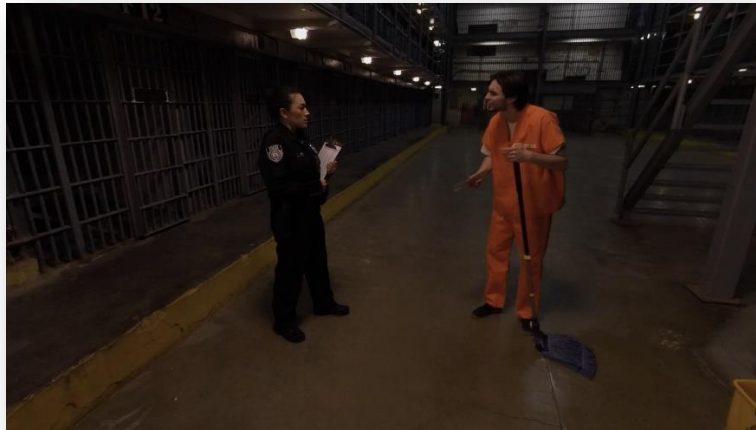


# Axon VR

## Community Engagement Training (CET)



## CORRECTIONS IV

### *Facilitator's Guide*



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## FACILITATOR'S GUIDE OVERVIEW & USAGE TIPS

This Facilitator's Guide is customizable, enabling you to adapt it to your specific needs for tracking trainee progress, preparing for and conducting training sessions, and debriefing and assessing trainees after they complete the CET scenario in-headset.

### TRAINING SESSION PREPARATION

**NOTE:** Trainers should complete the scenario in-headset at least once prior to facilitating this CET module with trainees.

<a href="#">Lesson Plan</a>	Review the lesson plan, which provides a comprehensive overview of the CET module, including its purpose, scenario overview, trainer preparation guidance, references, and links to additional resources.
<a href="#">Learning Objectives</a>	Review the CET module's learning objectives, identify additional learning objective skills to assess trainees on during the scenario, and add any agency-specific learning objective skills to assess.
<a href="#">Agency Resources</a>	Add agency-specific notes, including local and state resources, best practices, and pertinent guidelines tailored to your agency and community.
<a href="#">Trainee Pre-Work Handout</a>	Provide trainees with the pre-work handout, which offers an overview of the CET topic. The trainee should review this handout before completing the scenario in headset.
<a href="#">Scenario Flow &amp; Decision Points</a>	Refer to the one-page flowchart outlining the scenario's decision points and corresponding branches as needed.

### TRAINEE EVALUATION

Use the [Trainee Evaluation form](#) to track trainee completion and document notes on their scenario decisions. Conduct a debriefing with the trainee by asking debriefing questions. Print copies for each trainee and add the trainee's name, ID, and position at the top of each evaluation form to use as a training record.

**NOTE:** If facilitating this CET with multiple trainees at once, use the group debriefing questions in the [Group Evaluation](#) section to debrief the group. Axon also recommends [screen casting](#) the in-headset experience for the group to observe.

<a href="#">Debriefing Questions</a>	After the trainee completes the scenario in-headset, conduct a debriefing with them to provide feedback, discuss their choices and the scenario's outcome. Use the provided debriefing questions for guidance and incorporate any agency-specific debriefing questions.
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## LESSON PLAN

<b>Course Overview</b>	<p>In this CET, the trainee assumes the role of a correctional officer engaging with an inmate employing manipulative tactics. Trainees will learn to identify signs of manipulation, understand behaviors that escalate conflict, and implement effective strategies to maintain control and prevent issues. Through decision-making, trainees will see how seemingly minor interactions can lead to significant consequences when dealing with manipulative inmates.</p> <p>This module teaches trainees the signs and behaviors indicative of manipulative tactics and provides tools to handle inmate interactions, proactively prevent conflicts, and maintain control in the facility.</p> <p>After completing the experience, the trainer will conduct a debriefing with the trainee.</p>
<b>In-Headset VR Experience</b>	<p>Trainees observe and choose their next actions at key decision points according to their agency policy, respond professionally in conversations with inmates who are becoming too personal, set boundaries for their own safety, grant or deny requests (however small), and turn to their supervisor to admit infractions before becoming over-involved.</p> <p>Trainees will be asked to make decisions in real time by selecting from multiple on-screen options. The trainees will see the scenario play out based on their selections. No VR Controllers are required; trainees will use head movements to aim a crosshair and make selections.</p> <p>See the scenario flow and decision points <a href="#">flowchart</a> for an overview of the VR scenario and decision points branching.</p>
<b>Learning Objectives</b>	<ul style="list-style-type: none"><li>• Identify indicators of manipulation tactics when engaging with an inmate in a corrections setting.</li><li>• Identify de-escalation techniques aligned with agency policy that have the best chance of a favorable outcome for yourself in the event of inmate manipulation.</li><li>• Describe best practices according to agency policy for reporting breaches of policy or inmate conduct.</li><li>• Describe best practices for communicating with your organizational command to self-report infractions according to agency policy.</li></ul>
<b>Instructional Goal</b>	<p>The trainee will make decisions based on agency policy and proceed with the information available in the scenario to maintain professional boundaries, respond appropriately to inmate requests, assess key decision points, and seek supervisor guidance when necessary while mitigating safety risks and ensuring adherence to institutional guidelines.</p>

<b>Required Materials</b> (available on <a href="#">MyAxon</a> )	<ul style="list-style-type: none"> <li>• Facilitator’s Guide</li> <li>• Sample course roster</li> </ul>
<b>Date Released</b>	February 2025
<b>Date Updated</b>	N/A
<b>Prerequisites (if any)</b>	None
<b>Course Length</b>	30 minutes (in-person instructor-led training)
<b>Equipment</b>	Axon VR equipment
<b>Facility Location</b>	The Training Space will be identified by the agency and must contain a virtual boundary to keep trainees safe. Training Spaces should be kept clear of objects, pets, live weapons, and other people.
<b>Target Group</b>	Public safety and law enforcement officers
<b>Instructors</b>	Any agency-identified VR trainer
<b>Group Ratio</b>	<p>This curriculum is designed for a trainer-to-trainee ratio of 1:1.</p> <p><b>NOTE:</b> If facilitating this module with multiple trainees at the same time, Axon recommends <a href="#">screen casting</a> a trainee’s in-headset experience for the group to observe. Use the <a href="#">group debriefing questions</a> to guide your debriefing with the group.</p>
<b>Trainer Pre-work</b>	<ol style="list-style-type: none"> <li>1. Create a VR Training Space. This is a 360° video experience that is best viewed while seated.</li> <li>2. Open the CET application and download the module to the Library if it's not already present.</li> <li>3. Once downloaded, complete the module in-headset at least once prior to facilitating this CET. View the scenario more than once to experience the different possible outcomes.</li> </ol>
<b>Additional Materials</b>	<p>Download the optional <b>Sample Course Roster</b> from <a href="#">MyAxon</a>.</p> <p>Print the sample course roster to use while facilitating training to collect the names and email addresses of trainees and track completion.</p>

<b>References</b>	<ul style="list-style-type: none"> <li>• McCarthy, B. (2013). <i>Manipulation and Control in the Correctional System</i>. National Institute of Corrections.</li> <li>• U.S. Department of Justice, National Institute of Corrections. (2012). <i>Understanding and Responding to Manipulative Behavior in Prisons</i>.</li> <li>• McDonald, D. C. (2001). <i>The Manipulative Inmate: The Importance of Officer Awareness</i>. <i>The Correctional Management Journal</i>, 12(3), 45-51.</li> <li>• International Association of Chiefs of Police (IACP). (2014). <i>De-escalation: Techniques for Handling Aggressive or Emotional Situations</i>.</li> </ul>
<b>Additional Resources</b>	<ul style="list-style-type: none"> <li>• For assistance facilitating this CET or setting up Axon VR equipment, see the VIVE Focus 3 page on <a href="#">MyAxon</a></li> <li>• For assistance screen casting the in-headset experience, see the <a href="#">Screen Casting - Focus 3</a> article on MyAxon</li> <li>• For any technical difficulties, visit the <a href="#">MyAxon Help Center</a></li> </ul>

## SAMPLE COURSE SCHEDULE

<b>0800-0815</b>	Trainee reviews the pre-work handout
<b>0815-0830</b>	Trainee completes VR scenario in-headset
<b>0830-0845</b>	Trainer conducts a debriefing <a href="#">evaluation</a> with the trainee using the debriefing questions in this Facilitator's Guide

## LEARNING OBJECTIVES

Upon completion of this CET module, trainees should be able to do the following:

- Identify indicators of manipulation tactics when engaging with an inmate in a corrections setting.
- Identify de-escalation techniques aligned with agency policy that have the best chance of a favorable outcome for yourself in the event of inmate manipulation.
- Describe best practices according to agency policy for reporting breaches of policy or inmate conduct.
- Describe best practices for communicating with your organizational command to self-report infractions according to agency policy.

## LEARNING OBJECTIVE SKILLS

Select additional learning objective skills to assess trainees on in this module:

<b>SITUATIONAL AWARENESS &amp; OBSERVATION</b>	<b>DE-ESCALATION &amp; COMMUNICATION</b>
<input type="checkbox"/> 360° awareness <input type="checkbox"/> Interview stance <input type="checkbox"/> Observation: Whole body, hands, belt line, demeanor (immediate area) <input type="checkbox"/> Subject proximity <input type="checkbox"/> Vehicle proximity	<input type="checkbox"/> Active listening & conflict resolution <input type="checkbox"/> Building rapport <input type="checkbox"/> Communication with partner <input type="checkbox"/> Communication with subject/individual <input type="checkbox"/> Cuffing under power <input type="checkbox"/> Duty to intervene <input type="checkbox"/> Empathy <input type="checkbox"/> Indicators of inmate manipulation <input type="checkbox"/> Non-verbal communication <input type="checkbox"/> Team tactics & communication <input type="checkbox"/> Third party considerations/bias (inmates' family, groups like the ACLU, etc.) <input type="checkbox"/> Verbal de-escalation
<b>THREAT RECOGNITION &amp; PRE-ASSAULT INDICATORS</b>	
<input type="checkbox"/> Contraband identification and prevention (behavior indicating the presence of unauthorized items) <input type="checkbox"/> Environmental factors <input type="checkbox"/> Escape routes <input type="checkbox"/> Inmate psychology & social structures (how inmates communicate, form groups, & challenge authority) <input type="checkbox"/> Manipulation & deception tactics (common tactics inmates use to test boundaries or gain advantages) <input type="checkbox"/> Positioning & movement (maintaining control even from a safe distance)	
<b>ADMINISTRATIVE TASKS</b>	<b>TASER ENERGY WEAPON DEPLOYMENT</b>
<input type="checkbox"/> Court preparation <input type="checkbox"/> Report writing	<input type="checkbox"/> Confined spaces & environmental risks <input type="checkbox"/> Multiple inmate deployments <input type="checkbox"/> Post deployment activity (Supervisor; Medical; other) <input type="checkbox"/> Principles of after-care post TASER energy weapon deployment <input type="checkbox"/> Probe deployment: Inmate-modified clothing & barriers <input type="checkbox"/> Usage considerations on aggressive inmates

## AGENCY-SPECIFIC LEARNING OBJECTIVE SKILLS

Add any additional agency-specific learning objective skills you would like to assess trainees on as a part of this scenario:

## AGENCY RESOURCES

This training is best augmented with agency-specific resources. Axon does not make any recommendations on agency policies.

In alignment with agency policy, consider creating a supplemental guide (or use the space below to add agency-specific notes) to share with trainees that includes the local and state resources available that are specific to your agency and community, best practices, and agency-specific guidelines.

## AGENCY-SPECIFIC NOTES

## TRAINEE EVALUATION (INDIVIDUAL)

After the trainee completes the VR scenario in-headset, conduct a debriefing with them to provide feedback and discuss their choices and the scenario outcome using the provided questions as a guide.

You can use the [Trainee Evaluation form](#) with the debriefing questions as a training record to record performance notes and track individual trainee evaluations. Simply print copies for each trainee.

**NOTE:** If facilitating this CET with multiple trainees at once, use the group debriefing questions in the [group evaluation](#) section to conduct a debriefing with the group.

**TRAINEE EVALUATION: CORRECTIONS IV**

TRAINEE NAME	ID	TYPE
		<input type="checkbox"/> Recruit <input type="checkbox"/> Officer

**DEBRIEFING QUESTIONS (INDIVIDUAL)**

- What factors influenced your actions/decisions?
- What choices seemed the least effective in de-escalating the situation? Which were most effective?
- Did any of the consequences of certain choices come as a surprise? If so, which one(s)? Why?
- Would you change any of your choices after viewing the outcome of the scenario? Which choices would you have made differently?
- What is our agency's policy in responding to situations similar to this scenario?
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**TRAINER NOTES**

## TRAINEE EVALUATION (GROUP)

If facilitating this CET with multiple trainees at once, use these group questions to conduct a debriefing with the group. Add additional questions as needed.

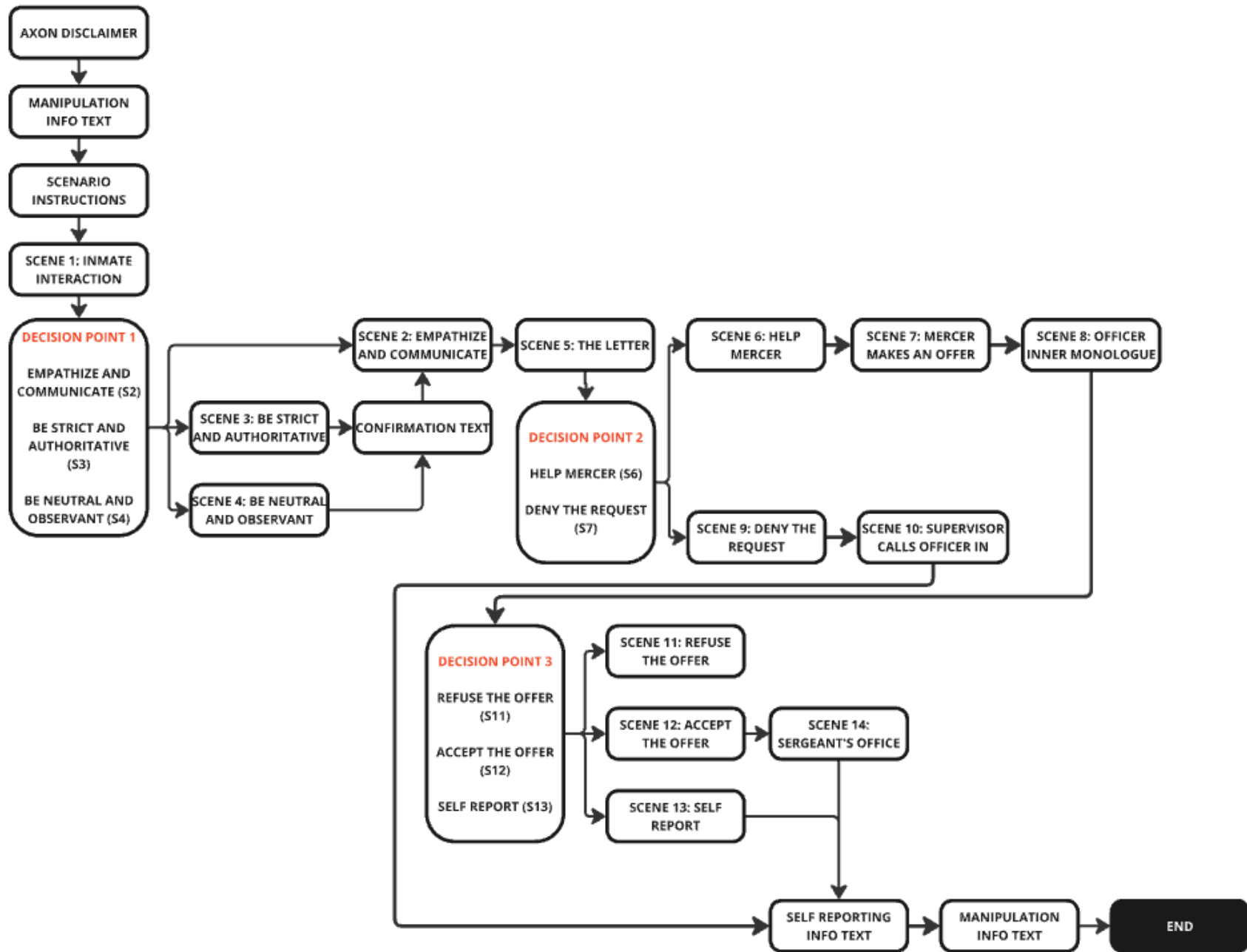
### DEBRIEFING QUESTIONS (GROUP)

- Was [insert trainee name] within policy with their actions/selections? If not, why?
- Was [insert trainee name] able to successfully justify their actions and articulate their use of force?
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### TRAINER NOTES

# SCENARIO FLOW & DECISION POINTS

The flowchart below displays the trainee decision points and their respective branches in the scenario.



# TRAINEE PRE-WORK HANDOUT: CORRECTIONS IV

**Purpose:** This handout provides an overview of how to identify inmate manipulation tactics and recognize officer vulnerabilities. It also covers de-escalation techniques and best practices for reporting inmate misconduct and self-reporting infractions according to agency policy.

**Review this handout prior to completing the VR scenario in-headset**

## INMATE MANIPULATION INDICATORS

Inmate manipulation refers to actions designed to exploit, control, or influence officers for personal gain at the officers' expense.

### MANIPULATION CHARACTERISTICS

- **Grooming:** Inmates gradually establish trust or a false sense of friendship to influence or control officers over time.
- **Creating alliances:** Inmates may seek to build personal connections with officers to create a feeling of loyalty or obligation.
- **Exploiting vulnerabilities:** Inmates may take advantage of an officer's emotional, psychological, physical, or situational weaknesses to manipulate behavior.
- **Manipulative tactics:**
  - **Mind games:** Subtle psychological manipulation to confuse or control the officer's actions or responses.
  - **"Us vs. them":** Inmates may try to divide officers from each other, or officers from the institution, by presenting themselves as "allies."

### OFFICER MANIPULATION VULNERABILITIES

- **Experience:** Rookies may be more susceptible than seasoned officers to manipulation due to lack of experience.
- **Personal rapport:** Officers who engage too personally may be targeted for manipulation by forming emotional ties.
- **Points of relatability:**
  - **Family:** Inmates may use family connections as leverage
  - **Upbringing:** Shared backgrounds or similar experiences
  - **Common interests:** Discussion of mutual interests (e.g., hobbies) can be a tactic to lower guards

### COMMON MANIPULATION TACTICS

- **Minor infractions:** Inmates may engage in small rule-breaking to test boundaries and gain trust.
- **Building comradery:** Establishing shared bonds through mutual interests to lower the officer's guard.
- **Vulnerability:** Inmates may try to identify personal weaknesses in an officer (for example, empathy or stress) to manipulate responses.
- **Verbal tactics:**
  - **Harmless conversations:** Seemingly innocent dialogues designed to draw the officer into personal matters.
  - **Flattery:** Excessive compliments to lower the officer's defenses.
  - **Emotional manipulation:** Inmates may use guilt, sympathy, or empathy to get the officer to act in their favor.
- **Intimidation tactics:**
  - **Coercion:** Implied or explicit pressure to act in a way that benefits the inmate.
  - **Threats:** Verbal or indirect threats to instill fear and compliance.
- **Physical tactics:** Inmates may use aggressive physical posturing or threats of violence to control the situation.

#### References:

- McCarthy, B. (2013). *Manipulation and Control in the Correctional System*. National Institute of Corrections.
- U.S. Department of Justice, National Institute of Corrections. (2012). *Understanding and Responding to Manipulative Behavior in Prisons*.
- McDonald, D. C. (2001). *The Manipulative Inmate: The Importance of Officer Awareness*. *The Correctional Management Journal*, 12(3), 45-51.
- International Association of Chiefs of Police (IACP). (2014). *De-escalation: Techniques for Handling Aggressive or Emotional Situations*.

## INMATE MANIPULATION DE-ESCALATION TECHNIQUES

Identify de-escalation techniques aligned with agency policy that have the best chance of a favorable outcome for yourself in the event of inmate manipulation.

### ASSESS POTENTIAL RISK

Perform a risk assessment to evaluate the inmate's behavior for signs of aggression or manipulation before reacting.

### OBSERVE INMATE'S BEHAVIOR

- **Verbiage:** Pay attention to manipulative or aggressive language.
- **Body language:** Look for signs of tension, aggression, or discomfort in the inmate's physical posture.
- **Deflection or misdirection:** Notice if the inmate tries to shift focus away from the situation to gain an advantage.

### ESTABLISH NON-CONFRONTATIONAL ENVIRONMENT

Establish a non-confrontational environment to facilitate a neutral conversation using effective communication techniques:

- **Effective communication:** Demonstrate patience and use clear, simple language. Avoid accusatory tones and blaming.
- **Neutral body language:** Maintain eye level, present calm demeanor, and respect personal space.

### USE CLEAR COMMUNICATION WITH PERSONNEL

Follow agency policy when communicating with additional personnel and leadership about potential threats and the subject's and/or your own infractions.

### SET BOUNDARIES

- **Physical boundaries:** Keep a safe distance away.
- **Personal boundaries:** Avoid disclosing personal information (like family or finances) to maintain professionalism.
- **Maintain neutrality:** Do not engage in personal or emotional relationships with inmates, whether familial, social, or sexual.

### APPLY DE-ESCALATION STRATEGIES

- **Active listening:** Show empathy and allow the inmate to express themselves without interrupting.
- **Non-confrontational language:** Use neutral words to de-escalate.
- **Avoid confrontational body language:** Refrain from crossing arms, maintaining tense posture, or invading space.
- **Open-ended questions:** Encourage the inmate to talk through their concerns or feelings, leading to calmer outcomes.

## REPORTING INMATE MISCONDUCT

Follow best practices according to agency policy for reporting inmate breaches of policy or conduct.

- **Identify reporting requirements:** Identify reporting in your professionalism/ethics agency policy and/or inmate disciplinary system.
- **Agency policy:** Understand your agency's reporting procedures and inmate disciplinary systems for policy breaches.
- **Honesty and integrity:** Regardless of severity, always report misconduct truthfully and follow ethical guidelines.
- **Report issues:** Report issues and infractions as soon as they are recognized, before they escalate further.
- **Provide information:** Provide clear, factual information including the nature of the infraction, involved parties, and relevant circumstances.

## SELF-REPORTING INFRACTIONS

Follow best practices for communicating with your organizational command to self-report infractions according to agency policy.

- **Identify reporting requirements:** Identify the person within your chain of command who you should meet with or submit the report to (Human Resources, superior officer, etc.)
- **Agency policy:** Understand your agency's reporting procedures for reporting to your direct supervisor or human resources.
- **Honesty and integrity:** Regardless of severity, always report misconduct truthfully and follow ethical guidelines.
- **Self-report issues:** Report issues and infractions as soon as they are recognized,
- **Provide information:** Provide accurate, detailed information about the incident, including the time, place, and individuals involved.