



JUVENILE CORRECTIONS OFFICER CORE COURSE MANUAL

Revised 11.8.2019



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ACKNOWLEDGEMENTS

Under the direction of an Executive Steering Committee (ESC), 17 workgroups of subject-matter experts (SMEs) met to review and make recommendations for changes to the core training program. The workgroups included more than 200 entry-level, supervisor, manager and administrators from 53 of California's 58 counties. They were representative of the diversity of the State in location, size, and processes of correctional agencies and included:

- 82 participants from Sheriff's Departments,
- 137 participants from Probation Departments for both juvenile and adult,
- 3 participants from Police Departments that operate a jail, and
- 8 participants from private training providers (includes CA Community Colleges).

Specialized SME workgroups included:

- 22 behavioral health SMEs included clinicians, line staff and supervisors working with offenders with mental health concerns, other state and local agencies currently providing mental health training (California Highway Patrol, California Department of Corrections and Rehabilitation, Los Angeles Police Department and DHS) and providers of mental health services, and
- 23 defensive tactics instructors from agency and private core providers.

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INTRODUCTION

This manual presents the training requirements that all entry-level Juvenile Correction Officers must complete within the first year of employment to meet the state standard for training set by the Board of State and Community Corrections (BSCC), Standards and Training for Corrections (STC) program.

Purpose and Scope of This Manual

The primary purpose of this **Core Training Manual** is to present the core training standards for entry-level Juvenile Correction Officers (JCO) hired by local Juvenile Departments. These standards include the required training classes, performance objectives, instructional hours, and testing requirements for training that is required to be completed within one year of hire (core training). The information in this manual is designed for core training providers to provide an overview of the content of the entry-level core course. For more in-depth coverage of the core course certification and delivery requirements, training providers are encouraged to thoroughly read the *STC Policy and Procedure Manual for Presenting Local Corrections Core Courses*.

This JCO core training manual is divided into several sections.

- A summary description of the JCO job as it is widely performed across the State and provides information about how core training is linked to the requirements of the job.
- BSCC's role in standard development and authority to set training standards for local corrections agencies.
- An overview of the core training program and how it was developed
- The overarching principles that were used to guide the development of the core training standards.
- A summary of changes made to the curriculum in this revision of the core training standards.
- General information about the core training program.
- Information about adding optional agency specific training (Topic 23.0) to a core training course.
- Information about testing performance objectives
- An outline of the testing requirements for each class.
- An outline of the content of the core course including the topics, classes, how much instructional time required for each.
- General information and format, prerequisites and the prescribed objectives for the course. These objectives are the fundamental building blocks of the curriculum. They provide the goals toward which trainees will strive and the basis for developing methods to evaluate performance effectiveness.

Effective Date of This Manual

The training standards presented in this manual are effective July 1, 2020 and remain in effect until replaced. STC periodically reviews and updates the standards. Minor revisions will be noted in this manual with a revision date on the front cover and footnote. Major revisions will be accomplished by retiring and replacing this manual.

JUVENILE CORRECTIONS OFFICER JOB DESCRIPTION

The JCO job can differ from one county or city to another and from one assignment to another in the same jurisdiction. This core training course relates to the activities or tasks performed by most juvenile officers throughout the state, regardless of the location, size, budget, etc. of the employing agency. The JCO job can differ from one county or city to another and from one assignment to another in the same jurisdiction. This core training course relates to the activities or tasks performed by most juvenile corrections officers throughout the state, regardless of the location, size, budget, etc. of the employing agency. Generally speaking, the JCO ensures that juveniles in county custody are provided with a safe and humane environment. The JCO is responsible for the custody, supervision, treatment and rehabilitation of those juveniles. The JCO is a peace officer and exercises peace officer duties.

This job description comes from two sources. First, the overall mission of the JCO job and its place in the California Criminal Justice System are established in state law. The second and primary source of information about the job comes from the statewide job analysis research conducted periodically by the STC Program of the BSCC.

BACKGROUND AND AUTHORITY

The BSCC was established on July 1, 2012, and was formerly known as the Corrections Standards Authority (CSA), and prior to 2005, as the Board of Corrections (BOC) which was created in 1944 to provide leadership and coordination for local corrections agencies. Among other duties, the BSCC sets minimum standards for the selection and training requirements for local corrections personnel employed by Sheriff's Offices, Probation Departments, and Police Departments, including the core training standards presented in this manual. These responsibilities are defined in California Penal Code Sections 6024 through 6037 and carried out by the STC Division of the BSCC.

About the Standards and Training for Corrections Program

The STC program was established in 1980 to establish a statewide standard to raise the level of competence of the state's local corrections and juvenile corrections personnel. The program accomplishes this by developing selection and training standards, providing a statewide course certification and delivery system, conducting compliance reviews, and providing technical assistance, training and funding to local corrections agencies.

The STC program assists local corrections agencies in ensuring they select qualified personnel and train them to a statewide standard to support proficient job performance. STC establishes legally defensible job-related skills training standards and selection criteria that helps protect agencies from failure to training and fair employment challenges. Job relatedness is provided through a thorough job analysis and assessment process that demonstrates the relationship between the standard (course subject matter or employment screening tool) and the job being performed.

Local corrections agencies participate in the STC program voluntarily. Through their participation, agencies receive access to the statewide standards, the certification and course delivery system, and training and technical assistance provided through the STC program and agree to follow all program regulations, policies and procedures. Local corrections agencies also receive funding to help offset the costs of complying with the state standards.

Authority

The STC program is authorized in Penal Code Section 6035 and 6036. Supporting regulations are found in Title 15, Division 1, Subchapter 1, Articles 1 - 9, Sections 100-358 of the California Code of Regulations (CCR).

CORE TRAINING OVERVIEW

California Code of Regulations Sections 169-185 requires everyone hired into an entry-level corrections position to complete a core course of training, prescribed by STC, within one year of hire, assignment, or promotion. This includes:

- Adult Corrections Officer (ACO)– responsible for the supervision and custody of adults detained in an adult facility
- Juvenile Corrections Officer (JCO)– responsible for the supervision and custody of youth detained in a juvenile facility
- Probation Officer (PO)– responsible for the supervision of youths and adults on probation
- Supervisor – responsible for supervising staff within a facility or probation function
- Manager/Administer – above first line supervisor and responsible for managing a facility or probation function

What Is and Is Not Included in Core Training

Core training is the entry-level or basic training provided within the first year of employment to any employee hired into any of the entry-level corrections positions listed above. Core training is based on the tasks that each employee in the respective entry-level position must perform. Core tasks are identified through job analysis research conducted by STC. These analyses are periodically updated due to the evolving nature of the local corrections professions. Each core course has specific content and a minimum number of instructional hours. The core courses for ACO, JCO and PO also include prescribed classes, performance objectives, training notes and testing requirements to measure learning.

Core training does not fulfill all the training requirements for an entry-level employee. Many employees are also required to complete training mandated by the Commission on Peace Officer Standards and Training (POST) such as PC 832 training. Additionally, counties may have local training requirements that are not met through core training. It is the responsibility of each hiring agency to identify and fulfill the training requirements for their employees.

When Is Core Training Required

Although core training can be completed within one year of hire, it is designed as a pre-assignment model and assumes that the students have no prior training or work experience. The training needs of experienced employees are not covered by the core course. BSCC strongly encourages agencies to deliver core training to students immediately upon hire and prior to performing the duties of the job.

Who Can Delivery Core Training

Most core courses are delivered by corrections agencies to corrections employees. However, a small number of core courses are delivered by community colleges or private training providers and can include students who are not hired to one of the positions listed above but are enhancing their skills to become employed at a local corrections agency. All core courses must be certified by STC. Information about the certification process can be found in the STC publication *Policy and Procedure Manual for Presenting Local Corrections Core Courses*.

Job Relatedness and Defensibility of Core Training

The major tasks and responsibilities of the JCO job in the State of California are defined by a comprehensive and statewide job analysis completed by the BSCC in 2015. The primary data gathering instrument in the job analysis was a structured task questionnaire completed by nearly 5,000 juvenile corrections officer job incumbents and supervisors. The questionnaire identified the tasks that are performed by juvenile corrections officers, the frequency that each task is performed, and how important each task is to successful job performance. The ratings from these questionnaires were used to identify the core tasks upon which this curriculum is built and provides the legally defensible link between training and job requirements. The 2015 job analysis report can be found on the STC web page.

There are a great many tasks performed by local corrections professionals around the state. To be included on the list of core tasks, a task must meet the statistical criteria for frequency of performance, importance, and statewide application. After the core tasks were identified, incumbents and supervisors identified the knowledge, skills and abilities (KSA) required to perform each task. The tasks and KSAs are the basis for developing performance objectives that can be directly tied back to job requirements. The establishment of the relationship between the required training and job performance (job relatedness) provides legal defensibility of the core training requirements.

ASSUMPTIONS GUIDING DEVELOPMENT OF THE JCO CORE COURSE

Training design involves a series of decisions, many of which are critical to producing an effective instructional program. For example, the designers must repeatedly make decisions regarding the inclusion or exclusion of specific content in the training course. While such decisions are often complex and difficult, they are much more easily made if some basic assumptions or parameters have been established for the project. The assumptions that guided the development of the JCO core course are presented below.

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

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

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

This assumption identifies entry-level JCOs as the target audience for the core training course. The training needs of experienced JCOs are not covered by this course. Because core training can be provided up to one year after hire, some JCOs attending core may already have some work experience, but that experience can vary widely and is not considered in core training. The assumption of no prior training or experience ensures that the core training course covers the needs of all entry-level personnel.

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

The core training course should not be expected to produce an experienced JCO capable of handling every job assignment. The core training course provides the trainee with the minimum concepts and skills necessary to perform the job and to accelerate later on-the-job learning and training.

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

Assumption #4 is derived from Assumptions #2 and #3. Since trainees are assumed to have no prior background in juvenile corrections, the core training course should be completed before trainees begin performing the complex requirements of the job.

Assumption #5: The core training course should be administratively feasible and efficient.

This assumption helps ensure that the standards are reasonable and can be implemented within operational and administrative constraints (e.g., policies, time, budget, personnel, etc.).

SUMMARY OF CHANGES TO THE JCO CORE COURSE

In 2019, the BSCC approved a comprehensive revision to JCO core training. It included reviewing the entire content of core in view of the most recent job analysis and making changes to curriculum to address gaps, remove redundancies, and ensure the training met the needs of today's juvenile corrections officer. Multiple workgroups were convened over an 18-month period to complete the analysis and make revision recommendations. The workgroups included more than 200 entry-level, supervisor, manager and administrators from 53 of California's 58 counties. They were representative of the diversity of the State in location, size, and processes of correctional agencies. The revisions include:

Increased Core Academy Hours – Core training was increased by 8 hours. This is a net increase that reflects the comprehensive review of content that resulted in the removal of some content and the addition of other content. The new JCO core course is 168 hours.

Inclusion of Prerequisites – The structured order of core was removed to provide more flexibility to providers in presenting core courses. Instead, the revised core course includes prerequisites only for classes that have specific information that must be learned prior to taking another class are prerequisite classes. The prerequisite is noted under the title of any class that has one. All other classes can be taught in any order.

Expanded Behavioral Health Topic – The training content related to mental and behavior health has been greatly expanded and enhanced. For this topic only, training providers will be provided with complete lesson plans, instructor and participant materials, and testing materials. The topic includes the following new classes:

- Trauma
- Interventions and Resources
- Stigma and Bias
- Liability
- Safety
- Emotional Survival

Additional new classes and topics – In addition to the expanded Behavioral Health topic, the revised JCO core course includes several new or significantly expanded classes as follows:

- Social Media
- Crisis Communication and De-escalation Techniques
- Evidence Based Programs and Practices
- Sexual Assault and Abuse
- Medical Emergencies
- Cultural Diversity and Ethnic Disparity
- Gender Identity

Revision of Testing Time for Defensive Tactics – The required testing time for Defensive Tactics is now flexible. Testing for Defensive Tactics is demonstration based, meaning each student must demonstrate their ability to correctly perform the skill. This can take more or less than the required testing time depending on several factors including class size, instructor availability and student needs. To address this challenge, the required testing time can be increased or decreased as needed. The testing time in this manual is based on an estimated student to instructor ratio of 8 to 1. If an agency exceeds or falls below the recommended testing time, it must be noted in the certification. This is the only class with flexibility in testing hours.

Removal of Physical Conditioning– Physical conditioning has been eliminated as a requirement of the JCO core course however, the physical testing has been retained. Agencies that wish to include physical conditioning in their core course can find materials in the STC publication *Juvenile Corrections Officer Physical Conditioning Manual*.

Inclusion of Training Notes – A new addition to the core courses is the use of training notes. Throughout the revision process subject matter experts made recommendation that certain information be included in the course content but did not feel that the content needed to be tested. In response to this suggestion, training notes are included in those classes. Training notes are required content that must be covered by the instructor but do not need to be tested.

GENERAL INFORMATION ON CORE COURSE CONTENT AND FORMAT

STC sets a core training program that applies statewide. To account for the variation in policies and procedures across the state, core training standards are set at the outline level. This includes determining which topics and classes are required, the performance objectives for each class, the training notes, the instructional hours, and the testing time and method.

The performance objectives are written as measurable statements that describe expected learning outcomes to be achieved and demonstrated by a trainee upon completion of the core training course. Training notes are concepts that must be covered in the class but are not required to be tested. The instructional time is the minimum amount of time for the topic.

Training providers are encouraged to exceed these minimums and may request approval for certification of these increased time allocations. Except for the Behavioral Health topic, STC does not provide lesson plans, tests, or any other instructional materials. It is the responsibility of the training provider to develop lesson plans for each class identified in the core manual that meets the minimum STC Lesson Plan Policy.

Defensive Tactics

A **minimum of 48 hours** is required between segments of defensive tactics training are physically challenging 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 (20.2, 20.3, 20.5, 20.6, 20.7, 20.10), the following course instruction day can include physical activity, if that physical activity is not strenuous or challenging. Defensive tactics classes should be presented in blocks of instruction no greater than four hours.

STC recommends that providers set defensive tactics instructor to student ratio with safety as a priority. While there is no set requirement, providers are encouraged to use a maximum of 8 students per instructor for all defensive tactics classes.

Instructor Qualifications

This course was designed under the general assumption that instructors have some type of instructor experience and/or subject matter expertise. No special instructor qualifications are required unless specifically noted at the beginning of a topic or class. A general instructor development course is recommended for all core instructors.

Prerequisites

Topics and classes do not need to be taught in any specific order, with the following exceptions:

- Entire California Criminal Justice System topic shall be the first topic taught as part of the core curriculum.
- Booking and Intake class and Booking Procedures class shall be taught before Releasing Juvenile Offenders class.
- Gang Overview Class shall come before the Classification of Juveniles topic and the Supervising Juveniles topic.
- The Report Writing/Record Keeping topic shall be taught before Testifying in Court topic.
- Within the Report Writing/Record Keeping topic; Information Gathering and Interviewing class shall be taught first.

Keeping Content Current

Realizing that laws and policies frequently change, instructors must continuously monitor their lesson plans and update content and references (case law, policies, etc.) to ensure that it is current and accurate. The *Policy and Procedure Manual for Presenting Local Corrections Core Courses* and other BSCC publications provide additional information on lesson plan development, test item writing, and procedures for presenting the curriculum.

AGENCY SPECIFIC TRAINING (OPTIONAL)

Agencies that wish to add instructional content to the course that is not included in the performance objectives will need to designate it as Topic 23.0 (Agency Specific Training) in the core certification.

This place holder topic may be used by the agency or provider for the presentation of subject matter that meets a specific need for the target trainees, such as agency-specific policies and procedures, special issues, and additional content beyond the core course prescribed performance objectives. The provider will need to develop measurable performance objectives for the agency-specific material to secure STC certification of the subject matter. Time devoted to Topic 23.0 material is in addition to the minimum 168 hours prescribed in the JCO core course.

Agency Specific Training material might include but is not limited to instruction in the following areas: court consent decrees, CPR/First Aid, or other internal policy and procedure training. Performance objectives must be written for each agency specific class.

Performance Objectives are like the objectives listed in the body of this manual. The provider or agency is required to provide objectives for any agency specific content that has been added to the course. Use the example below when writing objectives for Topic 23.0 material.

NOTE: THIS CORE MAY NOT FULFILL ALL THE TRAINING REQUIREMENTS FOR AN ENTRY LEVEL JUVENILE CORRECTIONS OFFICER, SUCH AS STATUTORY AND LOCAL POLICIES (E.G., FIRST AID/CPR OR FIREARMS).

TESTING PERFORMANCE OBJECTIVES

STC sets the standard for the type of test to be administered for each performance objective. STC uses three types of tests:

1. MCT (Multiple Choice Test) – This can include multiple choice, fill in the blank and true/false items.
2. WST (Written Skills Test) – This is a writing activity that can include essay questions or completing a form. This shall be graded as a pass/fail.
3. BST (Behavioral Skills Test) – This form of testing requires each learner to demonstrate the skill and be graded on their performance using an evaluation tool developed by the training provider. This shall be graded as a pass/fail.

Each performance objective is required to be tested. The type of test is indicated in parenthesis at the end of the performance objective.

It is the responsibility of the training provider to develop the tests. For the most part, instructors should write the test items because they are best positioned to link the items most accurately to the lesson plans.

When developing MCT tests, the best practice is to allocate one minute of time for multiple choice type test questions. The testing time requirement in the core course is for MCT testing. It does not include time for WSTs and BSTs. The administration time for these two types of evaluation are built into the instructional time allotted for the classes that require them.

Refer to the BSCC Website Publication *Testing in Core Courses* for help in developing MCT, WST and BST items.

NOTE: Many classes have, in addition to performance objectives, training notes. This content is required to be covered by the instructor but will not be tested.

Minimum Test Items by Class

The table below indicates the minimum number of test items that are required per class. For a course to be certified, the core certification must indicate that all the required testing is provided.

Class #	Class Title	Required MCT	Required WST	Required BST
1.1	Criminal Justice System and Process	7		
1.2	Roles and Responsibilities	2		
1.3	Title 15	2		
1.4	Legal Foundations and Liability	8		
1.5	Confidentiality and Records	5		
2.1	Professionalism and Ethics	8		
2.2	Social Media	3		
3.1	Gang Overview	4		
3.2	Gang Supervision	4		
4.1	Interpersonal Communication	2		1
4.2	Crisis Communication and De-Escalation	8		1
4.3	Effective Communication	8		
5.1	Security and Key Control	12		
5.2	Counts	5		
5.3	Facility Searches	5		1
5.4	Contraband and Evidence	8		
6.1	Booking and Intake	7	3	
6.2	Booking Procedures	4		
6.3	Orientation, Clothing and Supplies	5		
6.4	Releasing Juvenile Offenders	5		
7.1	Manipulation of Staff	6		
7.2	Disturbances and Disputes	6		1
7.3	Safety/Health Standards and Procedures	4		
7.4	Recreation	7		
7.5	Cleaning of Rooms	4		
7.6	Progressive Discipline and Juvenile Grievances	5		
7.7	Group Dynamics	3		
7.8	Movement	5	1	
7.9	Juvenile Workers	3		
8.1	Medical Issues and Universal Precautions	7		
8.2	Medical Emergencies	3		
8.3	Medical Legal Issues	7		
9.1	Classification of Juveniles	5	2	
10.1	Cultural Diversity and Ethnic Disparity	8		
10.2	Gender Identity	3		
11.1	Information Gathering and Interviewing	1	2	1
11.2	General Reports		5	

Class #	Class Title	Required MCT	Required WST	Required BST
12.1	Emergency Planning	5		
12.2	Fire and Life Safety	5		1
13.1	Visitation	6		
14.1	Screening and Distribution of Supplies and Mail	7		
15.1	Preparation for Transport	8	1	
15.2	Transport Procedures	10		
16.1	Testifying in Court	2		
17.1	Case Planning	3		
18.1	Evidence Based Practices and Programs	3		
19.1	Sexual Assault and Abuse	6		
19.2	Child Abuse	4	1	
20.1	Use of Force	11		
20.2	Control Holds			1
20.3	Falling			2
20.4	Footwork and Balance			2
20.5	Take-downs			2
20.6	Ground Control			5
20.7	Personal Body Weapons			3
20.8	Person Searches	6		7
20.9	Use of Restraints	10		8
20.10	Room Extractions	2		1
21.1	Signs and Symptoms of Substance Abuse	4		
21.2	Trauma	7		
21.3	Interventions and Resources	6		
21.4	Stigma and Bias	6		
21.5	Roles and Responsibilities	1	1	
21.6	Liability	3		
21.7	Suicide Prevention	8		
21.8	Foundation and Definitions: Signs and Symptoms	10		
21.9	Safety	6		
21.10	Emotional Survival	5		
TOTAL		333	16	37

CORE TRAINING COURSE OUTLINE AND TOPIC SCHEDULE

1.0	California Criminal Justice System	10
1.1	Criminal Justice System and Process	2
1.2	Roles and Responsibilities	1
1.3	Title 15	1
1.4	Legal Foundations and Liability	4
1.5	Confidentiality and Records	2
2.0	Professionalism and Ethics	5
2.1	Professionalism and Ethics	4
2.2	Social Media	1
3.0	Gangs	7
3.1	Gang Overview	3
3.2	Gang Supervision	4
4.0	Communication	9
4.1	Interpersonal Communication	3
4.2	Crisis Communication and De-escalation	4
4.3	Effective Communication	2
5.0	Maintaining Security	11
5.1	Security and Key Control	3
5.2	Counts	2
5.3	Facility Searches	3
5.4	Contraband and Evidence	3
6.0	Booking, Receiving and Releasing	6
6.1	Booking and Intake	3
6.2	Booking Procedures	1
6.3	Orientation, Clothing and Supplies	1
6.4	Releasing Juvenile Offenders	1
7.0	Supervising Juveniles	10.5
7.1	Manipulation of Staff	3
7.2	Disturbances and Disputes	2
7.3	Safety/Health Standards and Procedures	0.5
7.4	Recreation	1
7.5	Cleaning of Rooms	0.5
7.6	Progressive Discipline and Juvenile Grievances	1
7.7	Group Dynamics	1
7.8	Movement	1
7.9	Juvenile Workers	0.5

8.0	Medical	4
8.1	Medical Issues and Universal Precautions	2
8.2	Medical Emergencies	1
8.3	Medical Legal Issues	1
9.0	Classification of Juveniles	2
9.1	Classification of Juveniles	2
10.0	Cultural Awareness	4
10.1	Cultural Diversity and Ethnic Disparity	2
10.2	Gender Identity	2
11.0	Report Writing and Record Keeping	10
11.1	Information Gathering and Interviewing	4
11.2	General Reports	6
12.0	Emergency Procedures	6
12.1	Emergency Planning	2
12.2	Fire and Life Safety	4
13.0	Visitation	2
13.1	Visitation	2
14.0	Screening and Distribution of Supplies and Mail	1.5
14.1	Screening and Distribution of Supplies and Mail	1.5
15.0	Transportation	3
15.1	Preparation for Transport	1.5
15.2	Transport Procedures	1.5
16.0	Testifying in Court	2
16.1	Testifying in Court	2
17.0	Case Planning	1.5
17.1	Case Planning	1.5
18.0	Programs	2
18.1	Evidence Based Practices and Programs	2
19.0	Assault and Abuse	5
19.1	Sexual Assault and Abuse	3
19.2	Child Abuse	2

20.0	Defensive Tactics and Restraint Techniques	33
20.1	Use of Force	2
20.2	Control Holds	4
20.3	Falling	1
20.4	Footwork and Balance	1
20.5	Take-down	4
20.6	Ground Control	4.5
20.7	Personal Body Weapons	2
20.8	Person Searches	6
20.9	Use of Restraints	4.5
20.10	Room Extractions	4

21.0	Behavioral Health	24
21.1	Signs and Symptoms of Substance Abuse	2
21.2	Trauma	4
21.3	Interventions and Resources	4
21.4	Stigma and Bias	1
21.5	Roles and Responsibilities	2
21.6	Liability	1
21.7	Suicide Prevention	4
21.8	Foundation and Definitions: Signs and Symptoms	2.5
21.9	Safety	1.5
21.10	Emotional Survival	2

22.0	Physical Testing	5.5
22.1	Orientation – Physical Conditioning Basics	0.5
22.2	Initial Assessment	1
22.3	Final Assessment and Fitness planning: Part One	2
22.4	Final Assessment and Fitness Planning: Part Two	2

Total Instructional Hours: 164

Testing Hours: 4

Total Core Hours: 168

TOPIC #1.0: CALIFORNIA CRIMINAL JUSTICE SYSTEM

Topic Instructional Time: 10 hours

Note: The California Criminal Justice System topic (#1.0) shall be taught before any other topic.

CLASS #1.1: CRIMINAL JUSTICE SYSTEM AND PROCESS

Instructional Time: 2 hours

OBJECTIVES:

- 1.1.1 Identify major steps in the juvenile justice system from arrest to disposition. (MCT)
- 1.1.2 Identify the difference between a felony, a misdemeanor, an infraction, and a wobbler. (MCT)
- 1.1.3 Match legal terms used in the juvenile justice system to their definitions. (MCT)
- 1.1.4 Identify the major categories of minors in the juvenile justice system. (MCT)
- 1.1.5 Identify the major types of dispositions in juvenile cases. (MCT)
- 1.1.6 Identify major trends in the juvenile justice system in the United States and in the State of California. (MCT)
- 1.1.7 Identify the major historical milestones in the development of the juvenile justice system in the United States and in the State of California. (MCT)

CLASS #1.2: ROLES AND RESPONSIBILITIES

Instructional Time: 1 hour

OBJECTIVES:

- 1.2.1 Identify the California Penal Code Sections relevant to your position as an officer. (MCT)
- 1.2.2 Identify the officer's roles and responsibilities as a mandated reporter. (MCT)

CLASS #1.3: TITLE 15

Instructional Time: 1 hour

OBJECTIVES:

- 1.3.1 Identify the importance of the Minimum Standards for Local Detention Facilities as defined in Title 15. (MCT)
- 1.3.2 Given a description of a situation related to juvenile housing or care, and using Title 15 and case law as references, identify instances of mistreatment. (MCT)

CLASS #1.4: LEGAL FOUNDATIONS AND LIABILITY

Instructional Time: 4 hours

OBJECTIVES:

- 1.4.1 Identify the legal references and sources that impact the work of an officer (e.g., Title 15, Penal Code, WIC, case/statute regulations, etc.). (MCT)
- 1.4.2 Given a specific code violation, identify the elements, classification, and associated penalties. (MCT)
- 1.4.3 Identify the aspects of civil liability law that influence the officer and department. (MCT)
- 1.4.4 Given a scenario, identify the situation where a duty to inform exists. (MCT)
- 1.4.5 Identify the major areas of officer liability and the possible consequences associated with each. (MCT)
- 1.4.6 Given a description of a crime that has been committed inside a juvenile facility, identify the applicable Penal Code Sections related to the crime. (MCT)
- 1.4.7 Identify the legal rights of any juveniles involved in a crime committed inside a juvenile facility. (MCT)
- 1.4.8 Identify the legal categories of minors in the juvenile justice system, according to relevant code sections. (MCT)

TRAINING NOTES:

- 1.4.A Identify the major types of institutional holds and the documents associated with each.
- 1.4.B Identify who is legally capable of committing a crime, according to the Penal Code.
- 1.4.C Identify the types of agency liability and the sanctions that may be imposed by the court or jury.
- 1.4.D Identify the types of personal liability and the sanctions that may be imposed by the court or a jury.
- 1.4.E Identify the legal issues inherent in the handling of a crime that has been committed inside a juvenile facility.

CLASS #1.5: CONFIDENTIALITY AND RECORDS

Instructional Time: 2 hours

OBJECTIVES:

- 1.5.1 Identify key legal requirements related to confidentiality and release of information. (MCT)
- 1.5.2 Identify possible consequences of failing to maintain confidentiality or improperly releasing information about a case. (MCT)
- 1.5.3 Identify the types of information that should not be transmitted to juveniles and indicate why each is inappropriate. (MCT)
- 1.5.4 Identify the types of information that can be shared with the public, media, attorneys, law enforcement agencies, and other organizations.
- 1.5.5 Distinguish between the concepts of “need to know” and “right to know”. (MCT)

TRAINING NOTES:

- 1.5.A Identify the methods for confirming the identity of a person authorized to receive information.
- 1.5.B Identify the purpose for sealing juvenile records.
- 1.5.C Identify the statewide information systems directly accessible to California law enforcement agencies.
- 1.5.D Identify the state laws and policies that pertain to verifying and disseminating telecommunication information.

TOPIC #2.0: PROFESSIONALISM AND ETHICS

Topic Instructional Time: 5 hours

CLASS #2.1: PROFESSIONALISM AND ETHICS

Instructional Time: 4 hours

OBJECTIVES:

- 2.1.1 Identify why officers should exemplify the highest ethical and moral standards both on-duty and off-duty. (MCT)
- 2.1.2 Identify ethical violations you might see in a law enforcement setting. (MCT)
- 2.1.3 Given a list of officer behaviors, identify whether each behavior is acceptable or unacceptable. (MCT)
- 2.1.4 Identify potential consequences of an officer failing to uphold high ethical standards. (MCT)
- 2.1.5 Identify potential negative effects when a law enforcement officer violates the law and/or departmental policies and procedures. (MCT)
- 2.1.6 Identify appropriate actions to take when made aware of unethical and/or criminal conduct of another officer(s). (MCT)
- 2.1.7 Identify the problems associated with the acceptance of gratuities. (MCT)
- 2.1.8 Identify the ethical parameters for a professional relationship between the officer and juveniles. (MCT)

TRAINING NOTES:

- 2.1.A Identify the law enforcement code of ethics.

CLASS #2.2: SOCIAL MEDIA

Instructional Time: 1 hour

OBJECTIVES:

- 2.2.1 Identify potential problems created by inappropriate officer use of social media. (MCT)
- 2.2.2 Identify the safety implications of social media for officers and their families. (MCT)
- 2.2.3 Identify how the use of social media by a juvenile can negatively impact staff. (MCT)

TOPIC #3.0: GANGS

Topic Instructional Time: 7 hours

Note: The *Gang Overview* class (#3.1) shall be taught before the *Classification of Juveniles* topic (#9.0) and the *Supervising Juveniles* topic (#7.0)

CLASS #3.1: GANG OVERVIEW Instructional Time: 3 hours

OBJECTIVES:

- 3.1.1 Identify the relationship between local street gangs, prison gangs, and national and international gangs. (MCT)
- 3.1.2 Identify officer safety issues related to gang behavior in and out of custody setting. (MCT)
- 3.1.3 Identify markings and/or symbols that identify gang affiliation. (MCT)
- 3.1.4 Identify typical classification issues related to gang membership. (MCT)

TRAINING NOTES:

- 3.1.A Identify signs or symbols that may appear on envelopes or letters indicating gang affiliation.
- 3.1.B Identify current trends and issues related to gang culture in institutions as well as in the community.
- 3.1.C Identify the structure and dynamics of gang culture.

CLASS #3.2: GANG SUPERVISION Instructional Time: 4 hours

OBJECTIVES:

- 3.2.1 Identify guidelines and principles for interacting with suspected gang members. (MCT)
- 3.2.2 Identify strategies that gangs or other subcultures use to control the behavior of others. (MCT)
- 3.2.3 Identify strategies that gangs or other subcultures use to recruit members. (MCT)
- 3.2.4 Identify verbal and non-verbal methods gang members use to communicate in a custody setting. (MCT)

TRAINING NOTES:

- 3.2.A Identify the criteria required to meet the legal definition of a gang, according to Penal Code Section 186.22.
- 3.2.B Identify typical in-custody activity of gangs.
- 3.2.C Identify typical strategies used to monitor, supervise and prevent gang activity.

TOPIC #4.0: COMMUNICATION
Topic Instructional Time: 9 hours

CLASS #4.1: INTERPERSONAL COMMUNICATION
Instructional Time: 3 hours

OBJECTIVES:

- 4.1.1 Identify the purpose of active listening skills. (MCT)
- 4.1.2 Identify the steps of active listening. (MCT)
- 4.1.3 Given a scenario where there is an impactful emotional situation, demonstrate active listening skills. (BST)

TRAINING NOTES:

- 4.1.A Identify why it is important to respond courteously and professionally to incoming calls and/or questions from the public.
- 4.1.B Identify the difference between empathy and sympathy.
- 4.1.C Identify potential benefits of consistent communication with fellow officers.
- 4.1.D Identify proper etiquette when speaking to juveniles. (e.g., consider gender sensitivity and comfort level of juvenile when speaking to opposite gender).

CLASS #4.2: CRISIS COMMUNICATION AND DE-ESCALATION
Instructional Time: 4 hours

OBJECTIVES:

- 4.2.1 Identify stress-provoking situations that may precede crises. (MCT)
- 4.2.2 Given a list of behaviors, identify those that indicate a juvenile is in crisis. (MCT)
- 4.2.3 Identify ways to verbally intervene in a situation that is beginning to escalate. (MCT)
- 4.2.4 Identify intervention techniques used by officers to de-escalate tension (best practices). (MCT)
- 4.2.5 Identify effective ways to give commands to a group of juveniles who are engaging in negative group dynamics. (MCT)
- 4.2.6 Given a description of a crisis where one or more juveniles is emotionally upset, identify the appropriate response by the officer. (MCT)
- 4.2.7 Given a scenario involving a disturbance with a juvenile, identify the appropriate response. (MCT)
- 4.2.8 Given a scenario in which there is an escalation of tension, demonstrate the effective use of communication skills to de-escalate tension. (BST)
- 4.2.9 Identify how to communicate with victims of sexual abuse. (MCT)

CLASS #4.3: EFFECTIVE COMMUNICATION

Instructional Time: 2 hours

OBJECTIVES:

- 4.3.1 Identify effective ways to give commands to juveniles. (MCT)
- 4.3.2 Identify methods for speaking to a juvenile who is not complying with commands. (MCT)
- 4.3.3 Identify potential non-verbal cues and their possible meaning. (MCT)
- 4.3.4 Identify types of juvenile behaviors that can be prevented or mitigated through effective interpersonal communication. (MCT)
- 4.3.5 Identify the barriers to effective communication in a juvenile facility. (MCT)
- 4.3.6 Identify privacy implications related to answering questions or otherwise divulging information about juveniles. (MCT)
- 4.3.7 Identify potential problems related to communicating with fellow officers in the presence of juveniles. (MCT)
- 4.3.8 Identify the topics an officer should or should not discuss with a juvenile. (MCT)

TRAINING NOTES:

- 4.3.A Identify the importance of effective communication in a juvenile facility.
- 4.3.B Identify steps to take when there is a communication barrier (e.g., language, hearing impaired, etc.).

TOPIC #5.0: MAINTAINING SECURITY

Topic Instructional Time: 11 hours

CLASS #5.1: SECURITY AND KEY CONTROL

Instructional Time: 3 hours

OBJECTIVES:

- 5.1.1 Identify the purpose of a sally port. (MCT)
- 5.1.2 Identify the rules for handling facility keys. (MCT)
- 5.1.3 Identify issues related to handling keys that may pose a threat to security. (MCT)
- 5.1.4 Identify the guidelines for security rounds, according to Title 15. (MCT)
- 5.1.5 Identify potential issues to look for when conducting perimeter checks. (MCT)
- 5.1.6 Identify steps in conducting an outside perimeter check. (MCT)
- 5.1.7 Identify potential issues to look for when conducting security rounds. (MCT)
- 5.1.8 Identify how to recognize signs of abuse, neglect, misconduct and mental illness during security rounds. (MCT)
- 5.1.9 Identify the principles, conditions and limitations under which safety rooms may be used, according to Title 15. (MCT)
- 5.1.10 Identify mandated requirements for safety room checks, according to Title 15. (MCT)
- 5.1.11 Identify the requirements for monitoring a juvenile who is placed in a safety room. (MCT)
- 5.1.12 Identify areas covered by safety and security rounds (e.g., physical plant, outer fences, etc.). (MCT)

TRAINING NOTES:

- 5.1.A Identify the proper procedure when a door or gate will not open or close.
- 5.1.B Identify security issues associated with electric doors/electronic controls.
- 5.1.C Discuss re-housing (roll-ups) of juveniles.
- 5.1.D List the proper steps to follow when locking and unlocking doors/gates.
- 5.1.E Identify reasons to transfer relevant information to other shifts and/or supervisor(s).

CLASS #5.2: COUNTS

Instructional Time: 2 hours

OBJECTIVES:

- 5.2.1 Identify procedures for doing a numerical count. (MCT)
- 5.2.2 Identify procedures for doing a body count. (MCT)
- 5.2.3 Identify principles that are important to the effective counting of juveniles (e.g., welfare of juveniles, stop movement, never let juveniles count, etc.). (MCT)
- 5.2.4 Identify the procedure for responding to the absence of a juvenile. (MCT)
- 5.2.5 Identify the general guidelines for searching for a missing or escaped juvenile. (MCT)

CLASS #5.3: FACILITY SEARCHES
Instructional Time: 3 hours

OBJECTIVES:

- 5.3.1 Identify the primary considerations for conducting facility searches. (MCT)
- 5.3.2 Identify the procedure to follow when searching a facility. (MCT)
- 5.3.3 Identify areas to search in a juvenile facility. (MCT)
- 5.3.4 Identify items to look for when searching the facility. (MCT)
- 5.3.5 Identify how to manage juveniles during facility searches. (MCT)
- 5.3.6 In a simulated exercise, demonstrate the proper procedure for searching an area of a juvenile facility. (BST)

TRAINING NOTES:

- 5.3.A List potential hiding places to be checked carefully during a search of the facility.
- 5.3.B Identify the procedure for limiting and controlling movement of juvenile workers during facility searches.
- 5.3.C Identify the purpose of tools or materials commonly used during facility searches.

CLASS #5.4: CONTRABAND AND EVIDENCE
Instructional Time: 3 hours

OBJECTIVES:

- 5.4.1 Identify steps to preserve a crime scene (or other serious incident) and any evidence that may be present. (MCT)
- 5.4.2 Identify universal safety precautions when handling contraband and evidence. (MCT)
- 5.4.3 Identify potentially dangerous situations that can occur when dealing with contraband and evidence. (MCT)
- 5.4.4 Identify situations that occur related to contraband and evidence in which an officer should call for assistance. (MCT)
- 5.4.5 Given images of drug paraphernalia, identify the purpose of each. (MCT)
- 5.4.6 Identify security issues with juveniles using an unauthorized telephone. (MCT)
- 5.4.7 Given a scenario, identify items that should be treated as contraband and rise to the level of disciplinary sanction or court proceedings. (MCT)
- 5.4.8 Given a description of an incident in which a juvenile is found to be in possession of a given type of contraband, state whether an arrest is indicated. (MCT)

TRAINING NOTES:

- 5.4.A Define contraband.
- 5.4.B Identify the types of contraband most commonly found in mail.
- 5.4.C Given a list of sample contraband, identify how each item should be confiscated.

TOPIC #6.0: BOOKING, RECEIVING AND RELEASING

Topic Instructional Time: 6 hours

Note: The *Booking and Intake* class (#6.1) and *Booking Procedures* class (#6.2) shall be taught before the *Releasing of Juvenile Offenders* class (#6.4).

CLASS #6.1: BOOKING AND INTAKE Instructional Time: 3 hours

OBJECTIVES:

- 6.1.1 Define the roles of law enforcement and probation when a minor is taken into custody. (MCT)
- 6.1.2 Identify the necessary components of a valid warrant. (MCT)
- 6.1.3 Define "status offense." (MCT)
- 6.1.4 Identify when a juvenile must be advised of their constitutional rights. (MCT)
- 6.1.5 Given a list of juvenile offenses, identify for each offense the information required to make a detention decision. (WST)
- 6.1.6 Given a detention risk assessment instrument, make appropriate detention decisions that might involve overriding an assessment score. (WST)
- 6.1.7 Given a scenario, determine whether to detain or release a juvenile. (WST)
- 6.1.8 Identify requirements regarding the medical screening of incoming juveniles, according to Title 15. (MCT)
- 6.1.9 Identify the notification requirements pertaining to developmentally disabled juveniles. (MCT)
- 6.1.10 Identify the agency and personal liability associated with failing to comply with medical clearance procedures. (MCT)

TRAINING NOTES:

- 6.1.A Discuss religious rights of a juvenile at intake
- 6.1.B Identify statewide information systems used to find or input information.
- 6.1.C Identify the procedure for handling a "status offense" case.
- 6.1.D Discuss issues around booking a youth for prostitution charges.

CLASS #6.2: BOOKING PROCEDURES Instructional Time: 1 hour

OBJECTIVES:

- 6.2.1 List the steps of the booking procedure. (MCT)
- 6.2.2 Identify the number of calls incoming juveniles are allowed to make, according to PC 851.5 and applicable WIC codes. (MCT)
- 6.2.3 Given a description of a juvenile's behavior in the receiving/holding room, identify the potential issues that may require additional referrals or action. (MCT)
- 6.2.4 Identify the reasons why warrant checks should be completed prior to booking or releasing juveniles. (MCT)

TRAINING NOTES:

- 6.2.A Identify the reasons why it is important to obtain clear fingerprints.

CLASS #6.3: ORIENTATION, CLOTHING AND SUPPLIES

Instructional Time: 1 hour

OBJECTIVES:

- 6.3.1 Identify the procedure for orienting incoming juveniles, according to Title 15. (MCT)
- 6.3.2 Identify the correct procedure for orienting a incoming juvenile when communication barriers exist (e.g., non-English speaking, hearing or speech impaired, etc.). (MCT)
- 6.3.3 Identify the major steps in processing juveniles prior to housing. (MCT)
- 6.3.4 Identify the minimum type of clothing and bedding required, according to Title 15. (MCT)
- 6.3.5 Identify the consequences of issuing prohibited supplies to juveniles. (MCT)

TRAINING NOTES:

- 6.3.A Identify important things to be aware of when communicating with juveniles during the orientation process.
- 6.3.B Identify the benefits of providing incoming juveniles with a thorough orientation.
- 6.3.C Identify why it is important to issue juveniles clothing that is in good condition.

CLASS #6.4: RELEASING JUVENILE OFFENDERS

Instructional Time: 1 hour

OBJECTIVES:

- 6.4.1 Identify the different types of releases. (MCT)
- 6.4.2 Identify the steps involved in releasing a juvenile. (MCT)
- 6.4.3 Identify key factors that influence the decision to release a juvenile. (MCT)
- 6.4.4 Identify the persons to whom a juvenile may be released. (MCT)
- 6.4.5 Identify the possible consequences of releasing the wrong juvenile. (MCT)

TRAINING NOTES:

- 6.4.A Discuss medical conditions that may be accommodated upon release.
- 6.4.B Identify the procedures for an in-custody release (e.g., to a transportation officer or another jurisdiction, etc.).

TOPIC #7.0: SUPERVISING JUVENILES

Topic Instructional Time: 10.5 hours

CLASS #7.1: MANIPULATION OF STAFF

Instructional Time: 3 hours

OBJECTIVES:

- 7.1.1 Identify indicators that a staff member is being victimized. (MCT)
- 7.1.2 Identify the actions an officer should take when they feel they have been manipulated. (MCT)
- 7.1.3 Identify how an officer can avoid being a victim of manipulation. (MCT)
- 7.1.4 Identify the signs of being a victim of manipulation. (MCT)
- 7.1.5 Identify behaviors that may make a staff member prone to being manipulated. (MCT)
- 7.1.6 Identify techniques and strategies of a juvenile manipulator. (MCT)

TRAINING NOTES:

- 7.1.A Given a scenario in which a juvenile is attempting to manipulate an officer, demonstrate the appropriate response.

CLASS #7.2: DISTURBANCES AND DISPUTES

Instructional Time: 2 hours

OBJECTIVES:

- 7.2.1 Identify signs of potential disturbances. (MCT)
- 7.2.2 Identify group behaviors that indicate imminent conflict. (MCT)
- 7.2.3 Identify potential consequences of failing to promptly respond to and investigate disturbances. (MCT)
- 7.2.4 Identify principles for maintaining safety and security while responding to disturbances. (MCT)
- 7.2.5 Given several descriptions of juvenile disputes, classify each according to whether back-up should be called. (MCT)
- 7.2.6 Identify precautions that may prevent a dispute from leading to physical injury or property damage. (MCT)
- 7.2.7 Given a role play scenario, demonstrate the ability to give instructions to a group of juveniles in an agitated state. (BST)

TRAINING NOTES:

- 7.2.A Identify the factors in a facility setting that produce tension for juveniles and staff.
- 7.2.B Given a situation, identify specific criteria that warrant further investigation.
- 7.2.C Identify key reasons for stopping all horseplay.
- 7.2.D Given a scenario depicting a problem situation occurring in the dining hall, generate a plan for enforcing discipline and re-establishing order.

CLASS #7.3: SAFETY/HEALTH STANDARDS AND PROCEDURES

Instructional Time: 0.5 hours

OBJECTIVES:

- 7.3.1 Identify issues that may arise when supervising bathroom facilities and showers. (MCT)
- 7.3.2 Identify the reasons for maintaining count and control over hygiene supplies. (MCT)
- 7.3.3 Identify the value of good hygiene habits. (MCT)
- 7.3.4 Identify the reasons proper safety and health practices should be promoted within a juvenile facility. (MCT)

CLASS #7.4: RECREATION

Instructional Time: 1 hour

OBJECTIVES:

- 7.4.1 Identify Title 15 directives and case law relevant to juvenile exercise, recreation, fresh air, and natural light exposure. (MCT)
- 7.4.2 Identify how to properly supervise recreational and social activities. (MCT)
- 7.4.3 Identify reasons for properly supervising recreational and social activities. (MCT)
- 7.4.4 Identify classification issues to be aware of during exercise and recreation. (MCT)
- 7.4.5 Given a facility description, classifications, and environmental factors, identify potential safety and security hazards that can occur during recreation time. (MCT)
- 7.4.6 Identify reasons why it is important to properly supervise juvenile phone calls. (MCT)
- 7.4.7 Identify the mandates and other state laws that apply to juvenile phone privileges. (MCT)

CLASS #7.5: CLEANING OF ROOMS

Instructional Time: 0.5 hours

OBJECTIVES:

- 7.5.1 Identify requirements relating to cleanliness of rooms or dorms, according to Title 15. (MCT)
- 7.5.2 Identify the responsibilities of officers in supervising the cleaning of rooms or dorms. (MCT)
- 7.5.3 Identify what officers should look for during the inspection of rooms or dorms. (MCT)
- 7.5.4 Identify potential dangers to staff and juveniles from cleaning supplies. (MCT)

CLASS #7.6: PROGRESSIVE DISCIPLINE AND JUVENILE GRIEVANCES

Instructional Time: 1 hour

OBJECTIVES:

- 7.6.1 Define the key principles that underlie the use of progressive discipline. (MCT)
- 7.6.2 Identify the juvenile disciplinary process under Title 15. (MCT)
- 7.6.3 Identify the legal requirements associated with juvenile grievances. (MCT)
- 7.6.4 Identify the steps in the appeals process for juvenile grievances. (MCT)
- 7.6.5 Identify the staff roles in the appeals process for juvenile grievances. (MCT)

CLASS #7.7: GROUP DYNAMICS
Instructional Time: 1 hour

OBJECTIVES:

- 7.7.1 Identify reasons for effective group management when working in a juvenile facility. (MCT)
- 7.7.2 Given a group activity, identify typical group dynamic issues. (MCT)
- 7.7.3 Given a description of a juvenile group, identify those likely to be group leaders, followers and victims within the group. (MCT)

TRAINING NOTES:

- 7.7.A Identify typical group dynamics that occur within a juvenile facility.
- 7.7.B Identify juvenile behaviors that may signal trouble during meal time.
- 7.7.C Identify the duties of the officer in supervising meal time.

CLASS #7.8: MOVEMENT
Instructional Time: 1 hour

OBJECTIVES:

- 7.8.1 Identify safety and security concerns when escorting juveniles to and from locations within the facility. (MCT)
- 7.8.2 Identify how the classification system and housing layout is essential to escorting juveniles within a facility. (MCT)
- 7.8.3 Identify potential consequences of improper supervision during in-house movement of juveniles. (MCT)
- 7.8.4 Identify key actions an officer should take when escorting a juvenile. (MCT)
- 7.8.5 Identify unique concerns related to supervising juveniles on furlough or field trips. (MCT)
- 7.8.6 Given an escort scenario, generate a plan for conducting the escort. (WST)

CLASS #7.9: JUVENILE WORKERS
Instructional Time: 0.5 hours

OBJECTIVES:

- 7.9.1 Identify ability requirements and restrictions related to specific duty assignments (e.g., physical, mental, learning, etc.). (MCT)
- 7.9.2 Identify the primary considerations for an officer when supervising a work detail. (MCT)
- 7.9.3 Identify the criteria for selection of juvenile workers. (MCT)

TRAINING NOTES:

- 7.9.A Identify how to properly supervise work details.
- 7.9.B Identify the reasons why relatives should not be allowed to work together.
- 7.9.C Identify the reasons why juveniles should be assigned to work details rather than selecting their own.
- 7.9.D Given a list of tasks and responsibilities, classify each as either appropriate or inappropriate for assignment to juvenile workers.

TOPIC #8.0: MEDICAL
Topic Instructional Time: 4 hours

CLASS #8.1: MEDICAL ISSUES AND UNIVERSAL PRECAUTIONS
Instructional Time: 2 hours

OBJECTIVES:

- 8.1.1 Match symptoms with common medical conditions. (MCT)
- 8.1.2 Match infectious and contagious diseases with their symptomology. (MCT)
- 8.1.3 Identify the symptoms of common contagious diseases that may be shared between juveniles and officers. (MCT)
- 8.1.4 Identify universal safety precautions and their application to the institutional environment. (MCT)
- 8.1.5 Identify situations under which universal safety precautions need to be utilized. (MCT)
- 8.1.6 Match contagious diseases with their primary modes of transmission. (MCT)
- 8.1.7 Identify if and when a juvenile has a legal right to refuse medications. (MCT)

TRAINING NOTES:

- 8.1.A Identify the role of the officer when assisting medical staff.
- 8.1.B Identify possible communication problems that can occur between medical staff and officers.

CLASS #8.2: MEDICAL EMERGENCIES
Instructional Time: 1 hour

OBJECTIVES:

- 8.2.1 Given a description of a juvenile's behavior and/or appearance, identify whether medical attention is needed. (MCT)
- 8.2.2 List the steps an officer should follow in handling a medical emergency. (MCT)
- 8.2.3 Identify the appropriate response to a possible adverse reaction to medication. (MCT)

CLASS #8.3: MEDICAL LEGAL ISSUES
Instructional Time: 1 hour

OBJECTIVES:

- 8.3.1 Identify circumstances where medical treatment cannot be refused. (MCT)
- 8.3.2 Identify the procedure to follow for a juvenile who refuses medical treatment. (MCT)
- 8.3.3 Identify the potential liability for staff noncompliance with the medical treatment of juveniles. (MCT)
- 8.3.4 Identify consequences of improper handling or control of medication. (MCT)
- 8.3.5 Identify the historical factors leading to the Americans with Disabilities Act (ADA). (MCT)
- 8.3.6 Identify the provisions within the ADA that directly address juvenile mobility issues. (MCT)
- 8.3.7 Define the term “direct visual observation,” according to Title 15. (MCT)

TRAINING NOTES:

- 8.3.A Identify recent legislation and other trends related to the ADA.

TOPIC #9.0: CLASSIFICATION OF JUVENILES

Topic Instructional Time: 2 hours

CLASS #9.1: CLASSIFICATION OF JUVENILES

Instructional Time: 2 hours

OBJECTIVES:

- 9.1.1 Identify the purpose of classification. (MCT)
- 9.1.2 Identify sources of information for classification decisions. (MCT)
- 9.1.3 Identify the consequences of incorrectly classifying a juvenile. (MCT)
- 9.1.4 Given a list of classifications, identify the specific risks and required precautions associated with each classification. (MCT)
- 9.1.5 Identify factors that influence ongoing reclassification. (MCT)
- 9.1.6 Given a sample case description, indicate factors that would affect classification/housing. (WST)
- 9.1.7 Given a sample intake profile and classification plan, classify the juvenile and assign appropriate housing. (WST)

TRAINING NOTES:

- 9.1.A Identify behaviors exhibited during the classification process that would suggest the need for further investigation prior to classification.

TOPIC #10.0: CULTURAL AWARENESS

Topic Instructional Time: 4 hours

CLASS #10.1: CULTURAL DIVERSITY AND ETHNIC DISPARITY

Instructional Time: 2 hours

OBJECTIVES:

- 10.1.1 Define implicit bias. (MCT)
- 10.1.2 Identify how implicit bias affects decision points that are applicable to the job (e.g., housing, detention and release, communication and report writing, etc.). (MCT)
- 10.1.3 Define reducing racial and ethnic disparity. (MCT)
- 10.1.4 Identify how cultural awareness can reduce racial and ethnic disparity. (MCT)
- 10.1.5 Identify how targeted interventions can reduce racial and ethnic disparity. (MCT)
- 10.1.6 Identify how officers can reduce racial and ethnic disparity. (MCT)
- 10.1.7 Identify societal benefits of reducing racial and ethnic disparity. (MCT)
- 10.1.8 Identify reasons for maintaining an awareness and sensitivity to the variety of cultures within a facility (e.g., group control, danger to self or staff, public trust, etc.). (MCT)

TRAINING NOTES:

- 10.1.A 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.

CLASS #10.2: GENDER IDENTITY

Instructional Time: 2 hours

OBJECTIVES:

- 10.2.1 Identify special considerations related to gender identity issues (e.g., searches, urine testing, housing, etc.). (MCT)
- 10.2.2 Differentiate how people can identify themselves (e.g., sexual preference, natural anatomy or self-identity, etc.). (MCT)
- 10.2.3 Identify social and economic impact relating to gender identity. (MCT)

TOPIC #11.0: REPORT WRITING AND RECORD KEEPING

Topic Instructional Time: 10 hours

Notes: The *Report Writing and Record Keeping* topic (#11.0) shall be taught before the *Testifying in Court* topic (#16.0)

The *Information Gathering and Interviewing* class (#11.1) shall be taught before all other classes in this topic.

CLASS #11.1: INFORMATION GATHERING AND INTERVIEWING

Instructional Time: 4 hours

OBJECTIVES:

- 11.1.1 List interview techniques used by officers when interviewing juveniles. (MCT)
- 11.1.2 Given a simulated interview with a juvenile, demonstrate effective interview techniques. (BST)
- 11.1.3 Given an interview scenario, demonstrate effective note-taking techniques. (WST)
- 11.1.4 Given an incident, identify specific things officers should observe and note. (WST)

TRAINING NOTES:

- 11.1.A Identify reference materials and resources that can be useful to an officer when writing reports.

CLASS #11.2: GENERAL REPORTS

Instructional Time: 6 hours

OBJECTIVES:

- 11.2.1 Presented with a scenario involving unusual juvenile behavior, generate a written report of the juvenile's behavior and appearance. (WST)
- 11.2.2 Given a scenario, write a disciplinary report. (WST)
- 11.2.3 Given a scenario, write a first draft of a report describing the scenario. (WST)
- 11.2.4 Given a scenario involving a facility incident, write a description of the incident. (WST)
- 11.2.5 Given a scenario, write a use of force report. (WST)

TRAINING NOTES:

- 11.2.A Identify the major types of reports used in juvenile facilities.
- 11.2.B Identify the structure and elements of each major type of report.
- 11.2.C Identify the major requirements for writing mechanics involved in reports.
- 11.2.D Identify the potential uses of a report.

TOPIC #12.0: EMERGENCY PROCEDURES

Topic Instructional Time: 6 hours

CLASS #12.1: EMERGENCY PLANNING

Instructional Time: 2 hours

OBJECTIVES:

- 12.1.1 Identify the types of emergency situations that may occur in a juvenile facility. (MCT)
- 12.1.2 Identify priorities and responsibilities of officers during an emergency. (MCT)
- 12.1.3 Given a description of an emergency, identify the steps needed to respond. (MCT)
- 12.1.4 Identify the procedure for evacuating juveniles (e.g., fire, hazardous materials spill, or earthquake, etc.). (MCT)
- 12.1.5 Identify situations when response from additional law enforcement might be necessary. (MCT)

TRAINING NOTES:

- 12.1.A Identify guidelines for communicating with staff and juveniles during emergencies.

CLASS #12.2: FIRE AND LIFE SAFETY*

Instructional Time: 4 hours

OBJECTIVES:

- 12.2.1 Identify possible dangers posed by the spread of smoke and gases in a juvenile facility. (MCT)
- 12.2.2 Identify the procedure for responding to a fire in a facility. (MCT)
- 12.2.3 Identify the key elements that should be considered in maintaining fire safety in a juvenile facility. (MCT)
- 12.2.4 Match different types of fires with the appropriate fire extinguishing equipment needed to put out each type. (MCT)
- 12.2.5 Identify the procedures for isolating and confining fire, smoke and gases to the area of origin. (MCT)
- 12.2.6 Demonstrate the correct use of fire extinguishing equipment. (BST)

TRAINING NOTES:

- 12.2.A Discuss that not all sprinkler heads operate at the same time in an automatic sprinkler system.
- 12.2.B Identify how to manually override automatic sprinkler system controls.

*Performance objectives pertaining to the use and fit of Self Contained Breathing Apparatus (SCBA) have been removed due to variations in facility and agency policy. If your agency utilizes SCBA it is recommended that content be added under Agency Specific training (Topic 23.0).

TOPIC #13.0: VISITATION
Topic Instructional Time: 2 hours

CLASS #13.1: VISITATION
Instructional Time: 2 hours

OBJECTIVES:

- 13.1.1 Identify problems that can occur during parent/guardian visits. (MCT)
- 13.1.2 Identify problems that can occur during professional visits. (MCT)
- 13.1.3 Define the term "privileged communication". (MCT)
- 13.1.4 Given a list of potential visitors, identify those who have the right to privileged communication. (MCT)
- 13.1.5 Identify potential consequences of violating statutes concerning privileged communication. (MCT)
- 13.1.6 Identify issues related to visits and contacts that should be reported to medical and/or mental health staff. (MCT)

TRAINING NOTES:

- 13.1.A Identify appropriate steps for admitting visitors into a facility.
- 13.1.B Given juvenile classification and other relevant information, identify the procedure for monitoring a non-contact visit.
- 13.1.C Identify problems most commonly associated with visits from family or friends.
- 13.1.D Given appropriate code sections, Minimum Standards for Local Detention Facilities and case law for reference, identify the rights and visitation privileges of attorneys and other visitors.
- 13.1.E Discuss the importance of visits to enhance juvenile development, family unification and rehabilitation.

TOPIC #14.0: SCREENING AND DISTRIBUTION OF SUPPLIES AND MAIL

Topic Instructional Time: 1.5 hours

CLASS #14.1: SCREENING AND DISTRIBUTION OF SUPPLIES AND MAIL

Instructional Time: 1.5 hours

OBJECTIVES:

- 14.1.1 Identify Title 15 mandates and postal regulations relevant to the opening and reading of legal and non-legal mail. (MCT)
- 14.1.2 Define legal mail according to Title 15. (MCT)
- 14.1.3 Identify the appropriate procedure for handling legal mail. (MCT)
- 14.1.4 Given sample portions of letters containing various types of information, identify why the information can pose a threat to safety and security of the facility. (MCT)
- 14.1.5 Identify potential consequences of inadequate supervision of clothing or bedding exchange and distribution of supplies. (MCT)
- 14.1.6 Given a list of juvenile classifications and standard supplies, identify potential incompatibilities. (MCT)
- 14.1.7 Identify the types of contraband most commonly found in mail. (MCT)

TRAINING NOTES:

- 14.1.A Identify possible consequences of inappropriately processing legal mail.
- 14.1.B Identify possible consequences of improper mail distribution.
- 14.1.C Identify the persons to whom a juvenile may or may not correspond.
- 14.1.D Identify signs indicating mail marked as legal, is in fact not legal mail.
- 14.1.E Identify things to observe during clothing or bedding exchange and distribution of supplies.
- 14.1.F Identify the key reasons for maintaining a properly operated commissary.
- 14.1.G Identify the procedure for distributing commissary goods to a juvenile who is not present at regular distribution time.

TOPIC #15.0: TRANSPORTATION

Topic Instructional Time: 3 hours

CLASS #15.1: PREPARATION FOR TRANSPORT

Instructional Time: 1.5 hours

OBJECTIVES:

- 15.1.1 Identify the steps necessary when preparing for vehicle transportation. (MCT)
- 15.1.2 Identify safety concerns related to conducting a transport and/or escort. (MCT)
- 15.1.3 Identify the primary considerations for conducting a transport and/or escort. (MCT)
- 15.1.4 Identify the equipment necessary for transport. (MCT)
- 15.1.5 Identify the procedure for verifying the identity of a juvenile prior to transport. (MCT)
- 15.1.6 Given a transport scenario where use of a vehicle is required, generate a plan for conducting the transport. (WST)
- 15.1.7 Identify guidelines for transporting different juvenile classifications (e.g., protective custody, disabled juveniles, LGBTQI, etc.). (MCT)
- 15.1.8 Identify types of juveniles that should not be mixed during transport. (MCT)
- 15.1.9 Identify the consequences of transporting the wrong juvenile. (MCT)

TRAINING NOTES:

- 15.1.A Identify common vehicle transportation duties necessary for an officer to perform when outside the facility.
- 15.1.B Identify the importance of planning prior to conducting a transport and/or escort.

CLASS #15.2: TRANSPORT PROCEDURES

Instructional Time: 1.5 hours

OBJECTIVES:

- 15.2.1 Identify the required procedure for transporting a juvenile in a vehicle. (MCT)
- 15.2.2 Identify potential emergencies that may occur during transport of a juvenile. (MCT)
- 15.2.3 Given a list of emergencies that can occur during transport of a juvenile, identify the appropriate response for each emergency. (MCT)
- 15.2.4 Identify potential consequences of failure to utilize safety precautions when transporting and/or escorting a juvenile. (MCT)
- 15.2.5 Identify the procedure for handling a non-compliant juvenile during transport. (MCT)
- 15.2.6 Identify safety precautions to consider before assisting a resisting handcuffed juvenile entering or exiting a vehicle. (MCT)
- 15.2.7 Identify the consequences of improper supervision of a juvenile during transport. (MCT)
- 15.2.8 Identify reasons the juvenile should not have any outside contact during transport. (MCT)
- 15.2.9 Identify the escort duties/procedures for the facility movement of non-ambulatory juveniles. (MCT)
- 15.2.10 Identify the restraints necessary for transport. (MCT)

TRAINING NOTES:

- 15.2.A Identify how to block traffic lanes by using the California Uniform Traffic Services (e.g., cones, flares, etc.).
- 15.2.B Identify emergency situations on the road or highway (e.g., auto accidents, weather conditions, etc.).

TOPIC #16.0: TESTIFYING IN COURT

Topic Instructional Time: 2 hours

CLASS #16.1: TESTIFYING IN COURT

Instructional Time: 2 hours

OBJECTIVES:

- 16.1.1 Identify confidentiality issues related to appearing in court as a witness or when making other oral presentations. (MCT)
- 16.1.2 Identify the steps required to prepare, prior to the day of court appearance, to make an oral presentation to the court. (MCT)

TRAINING NOTES:

- 16.1.A Identify instances when an officer could be called into court to provide information.
- 16.1.B Identify the consequences of poor performance in court by an officer.
- 16.1.C Identify the roles of key courtroom personnel.
- 16.1.D Identify the rules to follow when in court.
- 16.1.E Given a role-play scenario in which an officer must testify in court, demonstrate examples of good courtroom etiquette, demeanor and testifying.

TOPIC #17.0: CASE PLANNING
Topic Instructional Time: 1.5 hours

CLASS #17.1: CASE PLANNING
Instructional Time: 1.5 hours

OBJECTIVES:

- 17.1.1 Identify the purpose for and importance of a case plan. (MCT)
- 17.1.2 Given a sample case, identify the components of a case plan. (MCT)
- 17.1.3 Identify the purpose of a risk/needs assessment in determining appropriate programs. (MCT)

TOPIC #18.0: PROGRAMS
Topic Instructional Time: 2 hours

CLASS #18.1: EVIDENCE BASED PRACTICES AND PROGRAMS
Instructional Time: 2 hours

OBJECTIVES:

- 18.1.1 Define evidence-based practices and why they are important. (MCT)
- 18.1.2 Identify why it is important to ensure evidence-based practices and program fidelity. (MCT)
- 18.1.3 Identify why evidence-based assessment tools are used. (MCT)

TRAINING NOTES:

- 18.1.A Identify the key principles of evidence-based practices.
- 18.1.B Identify the importance of accurate data collection for evidence-based practices, performance measures, program evaluation and juvenile outcomes.
- 18.1.C Identify recent trends in evidence-based practices.
- 18.1.D Identify how evidence-based practices have evolved.
- 18.1.E Define data-driven decision making (DDDM).
- 18.1.F Identify how criminal trends or new legal issues prompt the development of new crime prevention programs.

TOPIC #19.0: ASSAULT AND ABUSE

Topic Instructional Time: 5 hours

CLASS #19.1: SEXUAL ASSAULT AND ABUSE*

Instructional Time: 3 hours

OBJECTIVES:

- 19.1.1 Define zero tolerance as it applies to sexual assault, abuse and harassment. (MCT)
- 19.1.2 Identify potential officer liability issues related to sexual assault/abuse. (MCT)
- 19.1.3 Identify the signs that a juvenile may have been sexually assaulted/abused. (MCT)
- 19.1.4 Identify how to communicate effectively and professionally with juveniles, including lesbian, gay, bisexual, transgender, intersex or gender non-conforming juveniles. (MCT)
- 19.1.5 Define human trafficking and prostitution. (MCT)
- 19.1.6 Identify officer responsibilities for sexual assault/abuse and harassment prevention, detection, reporting, and response. (MCT)

TRAINING NOTES:

- 19.1.A Identify the first step in response to an in-custody suspected or reported sexual assault/abuse.
- 19.1.B Given a scenario where a sexual assault/abuse possibly occurred, identify persons that must be notified.
- 19.1.C Identify a juvenile's right to be free from sexual assault/abuse and harassment.
- 19.1.D Identify the right of juveniles and employees to be free from retaliation for reporting sexual assault/abuse and harassment.
- 19.1.E Identify the dynamics of sexual assault/abuse and harassment in confinement.
- 19.1.F Identify the common reactions of sexual assault/abuse and harassment victims.
- 19.1.G Identify how to detect and respond to signs of threatened and actual sexual assault/abuse.
- 19.1.H Identify how to comply with mandatory reporting of sexual assault/abuse to outside authorities.
- 19.1.I Discuss how to create an inclusive workplace for sexual orientation and gender identity minorities.
- 19.1.J Identify how to avoid inappropriate relationships with juveniles.

CLASS #19.2: CHILD ABUSE

Instructional Time: 2 hours

OBJECTIVES:

- 19.2.1 Identify indicators of child abuse. (MCT)
- 19.2.2 Identify the different types of child abuse. (MCT)
- 19.2.3 Identify factors that put a child at increased risk of being abused and/or neglected. (MCT)
- 19.2.4 Identify mandated child abuse reporting laws and procedures. (MCT)
- 19.2.5 Given a scenario, complete a suspected child abuse report (SCAR). (WST)

* The performance objectives and training notes in the Sexual Assault and Abuse class were matched with the Federal Requirements for Prison Rape Elimination Act (PREA) Training.

Volume: 2

Date: 2012-07-01

Original Date: 2012-07-01

Title: Section 115.31 – Employee training

Context: Title 28 – Judicial Administration. CHAPTER 1- DEPARTMENT OF JUSTICE (CONTINUED) PART 115 – PRISON RAPE ELIMINATION ACT NATIONAL STANDARDS

Subpart A – Standards for Adult Prisons and Jail – Training and Education

TOPIC #20.0: DEFENSIVE TACTICS AND RESTRAINT TECHNIQUES

Topic Instructional Time: 33 hours*

Notes about defensive tactics:

A **minimum of 48 hours** is required between segments of defensive tactics training that are physically challenging 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 classes (20.2, 20.3, 20.5, 20.6, 20.7 and 20.10) should preferably be presented in blocks of instruction no greater than four (4) hours.

*Class hours identified in the Defensive Tactics and Restraint Techniques topic ***only*** were based on a student to instructor ratio of 8 to 1. However, providers and agencies have the flexibility to adjust the time (either more or less) based on student needs, class size, instructor availability, and instructor-student ratio. Providers will need to justify any adjustments thus ensuring the safety and defensibility of the class. Contact your STC field representative for questions, issues or concerns related to this topic.

CLASS #20.1: USE OF FORCE

Instructional Time: 2 hours

OBJECTIVES:

- 20.1.1 Identify psychological and physiological factors that may affect an officer who is threatened or involved in a physical altercation with a juvenile. (MCT)
- 20.1.2 Identify intervention methods for de-escalating problematic situations. (MCT)
- 20.1.3 Identify indicators of assaultive behavior. (MCT)
- 20.1.4 Identify force option categories. (MCT)
- 20.1.5 Identify guidelines that an officer should consider prior to employing use of force. (MCT)
- 20.1.6 Identify actions that would constitute excessive force. (MCT)
- 20.1.7 Identify actions that would constitute reasonable force. (MCT)
- 20.1.8 Identify the legal framework for an officer's use of reasonable force. (MCT)
- 20.1.9 Identify key elements needed to be covered in debrief and documentation. (MCT)
- 20.1.10 Identify less lethal force options. (MCT)
- 20.1.11 Identify lethal force options. (MCT)

TRAINING NOTES:

- 20.1.A Identify potential health hazards faced by an officer when confronted by or using force against a juvenile.

CLASS #20.2: CONTROL HOLDS

Instructional Time: 4 hours

INSTRUCTOR QUALIFICATIONS:

Certified instructor in defensive tactics/weaponless defense.

OBJECTIVES:

- 20.2.1 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 and leverage/assistance. (BST)

CLASS #20.3: FALLING

Instructional Time: 1 hour

INSTRUCTOR QUALIFICATIONS:

Certified instructor in defensive tactics/weaponless defense.

OBJECTIVES:

- 20.3.1 In a simulation of a rear assault, demonstrate a forward break fall technique incorporating the following: correct body position, proper movement, balance and position of advantage. (BST)
- 20.3.2 In a simulation of a front assault, demonstrate a rear break fall technique incorporating the following: correct body position, proper movement, balance and position of advantage. (BST)

CLASS #20.4: FOOTWORK AND BALANCE

Instructional Time: 1 hour

INSTRUCTOR QUALIFICATIONS:

Certified instructor in defensive tactics/weaponless defense.

OBJECTIVES:

- 20.4.1 Given a scenario, demonstrate the course-instructed balance, footwork and body movements to avoid an attacking juvenile, incorporating the following: balance, position in response to subject's movements and self-control. (BST)
- 20.4.2 Given a scenario, demonstrate the course-instructed footwork to evade an attack. (BST)

TRAINING NOTES:

- 20.4.A Identify effective dynamic stretching exercises for officers

CLASS #20.5: TAKE-DOWNS

Instructional Time: 4 hours

INSTRUCTOR QUALIFICATIONS:

Certified instructor in defensive tactics/weaponless defense.

OBJECTIVES:

- 20.5.1 In a simulation, demonstrate at least two course-instructed take-down techniques incorporating the following: proper balance, maintaining a position of control and advantage and proper foot movements. (BST)
- 20.5.2 Demonstrate a course-instructed two officer, one subject take-down technique incorporating the following: correct positioning of two-person configuration, controlling the subject's legs above the knees and communication between officers. (BST)

CLASS #20.6: GROUND CONTROL

Instructional Time: 4.5 hours

INSTRUCTOR QUALIFICATIONS:

Certified instructor in defensive tactics/weaponless defense.

OBJECTIVES:

- 20.6.1 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, and maintain mental alertness and concentration. (BST)
- 20.6.2 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 and foot movements. (BST)
- 20.6.3 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 and proper foot movements. (BST)
- 20.6.4 Given a scenario, demonstrate course-instructed prone control technique. (BST)
- 20.6.5 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 and proper balance. (BST)

TRAINING NOTES:

- 20.6.A Identify how to retain equipment during each escape technique.

CLASS #20.7: PERSONAL BODY WEAPONS

Instructional Time: 2 hours

INSTRUCTOR QUALIFICATIONS:

Certified instructor in defensive tactics/weaponless defense.

OBJECTIVES:

- 20.7.1 Given a scenario, demonstrate the use of course-instructed personal body weapons. (BST)
- 20.7.2 Given a scenario, demonstrate course-instructed diversionary distraction techniques. (BST)
- 20.7.3 Demonstrate course-instructed blocking techniques. (BST)

CLASS #20.8: PERSON SEARCHES

Instructional Time: 6 hours

OBJECTIVES:

- 20.8.1 Identify the primary considerations for an officer when searching a juvenile. (MCT)
- 20.8.2 Identify barriers to completing pat-down and/or strip searches. (MCT)
- 20.8.3 Identify the places on males and females where weapons or contraband may be concealed. (MCT)
- 20.8.4 Identify the consequences that may result from poorly conducted pat-down and strip searches. (MCT)
- 20.8.5 Identify the key roles of each officer when multiple officers are searching juveniles, vehicles or rooms. (MCT)
- 20.8.6 Given a scenario in which you are to search a compliant juvenile in a prone position, demonstrate how to safely approach and search the juvenile. (BST)
- 20.8.7 Given a scenario in which you are searching a juvenile, demonstrate the use of appropriate verbal commands. (BST)
- 20.8.8 Given a scenario in which you are to search a compliant juvenile in a standing position, demonstrate how to safely approach and search the juvenile. (BST)
- 20.8.9 Given a scenario with a juvenile of the opposite gender, demonstrate an effective pat-down search. (BST)
- 20.8.10 Given a scenario in which you are to search a compliant juvenile in a kneeling position, demonstrate how to safely approach and search the juvenile. (BST)
- 20.8.11 Given a scenario with a juvenile of the same gender, demonstrate an effective pat-down search. (BST)
- 20.8.12 Given the task of searching a juvenile in a high-risk situation, demonstrate the correct techniques required to maximize the effectiveness of the search and the safety of the officer. (BST)
- 20.8.13 Identify the legal principles inherent in conducting pat-down and strip searches. (MCT)

TRAINING NOTES:

- 20.8.A Identify potential concerns regarding same gender pat-down searches.
- 20.8.B Identify potential concerns regarding opposite gender pat-down searches.

CLASS #20.9: USE OF RESTRAINTS

Instructional Time: 4.5 hours

INSTRUCTOR QUALIFICATIONS:

Certified instructor in defensive tactics/weaponless defense.

OBJECTIVES:

- 20.9.1 With a second officer, demonstrate the proper application of handcuffs on a non-compliant juvenile in a standing, kneeling, and prone position using a course-instructed control hold. (BST)
- 20.9.2 Identify issues related to the proper fit of hand cuffs (e.g., position of locks, position of wrist, tightness of cuffs, double locking, etc.) (MCT)
- 20.9.3 With a second officer, demonstrate how to assist a handcuffed juvenile in the kneeling and prone position to their feet incorporating the following: appropriate verbal instructions to the juvenile during the assist, not pulling up juvenile by their arm and not compromising juvenile's ability to breathe. (BST)
- 20.9.4 Given a scenario, demonstrate how to safely remove handcuffs. (BST)
- 20.9.5 With a second officer, demonstrate how to properly escort a handcuffed juvenile. (BST)
- 20.9.6 Identify the procedure for safely approaching a juvenile prior to the application of handcuffs. (MCT)
- 20.9.7 Given a scenario, demonstrate the proper approach and application of handcuffs on a compliant juvenile from a standing, kneeling, and prone position. (BST)
- 20.9.8 In a simulation, demonstrate handcuffing a juvenile from the searching position incorporating the following: joint locks, cuff retrieval from waistband on belt. (BST)
- 20.9.9 Identify the different parts and nomenclature of handcuffs. (MCT)
- 20.9.10 Given a scenario, demonstrate the use of verbal commands during the application of handcuffs. (BST)
- 20.9.11 Identify why it is important to use verbal commands while applying restraints. (MCT)
- 20.9.12 Identify laws related to the use of restraints. (MCT)
- 20.9.13 Identify situations when the use of restraint devices may be appropriate, according to Title 15. (MCT)
- 20.9.14 Identify the types of restraint devices used by officers. (MCT)
- 20.9.15 Identify restraint methods that may not be appropriate (e.g., hog tying). (MCT)
- 20.9.16 Identify circumstances when the use of restraints may not be appropriate. (MCT)
- 20.9.17 Demonstrate how to assist a resisting handcuffed juvenile to a sitting position, entering and exiting a vehicle. (BST)
- 20.9.18 Identify Title 15 requirements for direct visual supervision of a juvenile when the juvenile is in physical restraints. (MCT)

TRAINING NOTES:

- 20.9.A Discuss position and replacing handcuffs on a resisting juvenile.

CLASS #20.10: ROOM EXTRACTIONS

Instructional Time: 4 hours

OBJECTIVES:

- 20.10.1 Identify key considerations that must be addressed in planning room extractions. (MCT)
- 20.10.2 Given a scenario, demonstrate the roles of each member of the room extraction team. (BST)
- 20.10.3 Identify the circumstances under which a room extraction is necessary. (MCT)

TRAINING NOTES:

- 20.10.A Identify the principles governing the use of security restraints on juveniles (e.g. marshal box, pat lock "black box", wrap restraints, flex, etc.).

TOPIC #21.0: BEHAVIORAL HEALTH

Topic Instructional Time: 24 hours

CLASS #21.1: SIGNS AND SYMPTOMS OF SUBSTANCE ABUSE

Instructional Time: 2 hours

OBJECTIVES:

- 21.1.1 Recognize recent trends in substance abuse. (MCT)
- 21.1.2 Distinguish between different street drugs and prescription drugs. (MCT)
- 21.1.3 Classify symptoms to specific types of substances used. (MCT)
- 21.1.4 Recognize medical symptoms that resemble the effects of substance abuse. (MCT)

TRAINING NOTES:

- 21.1.A It is important to be able to describe current drug trends at the state and local level.

CLASS #21.2: TRAUMA

Instructional Time: 4 hours

OBJECTIVES:

- 21.2.1 Recognize signs and symptoms of those affected by trauma. (MCT)
- 21.2.2 Identify how behaviors and actions of staff may inflict trauma on individuals under their supervision or in our custody. (MCT)
- 21.2.3 Identify appropriate classification/housing for someone who has suffered trauma. (MCT)
- 21.2.4 Recognize the signs and symptoms of current trauma and past trauma. (MCT)
- 21.2.5 Identify signs of human trafficking and services available for victims. (MCT)
- 21.2.6 Identify how to appropriately interact with offenders who have suffered trauma. (MCT)
- 21.2.7 Recognize barriers to reporting trauma.

CLASS #21.3: INTERVENTIONS AND RESOURCES

Instructional Time: 4 hours

OBJECTIVES:

- 21.3.1 Identify techniques for effective interviewing of offenders. (MCT)
- 21.3.2 Recognize the behavioral and verbal cues that will require mental health intervention. (MCT)
- 21.3.3 Recognize verbal de-escalation techniques through scenarios. (MCT)
- 21.3.4 Identify the rights of an MHBI offender. (MCT)
- 21.3.5 Determine appropriate responses when dealing with an emotionally upset person. (MCT)
- 21.3.6 Identify triggers of violence. (MCT)

TRAINING NOTES:

- 21.3.A Identify best practices within an organization and specific criteria for these practices.
- 21.3.B Discuss awareness that an offender may have MHBI (Mental Health / Behavioral Issues) and articulate/explain why detailed step-by-step communication is critical.
- 21.3.C Provide a list of questions to be asked during interview of significant other/family.
- 21.3.D Provide a list of potential sources to obtain mental health history.
- 21.3.E Resources available for emotional distress for the individual or family.
- 21.3.F List the steps to be followed for a debrief.
- 21.3.G Make appropriate referrals and indicate observations in their documentation.
- 21.3.H Explain that officers should know when to bring in mental health expert/resources.

CLASS #21.4: STIGMA AND BIAS

Instructional Time: 1 hour

OBJECTIVES:

- 21.4.1 Recognize the stigma regarding the misconceptions around Mental Health / Behavioral Issues (MHBI). (MCT)
- 21.4.2 Identify the factors that influence the stigma and bias we carry. (MCT)
- 21.4.3 Recognize who is impacted by bias and/or stigma to comprehend the potential consequences of stereotyping. (MCT)
- 21.4.4 Recognize the myths about the causes of Mental Health / Behavioral Health Issues (MHBI). (MCT)
- 21.4.5 Identify the consequences of various forms of bias. (MCT)
- 21.4.6 Identify what actions (informal/formal) should be taken when recognizing the elements of stigma in a professional environment. (MCT)

TRAINING NOTES:

- 21.4.A Discuss experiences within the classroom of different mental health illnesses and other disabilities and their prevalence among various demographics.
- 21.4.B Explore how individuals with mental illness are viewed by the community at-large, emphasizing the role stigma and bias play in their willingness to reach out for treatment and support.

CLASS #21.5: ROLES AND RESPONSIBILITIES

Instructional Time: 2 hours

OBJECTIVES:

- 21.5.1 After viewing a video scenario, write a report. (WST)
- 21.5.2 Identify the Title 15 mandates that refer to the psychological treatment of offenders. (MCT)

TRAINING NOTES:

- 21.5.A Discuss court orders and forced medications orders and proper documentation needed.
- 21.5.B Articulate when an MHBI offender cannot refuse medical treatment.
- 21.5.C Explain that offenders have a right to mental health screening and treatment.
- 21.5.D Identify HIPAA requirements and strategies to preserve confidentiality.
- 21.5.E Articulate importance of accurate and objective documentation of events.
- 21.5.F Based on proper legal authority/verbal consent, be aware that searching electronic devices may uncover MHBI individuals.
- 21.5.G Identify current legislation and case law pertaining to MHBI offenders.

CLASS #21.6: LIABILITY

Instructional Time: 1 hour

OBJECTIVES:

- 21.6.1 Identify the mandates around access to MHBI services. (MCT)
- 21.6.2 Identify the liability for refusing access to MHBI services. (MCT)
- 21.6.3 Identify potential liabilities resulting from a suicide. (MCT)

TRAINING NOTES:

- 21.6.A If classification is done appropriately, it will decrease potential liability.

CLASS #21.7: SUICIDE PREVENTION

Instructional Time: 4 hours

OBJECTIVES:

- 21.7.1 Determine the best means to identify the emotional/mental state of an offender. (MCT)
- 21.7.2 Recognize triggers and potential triggers (feelings, events, time, place, etc.) associated with suicidal behaviors. (MCT)
- 21.7.3 Identify differences between self-harm and suicidal ideations/attempts. (MCT)
- 21.7.4 Recognize high risk behaviors associated with suicide. (MCT)
- 21.7.5 Evaluate suicide risk level and execute appropriate procedures. (MCT)
- 21.7.6 Identify suicidal risk factors. (MCT)
- 21.7.7 Identify strategies to mitigate suicide attempts. (MCT)
- 21.7.8 Identify the responsibilities of the officer when dealing with suicide risk offenders. (MCT)

TRAINING NOTES:

- 21.7.A The instructor should note that any incident of offender self-harm or suicidal ideations should be documented.

CLASS #21.8: FOUNDATION AND DEFINITIONS: SIGNS AND SYMPTOMS

Instructional Time: 2.5 hours

OBJECTIVES:

- 21.8.1 Identify common Behavioral Health terminology. (MCT)
- 21.8.2 Identify specific characteristics of MHBI disorders commonly encountered among the offender population. (MCT)
- 21.8.3 Identify specific characteristics related to dementia, autism spectrum disorders, and neurological disorders. (MCT)
- 21.8.4 Identify the most common behaviors associated with mental health issues. (MCT)
- 21.8.5 Identify abnormal physical or emotional behaviors which might be indicative of a mental health concern. (MCT)
- 21.8.6 Discern between possible indicators of mental illness, intellectual disability, medical conditions and substance abuse. (MCT)
- 21.8.7 Identify decompensation when it occurs. (MCT)
- 21.8.8 Identify safety risks, disabilities, and danger to self and/or others. (MCT)
- 21.8.9 Differentiate between irrational/erratic mental health indicators and antisocial/assaultive behavior. (MCT)
- 21.8.10 Identify offenders who are exhibiting drug/alcohol use which may be a manifestation of their mental illness or medication. (MCT)

TRAINING NOTES:

- 21.8.A Explain how refusal of medical treatment can lead to a worsening of an offender's MHBI condition & a MHBI condition can lead to a refusal of medical treatment.
- 21.8.B Explain that poor hygiene can be a sign or symptom of mental health decompensation.
- 21.8.C Recognize that individuals with Autism Spectrum Disorders are much stronger than expected; understand that it may be beneficial to have multiple officers on a situation involving such an individual.
- 21.8.D Identify MHBI conditions that are more prevalent in the elder population.
- 21.8.E Identify four types of medication that can induce MHBI.
- 21.8.F Identify MHBI conditions that may lead to non-compliant behavior from a MHBI offender.
- 21.8.G Identify mental health indicators that can be misconceived as assaultive behavior.
- 21.8.H Explain importance of being aware of offender having an MHBI.
- 21.8.I Identify risk factors associated with mental health as opposed to drug abuse, co-occurring disorders, and self-medicating.
- 21.8.J Identify the difference between mental illness symptoms as oppose to opposition and defiant behaviors: de-escalation can take more time than with the non-mentally ill.

CLASS #21.9: SAFETY

Instructional Time: 1.5 hours

OBJECTIVES:

- 21.9.1 Recognize the potential consequences of improper management of an offender in psychological distress. (MCT)
- 21.9.2 Identify risk of victimization/manipulation of mentally ill offenders. (MCT)
- 21.9.3 Identify indicators that a mentally ill offender is the manipulator. (MCT)
- 21.9.4 Identify how behavioral health issues may increase risk of being abused or neglected. (MCT)
- 21.9.5 Identify self-harm behavior that MHBI offenders may engage in. (MCT)
- 21.9.6 Recognize the potential consequences of improper monitoring of MHBI offenders. (MCT)

TRAINING NOTES:

- 21.9.A Consider an individual's mental health status prior to their work assignment.
- 21.9.B Identify risk factors associated with mental health offenders transported with mixed classifications.
- 21.9.C Based on mental health history, classification may need to be continuously re-classified for safety reasons.
- 21.9.D Identify increased risk associated with mentally ill individuals.

CLASS #21.10: EMOTIONAL SURVIVAL

Instructional Time: 2 hours

OBJECTIVES:

- 21.10.1 Identify signs and symptoms of emotional distress for the officer. (MCT)
- 21.10.2 Define signs of secondary and vicarious trauma (as it relates to staff). (MCT)
- 21.10.3 Identify appropriate responses to a critical incident to ensure staff emotional health is addressed. (MCT)
- 21.10.4 Identify the factors an officer should consider related to secondary trauma while preserving a crime scene. (MCT)
- 21.10.5 Identify EAP services and how stigma can affect an officer's willingness to access them. (MCT)

TRAINING NOTES:

- 21.10.A Describe the effects of secondary trauma on an officer's well-being.
- 21.10.B Identify and list available resources for officer experiencing emotional stress.
- 21.10.C Identify techniques to respond to an officer in emotional distress.
- 21.10.D Identify the signs and symptoms of distress associated with the secondary trauma.
- 21.10.E Identify the effects of an altercation on the officer's well-being.
- 21.10.F Identify the effects trauma has on you and your family.
- 21.10.G List possibly healthy outlets.

TOPIC #22.0: PHYSICAL TESTING
Topic Instructional Time: 5.5 hours

CLASS #22.1: PRACTICE AND TECHNIQUE
Instructional Time: 1.5 hours

OBJECTIVES:

Practice the following:

- 22.1.1 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.
- 22.1.2 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.

TRAINING NOTES:

- 22.1.A In pairs or small groups of trainees, exchange ideas and goals for on-going, performance-based fitness plans at the end 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.
- 22.1.B 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)

CLASS #22.2: INITIAL ASSESSMENT

Instructional Time: 2 hours

OBJECTIVES:

- 22.2.1 On a straight track, complete a 75-yard sprint within 30 seconds. (BST)
- 22.2.2 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)
- 22.2.3 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)
- 22.2.4 Drag a 150-pound bag or dummy for 20 feet within 30 seconds. (BST)

CLASS #22.3: FINAL ASSESSMENT

Instructional Time: 2 hours

Final assessment is only required for those who do not successfully complete the initial assessment.

OBJECTIVES:

- 22.3.1 On a straight track, complete a 75-yard sprint within 30 seconds. (BST)
- 22.3.2 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)
- 22.3.3 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)
- 22.3.4 Drag a 150-pound bag or dummy for 20 feet within 30 seconds. (BST)

Dummy Lift

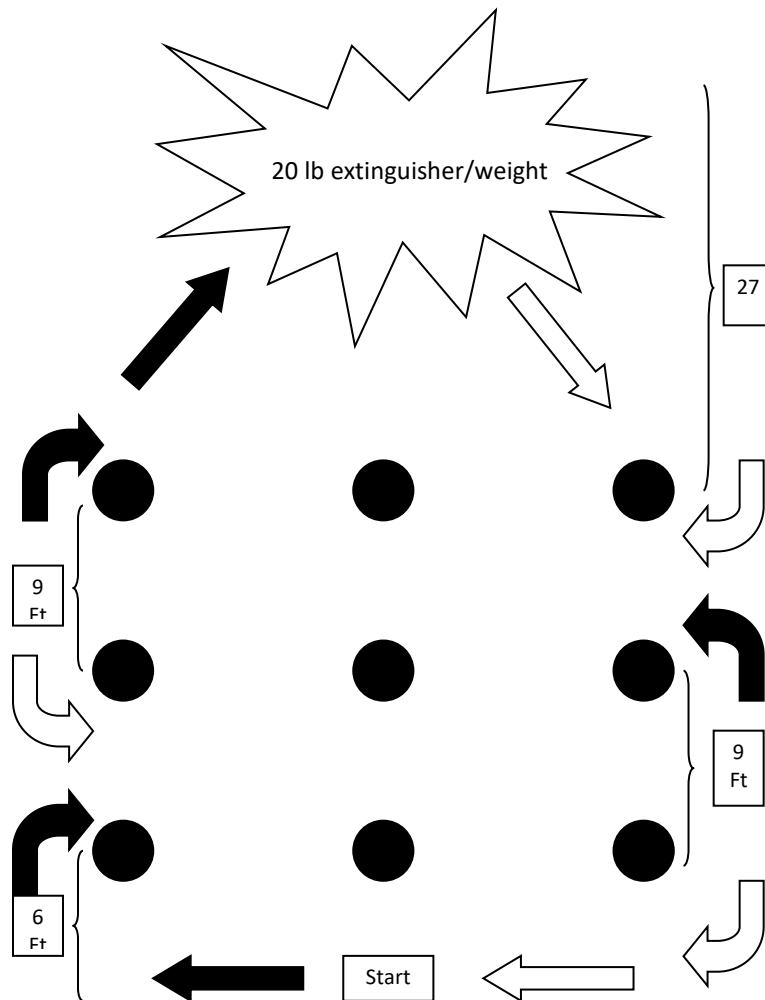
For 30 seconds, support the weight of a hanging 150-pound bag or dummy so that all stress is taken off the rope or chain from which it is suspended.

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



Weighted agility run

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



Dummy Drag

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

Wrap arms around the dummy under the arms. Extend the legs while maintaining a straight back. Now walk backward with the dummy elevated to not interfere with the knees until the required distance is completed.



ATTACHMENTS

ATTACHMENT 1: LESSON PLAN POLICY (REVISED JULY 1, 2019)

STC-Request for Certification (RFC) courses (annual and core) must have a written lesson plan. A copy of the lesson plans must be made available to the STC Field Representative **upon request**.

Best practices indicate detailed lesson plans enhance the development and delivery of training. Lesson plans help ensure quality training delivery by providing detailed information about the delivery of instructional objectives, instructional methodology, testing, and classroom activities. Furthermore, lesson plans provide written documentation of training.

Components of a Lesson Plan

STC does not require a standardized format; however, the lesson plan must be in such detail that a substitute instructor with requisite knowledge of the subject could teach from the lesson plan without contacting the instructor for clarification.

Along with the approved RFC, all STC-RFC lesson plans must contain the following components:

Room Set-Up:

How the classroom needs to be set up (e.g., classroom style, small group, theater, etc.). Note: If part of a longer course, this does not need to be repeated for each class if room set-up will not change.

Instructor Material(s)/Equipment Needed:

All material and equipment needed, including handouts and reference material for the class or module.

Performance Objectives and Training Notes (if a core class):

These should be listed (include performance objective/training note number indicated in core manual if a core class and also reference in lesson plan where material is covered).

Time for Each Section or Exercise/Activity:

The beginning and end time or amount of time needed for each exercise/activity, section, or topic.

Trainer's Script:

Any notes to remind the trainer of anything pertinent in that section. This may include key concepts, targeted responses, activity instructions, etc. It is not necessary to capture everything the instructor will say, for example, stories drawn from the instructor's own experience to illustrate or underscore a key concept would not necessarily be included. This should be written to a level that a person that is familiar with the content and course could step in and complete the training.

Handout/Classroom Materials:

The distribution of handouts and classroom materials should be noted in the section of the lesson plans where the distribution occurs.

Testing Type and Description of BST/WST completion (if applicable):

The type of test(s) to be given in the class or topic; i.e., Multiple Choice Test (MCT), Behavior Skills Test (BST), and Written Skills Test (WST). Describe in writing each BST and WST to be completed in the class or module. This can be attached to the lesson plan as a handout and labeled appropriately as to when to administer it.

ATTACHMENT 2: TEST ADMINISTRATION POLICY (EFFECTIVE JULY 1, 2013)

Core providers must have written policies and procedures for exam administration. Successful completion of core, including the exams, is part of the selection process. Because the exams are used to measure successful completion of core, the purpose of exam policies and procedures is to ensure fair and equitable testing. No examinee should have an advantage or disadvantage of any kind. Following standardized policies and procedures helps ensure that each examinee is provided with a guarantee of fair testing and an equal opportunity to maximize exam performance. This policy must be available for review by STC staff upon request.

The components identified below must be addressed in core providers' policies and procedures for testing.

- I. Exam Administration Staff**
 - a. Qualifications (e.g., position, classification)
 - b. Training requirements (initial and periodic refresher training)
 - c. Responsibilities

- II. Exam Administration Procedures**
 - a. Exam room environmental characteristics (e.g., good lighting, comfortable temperature, adequate ventilation, freedom from noise and interruption)
 - b. Exam room preparation (e.g., working clock, remove materials on walls that may provide information to examinees, arrange seating with a minimum space distance, post any required information)
 - c. Staff requirements for number of examinees (e.g., exam supervisor and a proctor for 1 - 20 examinees, an additional proctor for each additional 20 examinees).
 - d. Accommodations for documented disabilities in accordance with the Americans with Disabilities Act (ADA) allowed in the exam room
 - i. Accommodations that can be handled with a regular exam administration (e.g. use of magnifier)
 - ii. Accommodations that require a special exam administration (e.g. extended testing time, reader)
 - e. Admitting examinees into the exam room
 - f. Review and remind examinees of "code of ethics" (responsible for confidentiality and security of the exam)
 - g. Administering the exam – follow proctoring scripts
 - h. Distributing exam materials
 - i. Timing and break policies
 - j. Collection and return of secure exam materials

- III. Test Security**
 - a. All exam (MCTs, test scenarios) materials must be stored in locked location always unless being administered
 - b. Limited access to exam materials
 - c. Test security agreement signed annually by all exam staff
 - d. Test questions should never be brought into the classroom unless being administered

IV. Maintaining Security in the Exam Room/Proctor Responsibilities

- a. Accounting for test materials
- b. Conducting the test (remain vigilant and do not engage in activities that are not exam related)
- c. Monitor equipment use

V. Procedures for Reporting and Handling Test Irregularities and Compromises

- a. Test irregularities
 - i. Misconduct or inappropriate behavior of examinees
 - ii. Test question error or ambiguities
 - iii. Student complaints
 - iv. Other incidents or disturbances (e.g., uncontrollable events such as fire alarms, power outage)
- b. Compromises
 - i. Test is lost or stolen
 - ii. Unauthorized access to a test
 - iii. Examinee copies from another examinee
 - iv. Individual attempts to impersonate and take a test for an examinee
 - v. Examiners and examinees share information about an exam
 - vi. Examinee receives answers to questions before the test
- c. Investigating compromises
- d. Consequences of a security breach
 - i. Agency
 - ii. Examiners
 - iii. Examinees

VI. Accommodated Test Administration

- a. Requests for accommodations
- b. Required documentation for disabilities

VII. Document Retention Policies

- a. Test materials that should be retained in a secure location
- b. Retention schedule for test materials (abide by record retention policy of your agency)

VIII. Emergency Plan

- a. Identify staff responsible for managing an emergency
- b. List emergency supplies available in the exam room
- c. Identify alternative exam rooms and secure transportation of tests
- d. Detailed plans for how to handle specific emergencies (e.g., violence, natural disasters, illness, hazardous waste, bomb threat)

IX. Test Development

- a. Instructors develop own test questions
- b. Write at least two test questions for each performance objective; one for test and one for remedial test. Best practice would be one additional question in case there are problems with the other two
- c. Review evaluate (Are the items functioning?) and revise tests regularly
- d. Test development oversight by training coordinator

X. Remediation

The provider testing policy will identify how many times a trainee will be remediated in cases where he or she does not pass the Multiple-Choice Test (MCT), Written Skills Test (WST), Behavior Skills Test (BST). To successfully complete the course, each trainee must pass all tests.

The policy will minimally include:

- a. What is the provider's cut-off score for each test? This does not include WST or BST, which are pass/fail only.
- b. Procedure for the re-taking of a new test, with new test questions.
- c. The number of test failures that constitute a course failure.
- d. Briefing on testing procedures and successful course completion requirements to trainees prior to first test delivery.