

Axon VR

Community Engagement Training (CET)



Corrections I

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.

LESSON PLAN

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.

LEARNING OBJECTIVES

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.

AGENCY RESOURCES

Add agency-specific notes, including local and state resources, best practices, and pertinent guidelines tailored to your agency.

SCENARIO FLOW & DECISION POINTS

Refer to the one-page flowchart outlining the scenario's decision points and corresponding branches as needed.

BEST PRACTICES – SEARCHING

Review the recommended best practices for searching an inmate's cell, the dormitory, and the library.

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.

DEBRIEFING QUESTIONS

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.

LESSON PLAN

COURSE OVERVIEW	<p>In this CET, trainees assume the role of a Correctional Officer in a correctional facility where contraband is smuggled in. They are immersed in a contraband sweep, tasked with locating all prohibited items hidden throughout various areas of the facility.</p> <p>Trainees will learn proven strategies for locating hidden contraband in a correctional facility setting by taking a first-person perspective through unoccupied areas within the facility to conduct contraband sweeps for weapons, electronics, and drugs.</p>
IN-HEADSET VR EXPERIENCE	<p>Trainees will begin the in-headset experience from the first-person perspective of a Correctional Officer in a correctional facility whose mission is to discover hidden contraband. Trainees will investigate the following areas:</p> <ul style="list-style-type: none">• An inmate's cell• Library• Dormitory
LEARNING OBJECTIVES	<ul style="list-style-type: none">• Recognize common contraband items that are smuggled into a correctional facility and how.• Recognize the behaviors of an inmate sharing or passing contraband in a correctional facility.• Recognize the common places inmates hide contraband in a correctional facility.• Practice searching less common spaces where contraband may be difficult to spot.
INSTRUCTIONAL GOAL	<p>As a Correctional Officer, the trainee will make decisions based on agency policy and proceed with the information available in the scenario to discover hidden contraband.</p>
REQUIRED MATERIALS	<ul style="list-style-type: none">• Facilitator's Guide• Sample Course Roster
DATE CET MODULE RELEASED	<p>April 2022</p>
PREREQUISITES	<p>None</p>

COURSE LENGTH	30 minutes (in-person instructor-led training)
EQUIPMENT	<ul style="list-style-type: none"> • Axon VR headset • Samsung VR tablet (<i>optional, but recommended for trainer observation through Miracast</i>)
FACILITY LOCATION	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.
TARGET GROUP	Public safety and law enforcement officers
INSTRUCTORS	Any agency-identified VR trainer
GROUP RATIO	<p>This curriculum is designed for a trainer-to-trainee ratio of 1:1.</p> <p>NOTE: If facilitating this module with multiple trainees at the same time, Axon recommends screen casting a trainee's in-headset experience for the group to observe. Use the group debriefing questions to guide your debriefing with the group.</p>
TRAINER PRE-WORK	<ol style="list-style-type: none"> 1. Create a VR Training Space. This is a 360° video experience that is best viewed while seated. 2. Open the CET application and download the module to the Library if it's not already present. 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.
ADDITIONAL MATERIALS	<p>Download the optional Sample Course Roster.</p> <p>Print the roster to collect trainee names and email addresses during training and to track course completion.</p>

REFERENCES	<ul style="list-style-type: none"> • Contraband Detection Technology Brief: This technology brief is part of a series of documents that focus on contraband in correctional facilities. This brief provides an overview of the types of contraband and associated technologies and products used to detect contraband on people, in vehicles, and in the environment. • Case Study - Contraband Interdiction Pilot Program: This report covers a case study on the effectiveness of a California contraband interdiction program and different methods that were used to reduce the influx of contraband into prisons.
ADDITIONAL RESOURCES	<ul style="list-style-type: none"> • For assistance facilitating this CET or setting up Axon VR equipment, see the Axon VR Training page • For assistance screen casting the in-headset experience, see the Screen cast options – VR article

SAMPLE COURSE SCHEDULE

0800-0815	Trainee completes the pre-work handout
0815-0830	Trainee completes VR scenario in-headset
0830-0845	Trainer conducts a debriefing evaluation 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:

- Recognize common contraband items that are smuggled into a correctional facility and how.
- Recognize the behaviors of an inmate sharing or passing contraband in a correctional facility.
- Recognize the common places inmates hide contraband in a correctional facility.
- Practice searching less common spaces where contraband may be difficult to spot.

LEARNING OBJECTIVE SKILLS

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

SITUATIONAL AWARENESS & OBSERVATION	DE-ESCALATION & COMMUNICATION	
<ul style="list-style-type: none"><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	<ul style="list-style-type: none"><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	
THREAT RECOGNITION & PRE-ASSAULT INDICATORS		
<ul style="list-style-type: none"><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)	<th data-bbox="802 1367 1515 1436">TASER ENERGY WEAPON DEPLOYMENT</th> <ul style="list-style-type: none"><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	TASER ENERGY WEAPON DEPLOYMENT
ADMINISTRATIVE TASKS		
<ul style="list-style-type: none"><input type="checkbox"/> Court preparation<input type="checkbox"/> Report writing		

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.

Review with the trainee some [best practices](#) for searching an inmate's cell, the dormitory, and the library.

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 I

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

DEBRIEFING QUESTIONS (INDIVIDUAL)

- What is defined as contraband in our agency?
- What are some ways you have seen contraband hidden in an inmate's cell?
- What is our agency's policy for handling contraband once it is found?
- What are some additional tactics that weren't demonstrated in this training? Are there any tactics you should avoid?
- What are the steps our agency requires us to go through before performing a search of an inmate's cell, dormitories, and libraries?
- Did any of the tactics mentioned by the Correctional Officer in the scenario conflict with how our agency handles searches?
- What are some ways to help ensure safety in your cell search?
- In this scenario, there was contraband found in the air vent, garbage can, and under a table. Where else have you seen contraband hidden in common areas like libraries or dormitories?
- What is our agency's policy for conducting searches of common areas? What steps do you have to follow?
- Did any of the locations of hidden contraband in this training surprise you? Why or why not?
- What are the added difficulties of searching a space such as a dormitory?
- Are there any differences in the setup of the dormitories in the scenario versus our correction facility? How does this affect where contraband is hidden?

ADDITIONAL AGENCY DEBRIEFING QUESTIONS

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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)

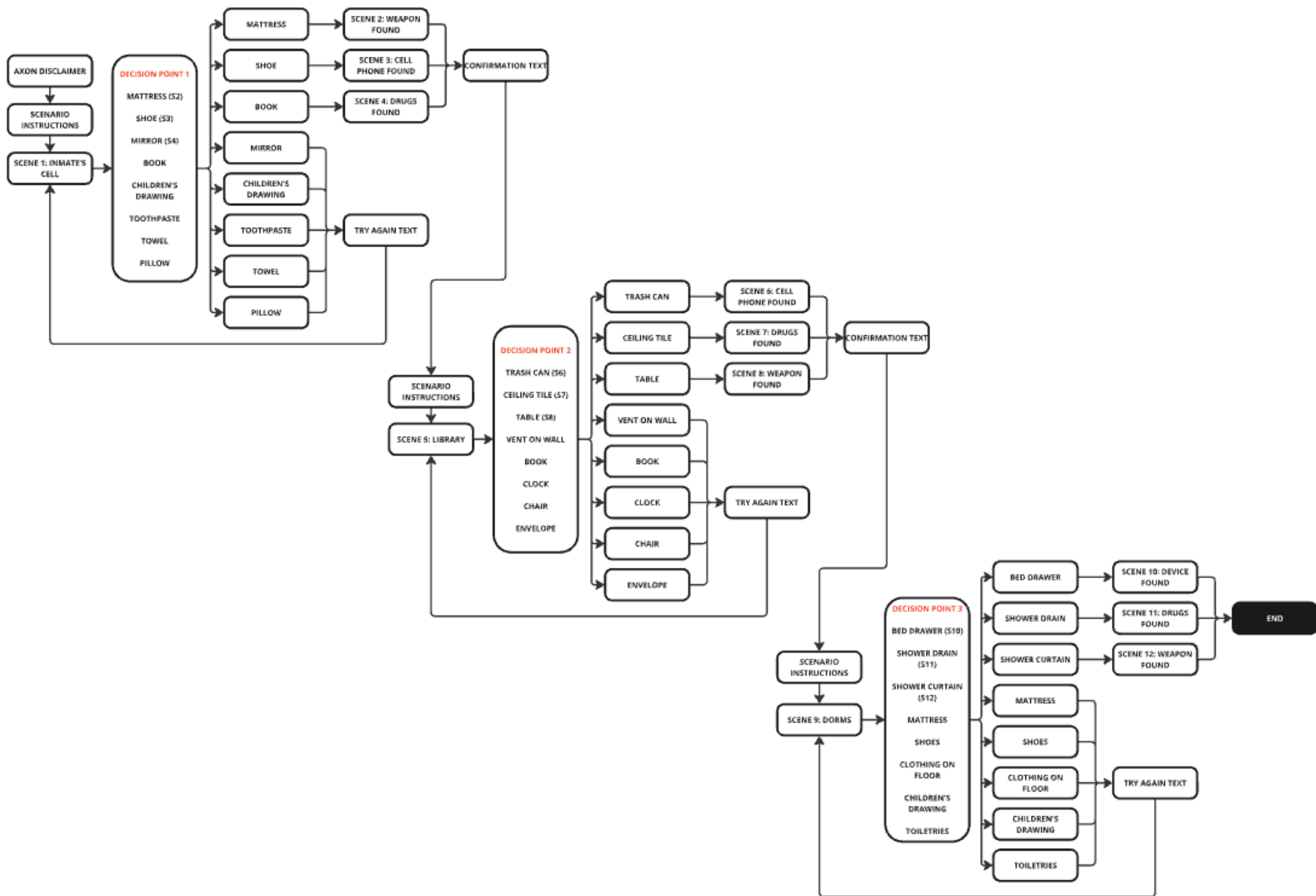
- Was [insert trainee name] within policy with their actions/selections? If not, why?
- What are some lessons learned from this scenario?

ADDITIONAL AGENCY DEBRIEFING QUESTIONS

TRAINER NOTES

SCENARIO FLOW & DECISION POINTS

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



BEST PRACTICES – SEARCHING

- **Inmate's Cell:** Look around to investigate the inmate's living quarters.
 - **Shoes:** When checking shoes, make sure you pull out the inserts to check underneath. You can bend or twist the shoe and inspect the sole. Items can even be hidden in shoelaces.
 - **Mattresses:** Remove the blanket and pillow from the bed and look under the mattress. Inspect the mattress, flipping it over and looking along the seams. There is a small opening in the seam where a homemade weapon could be hidden. When searching beds, remove each layer of sheets, flip the bed and inspect the seams carefully to avoid getting cut by anything hidden.
 - **Toilets:** Use a mirror and flashlight to inspect the outside and inside perimeter of the toilet. Look for items taped to the bottom of the toilet bowl. When checking objects or furniture that can't be moved, use tools such as a mirror or flashlight to improve visibility of hard to reach areas.
- **Library:** Look around to investigate the facility's law library, which includes book shelves with reading materials such as books and magazines, a large table, a few chairs, a trash can, and some office furniture.
 - **Trashcans:** Search the contents of a trashcan before flipping it over to see if anything is taped underneath. When searching a trashcan, you should search the inside of the bag before removing and continuing your search inside the empty can. Check the rim and handles for anything out of place before checking the bottom of the can.
 - **Tables:** Check under tables for anything taped to the underside. When checking furniture, make sure you're able to see and check all areas someone may be able to reach. For the table, getting underneath and using a flashlight can help you see around the edges more easily as well as protect you from hurting yourself from running your hand along areas you can't see.
 - **Air vents:** Use a ladder for safety and stability. For tiles or air vents, spotting anything out of the ordinary can help you determine if contraband might be hidden. Check for loose or missing screws or anything that might signify that the ceiling has been tampered with.
- **Dormitory:** An inmate's living area is a vital place to search, however pay close attention to details that are outside of the inmates living area. Dorms are spacious rooms so be aware of the larger space and pay more attention to detail. Because of its size, the complexity of a dorm search requires the correctional officer to remain vigilant to the task.
 - **Books:** When searching an inmate's belongings, treat items with respect and take out each item separately to thoroughly search them. For books and paper items, flip through the pages as well as shake the item to release anything hidden. Checking each item separately will help ensure you don't miss anything.
 - **Floor drains:** When checking drains, look for signs of tampering and use a flashlight to get a better view of the inside where someone may have tied and dropped something through the openings.
 - **Shower curtains:** To conduct a thorough search of the showers, use your flashlight to check along the seams inside of the shower curtains. Check the pole that the shower curtain hangs off of, turn it downward before looking in so nothing is at the risk of dropping. Shake and scrunch the curtain fabric to feel for anything out of the ordinary.