hostage Survival Strategies**

Every intern working inside a facility/district office 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.

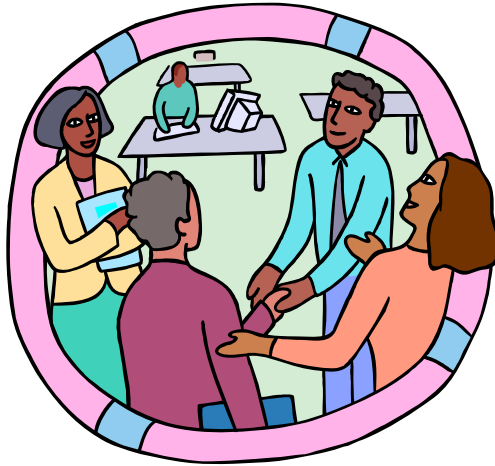
- Pay attention to details. Upon release, you may be able to assist authorities with what you observed. If you're released before other hostages, details can save lives.

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.



COPY



### **CONGRATULATIONS AND THANK YOU**

We would like to thank you for your interest in an internship with the IDOC. Many IDOC employees started their careers following an internship. Whether you eventually work for the IDOC or not, we are sure that your contribution to the criminal justice system will be enhanced from your experience with IDOC. Please accept our sincere thanks in advance for the time and effort you will provide.

COPY

## REFERENCES

Appendix A, *Glossary of Unofficial Terms and Acronyms*

Appendix B, *Idaho Map*

Appendix C, *Contact Information*

Bush D, & Labarbera, M. (1995) Design and Implementation Issues for Drug Treatment in the Correctional Setting

Bush, J. & Bilodeau, B. (1994) Cognitive Self-Change. Cognitive Approaches to Changing Offender Behavior, Longmont, CO: National Institute of Correction Seminar.

Gendreau, P., & Andrews, D.A., (1990) Tertiary prevention: What the meta-analysis of the offender treatment literature tells us about "what works". Canadian Journal of Criminology, 32, 173-184.

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 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>

**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 IDOC'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:** North 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 (1) 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:** South 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.

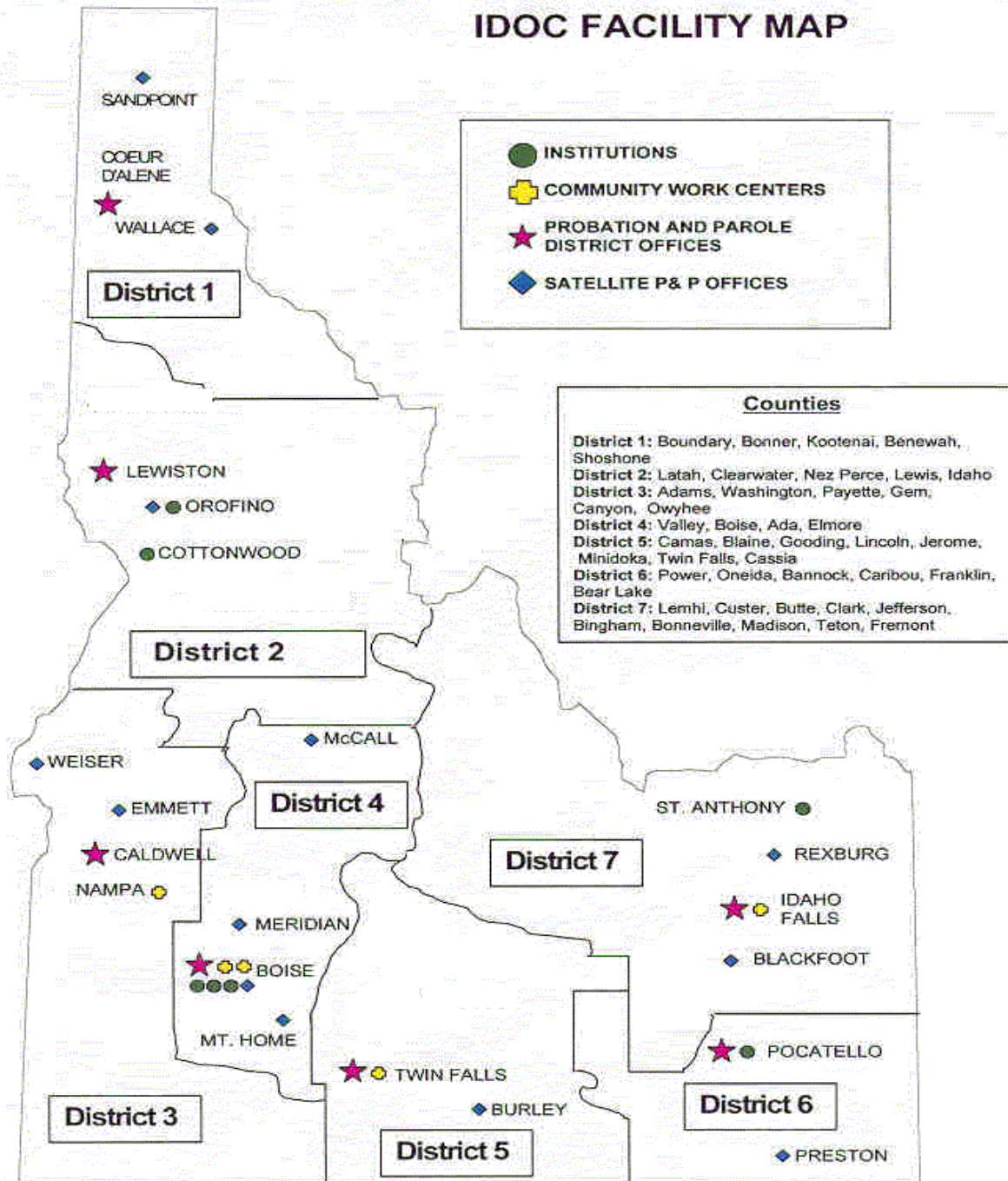
**TF-CWC:** Twin Falls Community Work Center.

**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.



IDAHO DEPARTMENT OF CORRECTION  
Idaho Map



**IDAHO DEPARTMENT OF CORRECTION  
Contact Information**

Idaho Department of Correction  
1299 N. Orchard St., Suite 110  
Boise, ID 83706  
(208) 658-2000

**Men's Facilities**

Idaho Correctional Institution-Orofino (ICIO) 381 West Hospital Drive Orofino, ID 83544 (208) 476-3655	Idaho State Correctional Institution (ISCI) 13500 S. Pleasant Valley Rd. Kuna, ID 83634 (208) 336-0740
Idaho Maximum Security Institution (IMSI) 13400 S. Pleasant Valley Rd. Kuna, ID 83634 (208) 338-1635	North Idaho Correctional Institution (NICI) 236 Radar Rd. Cottonwood, ID 83522 (208) 962-3276
St. Anthony Work Camp (SAWC) 125 N. 8 <sup>th</sup> West St. Anthony, ID 83445 (208) 624-3775	South Idaho Correctional Institution (SICI) 13900 S. Pleasant Valley Rd. Kuna, ID 83634 (208) 336-1260

**Women's Facilities**

East Boise Community Work Center (EBCWC) 2366 Old Penitentiary Rd. Boise, ID 83712 (208) 334-3448	Pocatello Women's Correctional Center (PWCC) 1451 Fore Rd. Pocatello, ID 83204 (208) 236-6360
South Boise Women's Correctional Center (SBWCC) 13200 S. Pleasant Valley Rd. Kuna, ID 83634 (208) 334-2731	

**Men's Community Work Centers (CWC)**

Idaho Falls Community Work Center (IFCWC) 3955 Bombardier Ave. Idaho Falls, ID 83402 (208) 525-7143	Nampa Community Work Center (NCWC) 1640 11 <sup>th</sup> Avenue North Nampa, ID 83687 (208) 465-8490
Twin Falls Community Work Center (TFCWC) 616 Washington Street South Twin Falls, ID 83301 (208) 736-3095	South Idaho Correctional Institution Community Work Center (SICI-CWC) 14195 S. Pleasant Valley Rd. Kuna, ID 83634 (208) 334-2241

**Contracted Prison Providers**

Correctional Alternative Placement Program (CAPP) 15505 S. Pleasant Valley Rd. Kuna, ID 83634 (208) 336-9959
Idaho Correctional Center (ICC) 14601 S. Pleasant Valley Rd. Kuna, ID 83634 (208) 331-2760

For a complete list of facility locations and maps (to include probation and parole district offices), visit [www.idoc.idaho.gov](http://www.idoc.idaho.gov).