JUVENILE CORRECTIONS OFFICER CORE COURSE MANUAL

State of California
Corrections Standards Authority

Standards and Training for Corrections Program

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Note: The **Physical Tasks Training Manual** and the **Knowledge/Skill Maps** are separate documents.

INTRODUCTION

Purpose and Scope of This Manual

The primary purpose of this **Core Training Manual** is to present the core curriculum and design specifications for the Juvenile Corrections Officer Core Course. This information is essential for training providers for the presentation of the entry-level core course and to receive and maintain certification through the Standards and Training for Corrections (STC) Program, operated by the Corrections Standards Authority. It is also of significant benefit to local probation departments in the training of new juvenile corrections officers.

Note: This manual can be downloaded from the Corrections Standards Authority web site

The manual also provides a brief summary of how the curriculum was revised, assumptions underlying the development and revision of the curriculum and how the course specifications may be used to prepare course lectures, exercises, lesson plans, tests and materials. For more in-depth coverage of certification procedures, structure and core course delivery requirements, training providers are encouraged to thoroughly read STC's **Handbook for Presenting Core Courses.**

The **Core Training Manual** is divided into several sections.

Section A. provides a description of the juvenile corrections officer job as performed by the majority of juvenile corrections officers who work in local juvenile detention facilities throughout the state. This section also includes an overview of the 2007 curriculum revision process and the assumptions guiding the process**.**

Section B. presents a summary of the major changes to the curriculum. This includes changes to the content, structure and emphasis compared to the year 2003 version.

Section C. presents the revised topical outline, time allocations and a suggested sequence of delivery.

Section D. presents the prescribed objectives and testing specifications for the course. These objectives are the fundamental building blocks of the curriculum. They provide the goals toward which the trainees will strive and the basis for developing methods to evaluate instructional effectiveness.

Section E. contains an index that identifies which instructional objectives are to be tested and which method of testing is required (i.e., Job Knowledge Test, Behavior Skill Test or Written Skill Test).

Section F. presents the full list of juvenile corrections officer core tasks – tasks, identified through a comprehensive, statewide job analysis, as important and commonly performed by the majority of local juvenile corrections officers statewide.

Supporting Documents

Two separate documents, entitled **Knowledge/Skill Maps** and **Physical Tasks Training Manual** accompany this **Core Training Manual**.

The **Knowledge/Skill Maps** contain valuable resource information about the core tasks, arranged in a format that groups related tasks. In addition to linking the knowledge/skill maps to the core tasks, each group of core tasks in the maps is described in terms of the value, prerequisites, principles, resources and steps of performing the core tasks. This information will assist providers and instructors when they develop their lesson plans and test questions. A more complete explanation of how the maps relate to the course is contained in the introductory pages of the maps manual.

The **Physical Tasks Training Manual** describes the curriculum for instructing trainees on techniques and practice methods to perform the physically demanding tasks (running, lifting, etc.) and to support the trainee's ability to perform the tasks specified in the Defensive Tactics and Restraint training outlined in the **Core Training Manual**. The **Physical Tasks Training Manual** includes a description of the four

work simulations *t*ests. This manual is required reading for all physical conditioning and performance instructors who will be trainers in the Juvenile Corrections Officer Core Course.

Effective Date for Delivery of This Curriculum

The effective date for the prescribed curriculum detailed in this manual is July 1, 2007. However, STC training providers may begin delivering this curriculum prior to the effective date if the Corrections Standards Authority has certified the course. Certification documents must be submitted to the STC Program sixty (60) days prior to the first delivery of the new curriculum.

Since virtually all of the course objectives, physical conditioning protocol, testing methodologies and knowledge/skill maps were evaluated and subsequently revised, training providers must also update their presentations, lesson plans, and Job Knowledge Test questions to reflect these changes.

Technical Assistance

Please feel free to contact the Corrections Standards Authority, STC Program, for any assistance needed in fulfilling the certification requirements, interpretation of materials and delivery methods. Core Instructor Development training is also available upon request.

SECTION A. OVERVIEW

Description of the Juvenile Corrections Officer Job

The juvenile corrections officer job can differ from one county to another and from one assignment to another in the same jurisdiction. This training course relates to the activities or tasks performed by the majority of juvenile corrections officers throughout the state, regardless of the location, size, budget, etc., of the employing agency.

The description of this "core" job comes from two basic sources. First, the overall mission of the juvenile corrections officer job and its place in the California Criminal Justice System are established in state law. The second source of information about the core job comes from the statewide job analysis research conducted periodically by the STC Program.

Drawing upon each of these sources, the following describes the core job in terms of its:

(a) overall mission
(b) role and function in the California Criminal Justice System,
(c) major tasks and responsibilities, and,
(d) knowledge, skills and abilities.

Mission of the Juvenile Corrections Officer. The juvenile corrections officer has primary responsibility for the custody, supervision, treatment, and rehabilitation of persons accused of or adjudged responsible for criminal or delinquent conduct.

Role and Function of the Juvenile Corrections Officer. The role and function of the juvenile corrections officer is to ensure that those persons entrusted to his/her care are provided with a decent and humane environment, protected from those who would harm them, and prevented from harming themselves or others. A further role is to provide services and/or behavioral controls that would aid in the rehabilitation of the juvenile's behavior whereby they may be permitted to return to the community.

Major Tasks and Responsibilities. The major tasks and responsibilities of the juvenile corrections officer job in juvenile detention facilities have been defined in the periodic statewide job analyses conducted by the Corrections Standards Authority. The primary data gathering instruments in the job analysis included the following:

- on-site observations
- focus groups of juvenile corrections officers and immediate supervisors
- structured questionnaires about tasks, knowledges, skills and abilities

Highlights of this job analysis research are presented below. For a more detailed report on the research, please refer to STC documents describing the study.

All core tasks identified in the research are listed in this manual in Section F. Contained below is a summary of the content of the core job.

Supervising Juveniles

Monitoring, directing and controlling the activity of juveniles during daily care, recreation, work details, and activities inside and outside the facility. Maintaining appropriate close supervision and security over juveniles to prevent self-injuries, accidents, fights, escapes, and other negative incidents. Enforcing rules and disciplinary actions when appropriate. Adhering to appropriate security procedures when escorting juveniles.

Searching and Maintaining Security

Conducting searches, inspections, and counts (of juveniles, visitors, mail, facility, etc.) with thoroughness and accuracy, in a timely manner. Initiating special searches when appropriate. Verifying information and identities, securing evidence, and making security checks.

Investigating and Detecting Problems

Investigating suspicious activities, incidents, and situations. Identifying illegal activity and potentially dangerous conditions (e.g., contraband possession/use, gang conflict, etc.). Taking appropriate steps to prevent problems before they occur. Recognizing signs of health problems, suicide risk, assaults, etc., and taking appropriate action to protect the well-being of juveniles.

Analyzing and Making Recommendations

Evaluating juvenile records and behavior and making recommendations about their detention, activities, care, and treatment. Planning and organizing activities and transportation for juveniles.

Report Writing

Writing reports (e.g., incident, evaluation, disciplinary, escape, use of force), correspondence, and other narrative reports that are clear, complete, accurate, and concise. Writing reports in a timely manner.

Record Keeping

Accurately completing forms, logs, and inventories necessary for the correct and efficient intake, receiving, and releasing of juveniles, operation of a facility, and daily custody of juveniles.

Handling Emergencies

Working effectively and taking appropriate actions in emergency or crisis situations (e.g., injuries, suicide attempts, fires, escapes, rioting, physical fights between juveniles or attacks upon staff). Using sound judgment and following proper procedures in using physical force or restraints, sounding and responding to alarms, enlisting and providing appropriate assistance. Rending appropriate first aid. This includes demonstrated performance in job simulation exercises and drills. Note: The focus of this work activity is on judgment and following procedures. Physical ability is not included here (it is described later in a separate work activity).

Counseling

Conducting individual and group counseling. Developing treatment plans and goals, and evaluating progress. Providing “on-the-spot” counseling (crisis intervention). Coaching and encouraging juveniles in volunteer activities and schoolwork; assisting with emotionally distressed, withdrawn, or self-destructive juveniles. Obtaining medical or psychiatric help for juvenile when needed.

Interacting/Communicating with Juveniles

Explaining rules, policies, expectations, and consequences to juveniles. Listening and responding appropriately to juveniles’ questions, concerns, complaints, and requests and providing appropriate assistance in working on problems. Respecting juvenile’s feelings, rights, and privileges and gaining their cooperation and respect.

Interacting/Communicating with People External to Staff

Conferring with the public and personnel external to the agency. Establishing cooperative relations with community, agencies, and other people external to the staff. Responding to inquiries from regulatory agencies, commissions, and the courts.

Working with Internal Staff

Working cooperatively and efficiently with co-workers, supervisors, and other internal staff. Following directions and providing assistance, coaching, and support when needed. Keeping staff completely informed regarding juvenile's status, potential problems, and shift information.

Performing Physically Demanding Work

Working with physical skill sufficient to handle emergency situations such as medical emergencies, defending oneself, and pursuing, disarming, subduing and restraining juveniles. This includes demonstrated performance in job simulation exercises and drill.

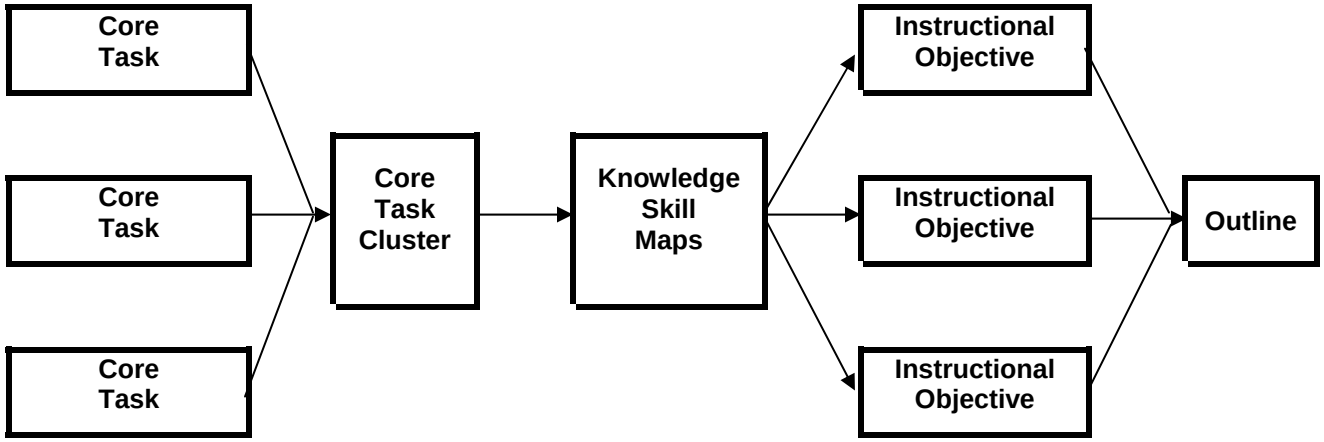
Overview of the Curriculum Revision Process

The 2007 revision of the Juvenile Corrections Officer Core Course included input from many experts in the field of juvenile corrections including incumbents, supervisors, administrators, training providers, instructors, subject matter experts and specialists.

The core course initial design and subsequent revisions follow this sequence:

1) Core tasks applicable to the majority of juvenile corrections officers statewide are identified through a job analysis.
2) Core tasks are grouped into related clusters of tasks.
3) Clusters of core tasks are analyzed to determine what knowledge and skills are necessary to perform these tasks. This analysis generates a knowledge/skill "map". Each map specifies the value, prerequisites, resources, principles, and steps required to perform the related tasks.
4) Instructional objectives are generated from the maps.
5) Testing specifications are determined for each instructional objective.
6) Instructional objectives are arranged into units and subunits (called modules) of instruction.
7) Time allocations are determined for each unit and module.
8) Units and modules are arranged in a building block sequence.

The following graphic illustrates the course design process:



Assumptions Guiding Development of the Course

The design of this training involved a series of decisions, many of which were critical to producing an effective instructional program. For example, the designers made difficult decisions regarding the inclusion or exclusion of specific content in the training course. While such decisions were often complex and difficult, basic assumptions and principles guided the development of the course. These assumptions and principles are presented below.

Assumption #1: The content of the training must be job-related.

This assumption refers all decisions on training content, methods, and format back to the actual demands of the juvenile corrections officer job. To the extent that knowledge or skills are not essential to job performance, they are not included in the training course.

Assumption #2: The training course should specify the trained needed by "entry-level" juvenile corrections officers who have no prior training or experience in juvenile corrections.

This assumption identifies "entry-level" juvenile corrections officers as the target audience for the core training. The training needs of experienced juvenile corrections officers are not covered by this course. Although some entry-level juvenile corrections officers may have some background in juvenile corrections, the assumption of no prior training or experience ensures that the core training course will cover the needs of all entry-level personnel, even those with no background at all.

Assumption #3: The training course should specify only those knowledge and skills that are essential for the newly hired juvenile corrections officer to meet minimum performance standards for entry-level personnel and to obtain maximum benefit from subsequent on-the-job training and experience.

The core training course should not be expected to produce an experienced juvenile corrections officer capable of handling every job assignment. Rather, the core training course provides the trainee with the basic concepts and skills necessary to make sense of the job and to accelerate the learning process.

Assumption #4: Trainees will complete the entire core training course prior to their first actual work assignment.

Since trainees are assumed to have no prior background in juvenile corrections, the core training course should be completed before trainees begin to accumulate experience on the job. Trainees should complete the core training course prior to their first work assignment because this will allow them to efficiently learn from their on-the-job experience and achieve proficiency as soon as possible.

Assumption #5: Priority for core training course content is given to those skills and topics that are not easily learned on the job and do not vary significantly from agency to agency. Preference is given to those areas that are most complex, require practice and best mastered away from the day-to-day demands at the job setting.

The focus of the core training is on major areas of knowledge and skill development most conducive to a classroom and practice area setting. Typical areas include report writing, defensive tactics, communication skills, ethics, etc., rather than particular forms and procedures that can easily be covered on the job.

Assumption #6: The core training course should be administratively feasible and efficient.

To enable every training provider to operate within certain administrative constraints (e.g., time, budget, personnel, etc.), the course is designed with the following considerations:

Daily Schedule: Daily course schedules are designed to be 8 hours per day, 5 days per training week.

Testing Periods and Methods

- The Job Knowledge Tests (multiple choice paper and pencil tests) are designed to be scheduled in three blocks of one hour each. This will provide the use of a test proctor rather than an instructor. The multiple choice test format is the preferred testing methodology for measuring knowledge-based objectives because of its proven value in measuring different types of learning and its low cost.

- The Written Skills and Behavior Skills Tests are to be administered by the designated instructor during the actual training delivery. Written Skills Tests are designed to be graded by the instructor during non-instructional time.

Instructional Methods

The traditional classroom training model is the preferred training delivery format for much of the curriculum. This allows for a variety of delivery methods (lecture, class discussion, case study, and role-playing) along with the use of supportive multi-media technology.

It is strongly recommended that adult learning methods guide the delivery of this course and that trainee participation is encouraged where appropriate. When developing their lesson plans, instructors are encouraged to seek opportunities to engage the trainees in hands-on application of the material and to limit the amount of time spent in the lecture format. This will necessitate more instructor planning time "up front" before delivery of the training, but less instructor "on stage" time during the presentation.

Please refer to the **Handbook for Presenting Core Courses**, specifically the section "Choosing Effective Training". Technical assistance in training design and presentation is also available from the Corrections Standards Authority.

SECTION B. SUMMARY OF CHANGES TO THE CURRICULUM

The curriculum underwent a comprehensive revision process that resulted in a number of significant changes to both the content and the structure of the course. Presented below are highlights of the major changes.

Content Changes

Professionalism and Ethics

This new 4 hour unit (#3) focuses specifically on ethical and professional issues related to a juvenile corrections officer environment. The structure of the unit allows for ample time to discuss the nuances of this topic and to explore various types of situations. The structure also allows time to examine ways to deal with problematic behavior.

Report Writing

Eleven hours of additional time was added to this unit (now Unit #6) changing the total hours from 8 hours to 19 hours. Further, this unit was extensively rewritten. It mirrors the Report Writing curriculum of the Adult Corrections Officer Core Course – a model used successfully for the past four years. The new curriculum emphasizes organization and essential content versus mechanical aspects (spelling, grammar, etc.). There is significant time included in this unit for the trainee to practice writing and to obtain feedback. The new curriculum is designed to be presented in several segments throughout the course to allow the trainee time to absorb the material.

Communication Skills

This unit (now Unit #12) was completely overhauled. It is based on a successful model geared toward equipping non-clinical staff with effective communication and intervention skills for troubled youth. Two modules of the unit focus specifically on communicating with depressed or suicidal juveniles and crisis intervention. The total hours for the communications unit are now 19, up from 9.5 hours.

Fire and Life Safety

A seven-hour module was added to the Handling Emergencies unit (now Unit #14). This new content includes specific instruction on inspecting for and maintaining fire safety in a juvenile detention facility as well as instruction on detection and control of fire.

Defensive Tactics and Restraint Techniques

This unit (now Unit #8) expanded significantly from a previous 12 hours to a revised 30 hours. Because the skills required for defensive tactics are physically demanding and rely on repetition and drill, this new curriculum is designed to be presented in several segments throughout the course. The instructional objectives were written with sufficient flexibility to allow a variety of approaches yet maintain the continuity of handling basic situations applicable to different facilities statewide. The design calls for a limited number of techniques with adequate time for the trainee to develop competency in these new skills.

Physical Conditioning and Task Training

This unit (now Unit #17) also changed significantly in both specifications and time (up from 12 to 17.5 hours). The updated curriculum includes preparation for successfully performing the work simulation tests (dummy drag, dummy lift, agility run and sprint) as well as updated protocol for improving performance on other demanding tasks, especially Defensive Tactics. The revised curriculum includes a self-assessment, updated exercises based on the latest exercise science research and the development of an on-going plan for each trainee to improve his or her abilities to perform the physical tasks of the job.

CPR and First Aid

The CPR and First Aid requirement is eliminated from the statewide core course, allowing agencies to satisfy this requirement at the local level. Despite the elimination of CPR and First Aid from the core course, all entry-level juvenile corrections officers must successfully complete CPR and First Aid courses within the first year of employment as a juvenile corrections officer.

Structural Changes

Total Course Hours

As noted above, the minimum total course hours has been increased from 134 hours to 160 hours. The effective date for required presentation of this expanded course is July 1, 2007.

Administrative Time Added

Three hours of administrative time was created in the course curriculum to allow for such activities as orientation, classroom review of the Job Knowledge Tests, recapping of information to provide continuity from one instructor to another, and handling logistical aspects of the course such as clothing changes for Defensive Tactics and Physical Conditioning.

Instructional Objectives Specificity

The number of instructional objectives increased from 214 to 390. This increase is due partly to the expansion of course hours and partly to provide instructors with enhanced guidance.

Testing Time

The time allocated for administration of the Job Knowledge Tests was decreased by 30 minutes from 3.5 hours to 3 hours. This reflects the shift in emphasis from the lecture methodology to adult learning theory.

Job Knowledge Test Questions

The total minimum number of required test questions specified for the revised curriculum has been reduced from 416 to 302 items.

Written Skills Tests

The total number of Written Skills Tests required in the revised curriculum was also reduced from 27 to 8.

Behavior Skills Tests

The number of Behavior Skills Tests increased significantly from 13 to 39. This increase also reflects the emphasis on practice and hands-on participation.

Instructional Objective Verbs

Several trainee behavior descriptions (verbs) called for in the instructional objectives were modified to guide instructors toward adult learning methodologies that encourage trainee participation. For example, the verb “identify” in several of the objectives was changed to a verb such as “explain”, “describe”, “discuss”, “examine”, etc.

Instructional Objective by Task and Knowledge Skill Map Index

The index linking instructional objective to task and the index for knowledge skill maps are now contained in the **Knowledge Skill Map Manual**.

Unit and Module Numbering System

Unlike previous versions of the Juvenile Corrections Officer Core Course, the 2007 version is designed to be presented in modules that do not necessarily stay within a discrete unit. For example: because medical and mental health issues affect classification decisions, Modules 5.3 and 5.4 covering those topics are inserted just before the module on classification (Unit 9, Module 9.3). Formal Reporting in the Communication Skills Unit is integrated with Module 15.2, Testifying in Court. Therefore, providers are encouraged to structure their presentations according to subject matter, rather than the unit and module numbering system.

Repetition by Design

The course affords several opportunities for the trainee to practice and drill on various subjects throughout the course. In particular, communication skills, defensive tactics, report writing and medical/mental health issues are addressed in many units and modules. Providers should make sure this design is communicated to the various instructors so that it is clear to the trainees that this repetition is by design and is intended to facilitate their learning.

Emphasis

As reflected in the revisions to instructional objectives and testing protocol, training providers are encouraged, and in some cases, required, to increase trainee participation and practice. This revised emphasis should offer trainees a more engaging core training experience consistent with adult learning styles and be more conducive to retention and mastery.

SECTION C. CORE TRAINING COURSE OUTLINE AND UNIT SCHEDULE – 160 HOURS

This section presents an outline, by units and modules, of the Juvenile Corrections Officer Core Training Course. The minimum instructional time frames are noted for each unit and their modules. The outline begins at Unit 2. Unit 1 is designated for agency-specific training should a provider wish to include additional subject matter.

(3 hours) **ADMINISTRATION AND ORIENTATION TO CORE COURSE**

Unit 2.0 **CALIFORNIA CRIMINAL JUSTICE SYSTEM**
(3 hours)

Module 2.1 Roles and Responsibilities of the Juvenile Corrections Officer (1)
Module 2.2 Juvenile Justice System and Process (2)

Unit 3.0 **PROFESSIONALISM AND ETHICS**
(4 hours)

Module 3.1 Professionalism and Ethics (4)

Unit 4.0 **CODES, STATUTES AND OTHER LEGAL DOCUMENTS**
(4 hours)

Module 4.1 Legal Foundations (1)
Module 4.2 Reference Use of Codes and Juvenile Court Rules (1)
Module 4.3 Constitutional Rights, Civil Rights, and Case Law (2 hours)

UNIT 5.0 **MEDICAL AND MENTAL HEALTH ISSUES**
(13 hours 30 minutes)

Module 5.1 Indicators of Child Abuse (2)
Module 5.2 Indicators of Substance Abuse (2)
Module 5.3 Medical Considerations (2)
Module 5.4 Mental Health Considerations (2)
Module 5.5 Suicide Prevention (4)
Module 5.6 Handling Medications (1 hour 30 minutes)

UNIT 6.0 **REPORT WRITING AND RECORD KEEPING**
(19 hours)

Module 6.1 Assessment and Overview (2)
Module 6.2 Information Gathering and Note-taking (2)
Module 6.3 Report Writing – Content (4)
Module 6.4 Report Writing – Organization (4)
Module 6.5 Report Writing – Mechanics (3)
Module 6.6 Report Writing – Practice (2)
Module 6.7 Report Writing – Testing (2)

UNIT 7.0 **GANGS AND CULTURAL CONSIDERATIONS**
(8 hours)

Module 7.1 Ethnic and Cultural Considerations (1)
Module 7.2 Gangs and Gang Subcultures in Institutions (7)

UNIT 8.0 DEFENSIVE TACTICS AND RESTRAINT TECHNIQUES
(30 hours)

Module 8.1 Principles of Use of Force (2)
Module 8.2 Defensive Tactics – Footwork, Balance and Falling (3)
Module 8.3 Defensive Tactics – Control Holds (4)
Module 8.4 Defensive Tactics – Take Downs (4)
Module 8.5 Defensive Tactics – Escaping Techniques (4)
Module 8.6 Defensive Tactics – Ground Control Techniques (4 hours 30 minutes)
Module 8.7 Handcuffing and Pat-Down Searches – Practice (2 hours 30 minutes)
Module 8.8 Safety Room and Physical Restraints (2)
Module 8.9 Room Extractions (4)

UNIT 9.0 INTAKE, RECEIVING, CLASSIFICATION, AND RELEASING
(4 hours)

Module 9.1 Intake/Receiving Juveniles (30 minutes)
Module 9.2 Admitting and Orientation (1)
Module 9.3 Classification and Case Planning (2)
Module 9.4 Release Procedures (30 minutes)

UNIT 10.0 DAILY SUPERVISION
(5 hours)

Module 10.1 Safety/Health Standards (1 hour 30 minutes)
Module 10.2 Group Dynamics (1 hour 30 minutes)
Module 10.3 Recreation and Leisure (30 minutes)
Module 10.4 Disciplinary Procedures and Handling Grievances (30 minutes)
Module 10.5 Clothing, Bedding, Mail and Telephone (30 minutes)
Module 10.6 Work Details (30 minutes)

UNIT 11.0 CONTRABAND AND EVIDENCE
(4 hours)

Module 11.1 Identifying Contraband (1)
Module 11.2 Identifying Evidence (1)
Module 11.3 Handling Contraband and Evidence (2)

UNIT 12.0 COMMUNICATION SKILLS
(19 hours)

Module 12.1 Elements of Interpersonal Communications (4)
Module 12.2 Communication Skills – Practice (4)
Module 12.3 Communication Skills – Crisis Intervention (2)
Module 12.4 Communication Skills – Depressed or Suicidal Juvenile (2)
Module 12.5 Communication Skills – Manipulation of Staff (2)
Module 12.6 Communications with Co-workers, Parents and the Public (2)
Module 12.7 Communication Skills – Formal Reporting (3)

UNIT 13.0 SEARCHING AND SECURITY
(8 hours)

Module 13.1 Lock and Key Control (1)
Module 13.2 Searching the Facility (3)
Module 13.3 Safety and Security Rounds (1)
Module 13.4 Searching Juveniles – Principles and Concepts (3)

UNIT 14.0 EMERGENCIES AND FIRE AND LIFE SAFETY
(8 hours)

Module 14.1 Emergency Planning and Preparation (1)
Module 14.2 Fire and Life Safety (7)

UNIT 15.0 TESTIFYING IN COURT
(3 hours)

Module 15.1 Preparation (1)
Module 15.2 Practice (2)

UNIT 16.0 TRANSPORTATION AND ESCORT
(4 hours)

Module 16.1 Preparation for Transport and Escort (2)
Module 16.2 Performing Transport and Escort Duties (2)

UNIT 17.0 PHYSICAL CONDITIONING
(17 hours 30 minutes)

Module 17.1 Orientation – Physical Conditioning Basics (1 hour 30 minutes)
Module 17.2 Conditioning Exercises (1 hour 30 minutes)
Module 17.3 Initial Assessment (1)
Module 17.4 Conditioning Exercises (1)
Module 17.5 Conditioning Exercises (2)
Module 17.6 Conditioning Exercises (2)
Module 17.7 Conditioning Exercises (1 hour 30 minutes)
Module 17.8 Conditioning Exercises (1 hour 30 minutes)
Module 17.9 Conditioning Exercises (1 hour 30 minutes)
Module 17.10 Final Assessment and Fitness Planning: Part One (2)
Module 17.11 Final Assessment and Fitness Planning: Part Two (2)

(3 hours) **JOB KNOWLEDGE TESTING**

Certified CPR and FA courses must also be completed

SAMPLE COURSE OUTLINE

Day 1 Mon.	0800-0900		**Administration and Orientation**
	0900-1000	Unit 2 Module 2.1	**California Criminal Justice System** Roles and Responsibilities of the Juvenile Corrections Officer
	1000-1200	Unit 2 Module 2.2	**California Criminal Justice System** Juvenile Justice System and Process
	1300-1700	Unit 3 Module 3.1	**Professionalism and Ethics** Professionalism and Ethics
Day 2 Tues.	0800-0900	Unit 4 Module 4.1	**Codes, Statutes and Other Legal Documents** Legal Foundations
	0900-1000	Unit 4 Module 4.2	**Codes, Statutes and Other Legal Documents** Reference Use of Codes and Juvenile Court Rules
	1000-1200	Unit 4 Module 4.3	**Codes, Statutes and Other Legal Documents** Constitutional Rights, Civil Rights, and Case Law
	1300-1430	Unit 17 Module 17.1	**Physical Conditioning** Orientation – Physical Conditioning Basics
	1430-1600	Unit 17 Module 17.2	**Physical Conditioning** Conditioning Exercises
	1600-1700	Unit 17 Module 17.3	**Physical Conditioning** Initial Assessment
Day 3 Wed.	0800-0900	Unit 11 Module 11.1	**Contraband and Evidence** Identifying Contraband
	0900-1000	Unit 11 Module 11.2	**Contraband and Evidence** Identifying Evidence
	1000-1200	Unit 11 Module 11.3	**Contraband and Evidence** Handling Contraband and Evidence
	1300-1700	Unit 12 Module 12.1	**Communication Skills** Elements of Interpersonal Communications
Day 4 Thurs.	0800-1000	Unit 6 Module 6.1	**Report Writing and Record Keeping** Assessment and Overview
	1000-1200	Unit 6 Module 6.2	**Report Writing and Record Keeping** Information Gathering and Note-taking

	1300-1500	Unit 8 Module 8.1	**Defensive Tactics and Restraint Techniques** Principles of Use of Force **BST # 1**
	1500-1600	Unit 8 Mod 8.2	**Defensive Tactics and Restraint Techniques** Footwork
	1600-1700	Unit 17 Module 17.4	**Physical Conditioning** Conditioning Exercises
Day 5 Fri.	0800-0900	Unit 7 Module 7.1	**Gangs and Cultural Considerations** Ethnic and Cultural Considerations
	0900-1200	Unit 7 Module 7.2	**Gangs and Cultural Considerations** Gangs and Gang Subcultures in Institutions
	1300-1700	Module 7.2 (Cont'd.)	Gangs and Gang Subcultures in Institutions
Day 6 Mon.	0800-1200	Unit 6 Module 6.3	**Report Writing and Record Keeping** Content
	1300-1500	Unit 5 Module 5.1	**Medical and Mental Health Issues** Indicators of Child Abuse **WST # 1,2**
	1500-1700	Unit 5 Module 5.2	**Medical and Mental Health Issues** Indicators of Substance Abuse **WST # 3**
Day 7 Tues.	0800-1200	Unit 12 Module 12.2	**Communication Skills** Practice **BST # 23,24,25,26,27**
	1300-1500	Unit 8 Module 8.2 (Cont'd.)	**Defensive Tactics and Restraint Techniques** Falling, Footwork, Balance **BST # 2,3,4,5**
	1500-1700	Unit 17 Module 17.5	**Physical Conditioning** Conditioning Exercises
Day 8 Wed.	0800-0830	Unit 9 Module 9.1	**Intake, Orientation, Classification and Releasing** Intake/ Receiving Juveniles
	0830-0930	Unit 9 Module 9.2	**Intake, Orientation, Classification and Releasing** Admitting and Orientation
	0930-1000	Unit 9 Module 9.4	**Intake, Orientation, Classification and Releasing** Release Procedures **WST # 7**
	1000-1200	Unit 5 Module 5.3	**Medical and Mental Health Issues** Medical Considerations
	1300-1500	Unit 5 Module 5.4	**Medical and Mental Health Issues** Mental Health Considerations

	1500-1700	Unit 9 Module 9.3	**Intake, Orientation, Classification and Release** Classification and Case Planning
Day 9 Thurs.	0800-1200	Unit 5 Module 5.5	**Medical and Mental Health Issues** Suicide Prevention **WST # 4**
	1300-1500	Unit 8 Module 8.3	**Defensive Tactics and Restraint Techniques** Control Holds
	1500-1700	Unit 17 Module 17.6	**Physical Conditioning** Conditioning Exercises
Day 10 Fri.	0800-0900		**Job Knowledge Test #1 (Unit 2, 3, 4, 7, 9, 11 & 17, Modules 5.1-5.5, 6.1-6.3, 8.1 &12.1 = <u>134 items</u>)**
	0900-1030	Unit 5 Module 5.6	**Medical and Mental Health Issues** Handling Medications
	1030-1200	Unit 10 Module 10.1	**Daily Supervision** Safety/Health Standards
	1300-1500	Unit 12 Module 12.3	**Communication Skills** Crisis Intervention
	1500-1700	Unit 12 Module 12.4	**Communication Skills** Depressed or Suicidal Juveniles
Day 11 Mon.	0800-1200	Unit 6 Module 6.4	**Report Writing and Record Keeping** Organization
	1300-1330		**Administrative Time**
	1330-1530	Unit 8 Module 8.3	**Defensive Tactics and Restraint Techniques** Control Holds **BST # 6**
	1530-1700	Unit 17 Module 17.7	**Physical Conditioning** Conditioning Exercises
Day 12 Tues.	0800-0900	Unit 13 Module 13.1	**Searching and Security** Lock and Key Control
	0900-1200	Unit 13 Module 13.2	**Searching and Security** Searching the Facility
	1300-1400	Unit 13 Module 13.3	**Searching and Security** Safety and Security Rounds
	1400-1700	Unit 13 Module 13.4	**Searching and Security** Searching Juveniles – Principles and Concepts

Day 13 Wed.	0800-1000	Unit 8 Module 8.4	**Defensive Tactics and Restraint Techniques** Take Downs
	1000-1200	Unit 8 Module 8.5	**Defensive Tactics and Restraint Techniques** Escaping Techniques
	1300-1530	Unit 8 Module 8.6	**Defensive Tactics and Restraint Techniques** Ground Control Techniques
	1530-1700	Unit 17 Module 17.8	**Physical Conditioning** Conditioning Exercises
Day 14 Thurs.	0800-0900		**Job Knowledge Test #2 (Unit 13, Modules 5.6, 6.4, 10.1, 12.3 – 12.4 = <u>70 items</u>)**
	0900-1200	Unit 6 Module 6.5	**Report Writing and Record Keeping** Mechanics
	1300-1330		**Administrative Time**
	1330-1500	Unit 10 Module 10.2	**Daily Supervision** Group Dynamics
	1500-1530	Unit 10 Module 10.3	**Daily Supervision** Recreation and Leisure
	1530-1600	Unit 10 Module 10.4	**Daily Supervision** Disciplinary Procedures and Handling Grievances
	1600-1630	Unit 10 Module 10.5	**Daily Supervision** Clothing, Bedding, Mail, and Telephone
	1630-1700	Unit 10 Module 10.6	**Daily Supervision** Work Details
Day 15 Fri.	0800-1000	Unit 8 Module 8.6 (Cont'd.)	**Defensive Tactics and Restraint Techniques** Ground Control Techniques **BST # 14**
	1000-1200	Unit 8 Module 8.7	**Defensive Tactics and Restraint Techniques** Handcuffing and Pat-down Searches – Practice
	1300-1330	Unit 8 Module 8.7 (Cont'd.)	**Defensive Tactics and Restraint Techniques** Handcuffing and Pat-down Searches – Practice **BST # 15,16,17,18,19,20,21,22**
	1330-1530	Unit 8 Module 8.8	**Defensive Tactics and Restraint Techniques** Safety Room and Physical Restraints
	1530-1700	Unit 17 Module 17.9	**Physical Conditioning** Conditioning Exercises

Day 16 Mon.	0800-1000	Unit 12 Module 12.5	**Communication Skills** Manipulation of Staff
	1000-1200	Unit 12 Module 12.6	**Communication Skills** Communications with Co-workers, Parents, Public **BST # 28 & 29**
	1300-1500	Unit 8 Module 8.4 (Cont'd.)	**Defensive Tactics and Restraint Techniques** Take Downs **BST # 7,8**
	1500-1700	Unit 17 Module 17.10	**Physical Conditioning** Final Assessment and Fitness Planning – Part One **BST # 36,37,38,39**
Day 17 Tues.	0800-1000	Unit 6 Module 6.6	**Report Writing and Record Keeping** Practice
	1000-1200	Unit 6 Module 6.7	**Report Writing and Record Keeping** Final Test **WST # 5,6**
	1300-1500	Unit 16 Module 16.1	**Transportation and Escort** Preparation **WST # 8**
	1500-1700	Unit 16 Module 16.2 **BST #32,33,34,35**	**Transportation and Escort** Performing Transport and Escort Duties
Day 18 Wed.	0800-1000	Unit 17 Module 17.11	**Physical Conditioning** Final Assessment and Fitness Planning – Part Two
	1000-1200	Unit 8 Module 8.5 (Cont'd.)	**Defensive Tactics and Restraint Techniques** Escape Techniques **BST # 9,10,11,12,13**
	1300-1700	Unit 8 Module 8.9	**Defensive Tactics and Restraint Techniques** Room Extractions
Day 19 Thurs.	0800-0900	Unit 14 Module 14.1	**Emergencies and Fire and Life Safety** Emergency Planning and Preparation
	0900-1200	Unit 14 Module 14.2	**Emergencies and Fire and Life Safety** Fire and Life Safety
	1300-1700	Module 14.2 (Cont'd.)	Fire and Life Safety **BST #30,31**
Day 20 Fri.	0800-0900		**Job Knowledge Test #3 (Unit 14, 15, 16 Modules 6.5, 8.8 - 8.9, 10.2 -10.6, 12.5 – 12.6 = <u>97 items</u>)**
	0900-1200	Unit 12 Module 12.7	**Communication Skills** Formal Reporting

1300-1400	Unit 15 Module 15.1	**Testifying in Court** Preparation
1400-1600	Unit 15 Module 15.2	**Testifying in Court** Practice

SECTION D. INSTRUCTIONAL OBJECTIVES AND DESIGN SPECIFICATIONS

This section presents the instructional objectives for each course module that makes up a unit of instruction. The instructional objectives are written as measurable statements that describe an expected learning outcome to be achieved and demonstrated by a trainee upon completion of the core training course.

The instructional time assigned to the units and modules is presented in “dedicated” time frames. The instructional time is the minimum amount of time for the topic. Training providers are encouraged to exceed these minimums and may request approval for certification of these increased time allocations.

A minimum number of test items are noted for each objective that is to be measured by a Job Knowledge Test (JKT). The allocation time for the administration of these multiple choice tests is in addition to the required delivery time for the instructional objectives (usually one half-minute per test question). In most cases, the instructors should develop the test questions because they will be able to link the questions most accurately to the lesson plans. The STC Program does not maintain a test item bank but is available for assistance in constructing test questions.

These Job Knowledge Tests should not be confused with the performance tests: Written Skills Tests (WST) and Behavior Skills Tests (BST). The performance tests occur as part of the instructor’s presentation. The specifications of the Written Skills Tests and the Behavior Skills Tests are contained in the instructional objective.

Please refer to the **Handbook for Presenting Core Courses** and other Corrections Standards Authority publications for additional information on lesson plan development, test item writing and procedures for presenting the curriculum.

Unit 1
Agency Specific

This unit may be used by the agency or provider for the presentation of subject matter that meets a specific need of the target trainees, such as agency-specific policies and procedures, special issues, etc. The provider will need to develop measurable instructional objectives for the agency-specific material to secure STC certification of the subject matter. Time devoted to this unit is in addition to the minimum 160 hours prescribed in the Juvenile Corrections Officer Core Course.

Unit 2
California Criminal Justice Systems
Unit Instructional Time: 3 hours

Module 2.1 **ROLES AND RESPONSIBILITIES OF THE JUVENILE CORRECTIONS OFFICER**
Instructional Time: 1 hour

INSTRUCTIONAL OBJECTIVES:

2.1.1 Identify the major roles and responsibilities of the juvenile corrections officer in relation to the following constituencies:

- judicial system
- community
- juveniles
- other correctional personnel
- other agencies in the criminal justice system
- other corrections agencies (e.g., city, county, state, federal, and private corrections)

JKT 1 item

2.1.2 Identify the major roles and responsibilities of the following components in the juvenile justice system:

- legislators
- court systems
- District Attorney
- Public Defender
- Law enforcement agencies (e.g., Police, Sheriff, CHP, FBI, etc.)
- probation department(s)
- Corrections Standards Authority
- California Department of Corrections and Rehabilitation
- community based organizations

JKT 1 item

Module 2.2 **JUVENILE JUSTICE SYSTEM AND PROCESS**
Instructional Time: 2 hours

INSTRUCTIONAL OBJECTIVES:

2.2.1 Review the major historical milestones in the Juvenile Justice System in the United States and in the State of California.

Discussion

2.2.2 Review the current trends in juvenile justice in the United States and in the State of California.

Discussion

2.2.3 Describe the steps in the Juvenile Justice System from arrest to disposition.

JKT 1 item

2.2.4 Identify the types of dispositions in juvenile cases.

JKT 1 item

UNIT 3
Professionalism and Ethics
Unit Instructional Time: 4 hours

Module 3.1 **PROFESSIONALISM AND ETHICS**
Instructional Time: 4 hours

INSTRUCTIONAL OBJECTIVES:

3.1.1 Describe what being a professional juvenile corrections officer means.

Discussion

3.1.2 Define ethics.

- define acceptable and unacceptable behavior of a juvenile corrections officer

Discussion

3.1.3 Describe ethical violations you might see in a juvenile detention setting.

- use of obscene language
- harassment of juveniles
- fraternizing with juveniles
- failing to report misconduct of officer
- making derogatory remarks about an officer or juvenile
- dereliction of duty (sleeping, inattention)
- false statements, written or oral
- giving juveniles inappropriate special treatment
- drug use
- excessive use of force

JKT 2 items

3.1.4 Explain why juvenile corrections officers, on and off duty, should exemplify the highest ethical and moral standards:

- promotes professionalism
- gains public support for the profession
- earns the respect and confidence of peers
- maintains a sense of self-worth and pride

JKT 1 item

3.1.5 Discuss methods for handling unethical situations, for example:

- expressing verbal disapproval of minor infractions of coworkers
- discussing continued infractions with supervisor
- reporting misconduct to a supervisor and providing documentation if needed
- preventing criminal behavior, if possible, and reporting it to a supervisor immediately

Discussion

3.1.6 Examine the problems associated with a juvenile corrections officer who violates the law, for example:

- incurs public disrespect for the law, the agency, and the corrections profession
- provides mixed messages to the public

Discussion

3.1.7 Identify why it is necessary to take action when made aware of unethical and/or criminal conduct of other corrections professionals. For example, to:

- maintain public trust
- prevent further misconduct
- permit corrective action to take place
- avoid possible administrative/criminal/civil actions
- maintain staff morale

JKT 1 item

3.1.8 Identify the problems associated with the acceptance of gratuities:

- creates negative public image
- obligates the person to the gift giver
- may lead to the acceptance of larger gifts, serious misconduct, or the commission of a crime (officer set-up)

JKT 1 item

3.1.9 Identify the ethical parameters for a professional relationship between the juvenile corrections officer and juveniles.

Discussion

UNIT 4
Codes, Statutes and Other Legal Documents
Unit Instructional Time: 4 hours

Module 4.1 **LEGAL FOUNDATIONS**
Instructional Time: 1 hour

INSTRUCTIONAL OBJECTIVES:

4.1.1 Identify the primary legal references and sources that govern the work of a juvenile corrections officer. Examples may include:

- Title 15, Title 24
- codes
- statutes
- case law
- juvenile court orders

JKT 2 items

Module 4.2 **REFERENCE USE OF THE CODES AND JUVENILE COURT RULES**
Instructional Time: 1 hour

INSTRUCTIONAL OBJECTIVES:

4.2.1 Given a scenario of a criminal violation, demonstrate the use of a Penal Code by accessing the applicable section.

Practice

4.2.2 Given a sample code violation, classify it as a misdemeanor or felony using the relevant code for reference.

Practice

4.2.3 Identify the legal categories of minors in the juvenile justice system. These include:

- dependents (WIC 300)
- status offenders (WIC 601)
- delinquents (WIC 602)
- direct filings (PC 707b)

JKT 2 items

4.2.4 Identify the major types of institutional holds and their respective documents, including:

- warrants
- interagency transfer
- jail orders
- remand orders
- bail documents
- courtesy holds

- parole
- federal

JKT 2 items

Module 4.3 **CONSTITUTIONAL RIGHTS, CIVIL RIGHTS, AND CASE LAW**
Instructional Time: 2 hours

INSTRUCTIONAL OBJECTIVES:

4.3.1 Identify the types of liability, personal and agency, and the sanctions that may be imposed by the court or jury.

Discussion

4.3.2 Identify the major areas of liability of the juvenile corrections officer and the possible consequences associated with each. The major issues may include:

- searches
- disciplinary procedures
- use of force/restraints/chemical agents
- supervision of juveniles of opposite sex
- medical and mental health care
- court orders
- confidentiality
- special orders (phone calls, visits, menu, non-association, protective custody)
- casework
- suicide
- escapes

JKT 2 items

4.3.3 Given a description of a situation encountered in connection with juvenile housing or care (e.g., privacy, feeding), identify instances of mistreatment using Title 15 and case law for reference.

JKT 1 item

4.3.4 Identify the statutory and case law regarding confidentiality (e.g., Criminal Offender Record Information-CORI, etc.), when dealing with family members and the public.

JKT 1 item

Unit 5
Medical and Mental Health Issues
Unit Instructional Time: 13 hours 30 minutes

Module 5.1 **INDICATORS OF CHILD ABUSE**
Instructional Time: 2 hours

INSTRUCTIONAL OBJECTIVES:

5.1.1 Identify the major personality, behavioral and physical indicators associated with child abuse.

JKT 2 items

5.1.2 Given descriptions of a juvenile's behavior and appearance, document the child abuse indicators.

WST #1

5.1.3 Identify the mandated child abuse reporting laws and procedures as they apply to the juvenile corrections officer.

JKT 2 items

5.1.4 Given a scenario, complete a Suspected Child Abuse Report (SCAR).

WST #2

Module 5.2 **INDICATORS OF SUBSTANCE ABUSE**
Instructional Time: 2 hours

INSTRUCTIONAL OBJECTIVES:

5.2.1 Generate a description of the common behavioral characteristics, patterns, and physical symptoms associated with common drugs used by juveniles.

Discussion

5.2.2 Given a list of commonly used drugs, identify their street name, and if applicable, the generic name.

JKT 2 items

5.2.3 List the appropriate steps for the juvenile corrections officer to follow in handling a drug overdose, including obtaining immediate medical attention for the juvenile, investigating the source of the drugs, and conducting follow-up procedures.

JKT 2 items

5.2.4 Given descriptions of a juvenile's behavior and appearance, describe the indicators of substance abuse and the probable type of drug involved.

WST #3

Module 5.3 **MEDICAL CONSIDERATIONS**

Instructional Time: 2 hours

INSTRUCTIONAL OBJECTIVES:

5.3.1 Given descriptions of a juvenile's behavior and appearance, identify and document the potential existence of a physical problem that calls for medical attention.

JKT 2 items

5.3.2 Identify the steps to follow at a juvenile's request to see a doctor. These may include:

- ascertain the nature of the request
- be sensitive to material juvenile may not wish to reveal (STD, pregnancy, abuse, etc.)
- if minor requests treatment, medical personnel must be notified
- notify supervisor, if appropriate
- document actions taken

JKT 1 item

5.3.3 Identify the procedures to follow for a juvenile who refuses medical treatment. Examples may include:

- notify supervisor
- contact medical staff
- advise juvenile of potential consequences
- request medical follow-up

Discussion

5.3.4 Identify circumstances where medical treatment cannot be refused.

- unconscious
- life-threatening

JKT 2 items

5.3.5 List those infectious and contagious diseases and conditions most likely to show up in an institutional setting (e.g., AIDS, hepatitis, STD's, lice, TB, staph, MRSA).

JKT 1 item

5.3.6 Identify the modes of transmission of infectious and contagious diseases and conditions (including AIDS, hepatitis, TB, lice, MRSA).

JKT 2 items

Module 5.4 **MENTAL HEALTH CONSIDERATIONS**

Instructional Time: 2 hours

INSTRUCTIONAL OBJECTIVES:

5.4.1 Given descriptions of a juvenile's behavior and appearance, identify and document the potential existence of a psychological problem that calls for mental health attention.

JKT 2 items

5.4.2 Identify the steps to follow at a juvenile's request to see a mental health provider. These may include:

- ascertain the nature of the request
- be sensitive to refusal to discuss (if hearing voices, unlikely to self-report)
- make referral using appropriate priority
- notify appropriate authority (e.g., supervisor)
- document actions taken

JKT 2 items

5.4.3 Identify the most common mental illnesses or conditions encountered in the juvenile population.

- schizophrenia
- depression
- post traumatic stress syndrome (from gang violence, car wrecks, domestic violence, abuse, etc.)

JKT 1 item

Module 5.5 **SUICIDE PREVENTION**
Instructional Time: 4 hours

INSTRUCTIONAL OBJECTIVES:

5.5.1 Discuss potential liabilities resulting from a suicide.

- agency
- individual
- deliberate indifference (failure to act)

Discussion

5.5.2 Identify officer's responsibilities when dealing with suicide risk juveniles.

- observation of behavior
- communication
- contact medical/mental health staff
- monitoring
- environmental precautions
- early identification
- documentation

JKT 2 items

5.5.3 Identify possible means by which a juvenile can attempt suicide in a juvenile detention facility.

JKT 1 item

5.5.4 Describe various ways to predict and prevent a suicide attempt in a juvenile detention facility.

- conduct medical/suicide assessment
- consult medical/mental health staff
- review arrest reports
- review prior institutional history
- interview juvenile and family members
- monitor/observe behavior

- provide a suicide watch
- remove or report potentially harmful materials from room
- continue to provide humane coverings and warmth
- minimize time spent alone in room
- facilitate opportunities for group socialization/interaction

JKT 2 items

5.5.5 Explain suicide risk factors from the juvenile's perspective:

- fear of the unknown
- authoritarian environment
- no apparent control of the future
- isolation from family and significant others
- shame of detention
- dehumanizing aspects of detention
- previous family suicidal history

JKT 1 item

5.5.6 Identify high risk suicide time periods:

- first 24 hours of confinement
- intoxication/withdrawal
- detention/dispositional hearings
- impending release
- decreased staff supervision
- weekends and holidays
- bad news from home
- personal loss
- past assault

JKT 2 items

5.5.7 Presented with a scenario of juvenile behavior, generate a written report of the juvenile's behavior and appearance, including the following:

- factors that indicate risk
- statements made by juvenile
- juvenile corrections officer actions

WST #4

Module 5.6 **HANDLING MEDICATIONS**
Instructional Time: 1 hour 30 minutes

INSTRUCTIONAL OBJECTIVES:

5.6.1 Define the following 3 terms as they relate to the handling of medication in a juvenile detention setting:

- administering
- delivering
- dispensing

JKT 2 items

5.6.2 Name the five (5) “Rights” as they pertain to handling medication in a juvenile detention setting.

1) right medication
2) right juvenile
3) right time
4) right dose
5) right method (inhaler, liquid, pill)

JKT 5 items

5.6.3 Describe the steps to follow when handling medication. Examples may include:

- read medical log
- adhere to the 5 “rights”
- observe behavior
- verify medication is swallowed
- log time and date

JKT 2 items

5.6.4 Describe behavior that may indicate the juvenile is not taking medication. Examples may include:

- juvenile immediately isolates self
- unusual behavior for the juvenile (e.g., defiance, self- destruction, not eating, physical manifestations, behavior deterioration).

JKT 2 items

5.6.5 Describe the appropriate actions to take in response to a possible adverse reaction to medication.

- immediate notification of medical staff
- immediate notification of supervisor

JKT 1 item

5.6.6 Identify consequences of improper handling of medication. Examples may include:

- possible loss of life or physical harm/illness to juvenile
- legal/civil liability for negligence and potential disciplinary action against the juvenile corrections officer
- loss of public and juvenile trust

JKT 1 item

Unit 6.0
Report Writing and Record Keeping
Unit Instructional Time: 19 hours

Module 6.1: ASSESSMENT AND OVERVIEW
Instructional Time: 2 hours

INSTRUCTIONAL OBJECTIVES:

6.1.1 Given a scenario, simulation or videotape of a juvenile detention facility incident, generate a description of the incident.

Assessment

6.1.2 Identify the elements of writing that are important for communication, including the following:

- organization and development of the report
- inclusion of relevant information
- anticipation of possible defenses that might be asserted by a detainee
- use of the active person
- use of the first person
- proper use of grammar, punctuation, spelling and word choice

JKT 1 item

6.1.3 List in order of importance an approach to reviewing common writing errors as follows:

- Is the description of the incident accurate?
- Are all the elements of the incident articulated appropriately?
- Is the report well organized?
- Is all the necessary information included?
- Is all the information in chronological order?
- Are all the conclusions supported?
- Is the report relatively free of surface errors?

JKT 1 item

6.1.4 Identify the major types of reports used in juvenile detention facilities, including:

- incident
- disciplinary
- use of force

JKT 1 item

6.1.5 Describe the structure and elements of each major type of report identified in 6.1.4.

JKT 1 item

6.1.6 Explain the potential uses of each of the major types of reports identified in 6.1.4, including the following:

- communication of information
- documentation of inspections
- used in court as legal document

- protection from liability

JKT 1 item

<u>Module 6.2</u>: INFORMATION GATHERING AND NOTE-TAKING
Instructional Time: 2 hours

<u>INSTRUCTIONAL OBJECTIVES:</u>

6.2.1 Demonstrate techniques for effective interviewing of juveniles, including the following:

- open-ended questions
- direct questions
- paraphrasing
- reflecting
- non-verbal cues
- active listening

Practice

6.2.2 Demonstrate note-taking techniques to gather information during or after interviewing juveniles, including the following:

- formatting in chronological order
- abbreviations
- quotes

Practice

6.2.3 Discuss techniques for effective observation of juvenile detention facility incidents/condition of juveniles, including the following:

- specific clues
- dress
- physical appearance
- knowing what to look for

Practice

<u>Module 6.3</u>: REPORT WRITING – CONTENT
Instructional Time: 4 hours

<u>INSTRUCTIONAL OBJECTIVES:</u>

6.3.1 Given a scenario, write a first draft of a report describing the scenario.

Practice

6.3.2 In small groups of 4-5 trainees, review first draft reports and give feedback to one another focusing only on the content of the report.

Discussion

6.3.3 Identify reference material and resources to assist in preparing juvenile corrections specific reports, such as the following:

- Title 15 Guidelines
- Penal Code
- policies and procedures manuals
- agency specific forms

JKT 1 item

6.3.4 Demonstrate proofreading and revision techniques related to improving the content of juvenile corrections specific reports including the following aspects:

- intended audience
- purpose
- organization
- development
- logic

JKT 1 item

6.3.5 Based on feedback from small group exercise, revise first draft of report prepared in 6.3.1.

Assessment

6.3.6 Identify the major types of record keeping required in a juvenile detention setting and what must be included in each type of record, such as the following:

- safety checks
- restraint device checks
- suicide watch
- court lists

JKT 1 item

Module 6.4: REPORT WRITING – ORGANIZATION
Instructional Time: 4 hours

INSTRUCTIONAL OBJECTIVES:

6.4.1 Discuss at least two major ways to organize juvenile corrections related reports and the advantages and disadvantages of each way, such as the following:

- chronological
- structured – topical headings

Discussion

6.4.2 Identify reference material and resources to assist in writing reports, such as the following:

- writing manuals
- spellcheckers – handheld, computer based
- dictionary
- thesaurus

Discussion

6.4.3 Describe proofreading and revision techniques related to improving the organization of juvenile corrections specific reports, including the following:

- reading aloud
- outlining sequence of report
- examining logic
- anticipating questions of the reader

JKT 2 items

6.4.4 In small groups of 4-5 trainees, review second draft of report generated pursuant to 6.3.1 focusing only on the organization of the report.

Practice

Module 6.5: REPORT WRITING – MECHANICS
Instructional Time: 3 hours

INSTRUCTIONAL OBJECTIVES:

6.5.1 Given a scenario of a juvenile detention facility incident, write a description of the incident.

Assessment

6.5.2 Identify the major areas of writing mechanics that are involved in professional reports, including the following:

- grammar
- word choice
- sentence structure
- verb/subject agreement
- punctuation
- spelling

JKT 2 items

6.5.3 Demonstrate proofreading and revision techniques related to improving the mechanics of juvenile corrections specific reports, including the following:

- focusing on only one aspect of mechanics at a time
- reading aloud
- 3rd party review (co-worker)

JKT 2 items

6.5.4 In a small group of 4-5 trainees, review third draft of report generated pursuant to 6.3.1, focusing only on mechanics of the report.

Practice

Module 6.6: REPORT WRITING – PRACTICE
Instructional Time: 2 hours

INSTRUCTIONAL OBJECTIVES:

6.6.1 Given a scenario, write a Disciplinary Report with the correct components of the following:

- content

- organization
- mechanics

Practice

6.6.2 Using 3rd party review, demonstrate appropriate proofreading and revision techniques for the report generated in 6.6.1.

Practice

6.6.3 Given a scenario in which an incident occurs, write a report demonstrating the correct components of the following:

- content
- organization
- mechanics

Practice

6.6.4 Using 3rd party review, demonstrate appropriate proofreading and revision techniques for the report generated in 6.6.3.

Practice

Module 6.7: REPORT WRITING –TESTING
Instructional Time: 2 hours

INSTRUCTIONAL OBJECTIVES:

6.7.1 Given a scenario, write an incident report demonstrating the proper components of the following:

- content
- organization
- mechanics

WST #5

6.7.2 Given a scenario, write a use of force report demonstrating the proper components of the following:

- content
- organization
- mechanics

WST #6

Unit 7
Gangs and Cultural Awareness
Instructional Time: 8 hours

Module 7.1 **ETHNIC AND CULTURAL CONSIDERATIONS**
Instructional Time: 1 hour

INSTRUCTIONAL OBJECTIVES:

7.1.1 Identify reasons for maintaining an awareness and sensitivity to the variety of cultures that the juvenile population represents. Examples may include:

- group control
- safe environment for staff and juveniles
- can reduce the incidence of miscommunication with juveniles
- danger to self or staff
- liability/public trust

JKT 2 items

7.1.2 Given the ethnic, religious and cultural diversity found in facilities, discuss problems or opportunities that might arise while interacting with a juvenile and/or family.

Discussion

Module 7.2 **GANGS AND GANG SUBCULTURES IN INSTITUTIONS**
Instructional Time: 7 hours

INSTRUCTIONAL OBJECTIVES:

7.2.1 Explain the history and scope of criminal gangs in California.

JKT 1 item

7.2.2 State the legal definition of a criminal gang pursuant to California Penal Code Section 186.22.

JKT 1 item

7.2.3 Explain the dynamics and structure of gang culture.

Discussion

7.2.4 Describe the major types of gangs found in a juvenile detention facility.

JKT 2 items

7.2.5 Given a description of a juvenile, evaluate and describe the possible characteristics of a juvenile's behavior and appearance when affiliated with a gang.

Discussion

7.2.6 Describe verbal and non-verbal methods gang members use to communicate with each other in a detention setting.

JKT 2 items

7.2.7 Discuss current trends in signs, symbols, emblems, tattoos and/or graffiti that indicate gang affiliation or sympathies.

Discussion

7.2.8 Explain the relationship between local institutional gangs and/or subcultures with members in other facilities (e.g., state and federal).

Discussion

7.2.9 Describe the importance of a cooperative and collaborative relationship between other agencies and field staff to advance knowledge about gang trends.

Discussion

Unit 8.0
Defensive Tactics and Restraint Techniques
Unit Instructional Time: 30 hours

Module 8.1: PRINCIPLES OF USE OF FORCE
Instructional Time: 2 hours

INSTRUCTIONAL OBJECTIVES:

Note: Use of force shall conform to the policies and procedures of each individual agency.

8.1.1 Define the term "use of force" according to Title 15.

JKT 1 item

8.1.2 Identify the legal framework for a juvenile corrections officer's use of force.

- harm to self
- harm to others

JKT 2 items

8.1.3 Given examples of situations requiring the use of physical force, identify actions that would be considered excessive force.

JKT 1 item

8.1.4 Identify the following guidelines that a juvenile corrections officer should consider prior to employing use of force, including the following:

- force as last resort
- use of all available methods of intervention before use of force
- force must be no more than is necessary to control the situation, effect an arrest or prevent an escape
- force is to be viewed primarily as a defensive measure
- all uses of force should be thoroughly documented

JKT 1 item

8.1.5 Describe juvenile's actions that may lead to assaultive behavior.

JKT 1 item

8.1.6 Examine situations and discuss options where a juvenile may want to be placed under control and acts in order to get external control.

Discussion

8.1.7 In a simulated exercise, demonstrate behaviors or verbal interventions that a juvenile corrections officer can use to de-escalate problems, such as those communication skills outlined in Communications Skills module 12.1, instructional objective 12.1.9.

BST #1

8.1.8 Discuss the psychological and physiological factors that may affect a juvenile corrections officer who is threatened with danger including the following:

- confidence in one's abilities
- development of instinctive reaction
- adrenaline rush
- mental alertness and concentration
- self-control over emotions and body
- perceptual changes (time slows, inability to hear)

Discussion

8.1.9 Discuss the psychological and physiological factors that may affect a juvenile corrections officer after a physical altercation with a juvenile.

- withdrawal from adrenaline rush
- jumpy
- altered perception of level of danger
- thin-skinned
- flashbacks to previous trauma

Discussion

8.1.10 Identify similar psychological and physiological factors that may affect a juvenile after a physical altercation with a juvenile corrections officer or other juvenile.

Discussion

8.1.11 Identify the following purposes, laws and principles for using security restraints (handcuffs, waist chains, shackles) on juveniles including the following:

- for short-term use to restrain juvenile for security or transportation purposes
- for immediate means of overcoming resistance to control threat of harm to self/others
- not for prolonged use to manage out-of-control behavior

JKT 1 item

8.1.12 Explain the limitations for use of handcuffs, such as:

- may not be used as an impact weapon
- may not be used as a punitive measure
- may not be used to secure juvenile to a permanent object if used for non-secure detention
- may not be used to handcuff males and females together
- may not be used to handcuff juveniles and adults together
- may not be used in such a way as to compromise someone's ability to breathe ("hog tying"; positional asphyxia)
- mentally ill juveniles should be handcuffed alone

JKT 2 items

<u>Module 8.2</u>: DEFENSIVE TACTICS – FOOTWORK, BALANCE, AND FALLING
Instructional Time: 3 hours

Defensive Tactics Techniques should comply with the policies and procedures of each individual department.

Safety Note: Instruction should be delivered using proper safety equipment such as floor mats, athletic knee pads and mouth guards, if indicated. Resistance should be appropriate to effectively execute techniques without injury to the trainees.

<u>INSTRUCTIONAL OBJECTIVES:</u>

8.2.1 Demonstrate the course-instructed balance, footwork and body movements to avoid an attacking juvenile. These movements to incorporate the following:

- balance
- position in response to juvenile's movements
- self-control

BST #2

8.2.2 Demonstrate the course-instructed footwork to evade an attack. For example:

- not backing straight up in the line of attack
- moving laterally or diagonally out of the line of attack
- using pivoting techniques

BST #3

8.2.3 In a simulation of a frontal assault, demonstrate a rear break fall technique incorporating the following:

- correct body position
- proper movement
- balance
- position of advantage

BST #4

8.2.4 In a simulation of a rear assault, demonstrate a forward break fall technique, incorporating the following:

- correct body position
- proper movement
- balance
- position of advantage

BST #5

<u>Module 8.3</u>: DEFENSIVE TACTICS – CONTROL HOLDS
Instructional Time: 4 hours

<u>INSTRUCTIONAL OBJECTIVES:</u>

8.3.1 In a simulation, demonstrate at least two course-instructed control holds incorporating the following:

- balance
- maintaining a position of control and advantage
- proper foot movements
- leverage/assistance

BST #6

Module 8.4: DEFENSIVE TACTICS –TAKE DOWNS
Instructional Time: 4 hours

INSTRUCTIONAL OBJECTIVES:

8.4.1 In a simulation, demonstrate at least two course-instructed "take-down" techniques incorporating the following:

- balance
- maintaining a position of control and advantage
- proper foot movements

BST #7

8.4.2 Demonstrate a course-instructed two officer, one juvenile take-down technique incorporating the following:

- correct positioning of two person configuration
- communication between officers

BST #8

Module 8.5: DEFENSIVE TACTICS –ESCAPING TECHNIQUES
Instructional Time: 4 hours

INSTRUCTIONAL OBJECTIVES:

8.5.1 Demonstrate course-instructed techniques using hands and arms to block an attack. (These techniques are not required to incorporate advanced blocking motions. They may be simply using hands and arms to protect the head.)

BST #9

8.5.2 In a simulation, demonstrate a course-instructed escape technique from a ground position incorporating the following:

- escape from and restrain the juvenile
- gain a position of control and advantage
- maintain mental alertness and concentration

BST #10

8.5.3 In a simulation, demonstrate a course-instructed escape technique from a front position incorporating the following:

- escape from and restrain the juvenile
- gain a position of control and advantage
- proper balance
- proper foot movements

BST #11

8.5.4 In a simulation, demonstrate a course-instructed escape technique from a rear position incorporating the following:

- escape from and restrain the juvenile
- gain a position of control and advantage
- proper balance
- proper foot movements

BST #12

8.5.5 In a simulation, demonstrate a course-instructed escape technique from a "bear hug" incorporating the following:

- escape from and restrain the juvenile
- gain a position of control and advantage
- proper balance

BST #13

Module 8.6: DEFENSIVE TACTICS – GROUND CONTROL TECHNIQUES
Instructional Time: 4 hours 30 minutes

INSTRUCTIONAL OBJECTIVES:

8.6.1 In a simulation, demonstrate at least 3 course-instructed ground control techniques incorporating the following:

- equipment retention (OC, handcuffs, etc.)
- control of juvenile
- escape/reversal

BST #14

Module 8.7: HANDCUFFING AND PAT-DOWN SEARCHES - PRACTICE
Instructional Time: 2 hours 30 minutes

INSTRUCTIONAL OBJECTIVES:

8.7.1 Identify the correct terminology to describe a handcuff.

BST #15

8.7.2 Demonstrate proper manipulation of handcuffs. For example:

- retrieval
- pistol grip by chain
- ensuring swing arm is facing toward juvenile's wrist
- ensuring that handcuffs are not double locked before attempting to place them on juvenile's wrist
- once placed on juvenile's wrists, check for excessive tightness before double locking
- double locking on juvenile's wrist

BST #16

8.7.3 Demonstrate handcuffing a compliant, non-threatening juvenile incorporating the principles in objective 8.7.2.

BST #17

8.7.4 Demonstrate assisting a juvenile who is prone to his/her feet incorporating the following:

- appropriate verbal instructions to the juvenile during the assist
- not pulling up juvenile by his/her arms
- not compromising the juvenile's ability to breathe

BST #18

8.7.5 Demonstrate the principles of searching an individual in a "pat down" or "cursory" search so that the effectiveness of the search and the safety of the juvenile corrections officer is maximized incorporating the following:

- being constantly alert
- maintaining a position of control and advantage
- thoroughness of the search
- conducting the search from the rear
- searching with one hand, controlling with the other
- searching systematically by proper use of hand technique (for example: spider crawl)
- not looking where searching, eyes on juvenile and surroundings
- if weapon found, maintain control of juvenile and weapon

BST #19

8.7.6 Demonstrate the principles of searching an individual in a high-risk situation so that the effectiveness of the search and the safety of the officer are maximized incorporating the following:

- awareness
- balance
- verbal instructions
- systematic search
- control
- handcuffing as appropriate
- patterns of movement

BST #20

8.7.7 In a simulated search exercise, demonstrate the common places where dangerous weapons or contraband can be located on a juvenile's person.

BST #21

8.7.8 Demonstrate handcuffing a juvenile from the searching position incorporating the following:

- control
- cuff retrieval from waistband on belt

BST #22

Module 8.8: SAFETY ROOM AND PHYSICAL RESTRAINTS
Instructional Time: 2 hours

INSTRUCTIONAL OBJECTIVES:

8.8.1 Explain the distinction between "use of force" and "use of restraints" as outlined in Title 15 regulations and accompanying guidelines.

JKT 1 item

8.8.2 Explain the principles, conditions and limitations under which physical restraint devices may be used pursuant to Title 15 including:

- purpose of restraint devices
- definition of restraint device, according to Title 15
- facility manager approval for use of restraint devices
- acceptable restraint devices
- signs or symptoms that require immediate medical/mental health referral
- availability of CPR equipment
- protective housing of restrained juveniles
- provision for hydration and sanitation needs
- exercising of the extremities

JKT 3 items

8.8.3 Explain the different purposes of security restraints for custody needs compared to physical restraints for medical/mental health needs.

JKT 2 items

8.8.4 Identify physical restraint devices used on juveniles in a custody setting.

- soft ties
- padded belts and cuffs
- restraint chairs and boards

JKT 2 items

8.8.5 Explain requirements for direct visual supervision of juvenile when juvenile is in physical restraints pursuant to Title 15.

JKT 1 item

8.8.6 Explain the role and timeliness of the facility physician and mental health provider as it applies to juveniles in physical restraints.

JKT 2 items

8.8.7 Identify the monitoring requirements of juveniles who are placed in restraint devices, including the following:

- direct supervision
- time intervals documenting juvenile's behavior and any staff interventions
- medical evaluation
- mental health evaluation

JKT 2 items

8.8.8 Demonstrate the use of at least one or more physical restraints used in a juvenile detention facility. For example:

- soft-ties
- padded belts and cuffs
- restraint bed
- restraint wraps
- restraint chair
- restraint board

Practice

8.8.9 Explain the principles, conditions and limitations under which safety rooms may be used pursuant to Title 15, including:

- purpose of safety room use
- facility manager approval
- provision of nutrition and fluids
- clothing requirements

JKT 1 item

8.8.10 Identify the requirements for monitoring a juvenile who is placed in a safety room, including the following:

- direct visual supervision
- time intervals for documenting juvenile's behavior and any staff interventions
- medical evaluation
- mental health evaluation

JKT 3 items

Module 8.9: ROOM EXTRACTIONS
Instructional Time: 4 hours

INSTRUCTIONAL OBJECTIVES:

8.9.1 Describe the circumstances when room extraction is necessary.

JKT 2 items

8.9.2 Discuss roles and responsibilities of each team member.

Discussion

8.9.3 Identify potential hazards, e.g., blood borne pathogens, chemical agents, heat exhaustion, excrement, and injuries.

JKT 2 items

8.9.4 List key considerations that must be addressed in planning room extractions.

JKT 2 items

8.9.5 Given a scenario, demonstrate room extraction (simulation exercise).

Practice

8.9.6 Explain key elements needed to be covered in debrief and documentation.

JKT 3 items

UNIT 9
Intake, Classification, and Release Procedures
Unit Instructional Time: 4 hours

Module 9.1 **INTAKE/RECEIVING JUVENILES**
Instructional Time: 30 minutes

INSTRUCTIONAL OBJECTIVES:

9.1.1 Generate a list of steps required of the juvenile corrections officer in the intake and receiving process.

Discussion

9.1.2 Given a sample police report and/or intake sheet of charges against a juvenile taken into custody, identify the following:

- age/date of birth
- jurisdiction
- type of offense
- misdemeanor or felony
- gender
- co-defendants

JKT 1 item

9.1.3 Given sample intake forms and court documents, identify the following:

- notification of parents/guardians
- minor's name, address, social security number, driver license number
- parent's/guardian's name and address
- likely to flee
- danger to self
- danger to property/persons
- phone rights
- time deadlines
- time taken into custody of police
- violation of Juvenile Court order
- monitored visits
- contact orders, no contact orders
- Miranda warning/rights
- time frames – release, in and out

JKT 2 items

9.1.4 Explain the reasons for following proper procedure during intake and receiving. Examples may include:

- legal liability
- provides essential information for unit
- assignment/classification of juveniles
- may lead to illegal detention and lost case (denial of due process) if done incorrectly
- ensures follow-through on court orders

- ensures due process
- ensures immediate and appropriate referral

Discussion

9.1.5 Identify steps to take and the reasons for completing the medical/psychological assessment form.

JKT 1 item

Module 9.2 **ADMITTING AND ORIENTATION**
Instructional Time: 1 hour

INSTRUCTIONAL OBJECTIVES:

9.2.1 Explain the major reasons for orientation during initial stages of confinement.

- facilitates management of juvenile
- eases juvenile's transition to custody setting
- reduces tension

JKT 1 item

9.2.2 Identify the important communication skills during the orientation process. Examples may include:

- provide correct information
- take time to explain thoroughly
- try to alleviate anxiety/acting out behavior
- do not make judgments
- promote consistency among staff and self
- establish rapport with the juvenile
- avoid speculating about court disposition

Discussion

9.2.3 List the major areas to cover during the orientation process, including the following:

- facility rules and disciplinary procedures
- grievance procedures
- access to legal services
- access to health care services
- housing assignments
- availability of personal care items and opportunity for personal hygiene
- correspondence, visiting and telephone use
- availability of reading materials, programs and activities
- use of restraints and chemical agents
- use of force
- emergency and evacuation procedures
- facility specific information
- behavior/admission contract

Discussion

9.2.4 Explain the process of taking an inventory of a juvenile's clothing, property, and/or money.

- ensure accurate, detailed recording of inventory information using descriptive terms

Discussion

9.2.5 Identify steps in supervising showers of new juveniles and issuing clothing and bed supplies to new juveniles.

Discussion

9.2.6 Given descriptions of a juvenile's behavior in the receiving/holding room, identify potential behavioral problems. Examples may include:

- exchanging contraband
- looking for exit
- inappropriate communication between juveniles
- emotional/physical conditions(e.g., crying, hyperactivity)
- changes in behavior or mood

JKT 1 item

9.2.7 Given sample questions commonly asked by juveniles at orientation, discuss appropriate answers.

Discussion

9.2.8 Per Title 15, identify juvenile's rights with respect to the following items:

- bathrooms
- meals
- shower
- clean clothes
- privileged communication with attorney or clergy
- correspondence
- religion
- visiting
- recreation
- school
- large muscle exercise
- bedding

JKT 2 items

Module 9.3 **CLASSIFICATION AND CASE PLANNING**
Instructional Time: 2 hours

INSTRUCTIONAL OBJECTIVES:

9.3.1 Explain the purpose and intent of classification.

- safety of juvenile
- safety of other juveniles, facility staff and public

- provide least restrictive housing and program settings

JKT 1 item

9.3.2 Given a sample case description indicate those factors that would affect classification/housing. Examples may include:

- medical considerations
- mental health considerations
- emotional stability
- program needs
- gender
- type of violation
- legal status
- public safety considerations
- behavior history
- gang affiliation
- violent offender
- sexual orientation
- hearing/speech impairment
- non-English speaking
- disabilities
- age/maturity
- height/weight
- sophistication

JKT 2 items

9.3.3 Identify the consequences of incorrectly classifying a juvenile. Examples may include:

- escape
- assaults/fights
- sexual activity or assault
- danger to self or staff
- liability/public trust

JKT 1 item

9.3.4 Identify sources of information for classification decisions.

- available records
- parents
- victims
- police/probation

JKT 1 item

9.3.5 Given a sample intake profile and a sample classification plan, classify the juvenile and assign housing according to key classification factors, and justify your decision.

WST # 7

9.3.6 Describe the procedures taken for ongoing in-custody classification. Examples may include:

- new information
- changes in behavior
- incident and disciplinary issues

Discussion

9.3.7 Identify behaviors exhibited during the classification process that would suggest the need for further investigation prior to classification. Examples may include:

- requests for a particular unit
- unusual nervousness
- lack of eye contact
- withdrawn or timid
- lack of cooperation (e.g., refusal to process)
- calculating or sophisticated

Discussion

Module 9.4 **RELEASE PROCEDURES**
Instructional Time: 30 minutes

INSTRUCTIONAL OBJECTIVES:

9.4.1 Identify the steps involved in releasing a juvenile. These may include:

- ensure release is ordered and authorized
- verify identity of juvenile
- verify date of release and to whom the juvenile is to be released
- notification of juvenile's parents or guardian
- notification to the facility health care provider for coordination with outside agencies
- notification of school staff
- verify identity of person minor is being release to (parent, guardian, transportation officer)
- turn over property according to property sheet
- collect all county property from juvenile
- have juvenile inventory property and sign document
- documentation/record

JKT 1 item

9.4.2 Given sample release documents, identify the following:

- juvenile's birth date, name, intake photo
- person authorizing release
- unique information by which to verify juvenile's identity
- date of release

JKT 1 item

9.4.3 Identify the potential consequences of improperly releasing a juvenile. Examples may include:

- danger to community
- legal liabilities

JKT 2 Items

9.4.4 Identify the procedures for an in-custody release (e.g., to a transportation officer or another jurisdiction, etc.).

Discussion

UNIT 10
Daily Supervision
Unit Instructional Time: 5 hours

Module 10.1 SAFETY/HEALTH STANDARDS AND PROCEDURES
Instructional Time: 1 hour 30 minutes

INSTRUCTIONAL OBJECTIVES:

10.1.1 Identify the key points to follow in conducting an inspection for cleanliness and identify what to look for/at during the inspection of room and dorms.

JKT 2 Items

10.1.2 Identify the key rules to follow when supervising use of bathroom facilities and shower. Examples may include:

- privacy must be maintained between opposite sex juveniles
- constant observation by staff must be maintained
- count those going in and coming out
- be aware of classifications
- apply consistent time constraints

JKT 2 items

10.1.3 Generate a list of things to observe when supervising use of bathroom facilities and shower. Examples may include:

- sexual misconduct
- marks on body (tattoos, bruises, injuries)
- contraband
- make sure the juvenile is clean (lack of cleanliness or body odor may cause problems with the rest of group)

JKT 5 items

10.1.4 Explain the value of good hygiene habits. Examples may include:

- promotes hygiene
- maintains/increases self-esteem

Discussion

10.1.5 Identify the reasons for promoting proper safety and health procedures. Examples may include:

- provides a standard for juvenile
- avoids harm/illness
- avoids legal liability
- prevents contraband from being held
- improves self-esteem

JKT 1 item

10.1.6 Describe the importance of maintaining count and control over returnable hygiene supplies (e.g., toothbrush, comb).

- prevents injury to staff and juveniles
- prevents use as a weapon
- prevents bartering of supplies

JKT 1 item

10.1.7 Describe the "universal safety precautions" and their application to the institutional environment.

JKT 2 items

10.1.8 Identify situations that require the use of Personal Protective Equipment (PPE) kits.

JKT 1 item

Module 10.2 GROUP DYNAMICS

Instructional Time: 1 hour 30 minutes

INSTRUCTIONAL OBJECTIVES:

10.2.1 Identify the reasons for effective group management when working in a juvenile detention facility.

- majority of time working with groups rather than individuals
- often more difficult to work with groups
- different set of skills needed when working with groups

JKT 2 items

10.2.2 Describe common patterns of group dynamics in a juvenile detention facility, such as:

- ostracizing, picking on others
- separating by differences (geographical, race, etc.)
- grouping with a leader
- grouping by problem area (to be with others who share feelings; trade notes)
  - kids who injure themselves
  - substance abusers

Discussion

10.2.3 Given a description of situations with groups of juveniles, identify a group dynamics problem common to each situation. Examples may include:

- meal time
- group counseling sessions
- bathroom/shower activities
- competitive game playing
- work detail

- bedtime
- transitions (from one activity, place, to another)

JKT 4 items

10.2.4 Given a sample description of a situation involving a group of juveniles, identify the group leader and the juvenile most likely to be victimized.

JKT 1 item

10.2.5 Given a visual or verbal description of the behavior and appearance of a group of juveniles, generate an opinion and rationale regarding the likelihood of conflict.

Discussion

10.2.6 Given a role play scenario, demonstrate the ability to give instructions or directions to a group of juveniles in: (1) a controlled environment; and (2) an agitated environment.

Practice

Module 10.3 RECREATION AND LEISURE
Instructional Time: 30 minutes

INSTRUCTIONAL OBJECTIVES:

10.3.1 Identify the principles involved in supervising juveniles during recreational/social activities. Examples may include:

- maintain control of activity by designating rules and expectations prior to the activity
- have male and female staff in coed situation
- have more than one staff person supervising group, one should be near control system and one providing more intensive supervision within the group (1:10 ratio)
- have good lighting of area
- vary music by interest of the group
- match activity with the maturity and ability level of group
- integrate teams and emphasize good sportsmanship
- maintain visual contact with juveniles and co-workers
- terminate activity after any incident, if appropriate
- know the rules of the game and establish yourself as the final authority on the rules
- knowledge of various medical/physical restrictions of juveniles
- allow participation to level of medical/physical restriction
- check security of recreational area

JKT 1 item

10.3.2 Identify reasons for proper supervision of recreational activities. Examples may include:

- avoids frustration, injury, fights
- limits or prevents injury
- too much idle time for juvenile leads to problems
- provides appropriate interactions with peers
- provides “success” experience
- builds socialization skills, self-esteem

- uses up excess energy
- provides teambuilding experience

JKT 2 items

10.3.3 Describe various games and recreational activities that can be used in a juvenile detention facility, both competitive and non-competitive.

Discussion

10.3.4 In small groups of trainees, develop a recreational activity that minimizes conflict among juvenile participants.

Practice

10.3.5 Role-play giving instructions for and supervising a recreational activity in a juvenile detention facility.

Practice

10.3.6 Identify unique aspects of supervising juveniles on field trips from a camp or ranch setting. For example:

- juvenile contacting people outside of group
- keeping group together
- informing juveniles of expectations prior to trip
- handling juvenile's excitement, anxiety and/or stress associated with trip
- preventing escape attempts

JKT 1 item

Module 10.4 **DISCIPLINARY PROCEDURES AND HANDLING GRIEVANCES**
Instructional Time: 30 minutes

INSTRUCTIONAL OBJECTIVES:

10.4.1 Identify Title 15 and legal issues concerning juvenile grievances.

JKT 1 item

10.4.2 List the steps in the grievance process as outlined in Title 15.

JKT 1 item

10.4.3 Identify common mistakes juvenile corrections officers may make handling a grievance procedure.

Discussion

10.4.4 Given a sample situation involving a juvenile's violation of a rule, generate steps for the juvenile corrections officer to take in the handling of rule infractions. Examples may include:

- addressing the situation
- discussion of rule infraction

- discussion of consequences
- assessment of what consequences to impose after discussion
- documentation of process

JKT 2 items

10.4.5 Explain a juvenile's right to appeal a disciplinary action pursuant to Title 15.

JKT 1 item

10.4.6 Identify the rules for isolation or removal of juvenile from a group using Title 15 for reference.

JKT 1 item

Module 10.5 CLOTHING, BEDDING, MAIL AND TELEPHONE
Instructional Time: 30 minutes

INSTRUCTIONAL OBJECTIVES:

10.5.1 Identify the key things to observe in handling clothing and bedding. Examples may include:

- equitable distribution of clothes
- missing clothing (e.g., juvenile hoarding clothing for escape, weapons, suicide)
- clothing must fit
- clean bed and clothing exchange must comply with Title 15
- procedures for collecting and laundering dirty and/or soiled clothing and bedding
- application of the "universal safety precautions" when handling contaminated clothing or bedding

JKT 1 item

10.5.2 Identify the rules for handling juvenile's phone calls. Examples may include:

- assure proper authorization for calls
- calls may be an emotional issue (e.g., upsetting news from friends or family, pressuring parents)
- respond to any potential problems (e.g., bad news, argument over phone)
- document court ordered phone calls as appropriate

JKT 1 item

10.5.3 Identify reasons for proper supervision of juvenile's phone calls. Examples may include:

- avoids/prevents acting out situations with juvenile
- avoids possible legal liability
- prevents witness intimidation
- prevents unauthorized contacts
- ensures fair access
- provides indications of changes in behavior

JKT 1 item

10.5.4 Identify Title 15 mandates and postal regulations relevant to the opening and reading of legal and non-legal mail.

JKT 1 item

10.5.5 Define "legal mail" using Title 15 as a reference.

JKT 1 item

10.5.6 Identify signs and symbols that may appear on envelopes or letters indicating gang affiliation.

Discussion

10.5.7 Identify types of contraband commonly found in mail.

Discussion

Module 10.6 WORK DETAILS
Instructional Time: 30 minutes

INSTRUCTIONAL OBJECTIVES:

10.6.1 Given a sample description of various juveniles, generate work assignments for each juvenile according to:

- behavior and maturity level
- classification status
- nature of work
- ability to use tools or learn
- skill building opportunity
- restorative justice
- medical and psychological limitations

JKT 1 item

10.6.2 Identify the principles for supervising a work detail. Examples may include:

- public, juvenile, and officer safety
- organization
- monitoring
- public relations
- environment
- equipment/written log

JKT 1 item

10.6.3 Describe the benefits to juveniles and the facilities for proper supervision of work details. Examples may include:

- develops good work skills/habits
- effective learning tool
- builds relationships
- teaches teamwork

- exposure to new situations
- can build self-esteem
- good sanitation and a clean facility
- avoids dangerous situations, injuries

Discussion

Unit 11
Contraband and Evidence
Unit Instructional Time: 4 hours

Module 11.1 IDENTIFYING CONTRABAND
Instructional Time: 1 hour

INSTRUCTIONAL OBJECTIVES:

11.1.1 Generate a definition of contraband in a juvenile detention facility.

Discussion

11.1.2 State why each major type of contraband represents a potential hazard in a juvenile detention facility. For example:

- materials for shanks
- stamps
- money
- drugs
- greeting cards
- books
- magazines

Discussion

11.1.3 Identify common ways in which juveniles in a detention setting obtain contraband. For example:

- newly arrested juveniles
- visitors, packages from visitors
- attorneys
- mail
- over fence
- meals and eating areas
- accumulation of issued supplies

JKT 3 items

11.1.4 List common hiding places for contraband. For example:

- mattresses
- shoe or boot heels
- books, magazines, newspapers, cards
- postage stamps, envelope seals
- vents
- toilets
- body cavities

JKT 2 items

Module 11.2 **IDENTIFYING EVIDENCE**
Instructional Time 1 hour

INSTRUCTIONAL OBJECTIVES:

11.2.1 Generate a definition of evidence.

Discussion

11.2.2 Define the following terms related to evidence.

- proof
- burden of proof
- reasonable cause searches
- Miranda warning
- spontaneous statements
- impeach

JKT 1 item

11.2.3 Explain the reasons for offering evidence in court, including the following:

- an item of proof of the crime or incident
- to impeach a witness
- to confront testimony of a witness
- to assist court in its determinations

JKT 1 item

11.2.4 Examine the tests that evidence must successfully pass before it may be entered into criminal court (Evidence Code) including the following:

- relevant to the matter at hand
- competently presented in court
- legally obtained

JKT 2 items

11.2.5 Explain the main purpose of the “Rules of Evidence”. For example, protecting the court or jury from seeing or hearing evidence that is:

- likely to confuse the issues (e.g., irrelevant or unreliable)
- unfairly prejudicial (e.g., other acts of the juvenile unrelated to the charges)
- unduly time consuming to present in court

JKT 1 item

Module 11.3 **HANDLING CONTRABAND AND EVIDENCE**
Instructional Time: 2 hours

INSTRUCTONAL OBJECTIVES:

11.3.1 Given a description of an incident in which a juvenile is found to be in possession of contraband, state whether a crime has been committed or not.

Discussion

11.3.2 When the possession of the contraband is a criminal act, describe an agency-specific procedure for, and the critical results of, handling contraband as evidence.

Discussion

11.3.3 Given a scenario, identify items that should be treated as contraband for use in disciplinary proceedings.

JKT 1 item

11.3.4 Given a scenario, identify items that should be treated as evidence for use in court proceedings.

JKT 1 item

11.3.5 Define "Chain of Custody."

JKT 1 item

11.3.6 Identify the elements of the "chain of custody" including:

- isolate/preserve contraband/crime scene
- identify who found the contraband/evidence
- identify who recovered and marked contraband/evidence
- identify who transported contraband/evidence
- identify where it was logged-in and stored
- identify the condition of the contraband/evidence before and after handling
- document all steps

JKT 1 item

11.3.7 Describe the steps to be taken to preserve the scene of a crime or serious incident and the evidence that may be present. Examples include:

- limit access to scene (barrier tape, guard officer, etc.)
- identify anyone who has entered the scene prior to closing it
- identify anyone present at the scene during the incident
- preserve all potential evidence (clothing, ligatures, weapons, blood, etc.)
- in assault or injury cases, prevent involved parties from washing or disposing of evidence
- follow facility policy and procedures for law enforcement agency response
- document all steps taken

JKT 1 item

UNIT 12
Communication Skills
Unit Instructional Time: 19 hours

Module 12.1: **ELEMENTS OF INTERPERSONAL COMMUNICATIONS**
Instructional Time: 4 hours

INSTRUCTIONAL OBJECTIVES:

12.1.1 Discuss the reasons for effective communications in a juvenile detention setting.

Discussion

12.1.2 Describe principles of effective communication in a juvenile detention setting.

- being in control
- maintaining a non-judgmental approach
- staying steady, unflustered
- speaking calmly, clearly and simply

JKT 2 items

12.1.3 Explain barriers to effective communication in a juvenile detention setting. For example:

- noise
- presence of other juveniles
- time limitations

JKT 1 item

12.1.4 Identify basic types of communications in a juvenile detention setting, including such routine situations as the following:

- giving instructions
- assigning work tasks
- making requests
- responding to requests
- responding to questions
- asking questions
- dealing with an emotionally upset juvenile
- mediating disputes
- behavioral issues

JKT 1 item

12.1.5 Identify the topics that a juvenile corrections officer may discuss with a juvenile. Examples may include:

- court matters
- placement plans
- treatment goals
- release plans
- health issues

- referrals to mental health, medical professional, educational resources, etc.

JKT 1 item

12.1.6 Describe effective ways to give commands to juveniles.

- speak simply
- give clear direction ("I want you to do (blank) right now.")
- limit number of commands per sentence
- maintain an even tone of voice, volume and rate of speech

Discussion

12.1.7 Explain methods to speak to a juvenile who is not complying with commands. In addition to methods of communication listed in 12.1.6.,

- repeat what you expect
- do not raise voice
- don't express anger or frustration
- don't take non-compliance personally
- stick to topic at hand
- set enforceable limits
- don't threaten
- don't make promises as incentive if you can't deliver
- stay non-judgmental

Discussion

12.1.8 Identify signs of trouble in a juvenile detention setting that could be prevented or mitigated through effective interpersonal communication.

- change in behavior
- display of nervous energy (bouncing leg, etc.)
- display of excitability
- display of anxiety
- not listening
- defensiveness
- belligerent behavior
- oppositional behavior
- tension between juveniles

Discussion

12.1.9 Describe ways to verbally intervene in a situation that is beginning to escalate.

- remove "audience"
- separate juveniles who may be in conflict
- physically move closer to potential problem area
- ask juvenile who may be escalating to help you with some task
- meet negative with a positive statement (for example: "Let's fix this" or "Let's turn this around")
- comment on something they are doing right at the moment (for instance, if juvenile yelling but also looking at you – say, "I appreciate that you are looking at me, etc.)

- don’t appear surprised or shocked by what a juvenile does

Discussion

12.1.10 Explain the purpose of active listening skills, including the following:

- to communicate that you understand the juvenile’s message
- to communicate that you understand the juvenile’s feeling underlying the message
- to allow the juvenile to evaluate his/her feelings after hearing them expressed by someone else
- to establish rapport that enhances good behavior and success in treatment program

Discussion

12.1.11 Explain prerequisites to active listening, including the following:

- suspending judgment
- being alert to key words
- noting what is said versus not said
- observing body language, non-verbal cues
- understanding your own history of communication (e.g., your family)
- being aware of your own style, biases

JKT 1 item

12.1.12 Describe elements of active listening skills, including the following:

- maintain focused attention on speaker
- maintain eye contact
- be aware of your non-verbal cues that might block communication (arms folded, clenched fists, tense, facial expression, etc.)
- express positive, non-verbal communication (nod head, etc.)
- stay focused on speaker’s message, not your response

Discussion

12.1.13 Explain the four levels of active listening.

- Paraphrasing: restating a message, but usually with fewer words.
- Clarifying: bringing vague material into sharper focus.
- Perception checking: requesting verification of your perceptions.
- Summarizing: Pulling together, organizing and integrating major aspects of the dialogue. Putting key ideas and feelings into broad statements.

JKT 1 item

12.1.14 Explain the difference between empathy and sympathy.

Discussion

Module 12.2: COMMUNICATION SKILLS – PRACTICE
Instructional Time: 4 hours

INSTRUCTIONAL OBJECTIVES:

12.2.1 Given a scenario, demonstrate effective communication skills involved in giving instructions to a juvenile.

Practice

12.2.2 Demonstrate a method to give a command to a juvenile who is not complying.

Practice

12.2.3 Given a scenario, demonstrate effective communication skills involved in responding to juvenile requests.

Practice

12.2.4 Given a sample statement, Paraphrase the message.

BST #23

12.2.5 Given a sample statement, develop and deliver a Clarifying message.

BST #24

12.2.6 Given a sample statement, develop and deliver a Perception Checking message.

BST #25

12.2.7 Given a sample statement, develop and deliver a Summarizing message.

BST #26

12.2.8 Given the scenario used for 12.2.1, identify and discuss observations about the juvenile during the scenario.

Discussion

12.2.9 Given a scenario, practice generating statements that address a feeling underlying the message. (for example: Juvenile is complaining about too many restrictions. Possible response: "Sounds like it is very frustrating for you.)."

Practice

12.2.10 Given a scenario, identify elements that indicate an escalation of tension.

Discussion

12.2.11 Given a scenario, demonstrate effective communication skills that might prevent an escalation of tension.

BST #27

Module 12.3 **COMMUNICATON SKILLS – CRISIS INTERVENTION**
Instructional Time: 2 hours

INSTRUCTIONAL OBJECTIVES:

12.3.1 Identify stress-provoking situations that precede crises. Examples may include:

- court appearances
- visits
- mail
- phone calls
- intimidation and pressure
- felony arrest
- recent suicide in unit
- lack of outside contact
- confrontation with staff/school personnel
- recent loss
- bad news from home
- arguments with peers
- therapy sessions

JKT 3 items

12.3.2 Given a list of behaviors, identify those behaviors that indicate a juvenile is in crisis. Examples may include the following:

- non-compliance
- picking fights
- instigating
- rise in voice level
- hysteria
- violence
- silence
- depression
- crying
- withdrawal
- demanding attention
- preoccupation with death or suicidal ideations
- drug withdrawal
- belligerent, oppositional behavior

JKT 5 items

12.3.3 Given a description of a crisis in which a juvenile is emotionally upset, demonstrate appropriate responses for the juvenile corrections officer to make.

Practice

12.3.4 Identify the consequences of improper handling of a juvenile in a crisis.

JKT 2 items

12.3.5 Explain agency-specific procedures for requesting mental health services for juveniles in detention.

Discussion

<u>Module 12.4</u>: COMMUNICATION SKILLS – DEPRESSED OR SUICIDAL JUVENILE

Instructional Time: 2 hours

<u>INSTRUCTIONAL OBJECTIVES:</u>

12.4.1 Identify the major signs of severely depressed and/or suicidal juveniles:

- withdrawal/isolation
- self-injury
- tearful, frequent sadness
- hopelessness
- giving away items
- sad looking
- not sleeping or sleeping too much
- not eating or eating too much
- loss of interest in activities that previously showed interest in
- writing a lot of letters (to say goodbye)
- making comments such as: "I hate my life"; "I don't want to do this anymore"; "You won't see me after today"

JKT 4 items

12.4.2 Identify other signs of depressed and/or suicidal juveniles that might accompany the major signs as listed in 12.4.1, and/or indicate risk if significant change in patterns and/or intensity:

- difficulty in relationships
- low school performance
- poor concentration
- persistent boredom or low energy
- low self-esteem, guilt
- running away
- increase in irritability

JKT 3 items

12.4.3 Given a scenario, list basic questions staff might ask a juvenile who exhibits severely depressed and/or suicidal signs or other symptoms, such as the following:

- I noticed you look sad today.
- Can you tell me how you're feeling (or what's going on with you) today?
- What do you think is causing (how you are feeling/sign)?
- Have you been thinking of hurting yourself or someone else?
- Have you tried to hurt yourself?
- Have you tried to commit suicide before?
- Do you have a plan to hurt yourself?
- Is there someone you feel comfortable talking with about what's going on?

Practice

12.4.4 Identify likely responses to questions in 12.4.3 that indicate the need for protective action.

Discussion

12.4.5 Practice comments a juvenile corrections officer can make to intervene when a juvenile exhibits severely depressed and/or suicidal intentions, such as the following:

- What would help you feel better?
- Can you make me a promise you won't hurt yourself until I can get you help?
- I will be checking on you because I want to make sure you are safe.

Practice

12.4.6 Describe actions that a juvenile corrections officer should take when a juvenile indicates a severely depressed or suicidal condition.

- notify supervisor immediately
- follow agency-specific policies and procedures
- notify medical and/or mental health staff
- handle seriously, even if you think the juvenile merely wants attention

JKT 3 items

Module 12.5 COMMUNICATIONS – MANIPULATION OF STAFF
Instructional Time: 2 hours

INSTRUCTIONAL OBJECTIVES:

12.5.1 Describe the techniques and strategies juvenile detainees may use to manipulate staff.

- splitting: telling one staff member you have permission from another; saying "so-and-so said I could"; "we're allowed to do that – so-and-so lets us…"
- complaining about other staff
- claiming to be ill, suicidal
- flattery, gifts
- favors
- lying about other juveniles, staff, etc.

JKT 2 items

12.5.2 Identify the traits or situations in which juveniles profile staff members for manipulation. For example:

- new staff
- naiveté
- leniency
- over familiarization
- unprofessional behavior or demeanor
- observable inconsistency between staff

JKT 3 items

12.5.3 Given a scenario of manipulation, demonstrate appropriate responses.

Practice

12.5.4 Identify appropriate actions when a juvenile corrections officer realizes he or she has been manipulated. For example:

- confront the juvenile immediately – if appropriate to situation
- notify supervisor
- document incident
- respond in accordance with disciplinary policies and procedures of your agency

JKT 1 item

Module 12.6 **COMMUNICATIONS WITH CO-WORKERS, PARENTS, AND THE PUBLIC**
Instructional Time: 2 hours

INSTRUCTIONAL OBJECTIVES:

12.6.1 Examine reasons to transfer relevant information to other shifts and/or supervisor. Examples include:

- important for officer safety
- important to safety of juveniles
- more efficient facility operation
- important to address treatment goals
- lets them know about positive adjustments as well as negative

Discussion

12.6.2 Demonstrate the following principles for calling and reporting to fellow juvenile corrections officers. Examples include:

- collect and provide thorough, clear and accurate information
- use facts
- do not exaggerate, panic or underemphasize
- use proper communication system

BST #28

12.6.3 Given transcripts of interactions, identify the most appropriate means to communicate the information (e.g., in person, via radios, telephone, public address, etc.).

JKT 1 item

12.6.4 In a simulation exercise, describe a serious incident to a co-worker.

BST #29

12.6.5 Identify potential benefits of consistent communications with fellow juvenile corrections officers. Examples include:

- smooth operation of facility/unit
- improves care of juveniles
- decreases injuries

- saves time
- provides operational consistency
- saves lives

JKT 2 Items

12.6.6 Discuss the potential problems of communicating with fellow juvenile corrections officers in the presence of juveniles. Examples include:

- security issues
- officer safety issues
- breach of confidentiality
- manipulation by minors

Discussion

12.6.7 Identify the principles for answering questions, requests from family members, the public and other agencies.

- maintain discussions at professional level
- demonstrate respect
- maintain confidentiality
- answer in timely manner
- do not use facility slang
- be clear, concise
- verify identity of person asking questions
- do not be afraid to say "I don't know," it is not within your authority to answer, or refer if necessary, or say you'll check and call back
- be thorough, accurate, and complete in passing on messages
- be factual
- remain ethical
- do not give opinion or make judgments
- use strategies to communicate with non-English speaking individuals

JKT 1 item

12.6.8 Explain the importance of the parent(s)' role in the rehabilitation of the juvenile.

Discussion

12.6.9 Identify possible problem situations with parental visits.

- parents fail to show
- unauthorized visits
- abusive, angry or intoxicated visitors
- inappropriate behavior
- false identification

JKT 1 item

12.6.10 Identify typical problems that can occur during sibling visits.

JKT 1 item

12.6.11 Identify problems that can occur during professional visits (e.g., investigators, health providers, clergy, defense counsel).

JKT 1 item

12.6.12 Examine juvenile corrections officer's role as link between juvenile's condition, parents, and medical/mental health staff.

Discussion

12.6.13 Identify issues a juvenile corrections officer should report to medical/mental health staff related to parental visits and contacts:

- parents never visit
- parents notify juvenile corrections officer about juvenile's medical/mental health issues
- consent forms not signed
- parents relate that juvenile is emotionally upset

Discussion

12.6.14 Examine the multi-disciplinary approach to providing medical/mental health care services in a juvenile detention setting, including such areas as:

- confidentiality
- role of custody staff
- role of medical/mental health staff
- sharing of information related to safe and proper management and treatment of the minor

Discussion

Module 12.7: COMMUNICATION SKILLS – FORMAL REPORTING
Instructional Time: 3 hours

INSTRUCTIONAL OBJECTIVES:

12.7.1 Given a scenario, prepare written notes of observations, including the following:

- cause
- time
- location
- persons involved
- outcome
- specific actions
- physical appearance
- dress
- demeanor
- comments

Practice

12.7.2 Assemble notes from 12.7.1 in chronological or logical order.

Practice

12.7.3 In role-playing exercise, interview a participant in the 12.7.1 scenario demonstrating the following:

- open-ended questions
- direct questions
- paraphrasing
- reflecting
- non-verbal cues (nodding head, etc.)
- active listening

Practice

12.7.4 Using notes from observations and interviews in 12.7.1 and 12.7.3, generate a list of possible questions prosecuting attorneys may ask a juvenile corrections officer during sworn testimony.

Practice

12.7.5 Using notes from observations and interviews in 12.7.1 and 12.7.3, generate a list of possible questions defense attorneys may ask a juvenile corrections officer during sworn testimony.

Practice

12.7.6 Identify and discuss common errors witnesses make when testifying, such as:

- lack of preparation
- providing more information than is asked for in the question
- not relying on notes
- using humor
- not looking at the jury, if jury present
- being argumentative with counsel
- believing it is wrong to say “yes” if asked whether or not you discussed case with anyone else (e.g., district attorney, supervisor, etc.)

Practice

Unit 13
Searching and Security
Instructional Time: 8 hours

Module 13.1 LOCK AND KEY CONTROL
Instructional Time: 1 hour

INSTRUCTIONAL OBJECTIVES:

13.1.1 List proper steps to lock and unlock doors/gates. For example:

- maintain proper control of juvenile
- secure passage while maintaining safety
- visually check room and push/pull on door handle
- do not stand in front of door
- immediately remove key from door
- get juvenile out of room and immediately close door
- when closing door, make sure door is clear of obstruction (e.g., fingers)
- check to ascertain that all locks work properly

JKT 2 items

13.1.2 Identify rules for handling facility keys. Examples may include:

- keep keys in your possession and secured at all times
- do not give keys to juveniles
- do not tell juvenile which key works which lock
- immediately report and document lost keys or damages
- follow key check-in/check-out procedure
- never leave any unoccupied room door open or unlocked

13.1.3 Discuss issues associated with electric doors/electronic controls.

Discussion

13.1.4 Given a scenario of a door or gate that will not open or is jammed, describe the situation and subsequent steps to take.

Discussion

13.1.5 Explain the purpose of a Sallyport and describe the procedure for entering or leaving.

JKT 1 item

Module 13.2 SEARCHING THE FACILITY
Instructional Time: 3 hours

INSTRUCTIONAL OBJECTIVES:

13.2.1 Identify areas to search in a juvenile detention facility.

- sleeping areas
- bathrooms
- common rooms, day room

- kitchen
- supply rooms
- heating/AC/ventilation ducts
- windows and doors
- blind spots

JKT 2 items

13.2.2 Identify items to look for when searching the facility, such as the following:

- weapons, shanks
- excess supplies
- razor kits
- tattoo kits
- excess medications
- contraband (e.g., pencils, staples, paper clips, etc.)
- damage to the building or furniture
- excess clothing
- personal effects
- maintenance tools

JKT 3 items

13.2.3 Identify potential hiding places to be checked carefully during a facility search, such as the following:

- shower rod, ledge, curtain seam
- drains
- vents
- commode
- door assemblies
- boxes
- bed post
- soap, toothpaste
- mattress
- books
- garbage cans

JKT 2 items

13.2.4 List devices and tools that assist in searching a facility, such as:

- gloves
- mirrors
- flashlight
- containers, zip bags
- camera
- screwdrivers
- hammers
- checklists
- metal detectors
- buckets, baskets

JKT 1 item

13.2.5 Explain techniques for conducting facility searches, such as the following:

- be methodical and thorough
- be systematic in each area
- conduct room and appropriate searches of juveniles consecutively
- search in teams, if possible
- follow the universal safety precautions when searching
- designate centralized spot for placing found contraband/evidence
- maintain "chain of custody" if contraband/evidence found
- document

JKT 2 items

13.2.6 Discuss how to manage juveniles during facility searches.

- plan where to locate juveniles
- plan how to rotate juveniles during search
- remove juveniles from area being searched

Discussion

13.2.7 In a simulated exercise, demonstrate searching an area of a juvenile detention facility.

Practice

Module 13.3 SAFETY AND SECURITY ROUNDS
Instructional Time: 1 hour

INSTRUCTIONAL OBJECTIVES:

13.3.1 Define the following terms according to Title 15.

- Direct Visual Observation
- Direct Visual Supervision

JKT 2 items

13.3.2 Explain Title 15 requirements for safety room checks.

JKT 2 items

13.3.3 Identify principles governing security and safety rounds. For example:

- conduct safety checks of juveniles through direct observation
- make scheduled and unscheduled rounds
- walk quietly
- vary routine and pattern of rounds
- use CCTV surveillance if available, but do not become dependent upon it
- maintain communication checks with designated posts
- document checks and anything out of the ordinary

JKT 3 items

13.3.4 List signs to watch out for on safety and security rounds. For example:

- damage to property
- signs of fights
- juvenile's efforts to block view
- bizarre behavior of juveniles (e.g., rocking)
- bars, locks, doors that have been tampered with
- unusual sounds

JKT 2 items

13.3.5 Explain reasons for checking the physical plant and outer fence as well as assigned areas on safety and security rounds.

Discussion

13.3.6 List steps for conducting outside perimeter checks:

- assemble equipment (flashlight, radio, pepper spray, etc.)
- notify all posts
- walk around building and fences
- look for abnormalities
- notify supervisor if anything wrong
- notify co-workers upon return
- log security check and any problems
- fill out maintenance request, if appropriate

JKT 1 item

13.3.7 Identify potential warning signs when conducting perimeter checks:

- suspicious vehicles
- people loitering in area
- physical damage to security barriers
- tampered locking mechanisms
- window/structural damage

JKT 1 item

Module 13.4 SEARCHING JUVENILES – PRINCIPLES AND CONCEPTS
Instructional Time: 3 hours

INSTRUCTIONAL OBJECTIVES:

13.4.1 Identify the legal principles inherent in conducting pat-down and strip searches (PC 4030).

JKT 2 items

13.4.2 Explain the legal principles involved in searching persons of the opposite sex.

JKT 1 item

13.4.3 Examine the consequences that may result from poorly conducted pat-down and strip searches.

Discussion

13.4.4 List the key concepts for searching a juvenile. For example:

- be alert
- be thorough
- search systematically
- use proper procedure
- use proper gender-specific procedures

JKT 2 items

13.4.5 Describe the universal safety precautions for conducting searches of juveniles (e.g., use of gloves, how to avoid razor cuts, needle sticks, etc.).

Discussion

13.4.6 Discuss barriers to completing pat-down and strip searches. For example:

- embarrassment and awkwardness
- fear of false complaint by juvenile
- haste
- lack of precision
- lack of skill

Discussion

13.4.7 Identify places on males and females where weapons or contraband may be concealed.

- hair
- underarm area
- pockets
- groin area
- small of back
- waist
- ankles
- sleeves
- collars/lapels

JKT 2 items

UNIT 14
Emergencies and Fire and Life Safety
Unit Instructional Time: 8 hours

Module 14.1 EMERGENCY TRAINING
Instructional Time: 1 hour

INSTRUCTIONAL OBJECTIVES:

14.1.1 Identify emergency situations faced in a juvenile detention facility.

- natural disasters
- juvenile disturbances (riots, fights, etc.)
- technological failures (power outages, etc.)
- fire
- hazardous materials

JKT 1 Item

14.1.2 Discuss priorities and responsibilities of juvenile corrections officers during an emergency situation considering the following:

- the safety and protection of the general public
- the safety and welfare of any hostage
- safeguarding of personnel to prevent injuries or loss of life
- isolation and protection of those juveniles directly or indirectly involved in the emergency
- maintaining the security of the facility
- protection of government property

Discussion

14.1.3 Identify principles and procedures for the evacuation of juveniles from such emergencies as fire, hazardous materials spill, earthquake, etc.

- remain calm
- identify the emergency
- keep communication lines open
- give clear instructions
- maintain headcount
- be alert for possible escape
- keep juveniles together
- alert other staff
- keep outsiders away from juveniles
- identify involved parties
- follow facility-specific evacuation procedures
- document the emergency as soon as practical

JKT 3 items

14.1.4 Given a description of an emergency situation, identify what steps need to be taken to successfully handle the emergency.

JKT 2 items

Module 14.2 **FIRE AND LIFE SAFETY**
Instructional Time: 7 hours

INSTRUCTIONAL OBJECTIVES:

14.2.1 Describe the elements of inspecting for and maintaining fire safety in a juvenile detention facility taking into account such aspects as the following:

- construction
- exits
- mechanical and electrical devices and wiring
- housekeeping
- fire extinguishing and alarm equipment
- facility smoke control zones
- training and planning

JKT 1 item

14.2.2 Identify the two most common areas where fire starts in a juvenile detention facility.

- kitchen
- laundry room

JKT 1 item

14.2.3 Identify steps in responding to a fire in a juvenile detention facility:

- determine severity, scope, type and cause
- call for assistance and/or alert other staff
- extinguish fire, if possible
- evacuate juveniles, if necessary
- follow evacuation steps according to facility-specific evacuation plan
- notify outside agencies, chain of command

JKT 3 items

14.2.4 Match different types of fires with extinguishing equipment appropriate for each.

JKT 2 items

14.2.5 Explain how an automatic sprinkler system and its controls operate. For example:

- not all sprinkler heads operate at the same time
- how to manually override the automatic controls

Discussion

14.2.6 Identify possible dangers from the spread of smoke and gases in a juvenile detention facility.

JKT 2 items

14.2.7 Explain the concept of and procedures for isolating and confining to the area of origin fire, smoke and gases in a juvenile detention facility taking into account the following:

- fire walls and doors
- proper maintenance of fire door latches and hardware
- prevention of obstacles near fire doors
- stairways and shafts

JKT 1 item

14.2.8 Using actual or sample hose lengths (2-3 feet), describe two types of fire hoses and explain how they are turned on and used in a juvenile detention facility.

- linen
- jacketed

JKT 2 items

14.2.9 Using actual or sample fire hose nozzles most commonly found in a juvenile detention facility, demonstrate how the three types of nozzles are turned on and used.

- straight nozzle (without shut-off valve)
- straight nozzle (with shut-off valve)
- spray nozzle (with controls)

BST #30

14.2.10 Demonstrate the use of fire extinguishing equipment on a simulated or demonstration fire.

BST #31

Unit 15
Testifying in Court
Instructional Time: 3 hours

Module 15.1 TESTIFYING IN COURT - PREPARATION
Instructional Time: 1 hour

INSTRUCTIONAL OBJECTIVES:

15.1.1 Discuss common reasons why a juvenile corrections officer would be required to testify in court.

- discovered or received evidence
- witness to a crime that occurred within the facility
- victim of crime
- civil case where agency is defended in lawsuit
- officer filed new charges

JKT 1 item

15.1.2 Identify the roles of the key figures in court (e.g., attorneys, judge, bailiff, court clerk, probation officer).

JKT 1 item

15.1.3 Identify the consequences of poor performance in court by a juvenile corrections officer. Examples may include:

- poor performance may lessen the court's confidence in the juvenile corrections officer
- poor performance may result in the dismissal of charges
- failure to report to court could result in a "contempt of court" charge, and possible fine or jail sentence
- disciplinary action against officer

JKT 1 item

15.1.4 Identify the steps in preparing for courtroom testimony. Examples may include:

- follow department dress code
- prior to appearance, contact the district attorney who called the officer to court
- review the case prior to appearance
- review district attorney's and defense attorney's questions prior to appearance, if available
- do not discuss the case with anyone but the DA or investigating officer
- notify supervisor

JKT 1 item

Module 15.2 **TESTIFYING IN COURT – PRACTICE**
Instructional Time: 2 hours

INSTRUCTIONAL OBJECTIVES:

15.2.1 In a role-playing exercise, demonstrate effective testifying as a witness using principles taught in Module 15.1.

Practice

15.2.2 In a role-playing exercise, question the witness in 15.2.1 from the perspective of the prosecuting attorney.

Practice

15.2.3 In a role-playing exercise, question the witness in 15.2.1 from the perspective of the defense attorney.

Practice

Unit 16
Transportation and Escort
Unit Instructional Time: 4 hours

Module 16.1 **PREPARATION FOR TRANSPORT AND ESCORT**
Instructional Time: 2 hours

INSTRUCTIONAL OBJECTIVES:

16.1.1 Explain the consequences of failure to take proper precautions and/or follow policy and procedure when transporting or escorting a juvenile.

- escape
- danger to community
- assault
- injury to juvenile or staff
- harm to credibility of the agency or facility
- disciplinary action against juvenile corrections officer
- liability

Discussion

16.1.2 Identify typical vehicle transportation duties that a juvenile corrections officer is asked to perform outside the facility, such as the following:

- court appearances
- medical/mental health appointments
- emergency room or urgent care
- funeral
- home
- camp, group home, or ranch placement
- another jurisdiction's juvenile detention center
- jail
- state youth corrections facility

Discussion

16.1.3 Identify typical ambulatory escort duties that a juvenile corrections officer is asked to perform inside the facility, such as the following:

- infirmary
- probation officer's office
- visiting area
- recreational area
- school classroom
- group therapy sessions

Discussion

16.1.4 Identify important planning elements that apply to various transport and escort situations.

- determine reason for transport/escort
- comply with departmental policy for transport/escort

- check for proper authorization
- determine classification status of juvenile
- determine appropriate level of security
- assess security arrangements (e.g., minor/staff ratio)
- identify limitations on transport/escort, such as number of people to be transported at once; males and females together, special issues (disabled, etc.)
- check for medical clearance, if applicable (e.g., medications)
- maintain trip confidentiality
- log and report departure and arrival times and mileage

JKT 3 items

16.1.5 Describe steps to follow when preparing for a vehicle transport.

- plan route to destination, time, and parking
- identify special issues regarding use of vehicles with caged compartments
- plan meal breaks if a long transport and make sure juvenile has eaten before leaving
- if more than one juvenile, plan seating chart
- locate radio/phone equipment and ensure functionality
- ensure that vehicle and seat belts are operable
- search vehicle before transporting juvenile
- search vehicle after transporting juvenile
- ask juvenile if he or she needs to use bathroom prior to leaving facility
- search juvenile before transport
- apply appropriate restraints, if any

JKT 3 items

16.1.6 Determine communications options available during transport, such as:

- cell phone
- land line phone
- two way radio
- pay phones
- outside agency phones (e.g., police department, probation office)

Discussion

16.1.7 Identify possible emergencies that may occur during transport and appropriate responses to each emergency. Examples may include the following:

- injury or medical need
- escape
- interference from public or juvenile's cohorts
- car accident
- unanticipated traffic congestion
- unsafe weather conditions that affect driving (e.g., dense fog, hail, etc.)

Discussion

16.1.8 Given an example of an escort situation, generate an appropriate plan for conducting the escort.

Discussion

16.1.9 Given an example of a transport situation using a vehicle, generate an appropriate plan for conducting the transport.

WST #8

Module 16.2 **PERFORMING TRANSPORT AND ESCORT DUTIES**
Instructional Time: 2 hours

INSTRUCTIONAL OBJECTIVES:

16.2.1 Describe key actions a juvenile corrections officer should take when escorting a juvenile.

- keep juvenile in sight at all times
- walk where you can see juvenile
- keep keys secure
- when escorting group of juveniles, take continual counts
- notify staff that escort is in progress
- keep in restraints, if appropriate

JKT 1 item

16.2.2 Describe key actions a juvenile corrections officer should take when transporting a juvenile in a vehicle.

- keep juvenile in restraints, if appropriate
- keep juvenile out of public places, when possible
- notify staff that transport is in progress
- take directly to destination and return
- do not discuss juvenile with the public or others
- use alternative routes, if part of plan or as needed

JKT 2 items

16.2.3 Demonstrate assisting a cooperative handcuffed or restrained juvenile to a sitting position in a vehicle ensuring that the juvenile does the following:

- maintains balance
- does not hit head when entering the vehicle
- is properly secured with a seat belt

BST #32

16.2.4 Demonstrate assisting a cooperative handcuffed or restrained juvenile out of a vehicle ensuring that the juvenile does the following:

- maintains balance
- does not hit head when exiting the vehicle
- remains in control of the juvenile corrections officer once juvenile is out of the vehicle

BST #33

16.2.5 Demonstrate assisting a resisting handcuffed or restrained juvenile to a sitting position in a vehicle ensuring that the juvenile does the following:

- maintains balance
- does not hit head when entering the vehicle
- is properly secured with a seat belt

BST #34

16.2.6 Demonstrate assisting a resisting handcuffed or restrained juvenile out of a vehicle ensuring that the juvenile does the following:

- maintains balance
- does not hit head when exiting the vehicle
- remains in control of the juvenile corrections officer once juvenile is out of the vehicle

BST #35

Unit 17
Physical Tasks and Conditioning
Instructional Time: 17 hours 30 minutes

Module 17.1 ORIENTATION – PHYSICAL CONDITIONING BASICS
Instructional Time: 1 hour 30 minutes

INSTRUCTIONAL OBJECTIVES:

17.1.1 Explain key components of a performance-based fitness program and the ways each contributes to fitness:

- cardiovascular conditioning
- strength
- endurance
- flexibility
- agility
- speed

JKT 2 items

17.1.2 Define common terms used in physical conditioning, such as:

- core strength
- cardiovascular exercises
- resistance training
- flexibility exercises
- plyometrics
- recovery time
- duration
- frequency
- sets
- reps

JKT 3 items

17.1.3 Explain the role of Rating of Perceived Exertion (RPE) in a physical conditioning program.

Discussion

17.1.4 Examine the Borg Perceived Exertion Scale as described in the Guidelines for Exercise Testing and Prescription, American College of Sports Medicine, Seventh Edition.

- Very, very light
- Very light
- Fairly light
- Somewhat hard
- Hard
- Very hard
- Very, very hard

Discussion

17.1.5 Identify common mistakes people make when participating in a physical conditioning program, such as the following:

- weekend warrior
- pacing
- lack of recovery time
- roadblocks to regular exercise
- improper lifting mechanics
- poor body positioning
- insufficient instruction
- no training plan
- training too hard
- training when injured
- poor nutrition following exercise
- poor re-hydration practices
- over hydration

JKT 3 items

17.1.6 Discuss equipment and clothing needed when participating in a fitness program.

Discussion

17.1.7 Explain the purpose and goals of performance-based conditioning for juvenile corrections officers.

Discussion

17.1.8 Identify common injuries during training that might disable a juvenile corrections officer, such as the following:

- hamstring pulls
- knee injuries
- back injuries
- ankle sprains

JKT 1 item

17.1.9 Identify signs of overexertion and/or potential dangers during a physical conditioning program, including the following:

- heat exhaustion
- heat stroke
- irregular heart beat
- dehydration signs
- shortness of breath
- light headedness
- nausea
- chest pain
- blurred vision
- limb pain

JKT 3 items

17.1.10 Identify the importance of warm-up and cool-down during a physical conditioning program.

Discussion

17.1.11 Explain the difference between static stretching and dynamic stretching and the appropriate applications for each type of stretching.

Discussion

Module 17.2 CONDITIONING EXERCISES
Instructional Time: 1 hour 30 minutes

INSTRUCTIONAL OBJECTIVES:

17.2.1 Participate in Dynamic Warm-up exercises as described in Segment A, Week 1, of the **Physical Tasks Training Manual**.

- 10 complete Arm Circles in each direction
- 2-3 Side Bends per side
- 10-20 Windmills
- One set Trunk Twists, 8 reps per side

Practice

17.2.2 Participate in Low Intensity Strength exercises as described in Segment A, Week 1, of the **Physical Tasks Training Manual**.

- One set Stomach Flutter Kicks for 7 reps
- One set Knee-to-Forehead for 5-7 reps per leg
- One set (up to 20 reps) Push-ups (military or modified)
- One set Sit-ups for 10-20 reps
- One set Side Leg Raises for 10-12 reps per leg

Practice

17.2.3 Participate in Core Strength exercises as described in Segment A, Week 1, of the **Physical Tasks Training Manual**.

- 3 sets of Prone Planks for 10 seconds each set; rest 10 seconds between each set
- 3 sets of Right Side Hover for 10 seconds each set; rest 10 seconds between each set
- 3 sets of Left Side Hover for 10 seconds each; rest 10 seconds between each set.

Practice

17.2.4 Participate in Low Intensity Plyometric exercises as described in Segment A, Week 1, of the **Physical Tasks Training Manual**.

- 3 sets of warm-up Skipping for 10 skips each set; rest 30 seconds in between each set.
- 3 sets of Skipping-for-Height for 10 skips each set; rest 1 minute between each set.

Practice

17.2.5 Participate in Upper Body Strength exercises as described in Segment B, Week 1, of the **Physical Tasks Training Manual**.

- One set Wrist Curls for 3 reps with weight of "somewhat hard."
- One to three sets of Arm Curls for 6 reps with weight of "somewhat hard."

Practice

17.2.6 Participate in Lower Body Plyometric exercises as described in Segment B, Week 1, of the **Physical Tasks Training Manual**.

- One set of Two-Foot Hops 10 times.
- One set of Single-foot, Side-to-Side Hops 10 times.
- One set of Two-Foot, Side-to-Side Hops 10 times.

Practice

17.2.7 Participate in Lower Body Strength exercises as described in Segment B, Week 1, of the **Physical Tasks Training Manual**.

- One to three sets of 6 reps Leg Press with a weight that feels "somewhat hard", or Modified Wall Sits (up to 30-40 second hold), 2 reps

Practice

17.2.8 Participate in Cardiovascular exercise by walking or jogging 1 mile as described in Segment D of the **Physical Tasks Training Manual**.

- maintain intensity that is "somewhat hard"

Practice

17.2.9 Participate in Cool Down exercises as described in Segment E, Week 1, of the **Physical Tasks Training Manual**. Cool Down exercises are provided to bring a slow decline in Heart Rate towards near pre-exercise level. If duration of more than 3 minutes is required, it should be extended for safety reasons.

- 3 sets of Calf Stretch for 5 seconds each set; rest 15 seconds between sets.
- 3 sets of Quad Stretch for 5 seconds each set; rest 15 seconds between sets.
- 3 sets of Knee Hugs for 5 seconds each set; rest 15 seconds between sets.
- 3 sets of Stride Stretches for 5 seconds each set; rest 15 seconds between sets.

Practice

Module 17.3 **INITIAL ASSESSMENT**
Instructional Time: 1 hour

INSTRUCTIONAL OBJECTIVES:

17.3.1 Practice the following two Work Sample Tests as described in the **Physical Tasks Training Manual** *Do not practice the dummy drag or 75 yard sprint until later in the course.*

- Dummy Lift: With knees bent, wrap arms around a hanging bag or dummy weighing up to 150 pounds, get a firm hold on it, then straighten legs to lift the bag or dummy high enough to create slack in the rope/chain; aim to hold for 30 seconds. Start with a 120-130 pound bag or dummy. As able to support bag or dummy successfully, increase weight in 10-20 pound increments and/or time spent supporting the bag or dummy.

- Weighted Agility Run: Walk briskly or jog through a 150-foot zigzag barrier course consisting of three sharp turns, pick up a 20-pound fire extinguisher or weighted tube bag at the 75 foot mark and carry it back through the course, walking briskly. Aim for completing the full course in 30 seconds.

Practice

Module 17.4 **CONDITIONING EXERCISES**
Instructional Time: 1 hour

17.4.1 Repeat Module 17.2

Module 17.5 **CONDITIONING EXERCISES**
Instructional Time: 2 hours

INSTRUCTIONAL OBJECTIVES;

17.5.1 Perform Defensive Tactics Footwork as taught in Module 8.2 as cardiovascular exercise.

Practice

17.5.2 Participate in Dynamic Warm-up exercises as described in Segment A, Week 2, of the **Physical Tasks Training Manual**.

- 10 complete Arm Circles in each direction
- 2-3 Side Bends per side
- 10-20 Windmills
- One set Trunk Twists, 8 reps per side

Practice

17.5.3 Participate in Low Intensity Strength exercises as described in Segment A, Week 2, of the **Physical Tasks Training Manual**.

- Two sets Stomach Flutter Kicks for 7 reps
- One set Knee-to-Forehead for 8-10 reps per leg
- One set (up to 20 reps) Push-ups (military or modified)
- One set Sit-ups for 10-20 reps
- Two sets Side Leg Raises for 13-15 reps per leg

Practice

17.5.4 Participate in Core Strength exercises as described in Segment A, Week 2, of the **Physical Tasks Training Manual**.

- 3 sets of Prone Planks for 15 seconds each set; rest 15 seconds between each set
- 3 sets of Right Side Hover for 15 seconds each set; rest 15 seconds between each set

- 3 sets of Left Side Hover for 15 seconds each; rest 15 seconds between each set.

Practice

17.5.5 Participate in Low Intensity Plyometric exercises as described in Segment A, Week 2, of the **Physical Tasks Training Manual**.

- 3 sets of warm-up Skipping for 10 skips each set; rest 20 seconds in between each set.
- 3 sets of Skipping-for-Height for 10 skips each set; rest 1 minute between each set.

Practice

17.5.6 Participate in two Upper Body Plyometric exercises as described in Segment B, Week 2, of the **Physical Tasks Training Manual**.

- 3 sets of Wheel Barrow for 16 steps*
- 3 sets of Explosive Wall Push-ups for 10 reps**

*If equipment available, choose one of two options below:

- o Alternative: Overhead throw with medicine ball or basketball (same # sets and reps), or
- o Alternative: Supine single arm overhead throw with medicine ball or basketball (same # sets and reps)

**If equipment available, choose one of two options below:

- o Alternative: Chest pass with medicine ball or basketball (same # sets and reps), or,
- o Alternative: Chest push with medicine ball or basketball (same # sets and reps).

Note: at least 1 to 2 minutes should separate each exercise.

Practice

17.5.7 Participate in Upper Body Strength exercises as described in Segment B, Week 2, of the **Physical Tasks Training Manual**.

- One set Wrist Curls for 6-8 reps with weight of “somewhat hard”
- One to three sets of Arm Curls for 6-8reps with weight of “somewhat hard.”

Practice

17.5.8 Participate in Lower Body Plyometric exercises as described in Segment B, Week 2, of the **Physical Tasks Training Manual**.

- One set of Single-foot, Side-to-Side Hops 10 times.
- One set of Two-Foot, Side-to-Side Hops 10 times.
- One set of Standing Long Jump for 10 times
- One set of Standing Jump/Reach for 10 times.
- One set of Jump Over Barrier not exceeding 1.5 feet for 10 times.

Practice

17.5.9 Participate in Lower Body Strength exercises as described in Segment B, Week 2, of the **Physical Tasks Training Manual**.

- One to three sets of 6-8 reps Leg Press with a weight that feels "somewhat hard", or Modified Wall Sits (up to 30-40 second hold), 2 reps. (Work up to 2-3 sets if previously at one set.)

Practice

17.5.10 Practice the four Work Sample Tests as described in the **Physical Tasks Training Manual** in the following order:

1) 75 yard Sprint in 30 seconds or less: (Segment C)

   - use moderate speed in initial sprints to avoid hamstring injury
   - use a straight track

2) 150-pound bag/dummy support as described in instructional objective 17.3.1.

3) Weighted agility run as described in instructional objective 17.3.1.

4) Drag a 150-pound bag or dummy for a distance of 20 feet within 30 seconds.

Practice

17.5.11 Participate in Cardiovascular exercise by walking or jogging 1.5 miles as described in Segment D, Week 2, of the **Physical Tasks Training Manual**.

- maintain intensity that is "somewhat hard"

Practice

17.5.12 Participate in Cool Down exercises as described in Segment E, Week 2, of the **Physical Tasks Training Manual**. Cool Down exercises are provided to bring a slow decline in Heart Rate towards near pre-exercise level. If duration of more than 3 minutes is required, it should be extended for safety reasons.

- 3 sets of Calf Stretch for 10 seconds each set; rest 20 seconds between sets.
- 3 sets of Quad Stretch for 10 seconds each set; rest 20 seconds between sets.
- 3 sets of Knee Hugs for 10 seconds each set; rest 20 seconds between sets.
- 3 sets of Stride Stretches for 10 seconds each set; rest 20 seconds between sets.

Practice

Module 17.6 CONDITIONING EXERCISES

Instructional Time: 2 hours

INSTRUCTIONAL OBJECTIVES:

Repeat Module 17.5

Module 17.7 CONDITIONING EXERCISES

Instructional Objectives: 1 hour 30 minutes

INSTRUCTIONAL OBJECTIVES:

Note: No sprint training during Week 3: This is incorporated in the Lower Plyometric Circuit Exercises.

17.7.1 Perform Defensive Tactics Footwork as taught in Module 8.2 for cardiovascular exercise.

Practice

17.7.2 Participate in Dynamic Warm-up exercises as described in Segment A, Week 3, of the **Physical Tasks Training Manual**.

- 10 complete Arm Circles in each direction
- 2-3 Side Bends per side
- 10-20 Windmills
- One set Trunk Twists, 8 reps per side

Practice

17.7.3 Participate in Low Intensity Strength exercises as described in Segment A, Week 3, of the **Physical Tasks Training Manual**.

- Three sets Stomach Flutter Kicks for 7 reps
- One set Knee-to-Forehead for 11-13 reps per leg
- One set (up to 20 reps) Push-Ups (military or modified)
- One set Sit-ups for 10-20 reps
- Two sets Side Leg Raises for 16-18 reps per leg

Practice

17.7.4 Participate in Core Strength exercises as described in Segment A, Week 3, of the **Physical Tasks Training Manual**.

- 3 sets of Prone Planks for 20 seconds each set; rest 20 seconds between each set
- 3 sets of Right Side Hover for 20 seconds each set; rest 20 seconds between each set
- 3 sets of Left Side Hover for 20 seconds each; rest 20 seconds between each set.

Practice

17.7.5 Participate in Lower Body Strength exercises as described in Segment B, Week 3, of the **Physical Tasks Training Manual**.

- One to three sets of 6-8 reps Leg Press with a weight that feels “somewhat hard”, or Modified Wall Sits (up to 30-40 second hold), 2 reps

Practice

17.7.6 Participate in Lower Body Plyometric exercises as described in Segment B, Week 3, of the **Physical Tasks Training Manual**.

- 2 Hexagon Drills for 24 touches each drill
  - Flexing knees, jump forward to 12 o'clock position, then back to starting point; repeat to 2, 4, 6, 8, and 10 o'clock positions.

- 2 Multi Jumps for Height for 10 jumps each set
  - Flexing knees, jump into the air as high as possible, reaching up with arm extended upward

Note: rest for 1 minute between each set above.

Practice

17.7.7 Participate in one of three Lower Body Plyometric Circuits as described in Segment B, Week 3, of the **Physical Tasks Training Manual**. See diagrams. Perform 3 circuits. Take 5-minute rest between 17.7.7 and 17.7.8.

- Plyo Circuit I:
  - 3 Two Footed Hops
  - fast Jog or Run for 25 to 75 yards
  - 3 Single Foot Side-to-side Hops
  - fast Jog or Run for 25 to 75 yards
  - 3 Standing Long Jumps
  - fast Jog or Run for 25 to 75 yards
  - 3 Two Footed Side-to-side Hops
  - Six 25 to 75 yard Sprints; walk back to start between each sprint

  Or,

- Plyo Circuit II:
  - 3 Two Footed Hops
  - fast Jog or Run for 25 to 75 yards
  - 3 Single Foot Side-to-side Hops
  - fast Jog or Run for 25 to 75 yards
  - 3 Jump Over Barriers
  - fast Jog or Run for 25 to 75 yards
  - 3 Two Footed Side-to-side Hops
  - Six 25 to 75 yard Sprints; walk back to start between each sprint

  Or,

- Plyo Circuit III:
  - 3 Two Footed Hops
  - fast Jog or Run for 25 to 75 yards
  - 3 Standing Long Jumps
  - fast Jog or Run for 25 to 75 yards
  - 3 Skips for Height
  - fast Jog or Run for 25 to 75 yards
  - 3 Single Foot Side-to-side Hops
  - Six 25 to 75 yard Sprints; walk back to start between each sprint

Practice

17.7.8 Participate in three Upper Body Plyometric exercises as described in Segment B, Week 3, of the **Physical Tasks Training Manual**.

- 3 sets of Wheel Barrow for 16 steps*
- 3 sets of Explosive Wall Push-ups for 10 reps**
- One set Push-up Jump for 8 reps***

*If equipment available, choose one of two options below:

- Alternative: Overhead throw with medicine ball or basketball (same # sets and reps), or
- Alternative: Supine single arm overhead throw with medicine ball or basketball (same # sets and reps)

**If equipment available, choose one of two options below:

- Alternative: Chest pass with medicine ball or basketball (same # sets and reps), or,
- Alternative: Chest push with medicine ball or basketball (same # sets and reps).

***If equipment available, choose one of two options below:

- Alternative: Heavy bag thrust (same # sets and reps) or,
- Alternative: Heavy bag stroke (same # sets and reps) or,
- Advance Alternative: Catch and Overhead Throw with medicine ball (same # sets and reps).

Note: at least 1 to 2 minutes should separate each exercise.

Practice

17.7.9 Participate in Upper Body Strength exercises as described in Segment B, Week 3, of the **Physical Tasks Training Manual**.

- One set Wrist Curls for 6-8 reps with weight of “somewhat hard.”
- One to three sets of Arm Curls for 6-8 reps with weight of “somewhat hard.”

Practice

17.7.10 Practice the four Work Sample Tests as described in the **Physical Tasks Training Manual** in the following order:

1) Sprint 75-yards on a straight track in 30 seconds or less.

2) Support the weight of a hanging 150-pound bag or dummy so that all the stress is taken off the rope or chain from which it is suspended for 30 seconds.

3) Walk briskly or jog through a 150-foot zigzag barrier course consisting of three sharp turns, pick up a 20-pound fire extinguisher or weighted tube bag at the 75 foot mark and carry it back through the course, walking briskly. Complete the full course within 30 seconds.

4) Drag a 150-pound bag or dummy for a distance of 20 feet within 30 seconds.

Practice

17.7.11 Participate in Cardiovascular exercises by walking or jogging 2 miles as described in Segment D, Week 3, of the **Physical Tasks Training Manual**.

- maintain intensity that is "somewhat hard"

Practice

17.7.12 Participate in Cool Down exercises as described in Segment E, Week 3, of the **Physical Tasks Training Manual**. Cool Down exercises are provided to bring a slow decline in Heart Rate towards near pre-exercise level. If a duration of more than 3 minutes is required, it should be for safety reasons.

- 3 sets of Calf Stretch for 15 seconds each set; rest 25 seconds between sets.
- 3 sets of Quad Stretch for 15 seconds each set; rest 25 seconds between sets.
- 3 sets of Knee Hugs for 15 seconds each set; rest 25 seconds between sets.
- 3 sets of Stride Stretches for 15 seconds each set; rest 25 seconds between sets.

Practice

Module 17.8 **CONDITIONING EXERCISES**
Instructional Time: 1 hour 30 minutes

INSTRUCTIONAL OBJECTIVES;

Repeat Module 17.7

Module 17.9 **CONDITIONING EXERCISES**
Instructional Time: 1 hour 30 minutes

INSTRUCTIONAL OBJECTIVES:

Repeat Module 17.7

Module 17.10 **FINAL ASSESSMENT AND FITNESS PLANNING: PART ONE**
Instructional Time: 2 hours

INSTRUCTIONAL OBJECTIVES:

17.10.1 On a straight track, complete a 75-yard sprint within 30 seconds.

BST #36

17.10.2 For 30 seconds, support the weight of a hanging 150-pound bag or dummy so that all stress is taken off the rope or chain from which it is suspended.

BST #37

17.10.3 Within 30 seconds, jog or walk briskly 150 feet while maneuvering around obstacles; lift and carry a 20-pound weighted object (such as a fire extinguisher) for 75 feet of the 150 total feet.

BST #38

17.10.4 Drag a 150-pound bag or dummy for a distance of 20 feet within 30 seconds.

BST #39

17.10.5 In pairs or small groups of trainees, exchange ideas and goals for on-going, performance-based fitness plans at the conclusion of training, such as the following:

- How many days per week can you schedule exercise?
- How much time per session can you exercise?
- Name 3 Lower Body strength or Plyometric exercises you plan to do.
- Name 3 Upper Body strength or Plyometric exercises you plan to do.
- Name a form of cardiovascular exercise you plan to do.
- What would keep you from adhering to this program?
- Name 3 ways to eliminate roadblocks to adhering to this program.

During class, trainees are to write up goals and plans using a structured work sheet or other suitable format.

Discussion and Report Out to Class

Module 17.11 FINAL ASSESSMENT AND FITNESS PLANNING: PART TWO
Instructional Time: 2 hours

INSTRUCTIONAL OBJECTIVES:

Repeat Module 17.10

Segment A

Exercise		Week 1	Week 2	Week 3
Planks				
	Prone	3 x 10 sec Rest 10 sec	3 x 15 sec Rest 15 sec	3 x 20 sec Rest 20 sec
	R. Hover	3 x 10 sec Rest 10 sec	3 x 15 sec Rest 15 sec	3 x 20 sec Rest 20 sec
	L. Hover	3 x 10 sec Rest 10 sec	3 x 15 sec Rest 15 sec	3 x 20 sec Rest 20 sec
Skips		2 x 10 skips 30 sec between	2 x 10 skips 20 sec between	2 x 10 skips 10 sec between
		Recommend walking between sets to maintain warm-up		
Skips for Ht		2 x 10 skips 1 min between	2 x 15 skips 1 min between	2 x 20 skips 1 min between
		Recommend walking between sets to maintain warm-up		
DT Footwork		Used at the start of the Segment A as an aerobic warm-up starting week 2 after the footwork is introduced in DT training the first week. Duration = 10 min		

Arm Circles	10 each direction	same	same
Side Bends	1x2-3 per side	same	same
Windmills	1x10-20	same	same
Trunk Twists	1x8 reps per side	same	same
Stomach Flutter Kicks	1x7 reps	2x7 reps	3x7 reps
Knee-to-Forehead	1x5-7 reps per leg	1x8-10 reps	1x11-13 reps
Push-ups	1x up to 20 reps	same	same
Sit-ups	1x10-20 reps	same	same
Side Leg Raises	1x10-12 reps per leg	2x13-15	2x16-18

Segment B

Exercise	Week 1	Week 2	Week 3
Lower Plyos			
Two-Foot Hops	1 x 10		
Single-Foot S to S Hops	1 x 10	1 x 10	
Two-Foot S to S Hops	1 x 10	1 x 10	
Standing Long Jump		1 x 10	
Standing Jump/Reach		1 x 10	
Jump Over Barrier		1 x 10	
Hexagon Drill			2 Drills (24 Touches)
Multi Jumps for Height			2 x 10 jumps 1 min between sets 5 min rest before circuits
			3 x Plyo Circuit Choose a circuit See Diagrams

At least 1 to 2 min should separate each exercise.

Upper Plyos			
Wheel barrow*	-	3 x 16 steps	3 x 16 steps
Explosive wall push up**	-	3 x 10 reps	3 x 10 reps
Push up jump***	-	-	1 x 8 reps

*Alternative Exercises
Overhead throw w/med ball or basketball
Supine single arm overhead throw w/med ball or basketball

**Alternative Exercises
Chest pass w/med ball or basketball
Chest push w/med ball or basketball

***Alternative Exercises
Heavy bag thrust
Heavy bag stroke
Catch and Overhead Throw w/med ball (Advanced)

Upper Body Strength			
Wrist Curls	1x6-8 reps	same	same
Arm Curls	1x6-8 reps	same	same
Lower Body Strength			
Leg Press	1x6-8 reps	same	same
or			
Modified Wall Sit	1x30-40 sec hold x 2 reps	same	2-3x30-40 sec hold x 2 reps

Segment C

Exercise	Week 1	Week 2	Week 3
75 Yard Sprint	2nd session	x	

No Sprint training on week 1 or 3. Sprint training is incorporated in the plyo circuits during week 3.

Trainees should be encouraged to improve their times as much as is possible.

Segment D

Exercise	Week 1	Week 2	Week 3
Walk/Jog	1.0 mi	1.5 mi	2.0 mi

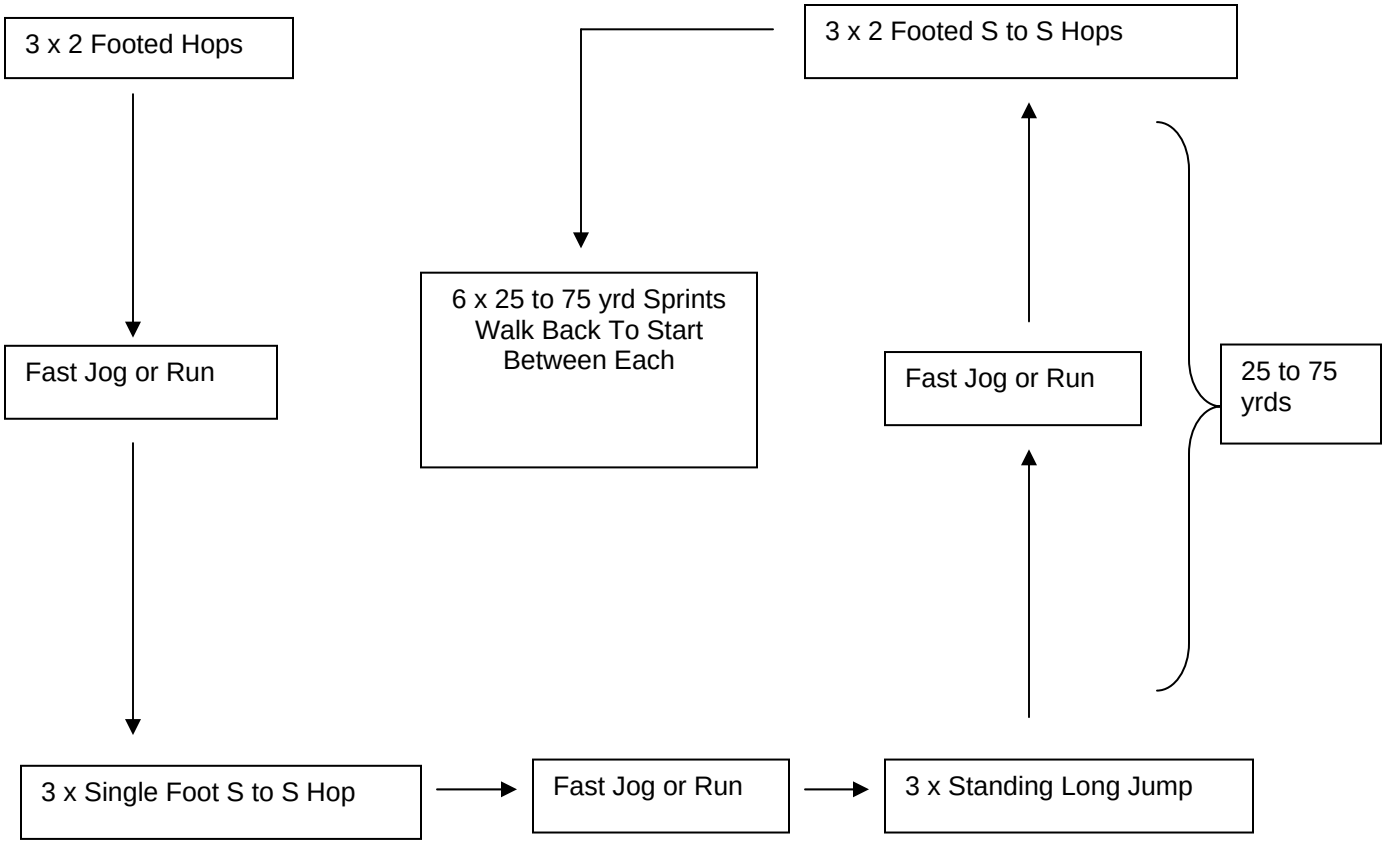
Maintain an intensity that is "somewhat hard."

Segment E

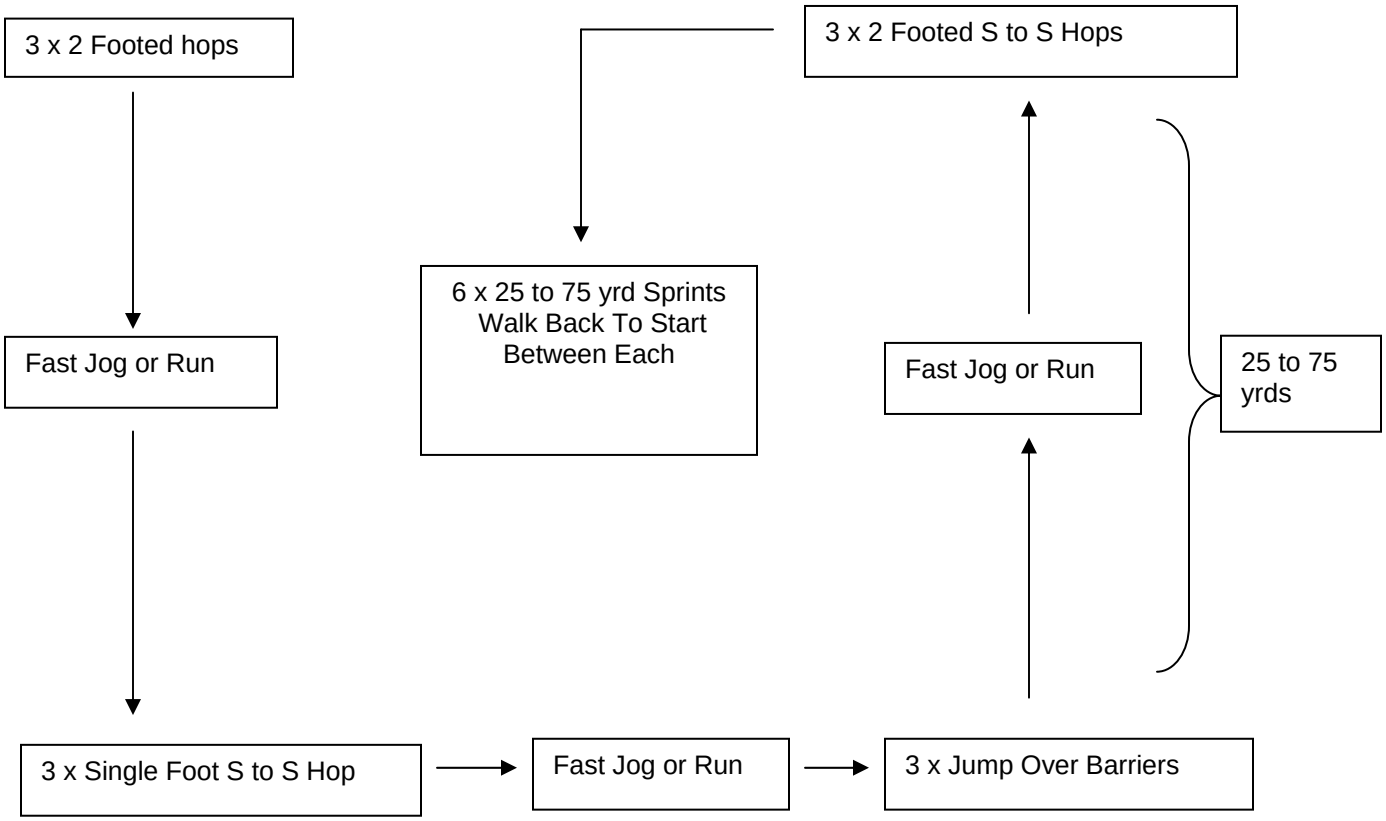
Exercise	Week 1	Week 2	Week 3
Walk	3 min*	3 min*	3 min*
Stretch			
Calf stretch	3 x 5 sec Rest 15 sec	3 x 10 sec Rest 20 sec	3 x 15 sec Rest 25 sec
Quad stretch	3 x 5 sec Rest 15 sec	3 x 10 sec Rest 20 sec	3 x 15 sec Rest 25 sec
Knee hugs	3 x 5 sec Rest 15 sec	3 x 10 sec Rest 20 sec	3 x 15 sec Rest 25 sec
Stride Stretches	3 x 5 sec Rest 15 sec	3 x 10 sec Rest 20 sec	3 x 15 sec Rest 25 sec

* Cool down exercise is provided to bring a slow decline in HR back towards near pre-exercise level. If a duration of >3 min is required it should be used for safety reasons.

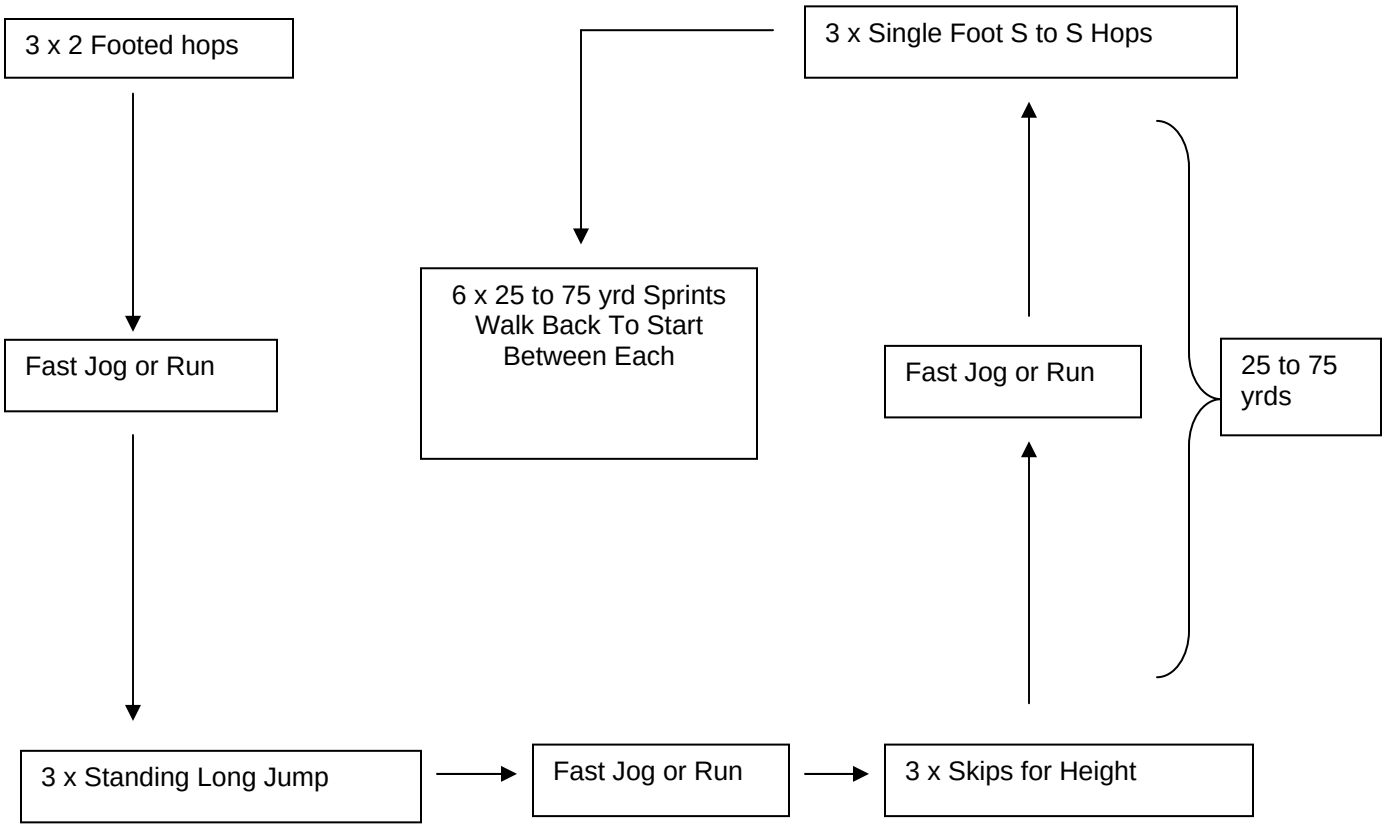
Plyo Circuit I



Plyo Circuit II



Plyo Circuit III



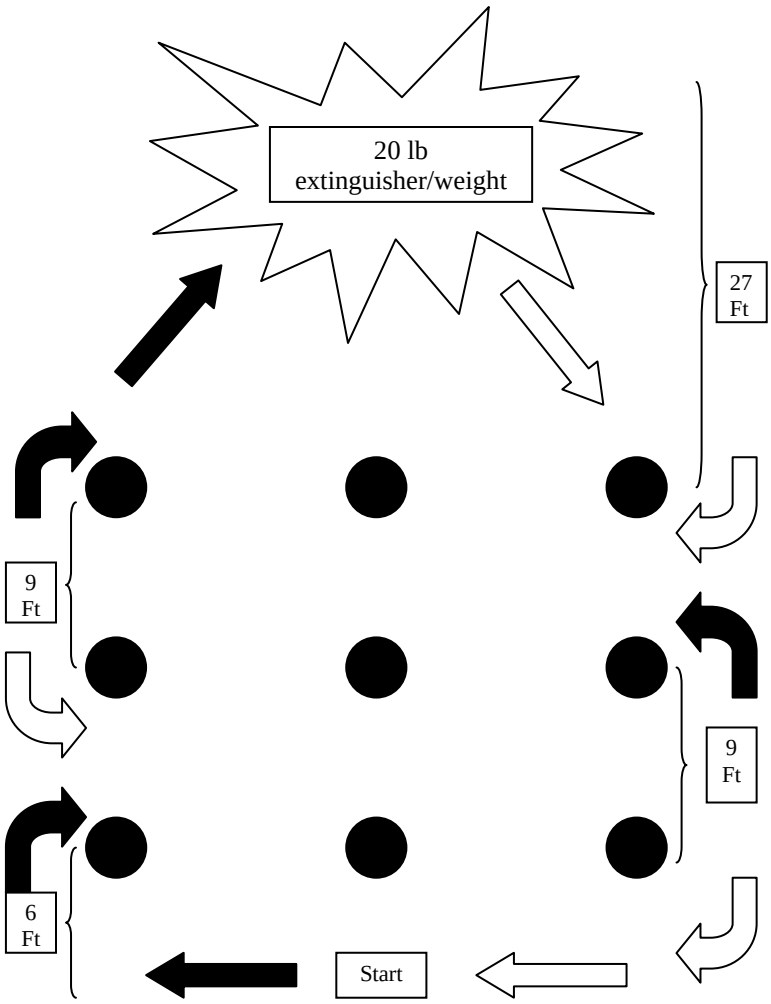
Dummy Lift

For 30 seconds, support the weight of a hanging 150-pound bag or dummy so that all stress is taken off the rope or chain from which it is suspended.

With knees bent, wrap arms around the 150-pound bag or dummy. Get a firm hold, and then straighten legs to lift the bag or dummy high enough to create slack in the rope/chain.

Weighted agility run

Walk briskly or jog through a 150-foot zigzag barrier course consisting of three sharp turns. Pick up a 20-pound fire extinguisher or weighted tube bag at the 75-foot mark and carry it back through the course. Complete the full course within 30 seconds.



EXPLANATION OF PLYOMETRIC EXERCISES

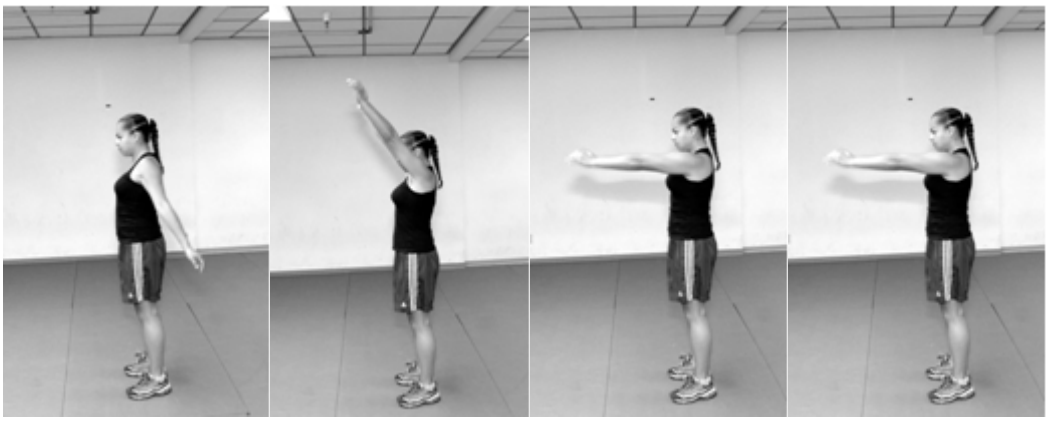
Dummy drag

Drag a 150-pound bag or dummy for a distance of 20 feet within 30 seconds.

Wrap arms around the dummy under the arms. Extend the legs while maintaining a straight back. Now walk backward with the dummy elevated to not interfere with the knees until the required distance is completed.

Arm Circles

Standing with arms out, slowly move hands in a circle, gradually increasing the size of the circle. Increase to full arm circles for 10 complete circles. Repeat in opposite direction.



Side Bends

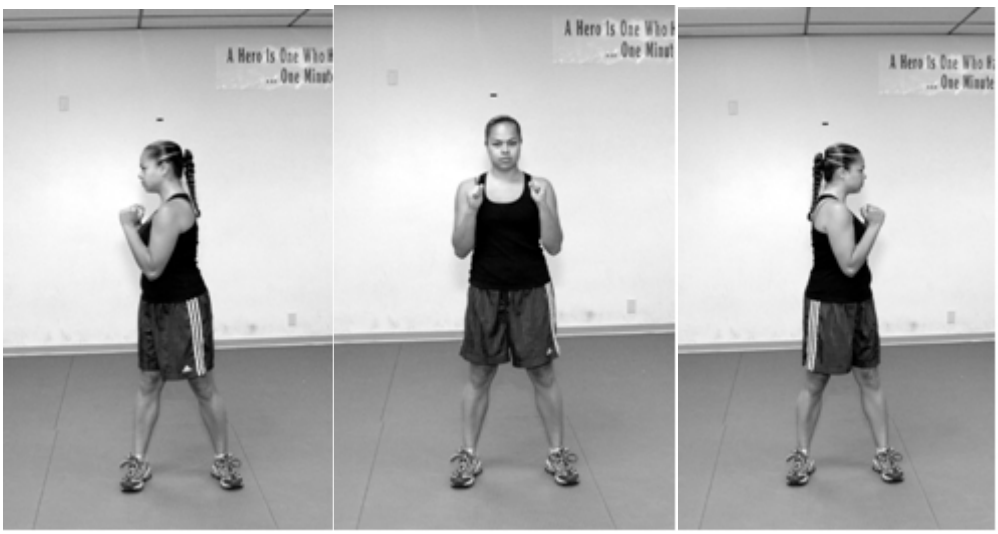
With feet more than shoulder width apart, bend sideways as far as possible. Return to upright position then bend sideways again, 2 to 3 times on each side.

Windmills

Stand erect, feet shoulder width apart, arms out to the side. Keeping the legs straight, bring right hand across the body reaching for the left foot. Return to starting position and reach for right foot with the left hand. Repeat the full cycle 10-20 repetitions.

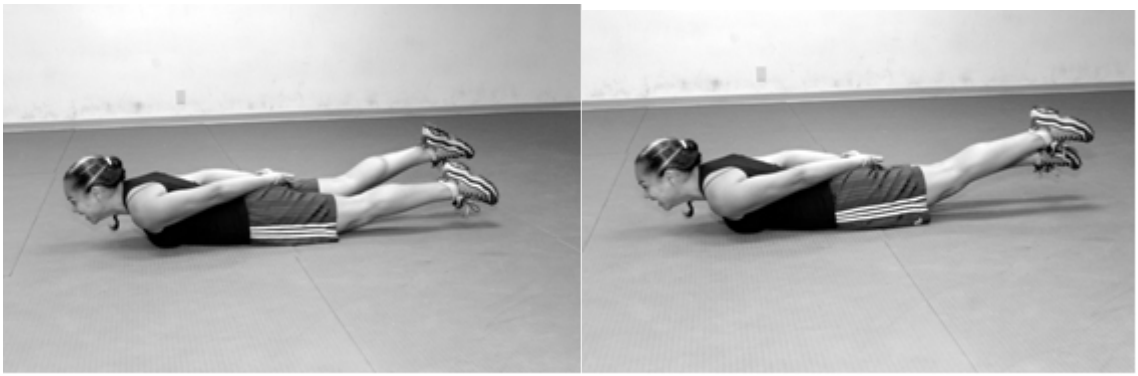
Trunk Twists

Standing, twist gently from right to left and reverse. Hands can be outstretched or in front with elbows bent. Perform 8 times per side.



Stomach Flutter Kicks

Lie on stomach with hands under the thighs. Keeping the legs straight, flutter feet alternately 7 times.

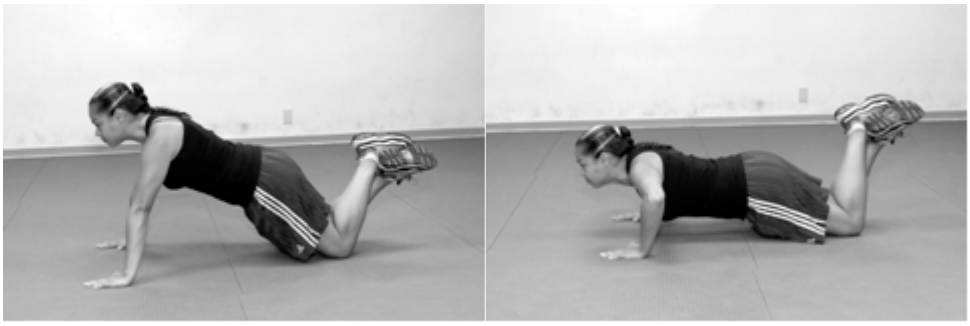


Knee-to-Forehead

With hands and knees on the floor, bring one knee toward the forehead (flexing the neck), then straighten the leg back as far as possible. Perform 5-7 leg extensions before switching to the other leg.

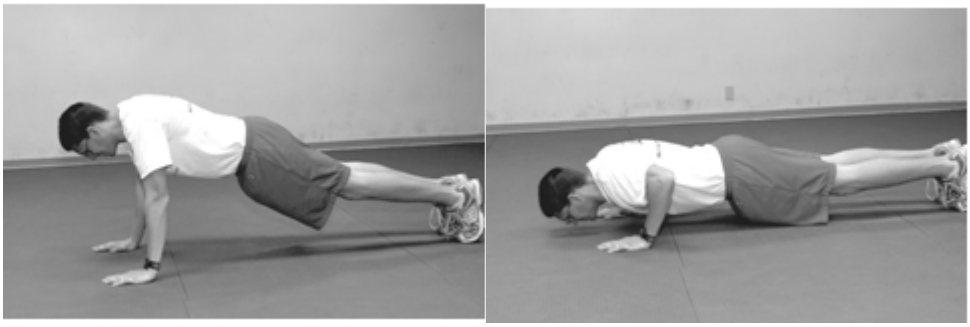
Push-ups (modified)

On the stomach with body straight from shoulder to knees and hands beside the shoulders, push the body upward until arms are straight. Bend arms to lower body back to the starting position. In the modified movement, weight is supported at the knees.



Push-ups (military)

On the stomach with body straight from the shoulders to the toes, hands beside the shoulders, push the body upward until arms are straight. Bend arms to lower the body back to the starting position.



Sit-ups

Start on the back, knees bent at a 90-degree angle with hands behind the head. Raise the head and upper part of the body, curling up from the waist. Perform 10-20 reps.

Side Leg Raises

While on the side with legs straight, slowly raise the top leg 18” and return. After 10 leg raises, roll to the opposite side and repeat with the other leg. Perform 10-20 reps per leg.

Prone Planks

Start in the prone position and prop the body up onto the toes and forearms. Hold this position with the body maintaining a flat back and rigid position for the prescribed amount of time.

Right & Left Side Hover

Lying on the side, elevate the body off of the ground so that it is supported by the side of the foot and the elbow. Maintain the body in a straight, rigid position for the prescribed amount of time.

Skipping

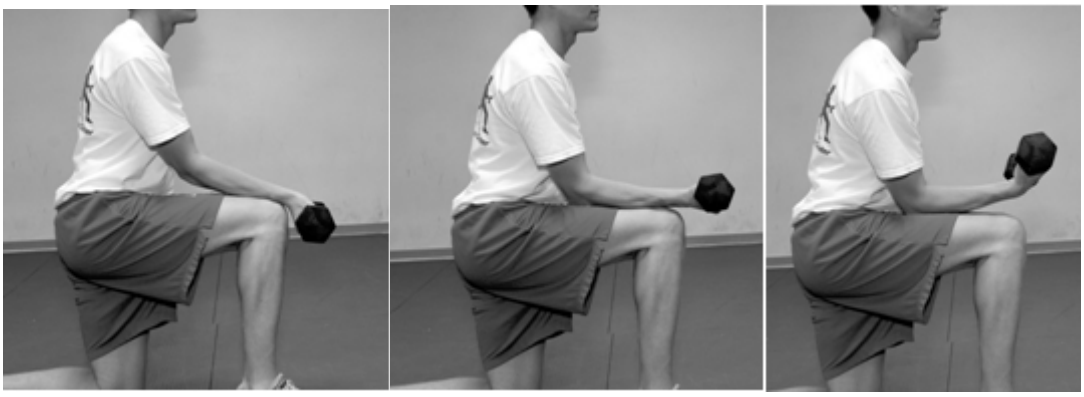
Begin in the standing position and skip from right to left foot. A strenuous effort is not required when completing these. Be sure to follow the prescribed number of touches and recovery duration.

Skipping-for-Height

Complete skipping from right to left foot as described above. Be sure to use an exaggerated arm movement and try to come as far off of the ground as possible. Be sure to follow the prescribed number of touches and the recovery duration.

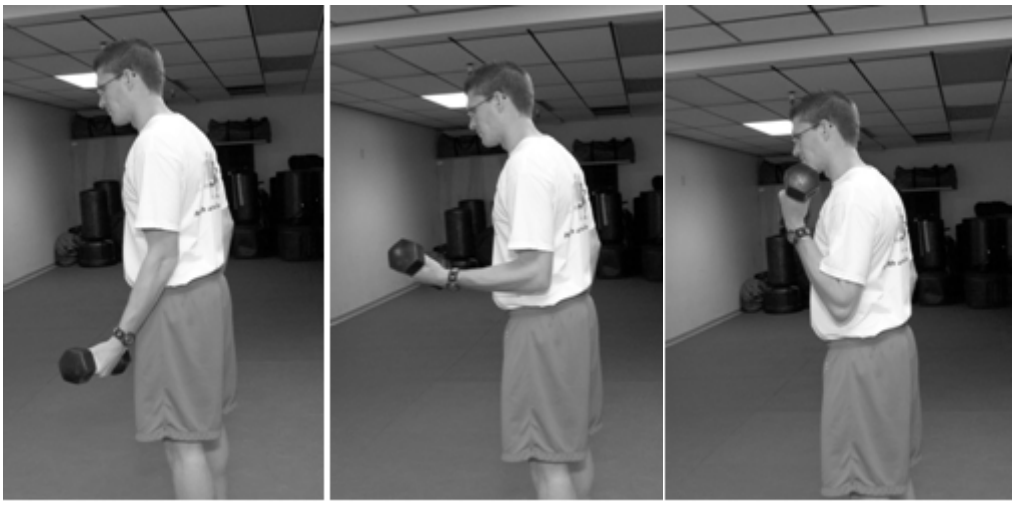
Wrist Curls

Selecting a weight of “somewhat hard”, take a kneeling position with the arm supported by the leg. Curl the weight up with hand palm side up. Perform the prescribed number of repetitions.



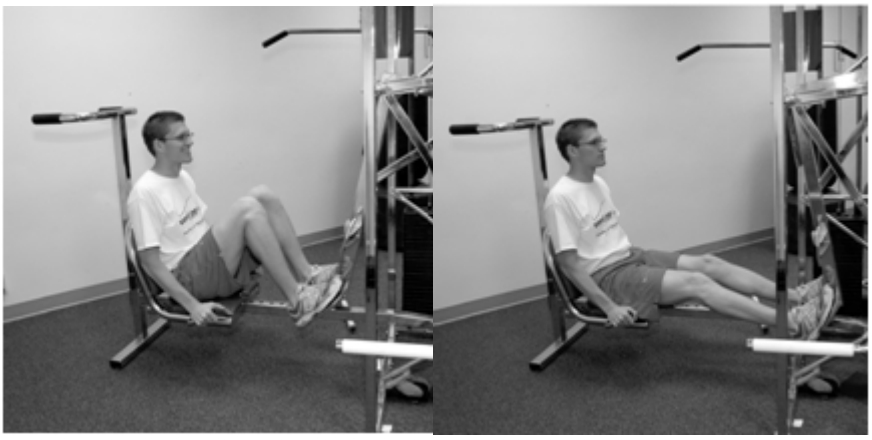
Arm Curls

Selecting a weight of “somewhat hard”, raise weight from the extended position and then lower it back down slowly. Keep back straight and knees slightly bent. Do not hold breath during the movement. Perform the prescribed number of repetitions.



Leg Press

Selecting a weight of “somewhat hard”, start in a press position and extend leg until nearly straight. Do not lock out the knees. Return leg to the start position slowly. Perform the prescribed number of repetitions.



Modified Wall Sit

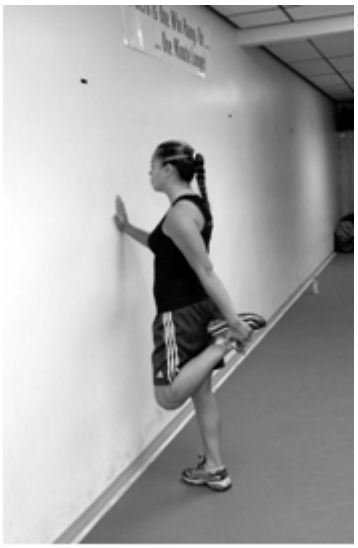
Partners sit facing opposite directions, back-to-back, with arms hooked at elbows, backs erect, and knees bent at right angles. Partners then perform a simultaneous backward push and standing effort, rising to a half knee bend and holding position for 30-40 seconds. Perform the prescribed number of repetitions

Calf Stretch

Facing the wall, put feet together about 36” from the wall, and place hands on the wall. Keep feet flat on the floor and knees straight. Start at 3 sets for 5 seconds and work up to 3 sets for 15 seconds over the course of the program.

Quad Stretch

While standing and supporting the body with one hand on a wall or other support, grab the ankle and arch the back. Pull up on the ankle until adequate stretch is felt in the front thigh.



Knee Hugs

Lying on back, slowly raise knee to chest, grasp knee with both hands, and pull to the chest. Keep opposite leg straight. Hold leg for three seconds, then follow same procedure with other leg, again keeping opposite leg straight. Alternate six times.

Stride Stretches

Start in a push-up position with one knee tucked forward to chest level and the other leg extended. Alternate forward and extend legs. Start at 3 sets of 5 repetitions and work up to 3 sets of 15 repetitions over the course of the program.

Two-Foot Hops

Start in the standing position, flex the knee slightly and hop into the air. Hopping should be done in place. Continue hopping in place for the recommended number of hops in the set.

Single Foot Side-to-Side Hop

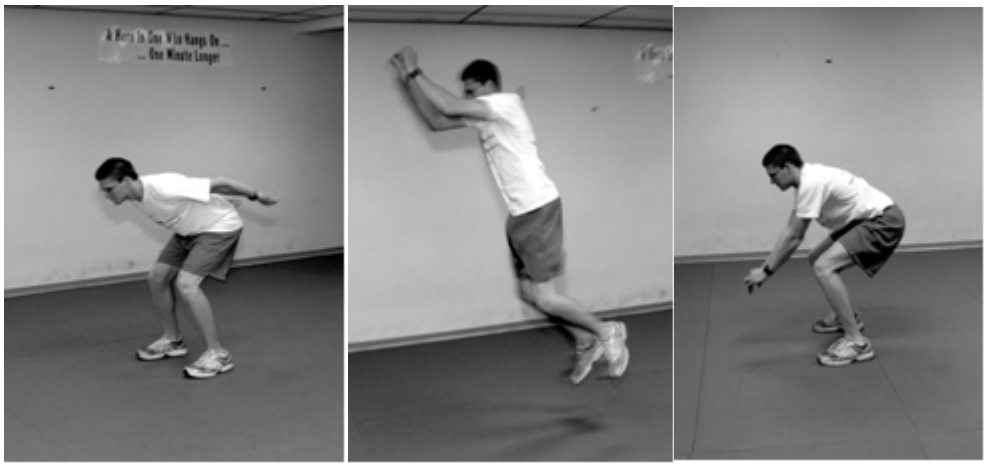
Begin by standing on one foot and flex the knee slightly hopping to the side landing on the opposite foot. After landing on the opposite side, flex the knee and hop back to the other side. Continue hoping back and forth for the recommended number in the set. Distance between hops should be about three feet.

Two Foot Side-to-Side Hop

Start in the standing position with the feet approximately shoulder width apart. Flex the knee slightly and hop to the side. After landing on the opposite side, again flex the knee and hop to other side. Continue hopping from side to side for the recommended number in the set. Maintain feet at approximately shoulders width apart. Distance between hops should be about two feet.

Standing Long Jumps

Start in the standing position and flex the knees deeply while swinging the arms back. Now jump forward as far as possible. Repeat this action for the recommended number of repetitions in the set. A soft landing area (padding or sand) is highly recommended for this exercise. If none is available then the exercise may need to be avoided.

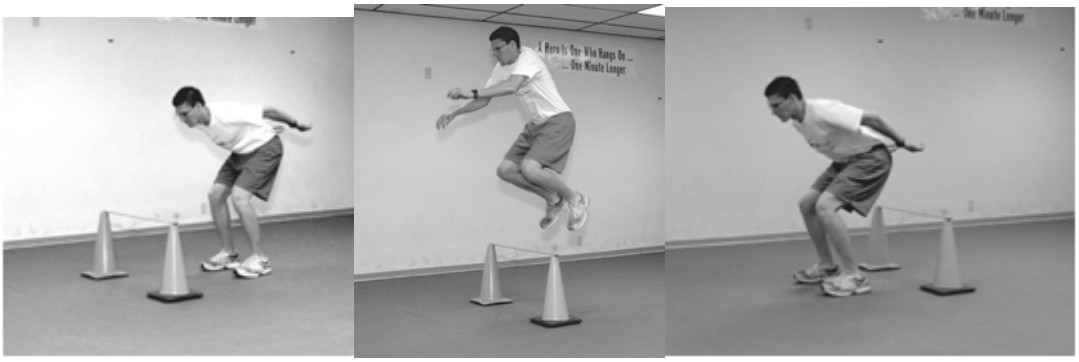


Standing Jump/Reach

Start in the standing position with feet shoulders width apart. Flex the knees and jump into the air as high as possible. Raise the arms above the head as if trying to reach for something in the air. Repeat this exercise for the recommended number of repetitions in the set.

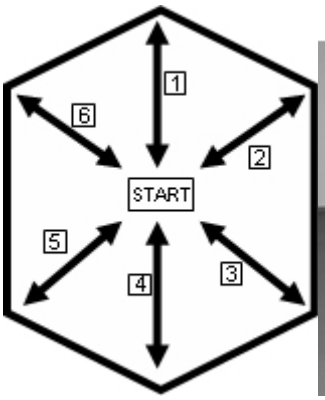
Standing Jump Over Barrier

Start in the standing position with feet approximately shoulder width apart. Flex the knees and jump up and forward over a barrier (cone or small cross rail). The barrier should not exceed one and a half feet in height. If no barrier is available then jump over an imaginary barrier.



Hexagon Drill

Begin by standing with approximately six feet of space around each person. Next envision standing in the middle of a clock face. Now flex the knee and jump forward to the 12 o'clock position and then jump back to the starting position. Repeat this exercise jumping to the 2, 4, 6, 8, and 10 o'clock positions. Hexagon drill pattern: Distance between start and each jump can vary based on fitness and body size, but should be far enough out to provide reasonable effort. Also order of the jumps can be varied so long as all of the jumps are consecutive.



Multi Jump for Height

Begin standing in place. Next flex the knees and jump into the air as high as possible. As soon as landing, flex the knees and jump into air again as high as possible. Repeat for the recommended number of repetitions.

No picture.

Wheelbarrow

Begin in the push-up position. Have a partner pick up the persons feet, while they remain supported by their arms. Now both partners will walk forward for the recommended number of steps.

*Note: It is a good idea to match partners based on body size to avoid injury.

Explosive Wall Push-ups

Begin standing on the floor facing a wall. Lean forward into the wall with arms extended (similar to the push-up position). Flex the elbows and lower the body toward the wall. Now rapidly contract the arms with enough force to push off of the wall. Fall back into the wall and repeat the motion for the number of recommended repetitions.

Push-Up Jump

Begin in the push-up position on the floor. Lower the body to the floor. Now explosively contract the arms with enough force to push off the ground. Now land on the floor and lower the body back to ground and repeat for the recommended number of repetitions. Rest 2 seconds between each push-up.

No picture.

Alternative Upper Body Plyos

Overhead throw w/med ball or basketball

Begin in the standing position and raise the ball over head. Next throw the ball over the head toward a partner. The partner will catch the ball and now perform the same motion. Partners will pass the ball back and forth until the indicated number of repetitions is completed.

Supine single arm overhead throw w/med ball or basketball

Begin by lying on the ground with one arm extended overhead with the ball in hand. Throw the ball forward and begin flexing the trunk upward similar to a stomach curl. Finish in a stomach curl position. Repeat the recommended number of repetitions.

Chest pass w/med ball or basketball

Begin in either the standing or kneeling position. Holding the ball in two hands, bring the ball to the chest and push out, passing the ball to a partner. The partner should be ready to receive the pass with their arms extended out in front of them. As the partner receives the pass they should slow the ball down as they bring it to their chest and then immediately pass the ball back to the opposing partner. Pass the ball back and forth until the recommended number of repetitions has been completed.

Chest push w/med ball or basketball

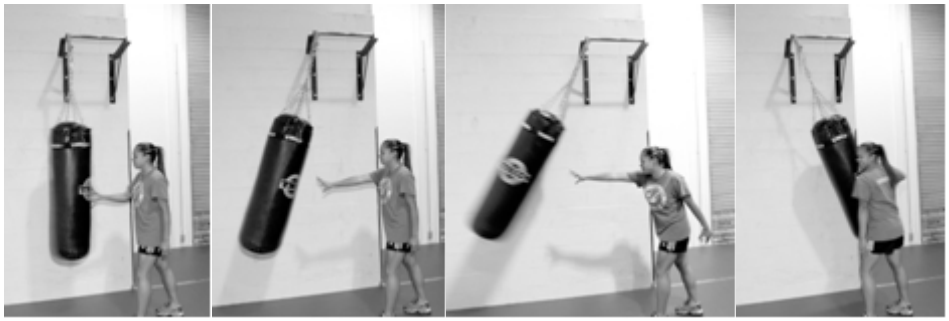
Begin on the knees holding ball close to the chest as if a chest pass was going to be completed. Next crouch down. From the crouch position explode outward staying on the knees and throw the ball as far as possible or to a partner. Have the partner return the ball and repeat for the recommended number of repetitions.

Heavy bag thrust

Begin by standing next to a suspended heavy bag with right shoulder lined up with the bag. Move the right foot back while the left foot stays next to the heavy bag for stability. Place the right hand on the heavy bag and use the arm and torso to push the bag forward. As the bag comes swinging back, have the exerciser and a partner slow the bag down and then repeat for the recommended number repetitions.

Heavy bag stroke (Advanced)

Follow the same procedure for the heavy bag thrust, however, when the heavy bag comes swinging back have exerciser catch the bag and begin to slow it down. As the bag swings back even with the body, immediately push it forward with an explosive motion. Repeat this sequence for the recommended number of repetitions



Catch and Overhead Throw w/med ball (Advanced)

Begin in the standing position with feet shoulder width apart and arms extended out and slightly over head. Have a partner pass the ball. Catch the ball overhead and pass it back to the partner. Repeat until the recommended number of repetitions has been completed.

*Note: If a partner is not available, exerciser may throw ball against a wall and catch the rebounding ball.

SECTION E. TEST TO OBJECTIVES INDEX

The Test to Objectives Index presents the linkage of Instructional Objectives to specific Job Knowledge Tests (JKT), Written Skills Tests (WST) and Behavior Skills Tests (BST). With the information provided for each objective in Section D of this manual, the Test to Objectives Index creates a framework for constructing tests to be used in the course. For Job Knowledge Tests, allow one-half minute for each test question.

Please refer to the **Handbook for Presenting Core Courses** for more detail on test administration and scoring. The publication Test Item Writing for Core Courses is also available from the STC Program, as well as technical assistance.

TEST TO OBJECTIVES INDEX

Job Knowledge Tests			Sample
Module #	Objective #	No. Items	Outline
			JKT #
2.1			1
	2.1.1	1	
	2.1.2	1	
2.2			1
	2.2.3	1	
	2.2.4	1	
3.1			1
	3.1.3	2	
	3.1.4	1	
	3.1.7	1	
	3.1.8	1	
4.1			1
	4.1.1	2	
4.2			1
	4.2.3	2	
	4.2.4	2	
4.3			1
	4.3.2	2	
	4.3.3	1	
	4.3.4	1	
5.1			1
	5.1.1	2	
	5.1.3	2	
5.2			1
	5.2.2	2	
	5.2.3	2	
5.3			1
	5.3.1	2	
	5.3.2	1	
	5.3.4	2	
	5.3.5	1	
	5.3.6	2	
5.4			1
	5.4.1	2	
	5.4.2	2	
	5.4.3	1	
5.5			1
	5.5.2	2	
	5.5.3	1	
	5.5.4	2	
	5.5.5	1	
	5.5.6	2	
5.6			2
	5.6.1	2	
	5.6.2	5	
	5.6.3	2	
	5.6.4	2	
	5.6.5	1	
	5.6.6	1	

Job Knowledge Tests			Sample
Module #	Objective #	No. Items	Outline
			JKT #
6.1			1
	6.1.2	1	
	6.1.3	1	
	6.1.4	1	
	6.1.5	1	
	6.1.6	1	
6.3			1
	6.3.3	1	
	6.3.4	1	
	6.3.6	1	
6.4			2
	6.4.3	2	
6.5			3
	6.5.2	2	
	6.5.3	2	
7.1			1
	7.1.1	2	
7.2			1
	7.2.1	1	
	7.2.2	1	
	7.2.4	2	
	7.2.6	2	
8.1			1
	8.1.1	1	
	8.1.2	2	
	8.1.3	1	
	8.1.4	1	
	8.1.5	1	
	8.1.11	1	
	8.1.12	2	
8.8			3
	8.8.1	1	
	8.8.2	3	
	8.8.3	2	
	8.8.4	2	
	8.8.5	1	
	8.8.6	2	
	8.8.7	2	
	8.8.9	1	
	8.8.10	3	
8.9			3
	8.9.1	2	
	8.9.3	2	
	8.9.4	2	
	8.9.6	3	
9.1			1
	9.1.2	1	
	9.1.3	2	
	9.1.5	1	

TEST TO OBJECTIVES INDEX

Job Knowledge Tests			Sample
Module #	Objective #	No. Items	Outline
			JKT #
9.2			1
	9.2.1	1	
	9.2.6	1	
	9.2.8	2	
9.3			1
	9.3.1	1	
	9.3.2	2	
	9.3.3	1	
	9.3.4	1	
9.4			1
	9.4.1	1	
	9.4.2	1	
	9.4.3	2	
10.1			2
	10.1.1	2	
	10.1.2	2	
	10.1.3	5	
	10.1.5	1	
	10.1.6	1	
	10.1.7	2	
	10.1.8	1	
10.2			3
	10.2.1	2	
	10.2.3	4	
	10.2.4	1	
10.3			3
	10.3.1	1	
	10.3.2	2	
	10.3.6	1	
10.4			3
	10.4.1	1	
	10.4.2	1	
	10.4.4	2	
	10.4.5	1	
	10.4.6	1	
10.5			3
	10.5.1	1	
	10.5.2	1	
	10.5.3	1	
	10.5.4	1	
	10.5.5	1	
10.6			3
	10.6.1	1	
	10.6.2	1	
11.1			1
	11.1.3	3	
	11.1.4	2	

Job Knowledge Tests			Sample
Module #	Objective #	No. Items	Outline
			JKT #
11.2			1
	11.2.2	1	
	11.2.3	1	
	11.2.4	2	
	11.2.5	1	
11.3			1
	11.3.3	1	
	11.3.4	1	
	11.3.5	1	
	11.3.6	1	
	11.3.7	1	
12.1			1
	12.1.2	2	
	12.1.3	1	
	12.1.4	1	
	12.1.5	1	
	12.1.11	1	
	12.1.13	1	
12.3			2
	12.3.1	3	
	12.3.2	5	
	12.3.4	2	
12.4			2
	12.4.1	4	
	12.4.2	3	
	12.4.6	3	
12.5			3
	12.5.1	2	
	12.5.2	3	
	12.5.4	1	
12.6			3
	12.6.5	2	
	12.6.7	1	
	12.6.9	1	
	12.6.10	1	
	12.6.11	1	
13.1			2
	13.1.1	2	
	13.1.5	1	
13.2			2
	13.2.1	2	
	13.2.2	3	
	13.2.3	2	
	13.2.4	1	
	13.2.5	2	

TEST TO OBJECTIVES INDEX

Job Knowledge Tests			Sample
Module #	Objective #	No. Items	Outline
			JKT #
13.3			2
	13.3.1	2	
	13.3.2	2	
	13.3.3	3	
	13.3.4	2	
	13.3.6	1	
	13.3.7	1	
13.4			2
	13.4.1	2	
	13.4.2	1	
	13.4.4	2	
	13.4.7	2	
14.1			3
	14.1.1	1	
	14.1.3	3	
	14.1.4	2	
14..2			3
	14.2.1	1	
	14.2.2	1	
	14.2.3	3	
	14.2.4	2	
	14.2.6	2	
	14.2.7	1	
	14.2.8	2	
15.1			3
	15.1.1	1	
	15.1.2	1	
	15.1.3	1	
	15.1.4	1	
16.1			3
	16.1.4	3	
	16.1.5	3	
16.2			3
	16.2.1	1	
	16.2.2	2	
17.1			1
	17.1.1	2	
	17.1.2	3	
	17.1.5	3	
	17.1.8	1	
	17.1.9	3	

Written Skills Tests	
Objective #	Test #
5.1.2	1
5.1.4	2
5.2.4	3
5.5.7	4
6.7.1	5
6.7.2	6
9.3.4	7
16.1.9	8

Behavior Skills Tests	
Objective #	Test #
8.1.7	1
8.2.1	2
8.2.2	3
8.2.3	4
8.2.4	5
8.3.1	6
8.4.1	7
8.4.2	8
8.5.1	9
8.5.2	10
8.5.3	11
8.5.4	12
8.5.5	13
8.6.1	14
8.7.1	15
8.7.2	16
8.7.3	17
8.7.4	18
8.7.5	19
8.7.6	20
8.7.7	21
8.7.8	22
12.2.4	23
12.2.5	24
12.2.6	25
12.2.7	26
12.2.11	27
12.6.2	28
12.6.4	29
14.2.9	30
14.2.10	31
16.2.3	32
16.2.4	33
16.2.5	34
16.2.6	35
17.10.1	36
17.10.2	37
17.10.3	38
17.10.4	39

SECTION F. CORE TASKS FOR JUVENILE CORRECTIONS OFFICERS

The following list is provided for the convenience of training providers, employers and employees. This list presents the tasks and responsibilities that were identified as necessary and important by the majority of juvenile corrections officers and their supervisors through a statewide job analysis conducted in 2002.

No.	Task
1	Review report of charges against juveniles taken into custody.
2	Discuss circumstances of the charges with arresting officer.
3	Review booking forms and court documents for accuracy and completeness.
4	Fill out Juvenile Hall booking sheets.
5	Recommend whether to release or hold juvenile.
6	Provide incoming juveniles with any incoming phone calls.
7	Notify parents, guardians or spouse of juvenile's status and need to sign medical consent.
8	Screen juveniles to determine if medical/mental health attention is needed before booking.
9	Photograph incoming juveniles.
10	Fingerprint juveniles using "Live Scan" or ink-rolling equipment.
11	Prepare juvenile's identification cards or identification wristband and give/affix to juvenile.
12	Inventory and take custody of juvenile's property, clothing, and/or money.
13	Supervise showering, delousing and/or decontamination of new juveniles.
14	Observe juvenile in receiving room/holding unit while he/she awaits move to assigned housing.
15	Run warrant checks, holds, search clauses.
16	Provide food or other necessities to incoming juvenile.
17	Interview juvenile in order to classify juvenile (for example, according to security risk factors) and assign housing.
18	Verify identity of juveniles before releasing.
19	Perform paperwork necessary for releases (e.g., home supervision, electronic monitoring, "in-custody").
20	Turn over property and/or money for releases, get appropriate signatures, and record/log.
21	Prepare forms, cards, file jackets necessary to initiate juvenile's facility records.
22	Issue clothing, bedding, supplies to new juveniles.
23	Brief new juvenile regarding facilities' rules and procedures, meal schedules, etc.

24 Assign juvenile to program/counselor.

25 Answer juvenile's questions about the facility, staff counselor's roles, juvenile's legal status, and the juvenile justice system.

26 Review a behavior/admission contract specifying expected behavior at the facility with the juvenile and obtain juvenile's signature.

27 Verify juvenile's identity before escorting or transporting.

28 Escort juveniles individually or in groups to and from locations within facility (e.g., classrooms, work details, infirmary, court holding room, interview, visiting, or phone rooms).

29 Transport juveniles individually or in groups to and from locations outside the facility (e.g., other facilities, recreational centers, law enforcement agencies, hospitals, courts, airports).

30 Plan transportation route.

31 Supervise juveniles outside facility (e.g., in hospitals, at funerals, at court, at church).

32 Search juvenile for weapons, contraband, and/or drugs, before and after transporting.

33 Search transportation vehicles for weapons, contraband, and/or drugs.

34 Conduct vehicle safety check/inspection prior to transporting.

35 Transport equipment and/or evidence.

36 Inspect rooms/dorms, room contents, and other areas for cleanliness.

37 Supervise juveniles cleaning rooms/dorms.

38 Supervise the juveniles' use of bathroom facilities.

39 Supervise juveniles when they shower.

40 Pass out supplies (e.g., toothpaste, soap, combs) and collect returnable supplies.

41 Explain personal hygiene procedures (e.g., shampooing directions) to juveniles.

42 Conduct/supervise clothing or bedding exchange.

43 Sort/supervise sorting of dirty linen and clothing for the laundry.

44 Launder juveniles' clothing and/or bedding.

45 *Non core task.*

46 Review medical log and make note of medical restrictions.

47 Accompany doctors or nurses during medical rounds or visits.

48 Deliver medication, observe juvenile taking it, and record if taken or refused.

49 Monitor juveniles for behavioral characteristics (e.g., violence, gang affiliation).

50 Observe/monitor attitudes and conduct of juveniles, watching for signs of potential disturbance, medical or psychiatric needs, or signs of drug or alcohol use.

51 Obtain appropriate help for juveniles in need of medical or psychiatric care.

52 Conduct surveillance using closed circuit television.

53 Prevent unauthorized communication between juveniles.

54 Read for juveniles (such as documents, legal correspondence).

55 Prepare meals/snacks for juveniles.

56 Feed/supervise feeding of juveniles in rooms or dormitories.

57 Release juveniles for meals in dining hall, cafeteria, or food service area at appropriate times.

58 Supervise feeding of juveniles in dining hall, cafeteria, or food service area.

59 Verify tray and utensil counts.

60 Inspect food for possible contamination prior to serving.

61 Report food shortages to shift supervisor or kitchen.

62 Supervise clean up of kitchen and dining area.

63 Serve and monitor special diets.

64 Anticipate, monitor and intervene in disputes between juveniles (before a fight occurs).

65 Break up fights between juveniles.

66 Break up “horseplay.”

67 Conduct on-the-spot (e.g., crisis intervention) counseling with juveniles.

68 Respond to juveniles’ questions or requests.

69 Respond to juveniles’ request forms (e.g., grievances, complaints, medical request).

70 Interview juveniles following a serious rule infraction and make a written report.

71 Inform juvenile of reason for and type of disciplinary action to be enforced.

72 Enforce appropriate disciplinary action.

73 Lead group problem solving discussions/youth forums with juveniles.

74 Evaluate and grade juveniles’ behavior for merit lists, leadership programs, daily point and/or “good week” systems.

75 Monitor juveniles in dorms or rooms while sleeping.

76 Clean up and dispose of contaminated or hazardous materials (e.g., blood, broken glass, feces).

77 Monitor juveniles at high risk (e.g., suicide, medical).

78 Notify and prepare juveniles for release or transfer.

79 *Non core task.*

80 *Non core task.*

81 Get juveniles up and ready (e.g., ensure proper dress) for work details, work furloughs, court, or hospitals.

82 Give instructions/directions orally to individual juveniles.

83 Give instructions/directions orally to groups of juveniles.

84 Monitor and supervise juveniles' phone calls.

85 Notice subtle changes in group behavior patterns (e.g., noise level, type of interactions).

86 Notice subtle changes in individual behavior patterns (e.g., change in eating or sleeping behavior).

87 *Non core task.*

88 Maintain discipline without causing unnecessary tension in a situation.

89 Supervise juveniles' activity in exercise room or yard.

90 Coach juveniles involved in athletic and/or recreational activities.

91 Participate in sports or game activities with juveniles.

92 Monitor and/or supervise juveniles playing sports or game activities.

93 Supervise juveniles in indoor game activities.

94 Supervise juveniles in library.

95 Supervise check out and return of indoor game materials and outdoor sports equipment.

96 Plan and schedule outdoor recreational activities.

97 Monitor television, movies, magazines, books, and radio for inappropriate content.

98 Plan and organize indoor games, field trips, and social activities.

99 Issue equipment/tools/cleaning supplies.

100 Assign job duties to juveniles (based on abilities and behavior).

101 Instruct/train and supervise juveniles in safety procedures and safe use of tools or equipment.

102 Inspect work equipment and work area for safety.

103 Supervise juveniles working in juvenile institution areas (e.g., sweeping, cleaning, removing trash, working in kitchen, doing laundry).

104 Supervise outside work details (e.g., vehicle maintenance, forestry crews).

105 Supervise clean up of work equipment.

106 Conduct and write initial evaluation on individual juveniles, including an assessment of youth's background, capabilities, problem areas.

107 Participate in the classification of assigned juveniles.

108 Develop counseling goals and individualized treatment plans.

109 Counsel juveniles on a one-to-one basis.

110 Conduct formal or structured group counseling sessions with juveniles.

111 *Non core task.*

112 Evaluate extent to which juvenile is making satisfactory progress toward program goals.

113 Confer with others about status of juveniles (e.g., other counselors, probation officers, court personnel, mental health workers).

114 *Non core task.*

115 Provide positive feedback and encouragement to juveniles.

116 Informally counsel juveniles (e.g., regarding conduct, discipline, etc.).

117 Make recommendations for program advancement/graduation.

118 Prepare/update/file juveniles' records, roster, housing cards, personal data cards.

119 Update daily rosters recording special status (e.g., security risks, activity restrictions) and/or requests for special escort (e.g., to court, clinic).

120 Log all juvenile movement in and out of rooms, units, or facility (e.g., transportation, transfers, bookings, discharges, and work details).

121 Log movement of all others entering and leaving the facility (e.g., visitors, civilian workers, volunteers).

122 Prepare a list of juveniles going to court.

123 Update records of juveniles' court status.

124 Log facility/unit inspections, security checks, disposition of juveniles' property/clothing.

125 Log facility equipment (e.g., keys, OC spray, radios) in and out.

126 *Non core task.*

127 Log vehicles entering and leaving the facility.

128 Compute and record “good time,” “work time,” and release dates.

129 Do facility/unit population counts (e.g., weekly count of juveniles in the facility/unit, number of admissions and releases, transfers).

130 *Non core task.*

131 *Non core task.*

132 *Non core task.*

133 Maintain a record of all mail/packages for any juvenile to assure proper distribution.

134 Maintain list or card file of authorized visitors.

135 Fill out medical/mental health referral form.

136 Fill out facility forms (e.g., repair requisition, work requests, order forms).

137 Record all activities or incidents occurring during shift, in daily journal or log.

138 Write incident reports for rule violations/unusual situations.

139 Write disciplinary reports.

140 *Non core task.*

141 *Non core task.*

142 Write escape reports and/or supplementary escape reports.

143 Write “use of force” reports.

144 Prepare individual evaluation reports (e.g., case review committee reports).

145 Prepare correspondence, inter-departmental memos, and other administrative paperwork not specifically related to juveniles.

146 Type reports/forms/correspondence.

147 Count juveniles.

148 Verify juvenile counts against roster, log, or computer-listed numbers.

149 Report count discrepancy to supervisor or central control.

150 Maintain visual contact with all juveniles.

151 Account for location and status of juveniles to ensure each is in his/her proper place.

152 Lock and unlock manual or electronic rooms/dormitories and other gates/doors.

153 Operate main gate(s) or sallyport(s) leading into facility, using a control panel.

154 Operate and control lights, power, and/or water in rooms/dormitories.

155 Make security rounds/checks, make visual check of juveniles (e.g., room checks, hall checks).

156 Conduct security checks of rooms, room fixtures, bars, locks, windows, doors, kitchen equipment.

157 Keep inventory of all dangerous tools/weapons/utensils.

158 Conduct search of rooms/units/dormitories.

159 Check/search all areas accessible to juveniles (e.g., dayrooms, kitchen, library, visiting rooms, recreational areas) for contraband, weapons, or other evidence of unauthorized or illegal activities.

160 Scan incoming and outgoing mail for contraband.

161 Distribute mail to juveniles or collect juveniles' outgoing mail.

162 Conduct pat search of juveniles.

163 Conduct strip search of juveniles.

164 Identify, seize, secure, preserve and/or dispose of evidence/contraband material.

165 Check to see that all equipment is functioning properly (i.e., not in need of repair).

166 Patrol areas within facility other than housing (e.g., hallways).

167 Conduct outside/perimeter checks or perform outside/perimeter patrol duty.

168 Investigate disturbances or suspicious activities.

169 Detain juveniles who commit a crime in the facility.

170 Assist in search for missing/escaped juveniles within or outside of facility.

171 Identify, isolate, preserve and secure crime scene.

172 Account for facility keys (e.g., count keys, verify against key log).

173 Notify sender or receiver of seizure of unauthorized material (e.g., stickers, gang-related material).

174 Determine visitor's purpose and issues passes/badges to visitors.

175 Check visitors' passes or passes of non-facility personnel entering or leaving facility.

176 Admit/release visitors, including attorneys, clergy and juveniles' visitors.

177 Screen and/or search visitors or their belongings; deny visit to visitors who do not pass screen.

178 Supervise contact visits in order to prevent smuggling of contraband or other unauthorized or illegal activities.

179 Search articles, packages, property, money left by visitors for juveniles.

180 *Non core task.*

181 Monitor movement of vehicles within the facility or in the immediate area.

182 Arrange for special visits to the juvenile from parents or others (e.g., in case of a family death).

183 Provide security for non-detainee workers (e.g., maintenance, plumbers) and account for security of tools and equipment.

184 Activate alarm system to alert all staff in case of an emergency (e.g., medical, fights, fire).

185 Dispatch help in emergencies or disturbances.

186 Assist personnel in another unit/cottage in an emergency.

187 Respond according to facility policies in emergency situations (e.g., suicide attempt, bomb threat, medical emergencies).

188 Extinguish or help extinguish fire.

189 Evacuate juveniles from area or facility (e.g., because of fire).

190 Conduct fire, earthquake, or evacuation drills.

191 Administer CPR to juveniles or coworkers.

192 Render first aid other than CPR to juveniles or coworkers.

193 Talk to staff of the prior or oncoming shift to acquire or pass on information.

194 Communicate via intercom, radio, and/or telephone with central control or other personnel within facility (e.g., to request door unlocking).

195 Call central control or other appropriate area to inform them of juvenile movement (e.g., juvenile issued pass to go somewhere, juvenile sent to dining hall).

196 Check in with central control/switchboard/county communication headquarters at required intervals.

197 Phone or otherwise report count to control; receive “all clear” for count.

198 Verbally notify central control or maintenance of needed repairs (e.g., plumbing, broken equipment).

199 Report suspicious activity inside and outside facility (e.g., vehicles, persons) to supervisor or central control.

200 Communicate orally with other juvenile corrections officers regarding operations within the facility.

201 Communicate orally with juveniles in a language other than English.

202 Conduct group tours of the facility.

203 Answer questions and provide information to persons visiting facility.

204 Notify parents/guardians and/or probation officer of any change in juvenile's status (e.g., need for medical treatment, AWOL, discipline or behavior problems).

205 Answer questions/provide information to various regulatory agencies and commissions (e.g., Corrections Standards Authority, Juvenile Justice Commission).

206 Answer incoming phone calls, give information (about facility, policies, individual juveniles); route calls or take messages.

207 Make announcements/give information over PA or paging system.

208 Verbally discourage "horseplay".

209 Testify in court.

210 Pursue juveniles on foot (running).

211 Walk or stand for long periods of time.

212 Sit for long periods of time.

213 Run to the scene of a disturbance or emergency.

214 Operate electronic gates, doors, or locks manually when the electronic mechanism fails.

215 Physically subdue or restrain a violent juvenile by yourself.

216 Physically subdue or restrain a violent juvenile with the help of another person.

217 Physically subdue or restrain a resisting juvenile by yourself.

218 Physically subdue or restrain a resisting juvenile with the help of another person.

219 Physically separate two fighting juveniles by yourself.

220 Physically separate two fighting juveniles with the help of another person.

221 Defend self against a juvenile armed with a weapon (e.g., knife).

222 Disarm and subdue juvenile armed with a weapon.

223 Search areas for contraband that are not easy to access (e.g., under beds, in, behind, and around large equipment, vehicles).

224 Carry heavy objects (e.g., injured or unconscious juvenile or piece of equipment).

225 Lift heavy objects (e.g., injured or unconscious juvenile or piece of equipment).

226 Drag heavy objects (e.g., injured or unconscious juvenile or piece of equipment).

227 Push hard-to-move objects by hand (e.g., furniture, piece of equipment).

228 Pull self up over obstacles (e.g., chairs, tables).

229 Jump over obstacles.

230 Climb one or more flights of stairs.

231 Run up one or more flights of stairs.

232 Run down one or more flights of stairs.

233 Use body force to gain entrance through barriers (e.g., locked doors).

234 *Non core task.*

235 Climb up to elevated surfaces (e.g., roof).

236 Jump down from elevated surfaces.

237 *Non core task.*

238 *Non core task.*

239 *Non core task.*

240 Defend oneself or others using less lethal force (e.g., OC spray, baton, hand holds, etc.).

241 Defend oneself or others using lethal force.

242 Handcuff a non-resisting juvenile.

243 Handcuff a resisting juvenile.

244 Secure resisting juvenile in restraint devices such as leg irons, travel restraints, leather restraints, restraint chair.

245 Apply restraint devices such as leg irons, travel restraints, leather restraints to a non-resisting juvenile.

246 Place and secure juvenile in safety room.

247 Perform room extractions.

248 Climb up and down stationary ladder.

249 *Non core task.*

250 *Non core task.*

251 Listen for unusual sounds or sounds that may indicate illegal activity or disturbance (e.g., whispering, scuffling, sudden quiet or change in noise level, horn honking, rattling of chain link fence).

252 Watch for indication of illegal activity or disturbance in relative darkness (e.g., visually check juveniles in relatively dark room or dorm).

253 Watch for indications of illegal activity or disturbance in normal lighting (e.g., inside facility while lights are on or outside facility during daylight hours).

254 Investigate accidents or crimes that occur within the facility (e.g., interview witnesses and suspects, collect and preserve evidence, and/or take photographs).

255 Make arrests and charge juveniles with crimes committed within the facility.

256 *Non core task.*

257 Participate in juvenile grievance proceedings; hear grievance informally.

258 Serve on juvenile disciplinary review boards (to recommend disciplinary action before it is administered to juvenile).

259 Attend staff meetings or confer with supervisors concerning operations/functioning.

260 Attend and participate in training programs, classes, and seminars.

261 Make suggestions regarding changes in policies, procedures, or rules.

262 Read internal memos, correspondence, e-mails.

263 Read unit log entries.

264 Read juveniles' records, noting special handling codes (e.g., security risks, behavior problems, suicide risk).

265 Read facility rules, procedures, regulations and other formal written materials relevant to job performance.

266 *Non core task.*

267 Read court orders to ensure compliance with special directives regarding care and custody of juveniles.

268 Read court documents or other legal documents.

269 Coordinate/contact outside resources for the benefit of juveniles (e.g., employers, volunteers, community agencies).

270 Instruct/coach juveniles in vocational activities and projects (e.g., 4H projects, gardening, farming, forestry, auto mechanics, carpentry).

271 Instruct/coach juveniles participating during confinement in voluntary activities such as dramatics, speech.

272 Inventory and order supplies.

273 Stock supplies.

274 Clean living quarters and ensure that all facilities are maintained in a clean and orderly condition.

275 Assist juveniles in writing grievances.

276 Relay requests from juvenile, initiate referrals when a need for health care services is observed, and advocate for the minor when the need for services appears to be urgent.

277 Gather information necessary to effect administrative and disciplinary transfers.

278 Assist juveniles with schoolwork.

279 Follow oral instructions from supervisor and others.

280 Follow all relevant facility policies and procedures.

281 *Non core task.*

282 Identify indicators of gang affiliation.

283 Interpret common street terminology.

284 Maintain and/or periodically update handbooks.

285 Conduct formal individual or group training programs, classes, or seminars, for correctional personnel.

286 Drive an automobile other than to transport juveniles.

287 Drive other vehicle (e.g., pick-up truck) other than to transport juveniles.

288 Maintain confidentiality of information (e.g., medical, transportation destinations).

289 Give assignments and/or instructions to other facility personnel.

290 Evaluate the work of other facility personnel.

291 Coach, train, or assist in training other facility personnel.

292 Schedule and/or plan the work of other facility personnel.

293 Conduct on-the-job training for new personnel.

294 Interview, or assist in interviewing, applicants for work in the facility.