

**San Bernardino County Probation Training Department**  
**Mandatory Probation Corrections Officer Core Classes**

**Unit 2.0**

**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)
- Board of State and Community Corrections
- 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 Juvenile Corrections Officer Core Course 19

**2.2.4** Identify the types of dispositions in juvenile cases.  
JKT 1 item Juvenile Corrections Officer Core Course 20

## **UNIT 3.0**

### **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 Juvenile Corrections Officer Core Course 21

**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 Juvenile Corrections Officer Core Course 22

## **UNIT 4.0**

### **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

Juvenile Corrections Officer Core Course 23

- 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 Juvenile Corrections Officer Core Course 24

## **Unit 5.0**

### **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 Juvenile Corrections Officer Core Course 25

## **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 Juvenile Corrections Officer Core Course 26

## **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 Juvenile Corrections Officer Core Course 27

**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 Juvenile Corrections Officer Core Course 28

**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 Juvenile Corrections Officer Core Course 29

## 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

### **Module 6.2: INFORMATION GATHERING AND NOTE-TAKING**

Instructional Time: 2 hours

#### **INSTRUCTIONAL OBJECTIVES:**

**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

### **Module 6.3: REPORT WRITING – CONTENT**

Instructional Time: 4 hours

#### **INSTRUCTIONAL OBJECTIVES:**

**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 Juvenile Corrections Officer Core Course 31

**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
- 3<sup>rd</sup> 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 Juvenile Corrections Officer Core Course 33

**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 3<sup>rd</sup> 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 3<sup>rd</sup> 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 Juvenile Corrections Officer Core Course 34

## **Unit 7.0**

### **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 Juvenile Corrections Officer Core Course 35

**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 Juvenile Corrections Officer Core Course 36

## Unit 8.0

### Defensive Tactics and Restraint Techniques

Unit Instructional Time: 30 hours

#### A note about defensive tactics:

A **minimum of 48 hours** is required between segments of physical conditioning and defensive tactics training that is physically challenging in order to minimize the risk of injury and to allow adequate time for students to assimilate skills. For any course instruction day that includes physically challenging training, the following course instruction day can include physical activity, if that physical activity is not strenuous or challenging. Defensive tactics modules (8.2, 8.3, 8.4, 8.5, and 8.6) should preferably be presented in blocks of instruction no greater than four (4) hours and physical conditioning in blocks of two (2) hours. Instructors may also present (2) hours of physical conditioning and (2) hours of defensive tactics in one day of instruction.

#### 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

**Module 8.2: DEFENSIVE TACTICS – FOOTWORK, BALANCE, AND FALLING**

Instructional Time: 3 hours

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

**INSTRUCTIONAL OBJECTIVES:**

**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**

**Module 8.3: DEFENSIVE TACTICS – CONTROL HOLDS**

Instructional Time: 4 hours

**INSTRUCTIONAL OBJECTIVES:**

**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 Juvenile Corrections Officer Core Course 40

**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 Juvenile Corrections Officer Core Course 41

**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** Juvenile Corrections Officer Core Course 42

## **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 Juvenile Corrections Officer Core Course 44

**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 Juvenile Corrections Officer Core Course 45

## **UNIT 9.0**

### **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:

Juvenile Corrections Officer Core Course 48

- 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: Juvenile Corrections Officer Core Course 49

- 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 Juvenile Corrections Officer Core Course 50

## **UNIT 10.0**

### **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)
  - o kids who injure themselves
  - o 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 Juvenile Corrections Officer Core Course 52

**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.

Juvenile Corrections Officer Core Course 53

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 Juvenile Corrections Officer Core Course 54

## **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 Juvenile Corrections Officer Core Course 55

**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 Juvenile Corrections Officer Core Course 56

## **Unit 11.0**

### **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

**INSTRUCTIONAL 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 Juvenile Corrections Officer Core Course 58

**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 Juvenile Corrections Officer Core Course 59

## **UNIT 12.0**

### **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 item

**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 Juvenile Corrections Officer Core Course 60

**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: Juvenile Corrections Officer Core Course 61

- 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.

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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

Juvenile Corrections Officer Core Course 63

- 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

### **Module 12.4: COMMUNICATION SKILLS – DEPRESSED OR SUICIDAL JUVENILE**

Instructional Time: 2 hours

#### **INSTRUCTIONAL OBJECTIVES:**

**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 Juvenile Corrections Officer Core Course 67

**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

Juvenile Corrections Officer Core Course 68

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 Juvenile Corrections Officer Core Course 69

**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 Juvenile Corrections Officer Core Course 70

## Unit 13.0

### 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:

Juvenile Corrections Officer Core Course 72

- 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 Juvenile Corrections Officer Core Course 75

## **UNIT 14.0**

### **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 Juvenile Corrections Officer Core Course 76

**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 Juvenile Corrections Officer Core Course 78

## Unit 15.0

### 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.

**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 Juvenile Corrections Officer Core Course 80

## Unit 16.0

### 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.

## **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 Juvenile Corrections Officer Core Course 83

**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 Juvenile Corrections Officer Core Course 84

## Unit 17.0

### Physical Tasks and Conditioning

**Instructional Time: 17 hours 30 minutes**

#### **A note about physical conditioning:**

A **minimum of 48 hours** is required between segments of physical conditioning and defensive tactics training that is physically challenging in order to minimize the risk of injury and to allow adequate time for students to assimilate skills. For any course instruction day that includes physically challenging training, the following course instruction day can include physical activity, if that physical activity is not strenuous or challenging. Physical conditioning modules (17.2, 17.3, 17.4, 17.5, 17.6, 17.6, 17.8 17.9, 17.10, and 17.11) should not be presented in blocks of more than two (2) hours, respectively. Module 17.3 should not be presented until **after week two** of the course. Modules 17.10 and 17.11 should not be presented until **after week three** of the course. Instructors may also present (2) hours of physical conditioning and (2) hours of defensive tactics in one day of instruction.

#### **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**.

*Remember you should not test the dummy drag or 75 yard sprint until after the second week of the course.* Juvenile Corrections Officer Core Course 88

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 Juvenile Corrections Officer Core Course 89

**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 is 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 is 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).

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 Juvenile Corrections Officer Core Course 90

**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:**

**17.6.1** Repeat Module 17.5

#### **Module 17.7 CONDITIONING EXERCISES**

Instructional Time: 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
- Juvenile Corrections Officer Core Course 91

- 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
  - o 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
  - o 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:
  - o 3 Two Footed Hops
  - o fast Jog or Run for 25 to 75 yards
  - o 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 is 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 is 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 is 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;**

**17.8.1** Repeat Module 17.7

### **Module 17.9 CONDITIONING EXERCISES**

Instructional Time: 1 hour 30 minutes Juvenile Corrections Officer Core Course 94

**INSTRUCTIONAL OBJECTIVES:**

17.9.1 Repeat Module 17.7

**Module 17.10 FINAL ASSESSMENT AND FITNESS PLANNING: PART ONE**

Instructional Time: 2 hours

**INSTRUCTIONAL OBJECTIVES:**

*Remember you should not test the dummy drag or 75 yard sprint until after week three of the course. BST 36 through 39 should be tested in order to prevent injury.*

**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:**

*Remember you should not test the dummy drag or 75 yard sprint until after week three of the course. BST 36 through 39 should be tested in order to prevent injury.*

**17.11.1** Repeat Module 17.10 Juvenile Corrections Officer Core Course 95