

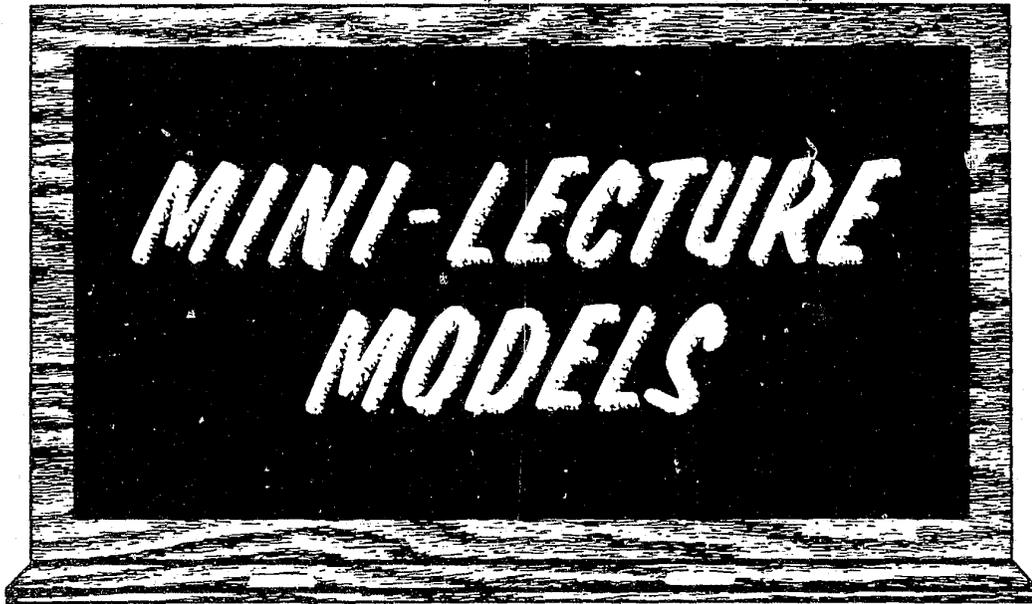
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A CORRECTIONAL NEWS



Based on the
Guidelines for the Development
of Policies and Procedures for
Juvenile Detention Facilities



OJJDP

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Preface

In recent years, juvenile detention facilities have become more sophisticated. Many have been accredited by the Commission on Accreditation; many others have developed or are in the process of developing formal policies and procedures.

The American Correctional Association (ACA) is well aware of the growing need of juvenile detention facilities for help in this endeavor. In a cooperative agreement with the Office of Juvenile Justice and Delinquency Prevention, U. S. Department of Justice, ACA developed a manual entitled Guidelines for the Development of Policies and Procedures for Juvenile Detention Facilities. We also established three juvenile detention facilities as national resource centers to be responsive to those facilities we cannot reach personally.

Since formal training is often postponed in many correctional facilities, ACA is offering this Handbook -- Mini-Lecture Models -- to aid administrators and staff in teaching the policies and procedures of each juvenile facility. The Mini-Lecture technique can be used for both initial and in-service training. The lessons you develop -- though they may be only 10 minutes in length -- add up quickly to fulfill training requirements.

The random lectures presented in this Handbook are samples only and are based directly on the Guidelines. After reviewing their structure and format, however, you should be able to adapt your own facility's policies and procedures into these lecture formats easily. We have also provided a Starter Kit for your use.

Good luck in this work.

Peace,



Anthony P. Travisono
Executive Director

INTRODUCTION

The goal of the Mini-Lecture Models is to help you teach the policies and procedures of your facility to your juvenile careworkers.

- o A policy states the facility's position on an issue.
- o A procedure provides a step-by-step description of how to achieve a policy.

The Handbook is keyed to the American Correctional Association's Guidelines for the Development of Policies and Procedures for Juvenile Detention Facilities. The policies and procedures in the Guidelines reflect the standards of the American Correctional Association, the National Advisory Committee for Juvenile Justice and Delinquency Prevention, and the American Bar Association. The policy numbers correspond to those found in the Guidelines. You should adapt these lessons to fit your facility's particular needs.

The Handbook is not comprehensive, but is instead a random sample of lesson plans. The idea is to assist you in your training and to serve as a guide, so that you can train your careworkers in a structured and effective format. We have selected 10 samples from the Guidelines for you to begin your training. These are examples only. Your own policies and procedures may be different; the examples, therefore, should be adapted for your facility. We have also included a starter kit, which consists of blank pages in the same format as lesson plans from the Guidelines. Once you become familiar with the format, you will be able to continue using it, creating your own lectures and lessons plans.

IMPORTANT NOTICE

In this Handbook, the trainer, all participants, and all juveniles (unless otherwise specifically noted) are usually referred to in the masculine gender. We have done this solely to avoid the repetition of "he or she," or "his/her" variations, which can become cumbersome and distracting. This usage in no way intends to slight the value and contributions of female trainers and careworkers.

LECTURE FORMAT

The format used is the Mini-Lecture, which can range from 10 minutes to 1 hour. To get a sense of what a Mini-Lecture is like, think of a television commercial.

10
MINUTES
TO TOTAL JOB
EFFECTIVENESS

A commercial has an introduction, a middle, and an ending. It also has an objective: to convince you to buy the product.

It accomplishes all this in 30 seconds or less. You will have ten minutes or more. Think of how much you can accomplish.

The Mini-Lecture follows the same format as a formalized lecture. It should include these components.

Introduction * Grabber * Objectives	Content * Several key points
Summary * Review each key point.	Evaluation * Written Test



EACH SECTION OF THE MINI-LECTURE IS CRUCIAL
TO A SUCCESSFUL LESSON PLAN

The Introduction must include a grabber to spark interest in the subject being taught. Usually, if participants believe that listening to your lecture will:

- o save their lives,
- o save their jobs,
- o bring them more money,
- o help them pass a test, or
- o make them more professional,

they will be more apt to pay attention to the lesson. We will expand on how to use the grabber later in this section.

Performance Objectives are perhaps the most critical elements to successful training. If the participant knows exactly what will be expected of him at the end of the lesson, he will know what to listen for and his anxiety level will be greatly reduced.

The Content should contain as many key points as you have time for. These points, however, should be explained either by you, the trainer, or -- through questions -- by the participants.

An easy approach to "fleshing out" the content section is to think of the term STATEMENT - P I E. The STATEMENT is the key point you want to make. The P I E fleshes it out.

P -- is Proof that the statement is correct,

I -- is more Information about the statement,

E -- is an Example or examples of the statement.

For example, a STATEMENT - P I E might read:

Johnny is a good son and husband. Whenever he robs a bank, he always gives his mother half the "take." Furthermore, whenever he beats his wife, he always remembers to remove his brass knuckles first.

The Summary is simply a review of the several points made during the lesson. You can do this quickly in two ways: 1) You can repeat each point separately or 2) you can ask the participants specific questions and let them repeat the key points of the lesson. If you are not using the lesson for documentation, this summary can be used as the evaluation step of the lesson.

The Evaluation is a written test. It should match the lesson's objectives. Do not fall into the academic trap of asking questions not discussed or not highlighted during the lesson. The written test is an excellent method of documenting each lesson for legal actions or for meeting accreditation requirements.

HOW TO MAKE LECTURES INTERESTING

Again, using the idea of a commercial, you need to convince your "audience" (the participants) that they need to buy your product (learn the policies and procedures of your facility).

WHY?

Why should a juvenile careworker attend your Mini-Lecture?

- _____ Job Security
- _____ Promotion
- _____ Self-Protection in a Court Suit

Two important things to consider here are:

- 1) The participant should want to attend these sessions.

A N D

- 2) These sessions should be interesting to the participant.



A "grabber" starts each lesson. What is a "grabber"? Something that gets your students' attention right from the start.

Sometimes it is an appropriate quotation:

"THOSE WHO CAN, DO. THOSE WHO CAN'T, TEACH."

Sometimes it is a joke or funny story:

The newly-arrived convict was complaining to the warden.

"Warden, I don't like the food here. I don't like the quarters, and I don't like your face."

"Anything else you don't like?"

"That's all for the time being. I don't want you to think I'm unreasonable."

Sometimes it is a thought-provoking question or situation:

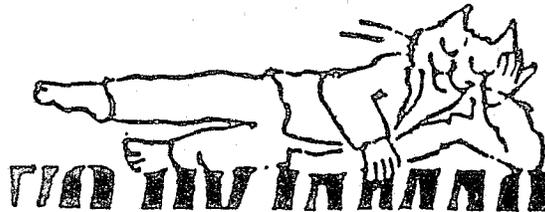
You are 16 years old. Never been in trouble. Never been arrested. Never even gotten a speeding ticket. You've been busted for smoking marijuana. You're being held in a detention center.
WHAT DO YOU DO?

After the "grabber," you should now have your participants' attention, and you can proceed with the rest of the session. You can use this material exactly as it is written. Do, however, use your own words to put the point across.

On the next page, you will see a reduced copy of the ACA lesson plan format. The information that follows the form explains what you can expect to find in each lesson.

Always review your lesson plan and reading materials before you begin a Mini-Lecture. Being comfortable with your lesson plan lets you relax, which helps you be a better teacher.

RELAXED?



GOOD.

THE AMERICAN CORRECTIONAL ASSOCIATION LESSON PLAN FORMAT

LESSON SUMMARY	
Policy Number:	
Chapter:	
Subject:	
TARGET POPULATION:	TIME ALLOCATION:
CLASSROOM OR AREA REQUIREMENTS:	
PERFORMANCE OBJECTIVES:	EVALUATION PROCEDURES:
METHOD:	TRAINING AIDS, SUPPLIES, AND EQUIPMENT:

LESSON SUMMARY

Each lesson plan has an initial summary sheet, which includes the policy number, chapter title, and subject title, and is divided into the following seven (7) squares.

Target Population

Who is being taught. In this case, the juvenile careworker.

Time Allocation

How much time is needed to teach the lesson. This can range from ten (10) minutes to one (1) hour.

Classroom or Area Requirements

How to set up the classroom. The best arrangement allows all the trainees to see each other.

Performance Objectives

What each participant will be able to do after successfully completing a training session.

Evaluation Procedures

How to measure and evaluate what the participant has learned. The evaluation should be based directly on the performance objectives.

Methods

How to teach the lesson -- Mini-Lecture, large group, small group.

Training Aids, Supplies,
and Equipment

The materials you will need to teach the lesson -- flipchart, handouts, transparencies.

Policy Number	Subject	PAGE
INSTRUCTIONAL CONTENT		NOTES TO TRAINER

INSTRUCTIONAL CONTENT

This is the portion of your lesson plan that contains the key points you will be teaching to your class. You should be thoroughly familiar with this information. You may read the lecture as it is written, or after reading it, you may use your own words to deliver it. The important point to remember is that you convey all the information contained in this section.

NOTES TO TRAINER

Under this column, you will find suggestions for what you or your class could be doing at any point in the lesson. This column may also suggest how much time you should take for each activity. If you make any part of the lesson either smaller or larger, adjust the other parts so that you cover all the material, on schedule.

LESSON PLAN NO. XX.X

WRITTEN TEST

SUBJECT TITLE: _____
TOPIC TITLE: _____

1. List three reasons . . .

A. _____

B. _____

C. _____

2. State the four functions . . .

A. _____

B. _____

C. _____

D. _____

Name _____

If participation in this lesson is to be used toward 40 hours of training as required by ACA standards, this test can be used as written documentation.

WRITTEN TEST

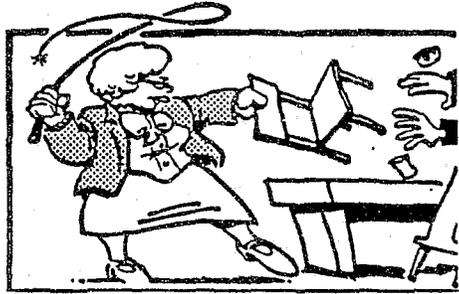


This part of the lesson plan can be used to measure what the participants have achieved. As we have stressed, this test is optional. If participation in these sessions counts towards completing a training requirement, the test can be used as written documentation. The American Correctional Association Standards, for example, require 40 hours of documented training. These tests would eventually be proof that a participant had successfully completed the 40 hours.

Again, the test questions must be linked to the performance objectives of each lesson. The point of the questions is to help your participants learn the material, not to compete for grades. For your convenience, an answer key has been provided.

TRAINING ACTIVITIES AND AIDS

These lesson plans offer a variety of active learning experiences. You will be training adults, and it is important to use their backgrounds and experiences, and to encourage them to participate in the training.



Group Discussions

As the group leader, you will need to raise questions, pose problems, and state facts that will allow the group to be productive. Here are some suggestions to help you do this:

o Set ground rules.

Encourage your class to speak freely, but ask that only one person speak at a time.

Do not allow anyone to ridicule anyone else's comments. If this happens, open discussion will stop.

o Encourage everyone to participate.

Do not let a few people take over the group. To involve someone, ask him a question you know he can answer. Everyone should have an equal opportunity to share in the discussion.

- o Encourage expressions of thoughts and opinions. Expect that people will have different opinions. Use those differences to create further discussion.
Always be sure to allow participants time to think.

Small Group Activities

THIS ENABLES YOU TO
EVALUATE YOUR FORM AND
TECHNIQUE AND TAKE
CORRECTIVE STEPS.



Dividing the class into small groups helps promote interest in the lesson topic. If possible, vary the make-up of these groups so that the same participants are not always together.

Some suggestions to help you with this technique:

- o Maintain control over group information.
- o Be sure issues are clear and well-defined.
- o Invite quieter members to participate.
- o Provide minimal supervision and help the groups stay on the topic.

Brainstorming Sessions



This technique encourages people to think creatively. It is a simple process through which participants find solutions to real problems. "Brainstorming" happens when you suggest an issue, or an action, and you invite your students to call out their responses, which you will write down.

Everyone has worthwhile ideas. But, unfortunately, nothing happens to them. Most people believe that someone will jump on the idea, stomp it to death, and then ridicule them for stating it. NO ONE WANTS TO RUN THE RISK OF LOOKING RIDICULOUS. Consequently, many ideas never even get started. To prevent this from happening, establish four basic rules before beginning this process.

- Rule 1: **Volume is Goal.** The aim is to generate the greatest number of ideas in the shortest period of time. Encourage everyone to get into the "spirit" of this technique. Make sure all brains are actively engaged and in high gear.
- Rule 2: **Criticism is Forbidden.** No one should be allowed to express any kind of judgement or evaluation of any contributed idea. This rules out both spoken and unspoken comments. A nod or shake of the head conveys approval or disapproval just as clearly as words.
- Rule 3: **"Free Wheeling" is Encouraged.** This means that even the most unusual and way-out ideas are welcome. Even though an idea may appear to be in the "screwball" category, it may be a most valuable idea because it is original.

Rule 4: "Piggy-Backing" is allowed. Often one idea triggers another. Participants should feel free to hop onto someone else's idea and change it into their own. Sometimes a chain reaction will take place. So, "piggy-backing" is not only approved, it is highly recommended.

EXAMPLE:

I will write "detention center" on the blackboard. After I do that, I want you to call out your immediate reaction to that phrase, making sure you give me time to write down what you say. There is no "right" or "wrong" answer in this activity. Therefore, all ideas you suggest will be received without comments, or judgments, or laughter.

The objective is to get as many ideas into the open as you can.

Practical Demonstrations/Exercises

The room you are using should be large enough for your demonstration. Be sure that everyone can hear you and see what you are demonstrating.

Explain the demonstration -- step by step. Encourage questions. Also allow participants to critique the demonstration.

Require that all group members participate in the exercise or demonstration. Make it clear to your class that failure to complete an exercise successfully means only that more practice is necessary. Assure them that they can repeat the exercise another time.

- o Offer only constructive criticism.
- o Encourage your participants to offer supportive feedback and critiques to each other.
- o People learn by doing, so it is very important that if any one of the participants does not "get it right" the first time, he will be given as many opportunities as he needs to succeed.

TRAINING AIDS

You will find suggested training aids within each sample lesson plan. Handouts and/or transparencies are numbered in the upper right hand corner by policy number and presentation sequence. How and when to use these aids is discussed in the "Notes to Trainer" column.

Overhead Transparency

Do not show the transparency until you begin to talk about the content it relates to.

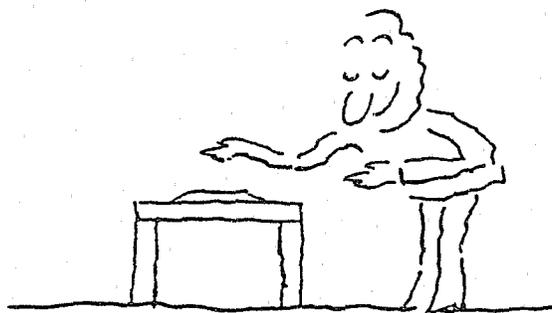
Make sure you speak a little louder while the projector is on, and stand to one side of the screen.

Overhead Projector

Be sure to test all equipment before the training session. Keep an extra bulb on hand, and check to see that you have enough electrical outlets.

Handouts

Do not let distribution of handouts interrupt your presentation. Most lessons suggest that you distribute handouts after you discuss the content. If you do distribute handouts during the lesson, however, you should not discuss its contents until everyone has a copy.



Flipchart

Write with clear, large letters on every other page. If you use the same flipchart consistently, mark relevant pages with masking tape tabs.

Use colors for highlighting.

You can also use flipchart to record group responses (such as "brainstorming"); markers, therefore, should be readily available to use.

CONCLUSION

Now that you have read the Introduction, these Mini-Lectures should be easy to follow. Teaching in the Mini-Lecture format is like most other tasks -- the first time may be difficult. But the second time you use this technique, you will feel more self-confident and relaxed with it. And after each successive time, you will become even more self-confident, and ultimately, a better teacher.

What you teach is as important as how well you teach. The subject matter in this Handbook is crucial, for it will help you communicate the policies and procedures of your facility quickly and easily to both newly-hired and experienced officers. Their understanding and implementing the proper juvenile careworker policies and procedures will help your facility grow in both service delivery and community stature.



LESSON SUMMARY

Policy Number:

1.1

Chapter: ADMINISTRATION

Subject: Establishing the Facility and Delineating Its Mission

TARGET POPULATION: Juvenile Careworker

TIME ALLOCATION: 10 minutes

CLASSROOM OR AREA REQUIREMENTS: Round table for group participation

PERFORMANCE OBJECTIVES:

At the end of this session, each participant will be able to:

1. List three reasons for detaining a juvenile.
2. State four functions of a facility.

EVALUATION PROCEDURES:

Written Test (1-2)

METHODS:

Mini-Lecture
Group Participation

TRAINING AIDS, SUPPLIES, AND EQUIPMENT:

Flipchart
Handouts

INSTRUCTIONAL CONTENT

NOTES TO TRAINER

INTRODUCTION

Grabber. On any given day, close to 11,000 juveniles can be found in detention centers. Usually, they have not been found guilty of any crime. Many of them have not even been charged with a delinquent act. Despite this, they are locked into facilities, sometimes for a few hours, sometimes for days, sometimes for weeks.

Today we will be discussing the **Mission** of our facility, a part of Policy and Procedure Number 1.1. To refresh your memory, the policy, in full, states:

"This facility will provide short term care to juveniles who require secure custody as ordered by the court. Juveniles being detained here are either waiting for a hearing or waiting for placement. The facility will:

- o Provide shelter, food, clothing, and medical care for the juvenile.
- o Make sure the juvenile's rights are not violated.
- o Meet the physical, emotional, religious, educational, and social needs of the juvenile.
- o House the juvenile in a safe, humane environment. The security level will be maintained to prevent escape and to assure that juveniles do not fear abuse by staff or by other juveniles."

Have policy written on flipchart. If on handouts, distribute to participants.

INSTRUCTIONAL CONTENT

NOTES TO TRAINER

It is extremely important to remember that the youths here are "innocent until proven guilty" -- they are not here for punishment.

What are **they** here for and what are **we** here for?

At the end of this session, you will be able to:

1. List three (3) reasons for detaining a juvenile.
2. State four (4) functions of a facility.

State objectives.

INSTRUCTIONAL CONTENT

NOTES TO TRAINER

CONTENT

Why are juveniles detained here?*

They're here either for their protection or for the protection of society. They may also be detained here to be sure they appear in court, or because they are awaiting placement. Most of them are here waiting for a hearing.

Let's talk about why we are here. Can anyone think of some reasons (not including a paycheck)?*

Our facility is designed to provide a physically restrictive environment, but it is also designed to provide a safe, humane environment. We want the juvenile's experience here to be a positive, constructive one. No matter how professional we are, and no matter how much we care, that still cannot erase the fact that the child is locked up.

You will most likely be dealing with a frightened child. He may have exhibited this fear by running away or by using drugs. It's important that you gain perspectives on his behavior. Of course, some of the youths here have been charged with more sophisticated crimes.

*Give group chance to respond.

*Give group chance to respond.

Distribute "Perspectives on Behavior" handout.

INSTRUCTIONAL CONTENT

NOTES TO TRAINER

What can you do?

The facility will provide for the juvenile's basic needs such as (1) shelter, (2) food, (3) clothing, and (4) medical care. As a role model, you should demonstrate appropriate, acceptable behavior. It is important for you to be consistent and to encourage cooperative behavior. This way, the detention experience can help adolescents who are searching for identities and trying to establish their self-image.

Write key words on flipchart:

SUPPORTIVE
STRUCTURED
HUMANE
IMPORTANT

Write key words on flipchart:

1. SHELTER
2. FOOD
3. CLOTHING
4. MEDICAL CARE

INSTRUCTIONAL CONTENT

NOTES TO TRAINER

SUMMARY

You now know the Mission of our facility.

We have reviewed:

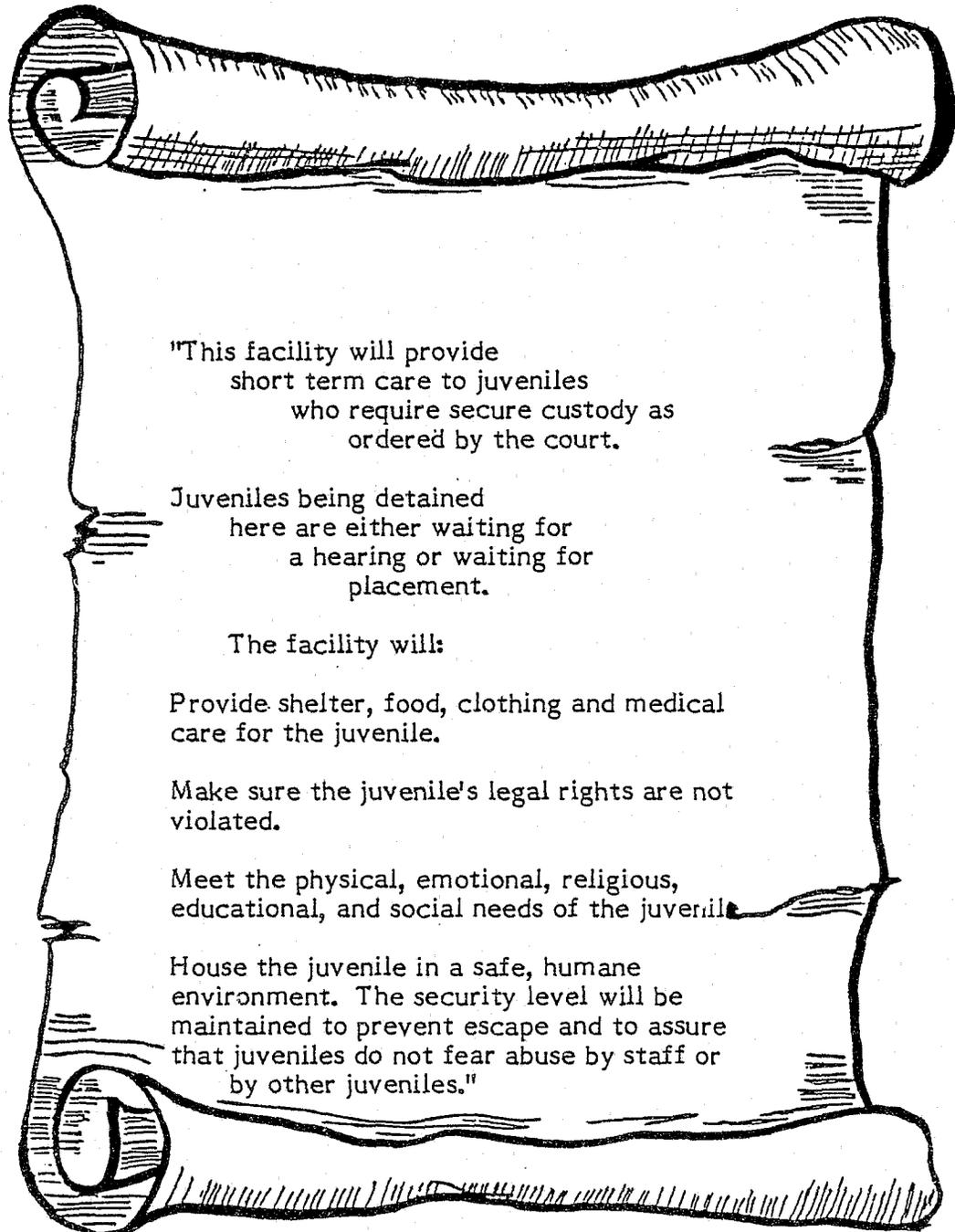
1. Why juveniles are detained in a facility, and
2. The functions and responsibilities a facility has toward these juveniles.

EVALUATION

Administer Written Test.

PARTICIPANT HANDOUTS

Handout #1
Policy and Procedure 1.1
Establishing the Facility
and Delineating Its Mission



"This facility will provide short term care to juveniles who require secure custody as ordered by the court.

Juveniles being detained here are either waiting for a hearing or waiting for placement.

The facility will:

Provide shelter, food, clothing and medical care for the juvenile.

Make sure the juvenile's legal rights are not violated.

Meet the physical, emotional, religious, educational, and social needs of the juvenile.

House the juvenile in a safe, humane environment. The security level will be maintained to prevent escape and to assure that juveniles do not fear abuse by staff or by other juveniles."

PERSPECTIVES ON BEHAVIOR

Running Away

Babies run away, toddlers run away, children and adults run away. Runaway behavior reflects an individual's attempts to assert independence. It is a part of the separation process.

The "runaway" behavior syndrome in adolescents reflects a variety of needs:

(1) **Adventure**

(Can I survive on my own?)

(2) **Pleasure**

(No responsibilities; staying out all night; having fun.)

(3) **Fear**

(Sexual abuse, violence from parents, worry about school grades.)

(4) **Peer Pressure**

(I want to be part of the group.)

(5) **Boredom**

(Something new and different to do.)

WRITTEN TEST

LESSON PLAN NO. 1.1

WRITTEN TEST

SUBJECT TITLE: ADMINISTRATION

TOPIC TITLE: Establishing the Facility and Delineating Its Mission

1. List three reasons for detaining a juvenile.

A. _____

B. _____

C. _____

2. State the four functions or responsibilities of a juvenile detention facility toward its detainees.

A. _____

B. _____

C. _____

D. _____

Name _____

If participation in this lesson is to be used toward 40 hours of training as required by ACA standards, this test can be used as written documentation.

LESSON PLAN NO. 1.1

WRITTEN TEST

(ANSWER KEY)

SUBJECT TITLE: ADMINISTRATION

TOPIC TITLE: Establishing the Facility and Delineating Its Mission

1. Three reasons for detaining a juvenile are:
 - A. For their protection
 - B. For the protection of society
 - C. To ensure their appearance in court

2. The four functions or responsibilities of a juvenile detention facility towards its detainees are:
 - A. To provide shelter
 - B. To provide food
 - C. To provide clothing
 - D. To provide medical care

LESSON SUMMARY

Policy Number:

2.3

Chapter: FISCAL MANAGEMENT

Subject: Juvenile Fund Accounts

TARGET POPULATION:

Juvenile Careworker

TIME ALLOCATION:

10 minutes

CLASSROOM OR AREA REQUIREMENTS:

Round table for group participation

PERFORMANCE OBJECTIVES:

At the end of this session, each trainee will be able to:

1. Detail the procedure for collecting money the juvenile possesses.
2. Identify who is responsible for maintaining juvenile funds, and identify who approves transactions.
3. Outline the procedure for closing an account.

EVALUATION PROCEDURES:

Written Test (1-3)

METHODS:

Mini-Lecture
Small Group

TRAINING AIDS, SUPPLIES, AND EQUIPMENT:

Flipchart
Markers
Handouts

INSTRUCTIONAL CONTENT

NOTES TO TRAINER

INTRODUCTION

Grabber. I would like each of you to empty your pockets and place all the money you have into this envelope I will give you. Write your name on the outside of the envelope; also write the amount of money you put into it.

Today we will be discussing **Juvenile Fund Accounts**, Policy and Procedures Number 2.3. The policy states: "Juvenile fund accounts shall be established to discourage theft and inappropriate use of cash that could present a security and control problem. These accounts shall be controlled and maintained by accepted accounting procedures." YOU are not responsible for maintaining juvenile fund accounts, but you should be familiar with the accounting procedures we will go over today.

At the end of this session, you will be able to:

1. Detail the procedure for collecting money the juvenile possesses.
2. Identify who is responsible for maintaining juvenile funds, and identify who approves transactions.
3. Outline the procedure for closing an account.

1. Give each staff member a blank envelope.

2. After the group has inserted the money and written their names on the envelopes, collect the envelopes.

State objectives.

INSTRUCTIONAL CONTENT

NOTES TO TRAINER

CONTENT

- A. Collecting the Funds. The admitting Shift Supervisor is responsible for taking any money the juvenile possesses.
- o The money should be:
 - 1) counted in front of the juvenile, and
 - 2) placed in an envelope which is then sealed.
 - o The Supervisor and the juvenile should BOTH date and sign the envelope.
 - o A receipt is to be given to the juvenile.
 - o The envelope should be given to the Accounts Clerk as soon as possible.
 - o The transaction must be noted on the juvenile's personal possession form.

This procedure should be followed for any money received by the juvenile.

Distribute "Collection Procedures" Handout.

As you speak, write Key Words on the flipchart:

1. Count money
2. Seal envelope
3. Give receipt
4. Give envelope to Accounts Clerk
5. Note on form

INSTRUCTIONAL CONTENT

NOTES TO TRAINER

B. Securing the Funds. The Accounts Clerk maintains juvenile funds in a safe located in a secure area, such as the main administration office.

C. Transactions and Purchases. The Assistant Director for Program Operations MUST approve all transactions.

D. Closing Accounts. When a juvenile is released, all funds will be returned to him. The juvenile signs a receipt for the funds received. The accounting records are to be placed in the permanent case record file.

INSTRUCTIONAL CONTENT**NOTES TO TRAINER**SUMMARY

You now know the policy and procedure for juvenile fund accounts. We have reviewed:

1. collecting and securing juvenile funds,
2. naming the person responsible for all juvenile transactions, and
3. closing juvenile accounts.

Are there any questions? According to what you have learned today, what did I do incorrectly at the beginning of the session when I collected your money?*

*Let group respond.

(Answers should include:

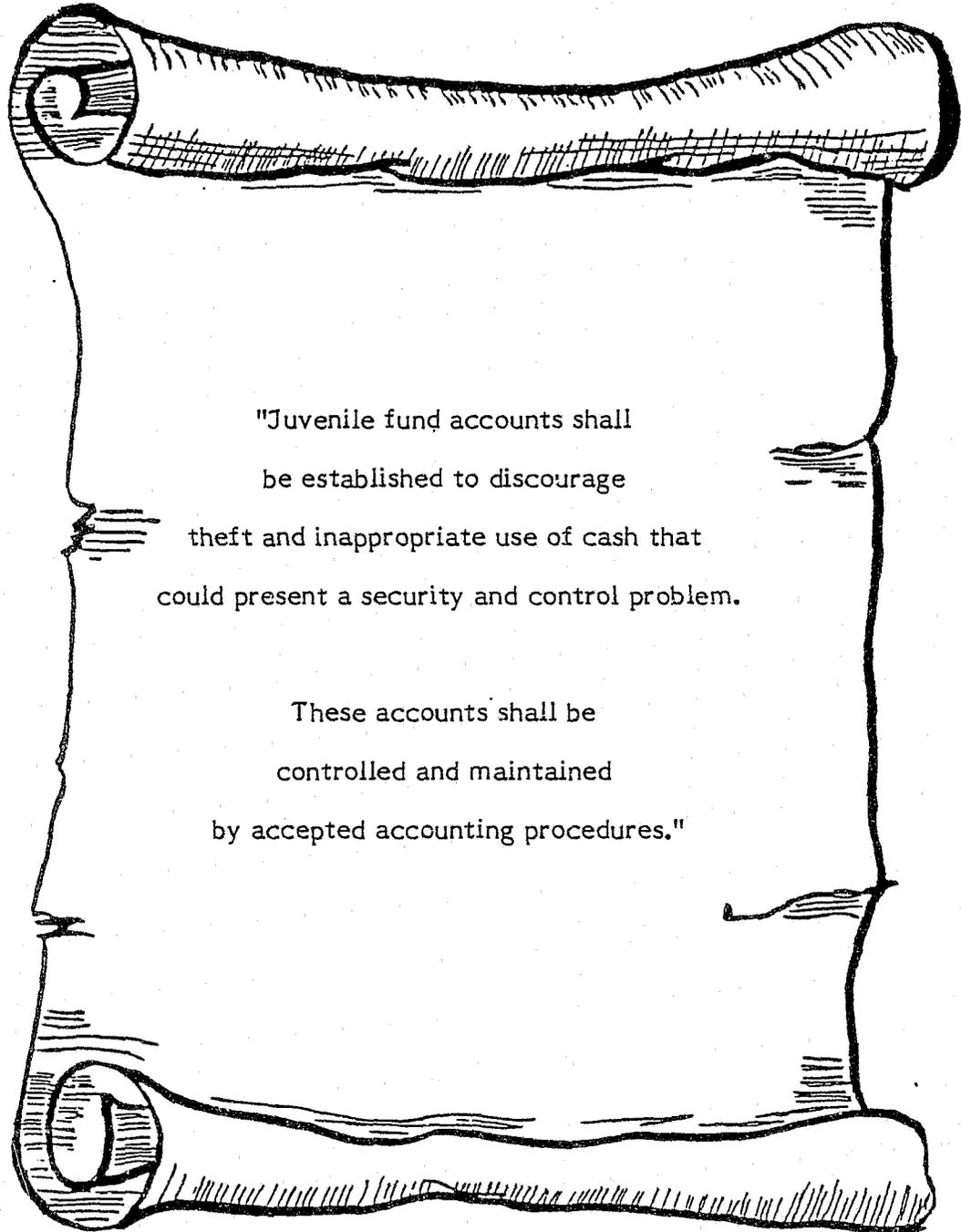
1. You did not count the money in front of each trainee.
2. You did not date the envelope.
3. You did not give each of us a receipt.
4. You did not note the transaction on the personal possession form.)

EVALUATION

Administer Written Test.

PARTICIPANT HANDOUTS

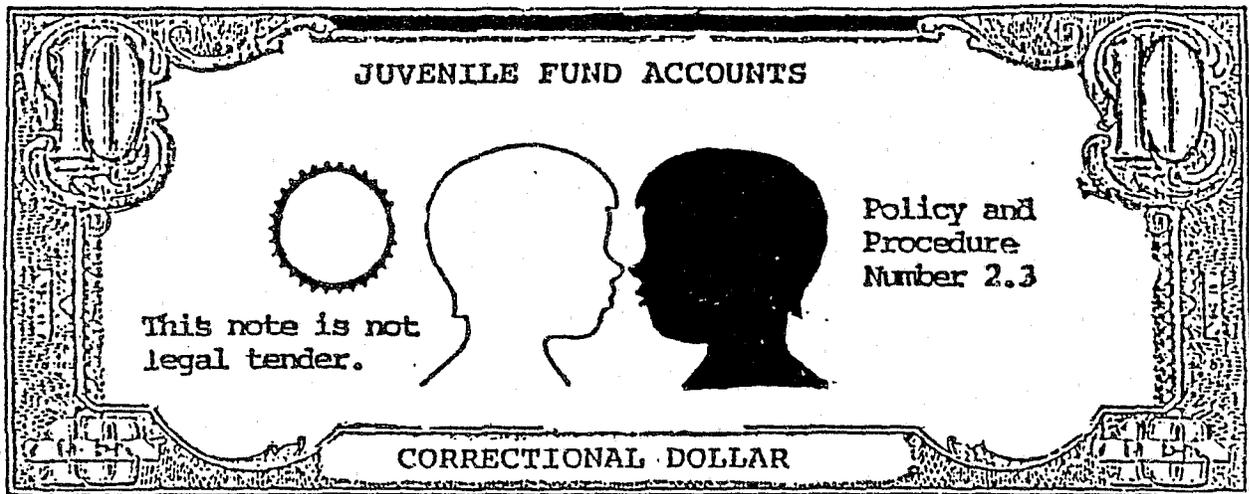
Handout #1
Policy and Procedure 2.3
Fiscal Management



Handout #2

Policy and Procedure #2.3

Juvenile Fund Accounts



COLLECTION PROCEDURES

The admitting Shift Supervisor is responsible for taking any money the juvenile possesses.

The money should be:

- Counted in front of the juvenile, and
- Placed in an envelope which is then sealed.
- The supervisor and the juvenile should both date and sign the envelope.
- A receipt is to be given to the juvenile.
- The envelope should be given to the Accounts Clerk as soon as possible.
- The transaction must be noted on the juvenile's personal possession form.

WRITTEN TEST

WRITTEN TEST

SUBJECT TITLE: FISCAL MANAGEMENT

TOPIC TITLE: Juvenile Fund Accounts

1. What is the procedure for collecting money the juvenile possesses?

- A. _____
- B. _____
- C. _____
- D. _____
- E. _____
- F. _____
- G. _____

2. Who is responsible for maintaining juvenile funds?

3. Who approves transactions?

4. Outline the procedure for closing an account.

Name _____

If participation in this lesson is to be used toward 40 hours of training as required by ACA standards, this test can be used as written documentation.

WRITTEN TEST

(ANSWER KEY)

SUBJECT TITLE: FISCAL MANAGEMENT

TOPIC TITLE: Juvenile Fund Accounts

1.
 - A. The admitting Shift Supervisor should take any money the juvenile possesses.
 - B. The money should be counted in front of the juvenile, and
 - C. Placed in an envelope which is then sealed.
 - D. The supervisor and the juvenile should both date and sign the envelope.
 - E. A receipt is to be given to the juvenile.
 - F. The envelope is to be given to the Accounts Clerk.
 - G. The transaction must be noted on the juvenile's personal possession form.
2. The Accounts Clerk
3. The Assistant Director for Program Operations
4. When a juvenile is released, approved transactions will be returned to the juvenile. The juvenile is to sign a receipt for the funds received.

LESSON SUMMARY

Policy Number:

7.2

Chapter: ADMISSIONS PROCEDURES

Subject: Personal Property

TARGET POPULATION:

Juvenile Careworker

TIME ALLOCATION:

10 minutes

CLASSROOM OR AREA REQUIREMENTS:

Round table for group participation

PERFORMANCE OBJECTIVES:

At the end of this session, each participant will be able to:

1. List six personal property items juveniles may keep.
2. Identify what is done with collected property.

EVALUATION PROCEDURES:

Written Test (1-2)

METHODS:

Mini-Lecture
Small Group

TRAINING AIDS, SUPPLIES, AND EQUIPMENT:

Flipchart
Markers
Handouts

INSTRUCTIONAL CONTENT

NOTES TO TRAINER

INTRODUCTION

Grabber. Imagine you are in a strange land. Someone says you have violated a law. You are taken into custody. Your clothes are replaced by "standard facility" clothing. Your dentures are removed and placed somewhere. Your prescription glasses are removed and placed somewhere. You have nothing that you own with you. And you are informed that you may have to wait two to three weeks for a decision to be made in your case. What are your feelings?

Today we will be talking about **Personal Property, Policy and Procedure Number 7.2.** The policy states: "To further program goal achievement and preserve a degree of personal identity consistent with facility safety and security requirements, juveniles shall be allowed to retain a reasonable amount of personal property."

At the end of today's session, you will be able to:

1. List six personal property items juveniles may keep.
2. Identify what is done with collected property.

Lessons on policy numbers 7.1, 8.1, and 11.8 relate to this lesson. Take this into consideration when planning the sequence of lessons to be taught.

Let group respond.

Have policy written on flipchart or on handouts. Distribute now.

State objectives.

INSTRUCTIONAL CONTENT

NOTES TO TRAINER

CONTENT

A. Authorized Personal Property. Many of us probably know what items juveniles are NOT allowed to keep, but are not as sure specifically what items they are allowed to keep. To remember the allowed list, think of the words: **GLAD MAP.**

G. Prescription Glasses or contact lenses

L. Legal Documents

A. An Address book or list

D. Dentures

M. Mail

A. Authorized Articles, such as _____, valued at less than \$25.00.

P. Ten family Pictures (minimum).

Have written on flipchart.

Fill in with your facility requirements.

INSTRUCTIONAL CONTENT

NOTES TO TRAINER

B. Personal Property Taken at the Time of Admission. Your Shift Supervisor collects unauthorized items when the juvenile is admitted.* But you should know what is collected and where it is kept since you have the most contact with the juveniles.

Property that is kept is:

1. Tagged;
2. Listed on the juvenile's personal property card;
3. Checked for contraband; and
4. Stored before the end of the shift either in the Shift Supervisor's safe or in a locked storage room.

*The Shift Supervisor signs the personal property card after the juvenile signs it.

What are some examples of items that would be collected?*

Let group respond.
*(Answers should include: watches, rings, wallets, money, suitcases.)

INSTRUCTIONAL CONTENT**NOTES TO TRAINER**

What about contraband? All items, kept or returned, are checked for contraband. Hazardous items (guns, bullets, knives, fireworks) are stored separately and securely until proper disposition can be made. This issue is discussed in the lesson on Policy Number 11.8, Searches of Juveniles.

SUMMARY

You now know the policy and procedure for personal property of juveniles.

We have reviewed:

- 1) the items juveniles are permitted to keep (remember **GLAD MAP**), and
- 2) what happens to personal property taken at the time of the juvenile's admission.

Are there any questions?*

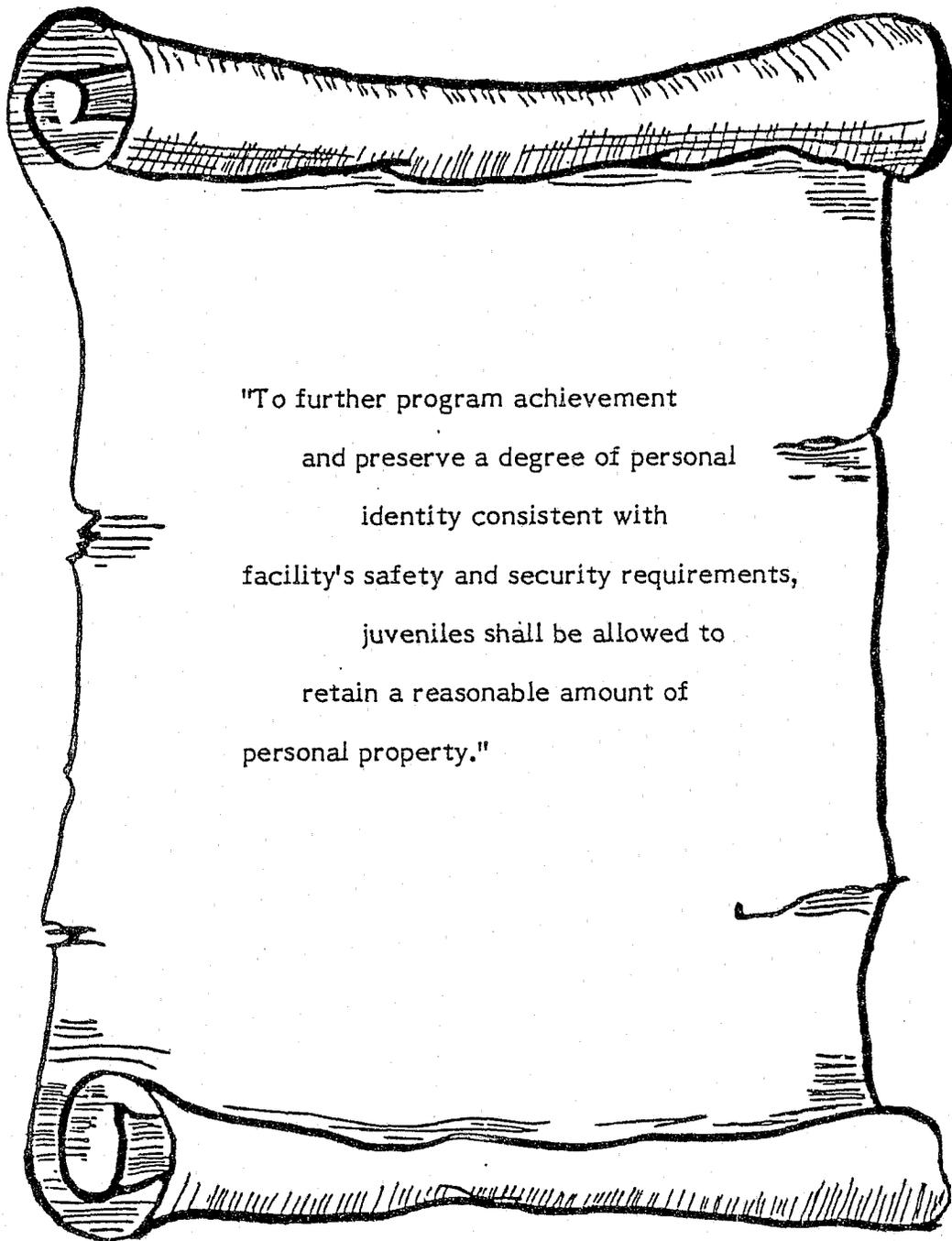
*Let group respond.

EVALUATION

Administer Written Test.

PARTICIPANT HANDOUTS

Handout #1
Policy and Procedure 7.2
Personal Property



"To further program achievement
and preserve a degree of personal
identity consistent with
facility's safety and security requirements,
juveniles shall be allowed to
retain a reasonable amount of
personal property."

WRITTEN TEST

WRITTEN TEST

SUBJECT TITLE: ADMISSIONS PROCEDURES

TOPIC TITLE: Personal Property

1. List the personal property items juveniles may keep in their possession.

G _____

L _____

A _____

D _____

M _____

A _____

P _____

2. What is done with collected property?

A. _____

B. _____

C. _____

D. _____

Name _____

If participation in this lesson is to be used toward 40 hours of training as required by ACA standards, this test can be used as written documentation.

WRITTEN TEST

(ANSWER KEY)

SUBJECT TITLE: ADMISSIONS PROCEDURES

TOPIC TITLE: Personal Property

1. G. Prescription glasses or contact lenses
L. Legal documents
A. An address book or list
D. Dentures

M. Mail
A. Authorized articles valued at less than \$25.00
P. Ten family pictures (minimum)

2. It is:

A. Tagged
B. Listed on property card
C. Placed in secure storage
D. Checked for contraband

LESSON SUMMARY

Policy Number:

11.8

Chapter: SECURITY AND CONTROL

Subject: Searches of Juveniles

TARGET POPULATION:

Juvenile Careworker

TIME ALLOCATION:

1 hour

CLASSROOM OR AREA REQUIREMENTS:

Round table for group participation;
large open area for group activity

PERFORMANCE OBJECTIVES:

At the end of this session, each participant will be able to:

1. Define contraband.
2. List the three search basics.
3. Give the four rules for conducting a strip search.
4. Explain how to conduct a strip search.
5. Conduct a frisk search.
6. Identify what is done with seized contraband.

EVALUATION PROCEDURES:

Written Test (1-4)
Frisk Search Exercise (5)
Written Test (6)

METHODS:

Mini-Lecture
Group Exercise

TRAINING AIDS, SUPPLIES, AND EQUIPMENT:

Flipchart
Overhead Projector, Transparencies
Handouts
Contraband Articles (matches, keys, spoons, bobby pins, etc.)

INSTRUCTIONAL CONTENT

NOTES TO TRAINER

INTRODUCTION

Grabber. There's more to security than meets the eye. . .

Matches are taped to the inside of pants legs;
Soles of shoes are split to hide knives, spoons, or
other potential weapons;
Youths swallow balloons containing drugs. . .

Today we will be talking about Searches of Juveniles, part of Policy and Procedure Number 11.8. We'll discuss the other part (Searches of Various Locations) in the next lesson. The policy, in full, states: "Although control of weapons and contraband is essential to the order and security of the detention facility, indiscriminate searches of juveniles shall be prohibited. ONLY when there is sufficient reason to believe that the security of the facility is endangered or that the contraband is present in the facility, shall the search of a juvenile, his/her possessions, rooms and areas of the facility be permitted. A search plan shall be established, reviewed by legal counsel and made available to both staff and juveniles. The search plan shall be reviewed at least annually and updated if necessary."

We will focus on the section that's underlined.

Have written on flipchart.

Distribute Handout #1.

INSTRUCTIONAL CONTENT

NOTES TO TRAINER

At the end of this session, you will be able to:

1. Define contraband.
2. List the three search basics.
3. Give the four rules for conducting a strip search.
4. Explain how to conduct a strip search.
5. Conduct a frisk search.
6. Identify what is done with seized contraband.

State Objectives

INSTRUCTIONAL CONTENT

NOTES TO TRAINER

CONTENT

Contraband: What is Contraband?*

Let's take a few minutes to talk about places you've found -- or haven't found -- contraband. We'll limit our discussion to the juvenile and his or her possessions, not the juvenile's room.

Now that we've clarified contraband and the many places we can find it, let's move to our second objective and talk about searching. You have probably conducted a strip search or a frisk ("pat") search. What is the difference?*

Yes, strip searches require the juvenile to remove his or her clothing; frisk searches do not.

*Let group respond. Write responses on flipchart.

Answers should include: any item that can be used as a weapon or for purposes of escape. Examples might be alcohol; drugs; money; or items that have not been authorized.

Allow a few minutes for group to share experiences.

*Let group respond.

INSTRUCTIONAL CONTENT

NOTES TO TRAINER

A. Search Basics. Again, as stated in the policy, searches of juveniles should not be conducted without reason. There are three search basics that you should always think about when searching a juvenile. Use the acronym **AINT** to recall these basics.

A Searches require staff expertise and a humane Attitude.

I Inforn juvenile (s) quietly and simply of what is to take place.

NT No Touching. Do not touch the juvenile any more than is necessary.

B. Strip Searches. You must follow four rules when conducting a strip search:

1. Conduct ONLY when you have reason to believe you will find weapons or contraband.

Can someone give me an example of suspicious behavior that may warrant a strip search?*

Use Transparency #1 or have written on flipchart.

A - Attitude

I - Inform

NT - No Touching

*Let group respond.

INSTRUCTIONAL CONTENT

NOTES TO TRAINER

2. ONLY search juveniles of your same sex.
3. Searches should be performed in a place that provides the juvenile utmost privacy and dignity.
4. DO NOT TOUCH the juvenile; strip searches are visual.

REMEMBER THE SEARCH BASICS -- AINT.

How do you conduct a strip search?

You instruct the juvenile to:

- o Remove all clothing and move away from it;
- o Run his/her hands through his/her hair;
- o Face staff; have males lift genitals, females lift breasts.
- o Turn for rear area to be checked;
- o Squat;
- o Remove any bandages. (This can be done, however, only if a registered nurse is present.)

Distribute Handout #2.

INSTRUCTIONAL CONTENT

NOTES TO TRAINER

NEXT, search each piece of the juvenile's clothing carefully; return it to the juvenile as quickly as possible.

**DO NOT CONDUCT A STRIP SEARCH
WITHOUT GOOD REASON.**

- C. Frisk Searches. You always frisk search a juvenile who is returning from a visit or outside appointment. Again, remember the Search Basics (AINT). Could I please have a volunteer to help me show how to conduct a frisk search?

After I show you, you'll pair off and do a frisk search of your partner, so watch me carefully. I will give my partner contraband, which he will hide somewhere on his person. One member of each pair will also receive contraband and follow the same instructions. Everyone will do at least one frisk search.

Conduct demonstration.

Wait for volunteer.

Have participants remove any other items they may have that might be considered contraband.

Suggestion. Trainer should use simple articles such as matches, keys, hair pins, etc.

INSTRUCTIONAL CONTENT

NOTES TO TRAINER

Any questions?

Now, choose a partner. Decide who will be the "juvenile" to be searched first. Begin. You'll be given five minutes to complete the search.

DO NOT distribute handouts until you have completed the demonstration. Participants may not pay attention if they have handouts to read.

Distribute handouts now; Also give out contraband.

Watch pairs; take note of things you might want to comment on to group. After time has been called, ask for group comments. For example, ask how the "juvenile" felt, how the searcher felt.

Did all participants find the contraband? If not, where was it hidden?

Use this time to share.

INSTRUCTIONAL CONTENT

NOTES TO TRAINER

Reverse roles, and repeat the exercise.

(NOTE: Your observations might reveal that the exercise should be repeated. If so, DO IT.

This is very important.)

- D. Disposition of Contraband. Now that you've found the contraband, what do you do with it?*

YOU MUST:

1. Turn it over to your Shift Supervisor.
2. Write a report describing it, stating where and when it was found.
3. Give report to your Shift Supervisor, who initials and dates the report.
4. Write a disciplinary report. (We explained how to write this out in another lesson.)

You Shift Supervisor will give the report and the contraband to the Assistant Director for Program Operations, who will decide what to do next.

*Let group respond.

Repeat these answers even if group answers correctly.

Have written on flipchart.

INSTRUCTIONAL CONTENT

NOTES TO TRAINER

- E. Body Cavity Examination. Body cavity searches are permitted ONLY if necessary. ONLY the Director can authorize them and they can be performed ONLY by medical staff.

SUMMARY

You now know the policy and procedure for Searches of Juveniles.

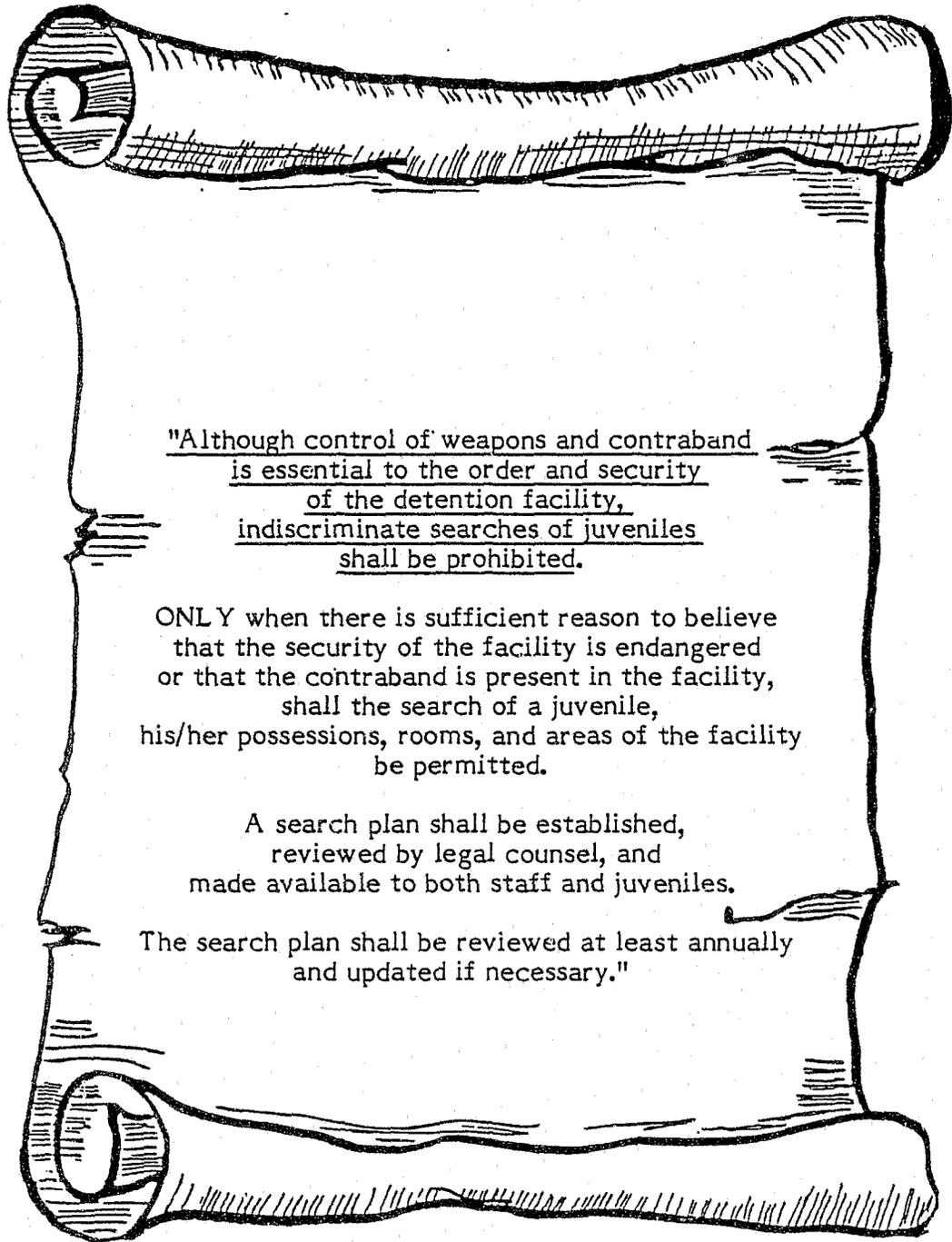
We have reviewed:

1. What contraband is, and
2. How to dispose of it.
3. We have discussed the Search Basics (AINT), and
4. How to conduct both a Strip Search and a Frisk Search.

EVALUATION

Administer Written Test.

PARTICIPANT HANDOUTS



"Although control of weapons and contraband is essential to the order and security of the detention facility, indiscriminate searches of juveniles shall be prohibited.

ONLY when there is sufficient reason to believe that the security of the facility is endangered or that the contraband is present in the facility, shall the search of a juvenile, his/her possessions, rooms, and areas of the facility be permitted.

A search plan shall be established, reviewed by legal counsel, and made available to both staff and juveniles.

The search plan shall be reviewed at least annually and updated if necessary."

CONDUCTING A STRIP SEARCH

Conducted:

- Conduct ONLY when you have reason to believe you will find weapons or contraband.
- ONLY search juveniles of your same sex.
- Searches should be performed in a place that provides the juvenile utmost privacy and dignity.
- DO NOT TOUCH the juvenile; strip searches are visual.

YOU Instruct the Juvenile to:

- Remove all clothing and move away from it.
- Run his/her hands through his/her hair.
- Face staff -- have males lift genitals, females lift breasts.
- Turn for rear area to be checked.
- Squat.
- Remove any bandages. (This can be done, however, only if a registered nurse is present.)
- After visual strip search, YOU search clothing carefully and quickly and return it to the juvenile.

VISUAL AIDS

SEARCH BASICS (A I N' T)

A -- ATTITUDE MUST BE HUMANE

I -- INFORM JUVENILES ABOUT SEARCH

N'T -- NO TOUCHING OF THE JUVENILES

WRITTEN TEST

WRITTEN TEST

SUBJECT TITLE: SECURITY AND CONTROL

TOPIC TITLE: Searches of Juveniles

1. Define contraband.

2. List the three search basics.

A. _____
B. _____
C. _____

3. What are the four rules for conducting a strip search?

A. _____
B. _____
C. _____
D. _____

4. Explain how to conduct a strip search. (The steps taken, and the instructions given to the juvenile.)

5. What is done with seized contraband?

Name _____

If participation in this lesson is to be used toward 40 hours of training as required by ACA standards, this test can be used as written documentation.

LESSON PLAN NO. 11.8

WRITTEN TEST

(ANSWER KEY)

SUBJECT TITLE: SECURITY AND CONTROL

TOPIC TITLE: Searches of Juveniles

1. Answer must include the following: Any item that can be used as a weapon or for purposes of escape, matches, alcohol, drugs, or money, or items that have not been authorized. (It is not sufficient merely to list examples.)
2.
 - A. Requires staff expertise and humane attitude.
 - B. Juveniles should be informed quietly and simply of what is to take place.
 - C. Juveniles should not be touched any more than is necessary.
3.
 - A. Conducted ONLY when reason to believe weapons or contraband will be found.
 - B. Conducted by staff member of the same sex of the juvenile.
 - C. Conducted in an area which ensures the juvenile privacy and dignity.
 - D. Conducted visually.
4. Instruct juvenile to: (1) remove all clothing and move away from it; (2) run his hands through his hair; (3) face staff -- males lift genitals, females lift breasts; (4) turn for rear area to be checked; (5) squat, and (6) remove any bandages (RN must be present).
5. Given to Shift Supervisor with report describing it, and stating where and when it was found. Shift Supervisor gives both to Assistant Director for Program Operations, who decides what to do next.

LESSON SUMMARY

Policy Number:

11.8b

Chapter: SECURITY AND CONTROL

Subject: Searches of Various Locations

TARGET POPULATION:

Juvenile Careworker

TIME ALLOCATION:

1 hour

CLASSROOM OR AREA REQUIREMENTS: Flipchart stand, adjacent "mock" juvenile room

PERFORMANCE OBJECTIVES:

At the end of this session, each participant will be able to:

1. Give three reasons for conducting room searches.
2. Identify who conducts room searches, and when they are conducted.
3. List two ideas to remember when searching a room.
4. Conduct a room search accurately.

EVALUATION PROCEDURES:

Oral Summary (1-3)
Search Exercise (4)

METHODS:

Mini-Lecture
Group Exercise

TRAINING AIDS, SUPPLIES, AND EQUIPMENT:

Flipchart
Handouts
Contraband Articles
"Mock" juvenile room (should resemble resident's room as closely as possible).

INSTRUCTIONAL CONTENT

NOTES TO TRAINER

INTRODUCTION

Grabber. Take a few minutes and think of all the different areas you could place squares in this drawing. Draw them.

You should have drawn at least six squares. The squares are in, on, over, under, beside, and around (next to) the box. Does anyone have any other places drawn?* We'll get back to this exercise in a few minutes.

Today we will be discussing **Searches of Various Locations**, the rest of Policy and Procedure Number 11.8. To refresh your memory, the policy, in full, states: "Although control of weapons and contraband is essential to the order and security of the detention facility, indiscriminate searches of juveniles shall be prohibited. ONLY when there is sufficient reason to believe that the security of the facility is endangered or that the contraband is present in the facility, shall the search of a juvenile, his/her possessions, rooms and areas of the facility be permitted. A search plan shall be established, reviewed by legal counsel and made available to both staff and juveniles. The search plan shall be reviewed at least annually and updated if necessary."

We will focus on the section that's underlined.

Distribute Handout #1.

Distribute Handout #2.

*Let group respond.

Distribute Handout #3.

INSTRUCTIONAL CONTENT

NOTES TO TRAINER

At the end of this session, you will be able to:

State Objectives

1. Give three reasons for conducting room searches.
2. Identify who conducts room searches, and when they are conducted.
3. List two ideas to remember when searching a room.
4. Conduct a room search accurately.

INSTRUCTIONAL CONTENT

NOTES TO TRAINER

CONTENT

A. Room Searches. You don't need an immediate reason or crisis to conduct a room search, although sometimes this will happen. What are the reasons for conducting a room search?*

Add any of the following if they are missing from the group list:

- to uncover contraband
- to prevent escapes
- to maintain sanitary standards
- to eliminate fire and safety hazards
- to check room before a new occupant moves in.

Who conducts room searches? At least two (2) careworkers conduct a room search. Shift Supervisors may also do them. There is NO set pattern -- room searches are not announced; they are conducted on irregular schedules. Why?*

Usually, it is because we don't want juveniles to change hiding places.

Ideas to Remember when Searching a Room:

- 1) A juvenile should be present when you search his room. If not, you must give him a written notice of the search and anything you seize.
- 2) Always remember to respect his/her personal property.

*Let group respond.

Record on flipchart.

Refer to list of "Suggested Contraband Items" (for your use only).

*Let group respond.

INSTRUCTIONAL CONTENT

NOTES TO TRAINER

Now, back to your drawings. When you conduct a search, think of this exercise, and remember where you drew the squares. It will help you to remember what areas to cover: **SIMPLY BUT SURELY.**

We are going to go next door into our "mock" resident's room. I'll show you how to search the room. Please be sure to ask any questions, because you will be asked to search the room later in this session. Are there any questions so far?

Lecture.

You:

- o Use hand-held mirror or probe (for your safety and to reach difficult areas).
- o Begin on right hand side of door; move around room counter-clockwise, checking all areas.
- o Probe holes, tears in mattresses, rugs, or tiles.
- o Check light fixtures, electrical outlets, air vents, cabinets, furniture, windows, sinks, toilets, books, and record albums.

Go to room. Conduct search. Use Handout #4 as your lecture guide. Do not distribute yet.

INSTRUCTIONAL CONTENT

NOTES TO TRAINER

- Check and remove all bedding items (bedspread, blanket, sheets, pillowcase, pillow).
- Carefully search all clothing and personal items; sniff bottled items (checking for alcohol or drug content).
- Leave room the way it was found ---- **NOT IN DISORDER**

REMEMBER: RESPECT PERSONAL PROPERTY

Any questions?

Okay, now break into groups of three. These are your search items. Each team will search _____ of the room. Ten (you may increase the number) contraband items have been placed in the room. Your team is to find all contraband in your assigned area. Your team will also be evaluated on the search method. Critique sheets will be marked by the observing teams(s) and me. If your team's rating is unsatisfactory, or if you don't find all items in your area, you will be required to repeat this part of the lesson at another date.

Each team will be given five (5) minutes to complete the search. Please do not begin your search until I say to. Critiques will be discussed once the entire room has been searched. Are there any questions?

Fill in blank, depending on group size.

Assign Team Numbers. Distribute "Critique Sheets" to all participants.

INSTRUCTIONAL CONTENT

NOTES TO TRAINER

Before we begin, take a few minutes to look over the Critique Sheets. Also, decide now within your teams how you are going to conduct the search. It's your team's choice -- for example, one person may tell the others where to look. You decide. Remember, the method is important.

Team #1? Begin.

Time.

Team #2? Begin.

Time.

B. Team Evaluations I'd like to comment on team performances. Team #1, you found ___ items. There were ___ items in your section. Very good; OR you missed ___ items. Your method _____

Any other comments? You successfully OR unsuccessfully completed the room search.

Give teams five minutes to search the room.

Allow 5 minutes. Mark Critique Sheet. Tally items.

Follow the same procedure for each team.

Once room search is complete show group where any missing contraband is hidden. Give team evaluations. FOCUS on method, i.e., John, you lifted the mattress, but left the sheets on. If unsuccessful, inform team that they must conduct another room search at a later date. Repeat for each team.

INSTRUCTIONAL CONTENT

NOTES TO TRAINER

Team #2, you found ___ items. There were ___ items in your section. Very good; OR you missed ___ items. Your method _____

Any other comments? You successfully OR unsuccessfully completed the room search.

(OPTIONAL) I'm keeping the Critique Sheets as written documentation so this session can be used toward your required training.

INSTRUCTIONAL CONTENT

NOTES TO TRAINER

SUMMARY/EVALUATION

Today, we have reviewed the policy and procedures for conducting room searches. Follow the same procedure for housing section searches.

What are three reasons for conducting room searches?*

*Let group respond.

Three of the following:

- o to uncover contraband
- o to prevent escapes
- o to maintain sanitary standards
- o to eliminate fire and safety hazards
- o to check room before a new occupant moves in.

Who conducts room searches?* (Shift Supervisors, or at least two careworkers.)

*Let group respond.

When?* (Irregular schedule -- at random -- as needed.)

*Let group respond.

And, what are two important things to remember when conducting a room search? (Two of the following:)

- o the juvenile must be present when the room is searched, or written notices should be given;
- o respect personal property;
- o leave room as you found it;
- o method important.

INSTRUCTIONAL CONTENT

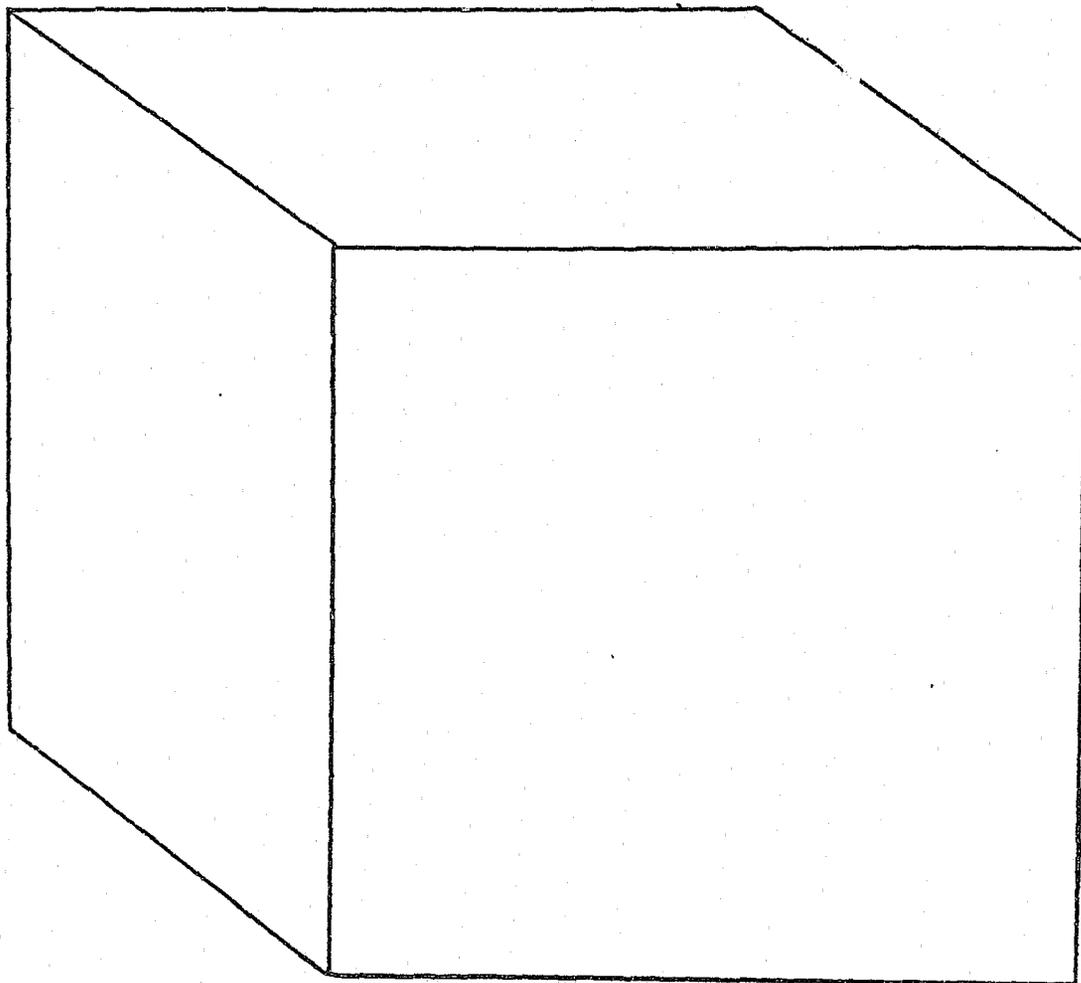
NOTES TO TRAINER

That concludes today's session. As a reminder to you, here is a handout -- explained in the lesson -- outlining the room search procedure.

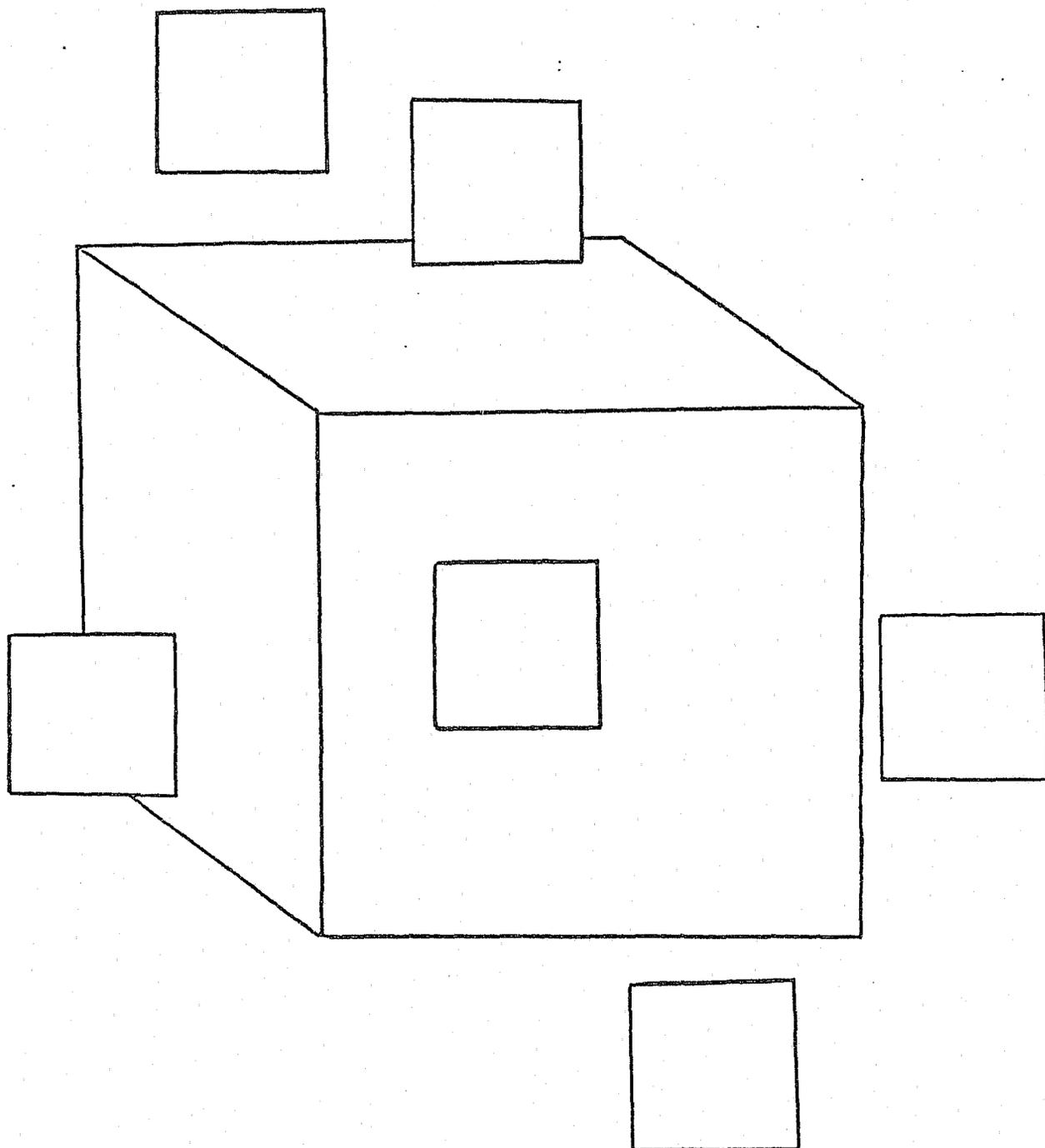
Give group Handout #4.

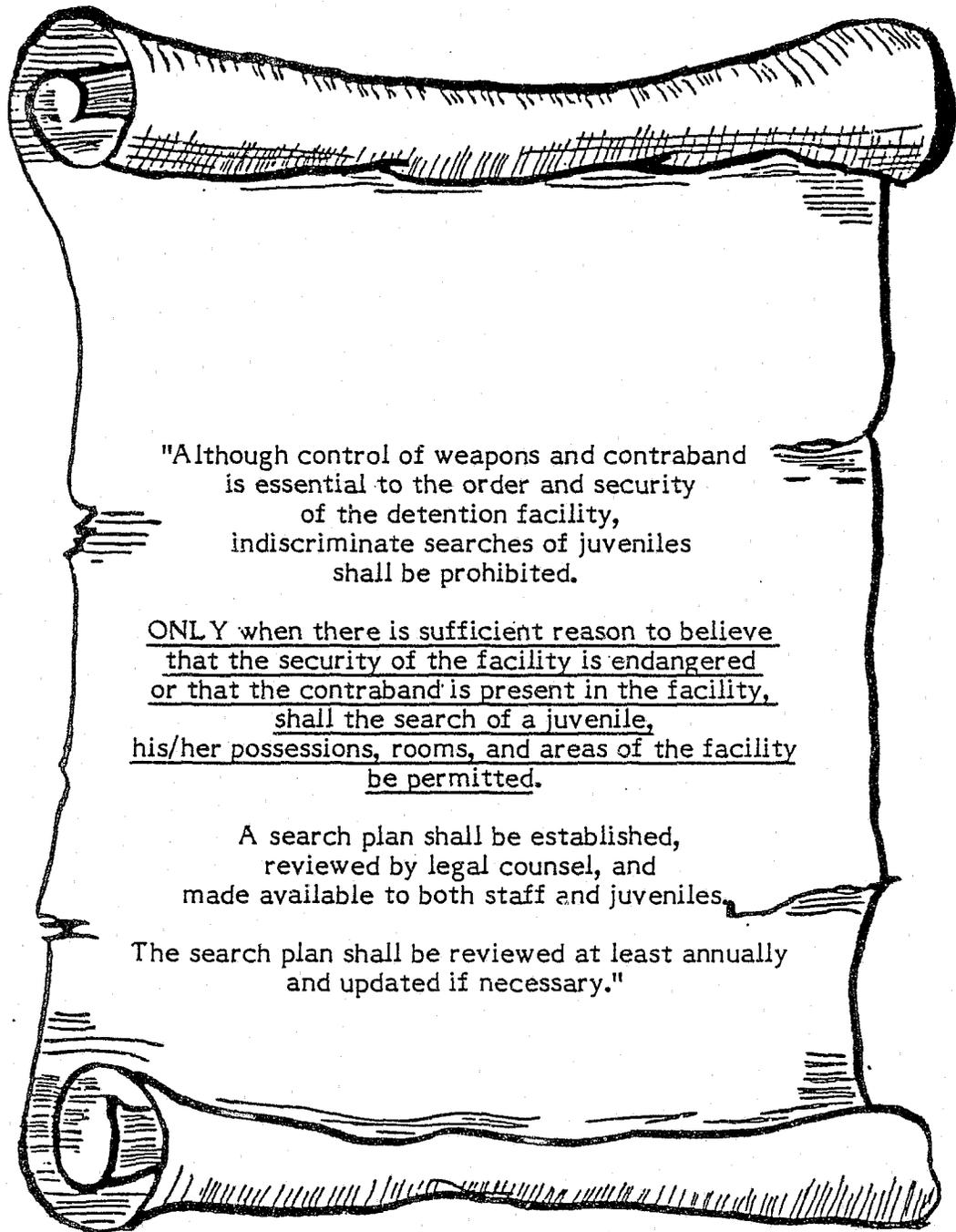
PARTICIPANT HANDOUTS

Handout #1
Policy and Procedure #11.8b
Searches of Various Locations



Handout #2
Policy and Procedure #11.8b
Searches of Various
Locations





"Although control of weapons and contraband is essential to the order and security of the detention facility, indiscriminate searches of juveniles shall be prohibited.

ONLY when there is sufficient reason to believe that the security of the facility is endangered or that the contraband is present in the facility, shall the search of a juvenile, his/her possessions, rooms, and areas of the facility be permitted.

A search plan shall be established, reviewed by legal counsel, and made available to both staff and juveniles.

The search plan shall be reviewed at least annually and updated if necessary."

SUGGESTED
CONTRABAND ITEMS

Hair pins

Aspirin tablets

Aspirin capsules

Hand-rolled cigarette

Cigarette lighter

Matchbook (s)

Pocket knife

Plastic bottle of liquid (labelled 'alcohol')

Fingernail clipper

Shank

Compact mirror

Metal fingernail file

Money

Cough medicine

Piece of broken glass

Plastic bottle of liquid (labelled 'shampoo')

ROOM SEARCH
CRITIQUE SHEET



TEAM NUMBER _____ DATE _____	CHECK ONE	
	YES	NO
MEMBERS' NAMES:		
Begins right side of door OR starting point		
Moves counter-clockwise		
Uses hand-held mirror or probe		
Door frame		
Keyhole or lock		
Ceiling		
Rug/floor		
Light fixture(s)		
Electrical outlet(s)		
Air vents		
Cabinets/drawers		
Desk/dresser		
Bed frame		
Lifts mattress		
Removes & checks bedspread		
Removes & checks blankets		
Removes & checks sheets		
Removes & checks pillowcase		
Pillow		
Chair(s)		
Window(s)		
Curtain(s)		
Sink		
Toilet		
Tiles		
Any hole(s)		
Books/magazines		
Record albums		
Clothing		
Any personal items		
Sniffs bottled items		
Leaves room as it was found		
Respects personal property		

COMMENTS:

CONDUCTING A ROOM SEARCH

YOU:

- Use hand-held mirror or probe (for your safety and to reach difficult areas).
- Begin on right hand side of door; move around room counter-clockwise, checking all areas.
- Probe holes, tears in mattresses, rugs, or tiles.
- Check light fixtures, electrical outlets, air vents, cabinets, furniture, windows, sinks, toilets, books, and record albums.
- Check and remove all bedding items (bedspread, blanket, sheets, pillowcases, pillow).
- Carefully search all clothing and personal items; sniff bottled items (checking for alcohol or drug content).
- Leave room the way it was found ---- NOT IN DISORDER.

REMEMBER: RESPECT PERSONAL PROPERTY

WRITTEN TEST

WRITTEN TEST

SUBJECT TITLE: SECURITY AND CONTROL

TOPIC TITLE: Searches of Various Locations

1. What are three reasons for conducting room searches?

- A. _____
- B. _____
- C. _____

2. Who conducts room searches?

3. When are room searches conducted?

4. What are two important things to remember when conducting a room search?

- A. _____
- B. _____

5. What steps do you take to conduct an accurate room search?

- A. _____
- B. _____
- C. _____
- D. _____
- E. _____
- F. _____
- G. _____

Name _____

If participation in this lesson is to be used toward 40 hours of training as required by ACA standards, this test can be used as written documentation.

LESSON PLAN NO. 11.8b

WRITTEN TEST

(ANSWER KEY)

SUBJECT TITLE: SECURITY AND CONTROL

TOPIC TITLE: Searches of Various Locations

1. Any three of the following:
 - o to uncover contraband
 - o to prevent escapes
 - o to maintain sanitary standards
 - o to eliminate fire and safety hazards
 - o to check room before a new occupant moves in
2. Shift Supervisors, or at least two careworkers.
3. Room searches should be conducted on an irregular schedule, or at random, and as needed.
4. Any two of the following:
 - o the juvenile must be present when the room is searched, or written notices should be given
 - o respect personal property
 - o leave room as you found it
 - o method important

Searches of Various Locations

Answer Key

Page Two of Two

5.
 - A. Use hand-held mirror or probe (for your safety and to reach difficult areas).
 - B. Begin on right hand side of door; move around room counter-clockwise, checking all areas.
 - C. Probe holes, tears in mattresses, rugs, or tiles.
 - D. Check light fixtures, electrical outlets, air vents, cabinets, furniture, windows, sinks, toilets, books, and record albums.
 - E. Check and remove all bedding items (bedspread, blanket, sheets, pillowcase, pillow).
 - F. Carefully search all clothing and personal items; sniff bottled items (checking for alcohol or drug content).
 - G. Leave room the way it was found ---- **NOT IN DISORDER.**

LESSON SUMMARY

Policy Number:

15.1

Chapter: JUVENILE RIGHTS

Subject: Legal Rights of Juveniles

TARGET POPULATION:

Juvenile Careworker

TIME ALLOCATION:

10 minutes

CLASSROOM OR AREA REQUIREMENTS:

Round table for group participation

PERFORMANCE OBJECTIVES:

At the end of this session, each trainee will be able to:

1. Define legal representative.
2. Recognize the legal rights of juveniles.

EVALUATION PROCEDURES:

Written Test (1 - 2)

METHODS:

Mini-Lecture
Handouts

TRAINING AIDS, SUPPLIES, AND EQUIPMENT:

Flipchart

INSTRUCTIONAL CONTENT

NOTES TO TRAINER

INTRODUCTION

Grabber. In 1967, the Supreme Court ruled that lawyers are a necessity for juveniles. This case, known as the Gault Decision, made it possible for juveniles and their parents either to retain a legal representative or have the court appoint one.

Today, we will be talking about the **Legal Rights of Juveniles**, Policy and Procedure Number 15.1. The policy states: "All juveniles will be protected from discrimination based on race, national origin, color, creed, sex, physical handicap, or political beliefs and will have equal access to programs and activities. They will be assured that seeking judicial relief will not be met with reprisal or penalty and will have uncensored, confidential contact by telephone, in writing, or in person with their legal representative."

At the end of this session, you will be able to:

1. Define legal representative.
2. Recognize the legal rights of juveniles.

Have policy written on flipchart or on Handout #1.

State objectives.

INSTRUCTIONAL CONTENT

NOTES TO TRAINER

CONTENT

A. What is a legal representative? A legal representative is either an attorney or a paralegal who is assigned to assist the juvenile's attorney.

Let group respond.
Summarize their answers.
Write the words:
ATTORNEY
PARALEGAL
for emphasis on the flipchart.

B. Juvenile Rights: Juveniles have some basic legal rights which include:

- o the right to **have** an attorney;
- o the right to **call** an attorney;
- o the right to **write** to an attorney;
- o the right to **visit** with an attorney.

Have "rights" listed on flipchart.

1. The Right to Retain an Attorney

Although all juveniles have this right, some may not have an opportunity to get a lawyer. This can be checked by having your Shift Supervisor contact the court coordinator.

You can inform juveniles of legal resources available to them, but you **cannot** offer legal advice in any way. Refer juveniles to groups such as the Public Defender Service. **NEVER** question juveniles directly about their alleged offense.

Give the specifics for reaching the Public Defender or legal aid bureau in your location.

INSTRUCTIONAL CONTENT

NOTES TO TRAINER

2. The Right to Call an Attorney

- a. First Telephone Call: The first call should be made during the screening process by the Shift Supervisor. If contact isn't made, the parents or guardians should be asked to assume responsibility for completing the call.
- b. On-going Calls: Unless a juvenile needs immediate contact with his legal representative, he may call only once each day during regular business hours. You place the call, and if the attorney wants to be called during certain hours only, please comply with this request.

3. The Right to Write to a Legal Representative

A juvenile can write or dictate a message to his legal representative, and you or your Shift Supervisor are responsible for sending it. No one will open or censor written or dictated messages. Mail received from the court or other legal authority will not be opened either.

4. The Right to Visit with a Legal Representative

Legal representatives may visit at any time. If you receive a request from a juvenile for a visit, relay it to the legal representative.

INSTRUCTIONAL CONTENT

NOTES TO TRAINER

SUMMARY

Today we have reviewed the policy for the legal rights of juveniles. We have gone over the definition of a Legal Representative and the four (4) rights of the juveniles (the right to have a legal representative, the right to call, write to, and visit with a legal representative).

Let group respond.

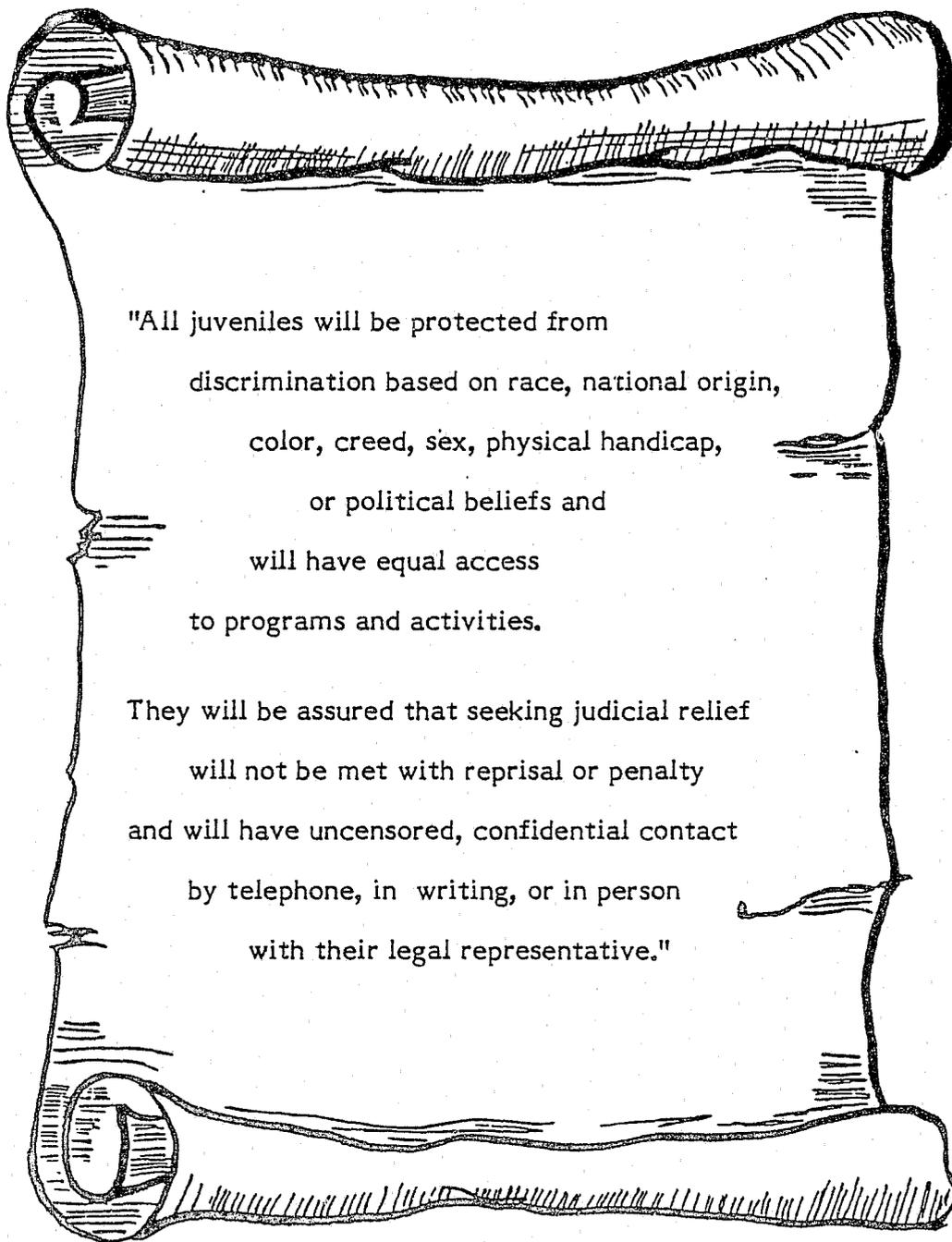
EVALUATION

Administer Written Test.

After each trainee has completed Written Test, give each one Handout #2.

PARTICIPANT HANDOUTS

Handout #1
Policy and Procedure 15.1
Legal Rights of Juveniles



LEGAL RIGHTS OF JUVENILES

- o Juveniles and their parents have the right to an attorney. If unable to retain one, the court will appoint one.
- o Careworkers may inform juveniles of legal resources available to them, but cannot offer legal advice in any way.
- o Careworkers should never question juveniles about their alleged offense.
- o Juveniles have the right to make uncensored, confidential contact by telephone, in writing, or in person with their legal representative. They also have the right to request this contact at any time without fear of punishment.

WRITTEN TEST

WRITTEN TEST

SUBJECT TITLE: JUVENILE RIGHTS

TOPIC TITLE: Legal Rights of Juveniles

1. Define legal representative.

2. Indicate whether each statement is True (T) or False (F).

A. If a juvenile does not have a lawyer, the careworker should offer him/her legal advice. _____

B. Mail to the legal representative cannot be opened or censored before it is sent. _____

C. The careworker should never question the juvenile about the alleged offense. _____

D. Legal representatives can visit only on weekends. _____

Name _____

If participation in this lesson is to be used toward 40 hours of training as required by ACA standards, this test can be used as written documentation.

WRITTEN TEST

(ANSWER KEY)

SUBJECT TITLE: JUVENILE RIGHTS

TOPIC TITLE: Legal Rights of Juveniles

1. Definition should include: The attorney and any attorney or paralegal assigned to assist the juvenile's attorney.

2.
 - A. False
 - B. True
 - C. True
 - D. False

LESSON SUMMARY

Policy Number:

15.4

Chapter: JUVENILE RIGHTS

Subject: Juvenile Grievance Procedure

TARGET POPULATION:

Juvenile Careworker

TIME ALLOCATION:

15 minutes

CLASSROOM OR AREA REQUIREMENTS: Round table for group participation,
flipchart and stand.

PERFORMANCE OBJECTIVES:

At the end of this session, each trainee will be able to:

1. Define grievance.
2. State how to begin the grievance process.
3. Give the three levels of the grievance process.
4. Identify the three members of the Review Committee.

EVALUATION PROCEDURES:

Written Test (1-4)

METHODS:

Mini-Lecture
Handouts

TRAINING AIDS, SUPPLIES, AND EQUIPMENT:

Flipchart

INSTRUCTIONAL CONTENT

NOTES TO TRAINER

INTRODUCTION

Grabber. Imagine that you are driving a car, keeping within the speed limit. At an intersection, you are going through a green light. A speeding driver to the right of the intersection pays no attention to his red light. He barrels into your car, smashing its right side. He then backs up, drives around you and your smashed car and keeps going. Now, imagine that there is nothing you can do about it. There is no one to tell. At this moment, how do you feel?

Let group respond.

Today we will be discussing the **Juvenile Grievance Procedure**, part of Policy and Procedure Number 15.4. We will discuss the other part (Juvenile Advocacy/Ombudsperson) in the next lesson. The policy, in full, states: "Upon admission, juveniles shall be informed of their right to grieve any behavior or disciplinary action of staff or other juveniles. Grievances that have not been resolved informally shall be filed according to the procedures in this policy.

Have policy written on flipchart. If on handouts, distribute to participants.

All grievances shall be handled expeditiously and without threats of or reprisals against the individual grievant."

INSTRUCTIONAL CONTENT

NOTES TO TRAINER

At the end of this session, you will be able to:

1. Define grievance.
2. State how to begin the grievance process.
3. Give the three levels of the grievance process.
4. Identify the three members of the Review Committee.

State objectives.

INSTRUCTIONAL CONTENT

NOTES TO TRAINER

CONTENT1. Definition of Grievance

What is a grievance?* A complaint about a circumstance or action considered to be unjust. You may have your own grievance, too, but this lesson deals specifically with juvenile grievances.

*Let group respond.

2. Procedures

A. Informal Resolution: Encourage juveniles and careworkers (this includes you) to resolve grievances together informally.

If this can't be done, help the juvenile complete a grievance request like this one, and then give it to your Shift Supervisor.

Distribute Grievance Request Handouts.

B. Grievance Process: At any time during the grievance process, a juvenile can select a representative or spokesperson from the staff volunteers, the legal community, or his peers. What if you're asked to be a representative?*

*Let group respond.

You can represent a juvenile without fear of reprisals being taken against you or the juvenile. Complaints against staff members must be reported to the Director immediately. Those made against other juveniles must be reported to the Assistant Director for Program Operations immediately.

INSTRUCTIONAL CONTENT

NOTES TO TRAINER

3. The Three Levels of the Grievance Process

A. First Level: Hearing by Review Committee.

The first level is a Hearing by a Review Committee, which you may someday be a part of.

1) Committee Composition and Selection:

Three persons make up this committee. They are either a juvenile and/or a staff representative.

a. One is selected by the juvenile, who is bringing the complaint.

b. One is selected by the person who is being complained against.

c. One is an independent party selected by _____.

2) Time limits: The committee meets within three days of the report. Emergency grievances are held during the next shift. The findings are given three days later to the juvenile who filed the grievance and to the Director.

Show Juvenile Grievance Procedure transparency.

Show only the **bottom** of the page.

Insert your parent agency here.

INSTRUCTIONAL CONTENT

NOTES TO TRAINER

3) Conduct of the hearing: At the hearing, the juvenile tells his side of the story, calls witnesses, and questions facts presented. The committee may recommend:

- Transfer of the juvenile to another section;
- Disciplinary action against the staff member OR the juvenile;
- Further investigation;
- Changes in policies or procedures; or
- ANY OF THE ABOVE.

B. Second Level: Administrative Review.

The second level is an Administrative Review. It's an appeal to the Director, who receives the findings within three days, and gives his recommendation three days later, in writing, to the juvenile.

Distribute "Conduct of the Hearing" handout.

Show transparency. Move from bottom to the second box.

INSTRUCTIONAL CONTENT**NOTES TO TRAINER**

C. Third Level: Independent Review by Appeal Board

An Appeal Board can be called if the Director's decision about the case is appealed. The decision of the Board is final with our facility. The Board is composed of:

- o One person from the parent agency;
- o One person from the court system; and
- o One person from a common organization.

Using transparency, show the **third** box.

4. Civil Action

If a juvenile believes his civil rights have been violated (or are in jeopardy of being violated) after the appeal process, he may file a lawsuit.

Using transparency, show **top** box.

INSTRUCTIONAL CONTENT

NOTES TO TRAINER

SUMMARY

You now know the policy and procedure for juvenile grievance procedures.

We have reviewed:

1. Informal Resolution,
2. The Grievance Process,
3. The Three Levels of the Grievance Process, and
4. Civil Action.

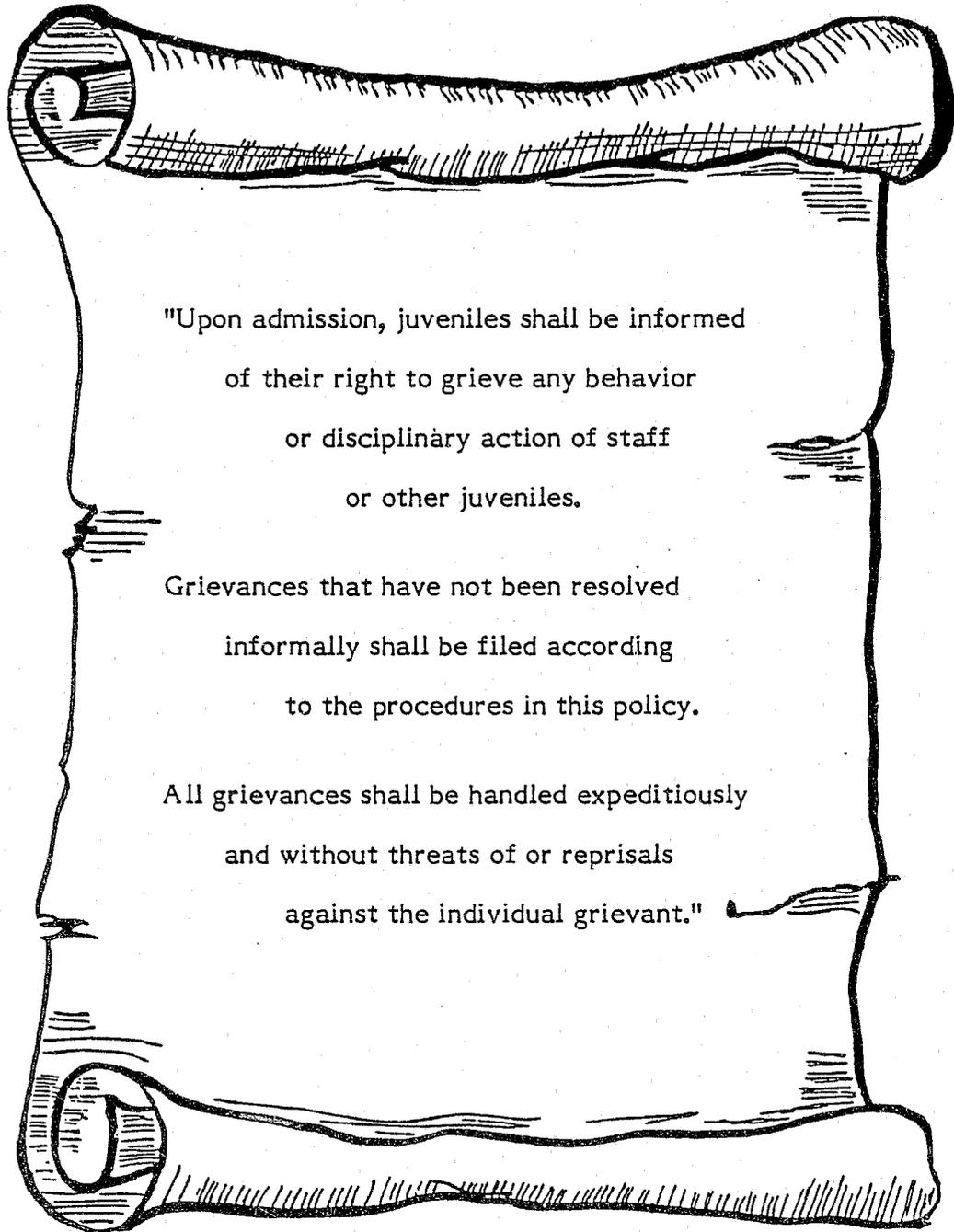
Are there any questions?*

*Let group respond.

EVALUATION

Administer Written Test.

PARTICIPANT HANDOUTS



SAMPLE JUVENILE DETENTION FACILITY
JUVENILE GRIEVANCE PROCEDURE

If you have a complaint or grievance, please follow the steps given below and give the completed report to the juvenile careworker on duty. The juvenile careworker must give the report to his or her shift supervisor. All written grievances will be answered. This does not mean we will agree or disagree with them. Corrective action will be taken if your situation requires it.

1. Write down, in your own words, what you think the problem is and why it happened.

2. Write down why you think what happened is unfair.

3. Write down what you think should be done to prevent it from happening again.

Signature

Date

CONDUCT OF THE HEARING

At the hearing, the juvenile:

- tells his side of the story,
- calls witnesses, and
- questions facts presented.

The Committee may recommend:

- transferring of the juvenile to another section,
- taking disciplinary action against the staff member OR the juvenile,
- continuing the investigation,
- changing policies and procedures, or
- ANY OF THE ABOVE.

VISUAL AIDS

CIVIL ACTION

**INDEPENDENT REVIEW
BY AN APPEAL BOARD**

ADMINISTRATIVE REVIEW

REVIEW COMMITTEE

WRITTEN TEST

WRITTEN TEST

SUBJECT TITLE: JUVENILE RIGHTS

TOPIC TITLE: Juvenile Grievance Procedure

1. Define grievance.
2. State how to begin the grievance process.

3. What are the three levels of the internal grievance process?
 - A. _____
 - B. _____
 - C. _____
4. Identify the three members of the Review Committee.
 - A. _____
 - B. _____
 - C. _____

Name _____

If participation in this lesson is to be used toward 40 hours of training as required by ACA standards, this test can be used as written documentation.

WRITTEN TEST

(ANSWER KEY)

SUBJECT TITLE: JUVENILE RIGHTS

TOPIC TITLE: Juvenile Grievance Procedure

1. A circumstance or action considered to be unjust and grounds for complaint or resentment.

2. Complete a grievance request if unable to resolve informally.

3.
 - A. First Level: Hearing by Review Committee

 - B. Second Level: Administrative Review

 - C. Third Level: Independent Review by Appeal Board

4.
 - A. Either juvenile or staff selected by the juvenile who filed the complaint.

 - B. Either juvenile or staff selected by the juvenile whose behavior is being grieved.

 - C. An independent party picked by your parent agency.

LESSON SUMMARY

Policy Number:

15.4

Chapter: JUVENILE RIGHTS

Subject: Ombudsperson

TARGET POPULATION:

Juvenile Careworker

TIME ALLOCATION:

10 minutes

CLASSROOM OR AREA REQUIREMENTS:

Round table for group participation,
flipchart stand, screen

PERFORMANCE OBJECTIVES:

At the end of this session, each trainee will be able to:

1. Define ombudsperson.
2. Identify the rationale for having an ombudsperson program.
3. List two duties an ombudsperson may have.
4. Identify who initiates the ombudsperson process, how they initiate it, and when they initiate it.

EVALUATION PROCEDURES:

Written Test (1-4)

METHODS:

Mini-Lecture
Group Participation

TRAINING AIDS, SUPPLIES, AND EQUIPMENT:

Flipchart
Handout

INSTRUCTIONAL CONTENT

NOTES TO TRAINER

INTRODUCTION

Grabber. Use a personal story in which you or someone you know has been cheated when buying a house, a car, etc. The dealer refused to talk to you each time you called him. To whom can you go for help?

Today we will be discussing the Ombudsperson, part of Policy and Procedure Number 15.4. To refresh your memory, the policy, in full, states:

"Upon admission, juveniles shall be informed of their right to grieve any behavior or disciplinary action of staff or other juveniles. Grievances that have not been resolved informally shall be filed according to the procedures outlined in this policy. All grievances shall be handled expeditiously and without threats of or reprisals against the individual grievant."

At the end of this session, you will be able to:

1. Define ombudsperson.
2. Identify the rationale for having an ombudsperson program.
3. List two duties an ombudsperson may have.
4. Identify who initiates the ombudsperson process, how they initiate it, and when they initiate it.

Have policy written on flipchart. If on handouts, distribute to participants.

State objectives.

INSTRUCTIONAL CONTENT

NOTES TO TRAINER

CONTENT1. Definition of Ombudsperson

What is an ombudsperson? An ombudsperson is a professional person who is familiar with the system and who has a lot of experience in juvenile law, in youth services, and in the investigation process.

Let group respond before giving definition. Have definition written on flipchart.

2. Juvenile Advocacy/Ombudsperson Program

A. Rationale: The ombudsperson program covers more than our formal grievance procedure.

This program:

- o eases the flow of information to groups outside the agency;
- o provides a view (different from ours) of juvenile needs; and
- o provides a way to continually monitor the quality of life here.

INSTRUCTIONAL CONTENT

NOTES TO TRAINER

B. Duties: What can an Ombudsperson do?

He can investigate:

- o even when a juvenile has not made (or doesn't want to make) a formal complaint.
- o matters not raised in our grievance procedures.
- o matters not appropriate for our facility's grievance procedures, such as quality of treatment.

C. Procedures:

Who: Any juvenile, parent, attorney, staff member, or volunteer can initiate the process.

When: A grievance must be submitted within three (3) working days of the action or incident (unless the reason for delay is acceptable to the ombudsperson).

How: The grievance can be submitted in three ways: in person, by telephone, or by written message.

Distribute "Ombudsperson Program" handout.

Distribute "Ombudsperson Procedures" handout.

INSTRUCTIONAL CONTENT

NOTES TO TRAINER

The ombudsperson will meet with the juvenile as soon as possible to determine whether to begin an investigation. If there is substantial reason for an investigation, the ombudsperson will meet with all involved within four (4) working days. If the juvenile is going to be released during this time, the contacts must be made within one (1) working day. The investigation will continue, however, even if the juvenile is released.

After the interviews are completed, a report is written and sent to the Director, (parent agency), or independent review board who will help resolve the problem.

If a staff member is found to have violated any youth's rights, the (parent agency) will decide what action to take, which can range from a one-day suspension without pay to termination.

Use correct name for parent agency.

Use correct name for parent agency.

INSTRUCTIONAL CONTENT

NOTES TO TRAINER

SUMMARY

You now know the policy and procedure for the ombudsperson program.

We have reviewed:

1. Rationale of the program,
2. Duties of the ombudsperson, and
3. Procedures of the program.

Are there any questions?*

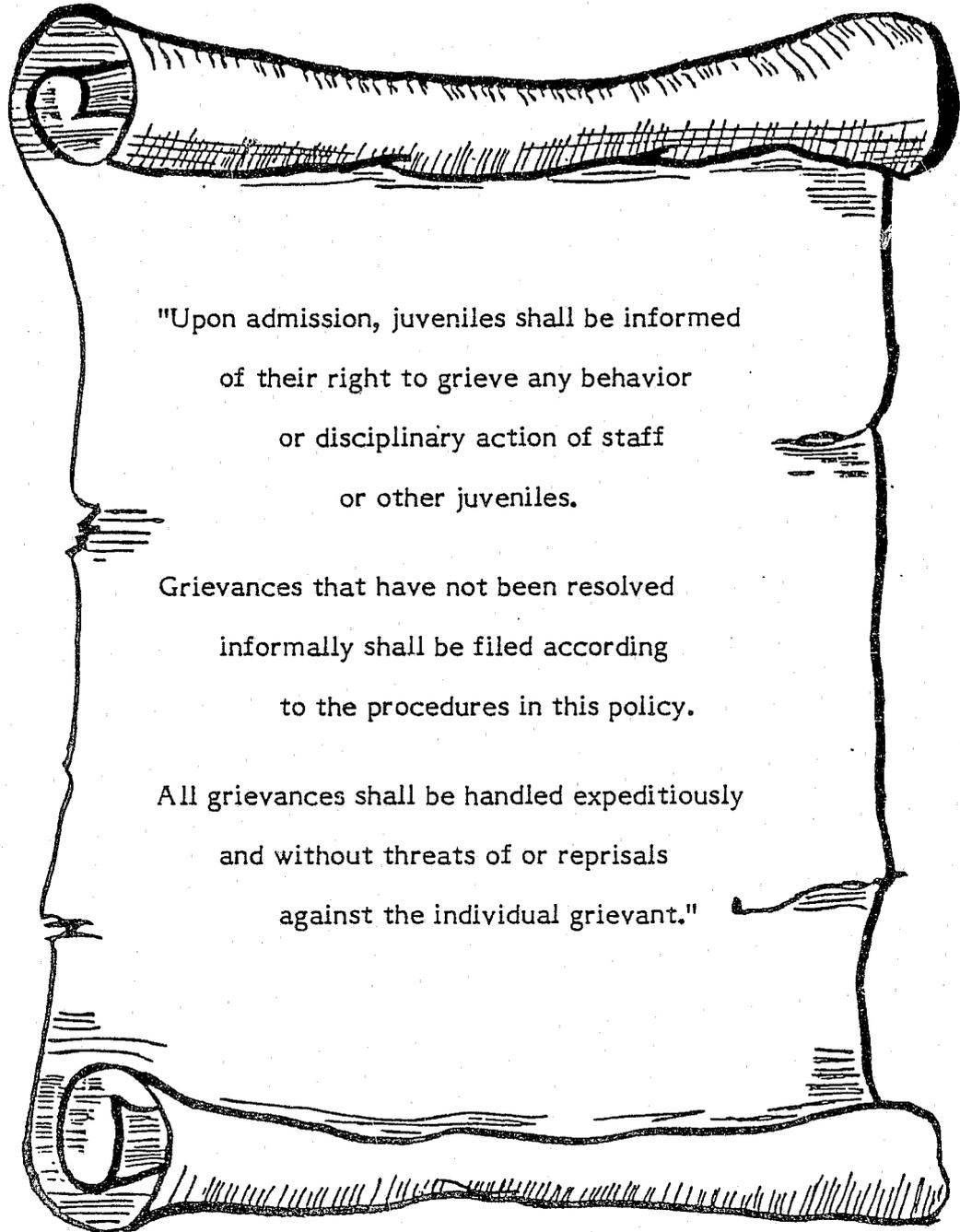
*Let group respond.

EVALUATION

Administer Written Test.

PARTICIPANT HANDOUTS

Handout #1
Policy and Procedure #15.4
Ombudsperson



"Upon admission, juveniles shall be informed of their right to grieve any behavior or disciplinary action of staff or other juveniles.

Grievances that have not been resolved informally shall be filed according to the procedures in this policy.

All grievances shall be handled expeditiously and without threats of or reprisals against the individual grievant."

OMBUDSPERSON PROGRAM

THE PROGRAM CAN:

- ease the flow of information to groups outside the agency;
- provide a view of juvenile needs which is different from that of the staff members;
- provide a way to continually monitor the quality of life in the facility.

THE OMBUDSPERSON MAY:

- initiate an investigation even when a juvenile has not made (or doesn't want to make) a formal complaint;
- investigate matters not raised in facility's grievance procedures;
- investigate matters not appropriate for facility's grievance procedures, such as quality of treatment.

Handout # 3

Policy and Procedure 15.4

Ombudsperson

OMBUDSPERSON PROCEDURE

WHO:

ANY JUVENILE, PARENT, ATTORNEY
STAFF MEMBER, OR VOLUNTEER

HOW:

IN PERSON, BY TELEPHONE, OR BY
WRITTEN MESSAGE

WHEN:

WITHIN THREE WORKING DAYS OF
THE ACTION OR INCIDENT

WRITTEN TEST

WRITTEN TEST

SUBJECT TITLE: JUVENILE RIGHTS

TOPIC TITLE: Ombudsperson

1. Define ombudsperson.

2. Identify the rationale for having an ombudsperson program.

3. List two duties an ombudsperson may have.
 - A.

 - B.

4. Identify who initiates the ombudsperson process, how they initiate it, and when they initiate it.
 - A. WHO?

 - B. HOW?

 - C. WHEN?

Name

If participation in this lesson is to be used toward 40 hours of training as required by ACA standards, this test can be used as written documentation.

WRITTEN TEST

(ANSWER KEY)

SUBJECT TITLE: JUVENILE RIGHTS

TOPIC TITLE: Ombudsperson

1. A professional person, familiar with the system, who has a lot of experience in juvenile law, youth services, and investigation.
2. The program covers more than the facility's formal grievance procedure.
3. Two of the following:
 - A. initiates an investigation even when a juvenile has not made (or doesn't want to make) a formal complaint
 - B. investigates matters not raised in facility's grievance procedures
 - C. investigates matters not appropriate for facility's grievance procedures, such as quality of treatment
4.
 - A. any juvenile, parent, attorney, staff member, or volunteer
 - B. in person, by telephone, or by written message
 - C. within three (3) working days of the action or incident

LESSON SUMMARY

Policy Number:

17.4

Chapter: PROGRAMS

Subject: Recreation

TARGET POPULATION:
Juvenile Careworker

TIME ALLOCATION:
15 minutes

CLASSROOM OR AREA REQUIREMENTS: Round table for group participation

PERFORMANCE OBJECTIVES:

At the end of this session, each trainee will be able to:

1. Describe the two basic daily recreation programs and give the minimum length of time allotted for each.
2. List three objectives of recreational programming.
3. Name two competitive activities and two non-competitive activities.
4. List two reasons why a juvenile would not participate in an activity.
5. State the condition for careworker participation in sports and games.
6. List four possible special events.

EVALUATION PROCEDURES:

Written Test (1-5)

Group Discussion (6)

METHODS:

Mini-Lecture
Group Discussion

TRAINING AIDS, SUPPLIES, AND EQUIPMENT:

Flipchart
"Suggestion Box"
Handouts

INSTRUCTIONAL CONTENT

NOTES TO TRAINER

INTRODUCTION

Grabber. "Suggestion Box"

Once group is seated, ask each trainee to write down two recreational activities on a small piece of paper. Collect the papers and put into a suggestion box.

Here is a quote from a juvenile ombudsperson's report to the Governor:

Have quotation written on flipchart.

"The boys' rationale for their acting out behavior was boredom. There was nothing to do but play cards, watch television, and get into trouble."

Today we will be discussing Policy and Procedure Number 17.4, Recreation. The policy, in full, states: "The facility provides recreation and exercise programs to adjudicated and pre-adjudicated juveniles as soon as they are admitted to the facility." A staff member trained in physical education is responsible for planning, organizing, and supervising activities.

Have policy written on flipchart. If on handouts, distribute to participants.

INSTRUCTIONAL CONTENT

NOTES TO TRAINER

At the end of this session, you will be able to:

1. Describe the two basic daily recreation programs and give the minimum length of time allotted for each.
2. List three objectives of recreational programming.
3. Name two competitive activities and two non-competitive activities.
4. List two reasons why a juvenile would not participate in an activity.
5. State the condition for careworker participation in sports and games.
6. List four possible special events.

Because of the number of objectives, have them written on flipchart.

INSTRUCTIONAL CONTENT

NOTES TO TRAINER

CONTENT

A. Recreation. Our recreation program is scheduled to allow for both large muscle and for free-time activities. These are our two basic daily recreation programs. During school days, the juveniles receive one hour of large muscle exercise and one hour of free time. On weekends and holidays, the juveniles receive at least two hours of exercise.

Recreation programs should: (Remember B-SAP)

1. Allow juveniles to Benefit from their detention experience.
2. Develop the concept of Sportsmanship.
3. Provide acceptable leisure time Activities.
4. Provide Positive reinforcement.

AT NO TIME WILL PHYSICAL RECREATION
BE USED AS A PUNISHMENT.

Adapt to your facility.

Use handout or have written on flipchart:
Recreation Objectives

B - Benefit

S - Sportsmanship

A - Acceptable activities

P - Positive reinforcement

INSTRUCTIONAL CONTENT

NOTES TO TRAINER

B. Activities: Our activities should be designed to allow all juveniles to feel at least moderately successful. They will include both competitive and non-competitive activities. Let's look at some of your suggestions for activities.

Use suggestion box; take at least 6 different activities from box; record on flipchart.

Be sure trainees have suggested both competitive and non-competitive activities. Suggestions should include arts and crafts, as well as basketball, volleyball, softball, ping pong, board games, and writing.

C. Juvenile Participation. When scheduling an activity for a juvenile, remember that the juvenile can choose not to attend, and that he should not be punished for choosing not to attend.

Juvenile participation in an activity can be limited under only three (3) circumstances:

- 1) When an exercise program is full and cannot admit anyone else;
- 2) When a juvenile has expressed unacceptable behavior; or
- 3) When security problems prohibit a juvenile's attendance.

Have written on flipchart.

INSTRUCTIONAL CONTENT

NOTES TO TRAINER

D. Roles of Recreation Staff, Volunteers and Juvenile Careworkers: The recreation program staff is responsible primarily for planning, organizing, and supervising juvenile activities. Community volunteers may be recruited. You are encouraged to be involved, but ONLY if it does not hinder your supervision of juveniles.

E. Special Events: In addition to daily programs, the recreation staff shall organize other activities. These, however, will not be scheduled outside the perimeter of the facility. An example of a special event would be a Halloween party. Any other examples?*

*Let group respond.
Have answers on flipchart.

(Possible examples:
weekly full length
movie, weekly party
for the two cleanest
sections, dance instruction,
exercise clubs, holidays,
such as Christmas,
Thanksgiving, etc.)

INSTRUCTIONAL CONTENT

NOTES TO TRAINER

SUMMARY

You now know the policy and procedure for recreation. We have reviewed:

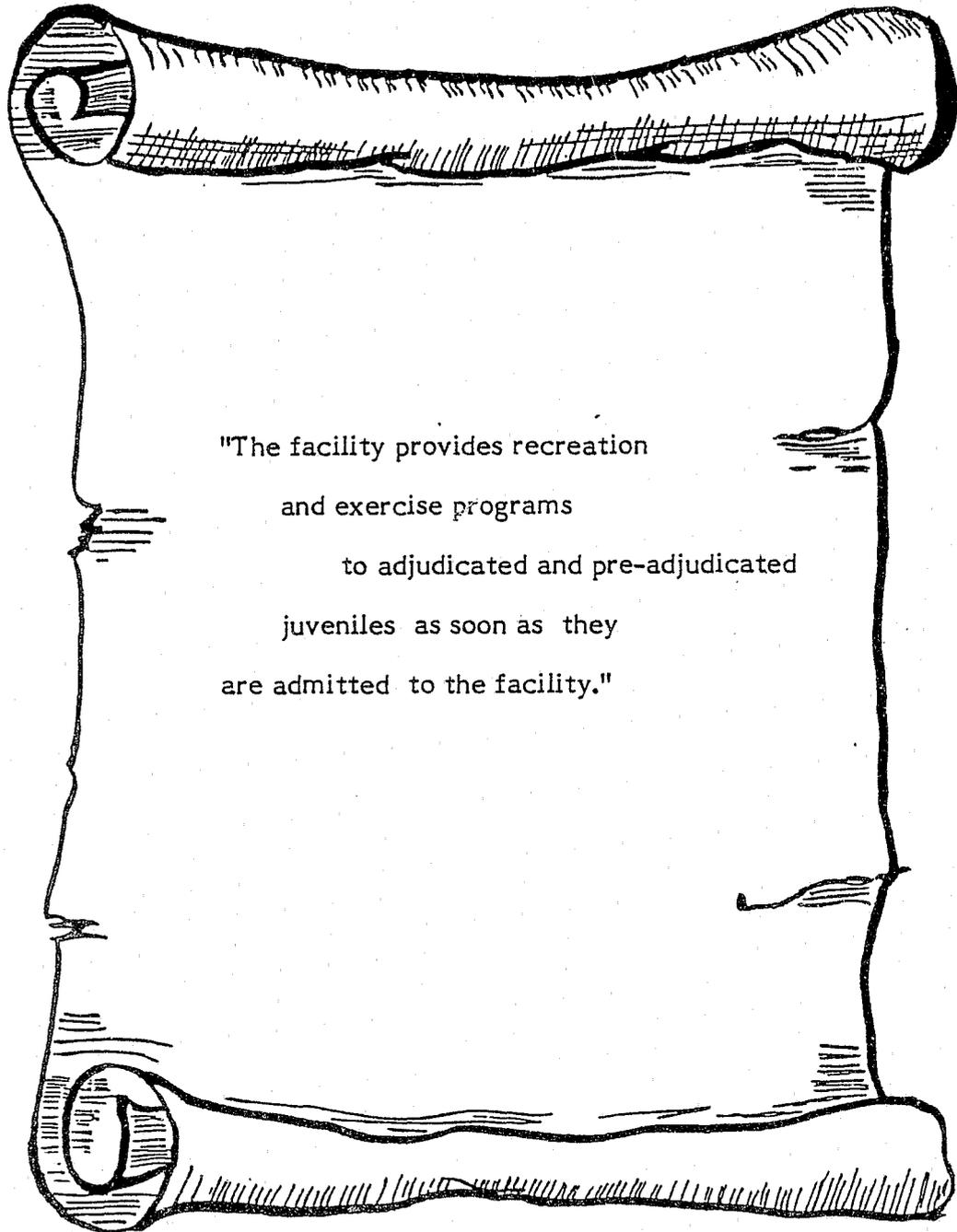
1. The two basic daily recreation programs:
large muscle exercise and planned free time;
2. Competitive and non-competitive activities
such as basketball, volleyball, board games,
and projects;
3. The three objectives of a recreation program
(B-SAP); and
4. The three reasons why a juvenile might not
be permitted to join the recreation program:
 - a. it is filled to capacity,
 - b. the juvenile has shown unacceptable
behavior, or
 - c. the juvenile poses a security problem.

EVALUATION

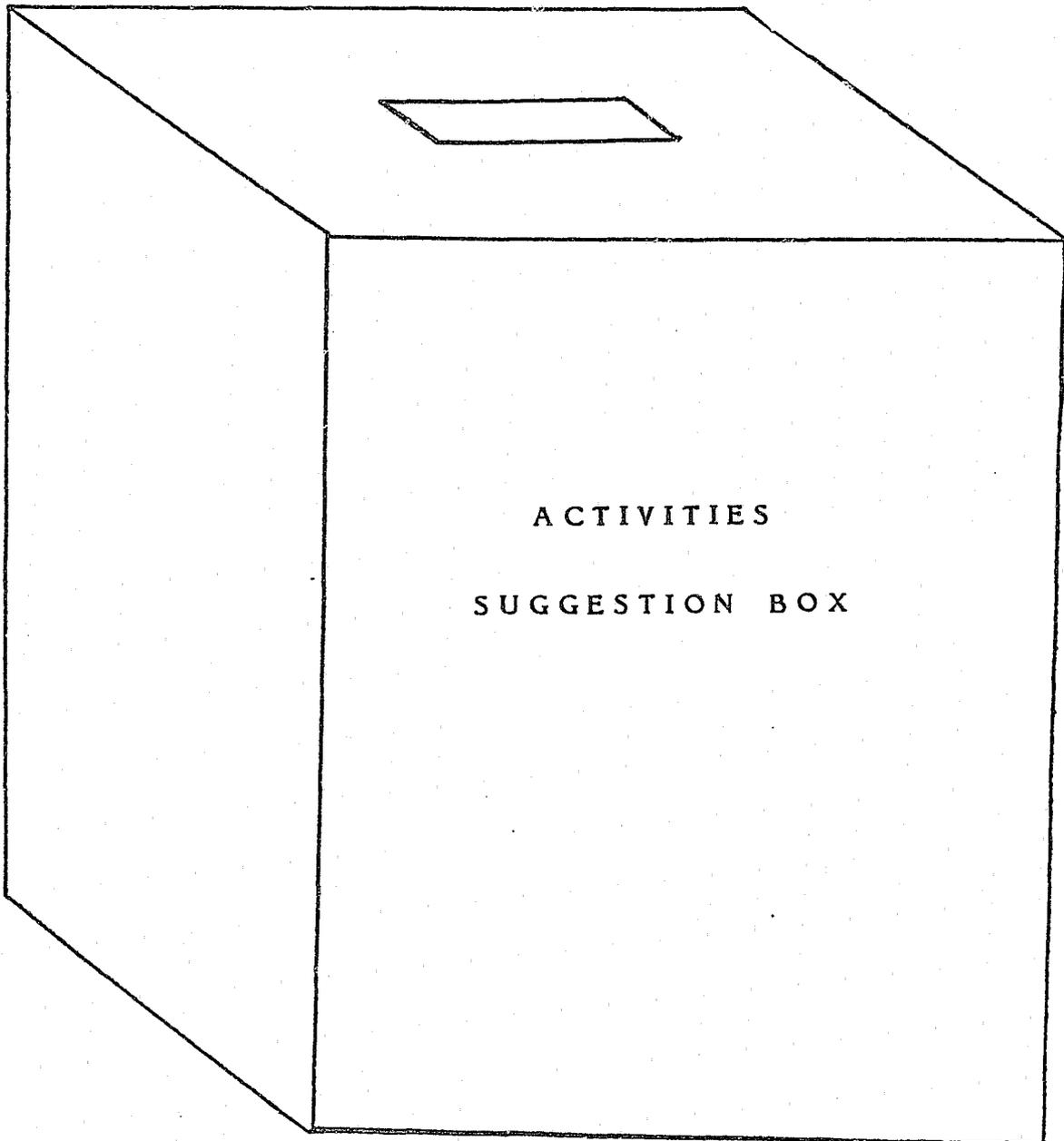
Administer Written Test.

PARTICIPANT HANDOUTS

Handout #1
Policy and Procedure #17.4
Recreation



"The facility provides recreation
and exercise programs
to adjudicated and pre-adjudicated
juveniles as soon as they
are admitted to the facility."



WRITTEN TEST

WRITTEN TEST

SUBJECT TITLE: PROGRAMS

TOPIC TITLE: Recreation

1. Describe the two basic daily recreation programs and give the minimum length of time allotted for each.

<u>PROGRAM</u>	<u>TIME</u>
A. _____	A. _____
B. _____	B. _____

2. List three objectives of recreational programming.

- A. _____
B. _____
C. _____

3. Give two examples of competitive activities and two examples of non-competitive activities.

<u>COMPETITIVE</u>	<u>NON-COMPETITIVE</u>
A. _____	A. _____
B. _____	B. _____

Written Test (17.4)

Page Two of Two

4. What are two reasons that a juvenile would not participate in an activity?

A. _____

B. _____

5. Careworkers can participate in sports and games, as long as _____

Name _____

If participation in this lesson is to be used toward 40 hours of training as required by ACA standards, this test can be used as written documentation.

WRITTEN TEST

(ANSWER KEY)

SUBJECT TITLE: PROGRAMS

TOPIC TITLE: Recreation

1. PROGRAM

TIME

- A. Large muscle exercise
- B. Planned free time

- A. At least one hour
- B. At least one hour

2. Any three of the following:

- A. Allow juveniles to benefit from their detention experience.
- B. Provide acceptable leisure time activities.
- C. Provide positive reinforcement.
- D. Develop the concepts of cooperation and sportsmanship.
- E. Should never be used as punishment.

3. COMPETITIVE

NON-COMPETITIVE

- A. Volleyball
- B. Board Games
- C. Ping Pong
- D. Basketball

- A. Jewelry-making
- B. Weaving
- C. Writing
- D. Painting

Written Test (17.4)

Answer Key

Page Two of Two

4. A. He chooses not to participate, or security needs prohibit participation.
B. When unacceptable behavior prohibits participation.
C. When a preferred activity program is full and cannot accept any more players.

5. . . . participation does not hinder the supervision of juveniles.

LESSON SUMMARY

Policy Number:

18.3

Chapter: COMMUNICATION: MAIL, VISITING AND TELEPHONE

Subject: Juvenile Visiting

TARGET POPULATION:

Juvenile Careworker

TIME ALLOCATION:

10 minutes

CLASSROOM OR AREA REQUIREMENTS: Round tables for group participation
flipchart stand.

PERFORMANCE OBJECTIVES:

At the end of this session, each participant will be able to:

1. List three visitation rules.
2. Give two reasons visits may be denied.
3. Identify the two types of searches used for visitors.
4. State when the visiting area must be searched.

EVALUATION PROCEDURES:

Written Test (1-4)

METHODS:

Mini-Lecture

TRAINING AIDS, SUPPLIES, AND EQUIPMENT:

Flipchart
Handouts

INSTRUCTIONAL CONTENT

NOTES TO TRAINER

INTRODUCTION

Grabber. How many of you remember the first time you were away from home? For some of you, maybe it was summer camp. For others, maybe it was when you started school.

How many of you have ever been alone on your birthday, or wedding anniversary? Family. Friends. Company. Visitors. All are very important. All are very hard to do without.

Today we will be discussing **Juvenile Visiting**, Policy and Procedure Number 18.3. The policy states: "The facility administration encourages juveniles to maintain ties with their families and friends through regular visits, limited only by staff demands and the visiting facilities available."

At the end of this session, you will be able to:

1. List three visitation rules.
2. Give two reasons visits may be denied.
3. Identify the two types of searches used for visitors.
4. State when the visiting area must be searched.

Have policy written on flipchart and/or on handouts. Distribute before lecture.

INSTRUCTIONAL CONTENT

NOTES TO TRAINER

CONTENTA. Visitation Rules

1. Time of Visit. Visiting hours are 7 p.m. to 9 p.m. weekdays, and 1 p.m. to 4 p.m. and 7 p.m. to 9 p.m. on weekends and holidays.
2. Number of Visitors. Two visitors only are allowed at one time.
3. Visitor Rules:
 - Approved;
 - Sign in;
 - No pocketbooks, packages;
 - Some picture I.D.; and
 - If under 18, must be with an adult.
 - The visitor's name must be on the juvenile's visiting list, which is approved by the Director.
 - Visitors must sign in and leave handbags and packages at the desk. Briefcases may go in after being checked.
 - Visitors over 18 must show positive I.D. before they enter. Those under 18 must be accompanied by a parent or guardian.

Visitation rules are in your facility's Policies and Procedures. Use them if they differ from these rules.

INSTRUCTIONAL CONTENT

NOTES TO TRAINER

B. Denial of Visitation. Visits may be denied for security, order or safety reasons. Think of "SOS". The Shift Supervisor must give this denial, in writing, to the juvenile. These decisions may be appealed.

On the other hand, a juvenile may deny ANY visitation.

C. Search of Visitors. Electronic or frisk searches ONLY are allowed for visitors. If there is reason to believe that weapons or contraband will be smuggled into the facility, the careworker MAY deny a visitor admission to the facility.

Lock any supplies or food items brought by visitors in secure storage areas. Where do we keep these items?* Inspect these items carefully before giving them to the juvenile.

If you're assigned to supervise the visiting area, you must search it before and after visiting hours. Why?* Do not allow juveniles or visitors in this area until it is searched.

Write on flipchart:
SECURITY
ORDER
SAFETY

Search methods are discussed in another lesson.

*Let group respond.

*Let group respond.

INSTRUCTIONAL CONTENT

NOTES TO TRAINER

- D. Contact Visits. Juveniles usually are not physically separated from their visitors. Visits should be as informal and private as possible. Remember this when you are supervising the visiting area.

SUMMARY

You now know the policy and procedure for juvenile visiting.

We have reviewed:

- 1) Visitation Rules,
- 2) Denial of Visitation (SOS),
- 3) Search of Visitors, and
- 4) Contact Visits.

Most of these rules can be found in your copy of the Juvenile Handbook.

EVALUATION

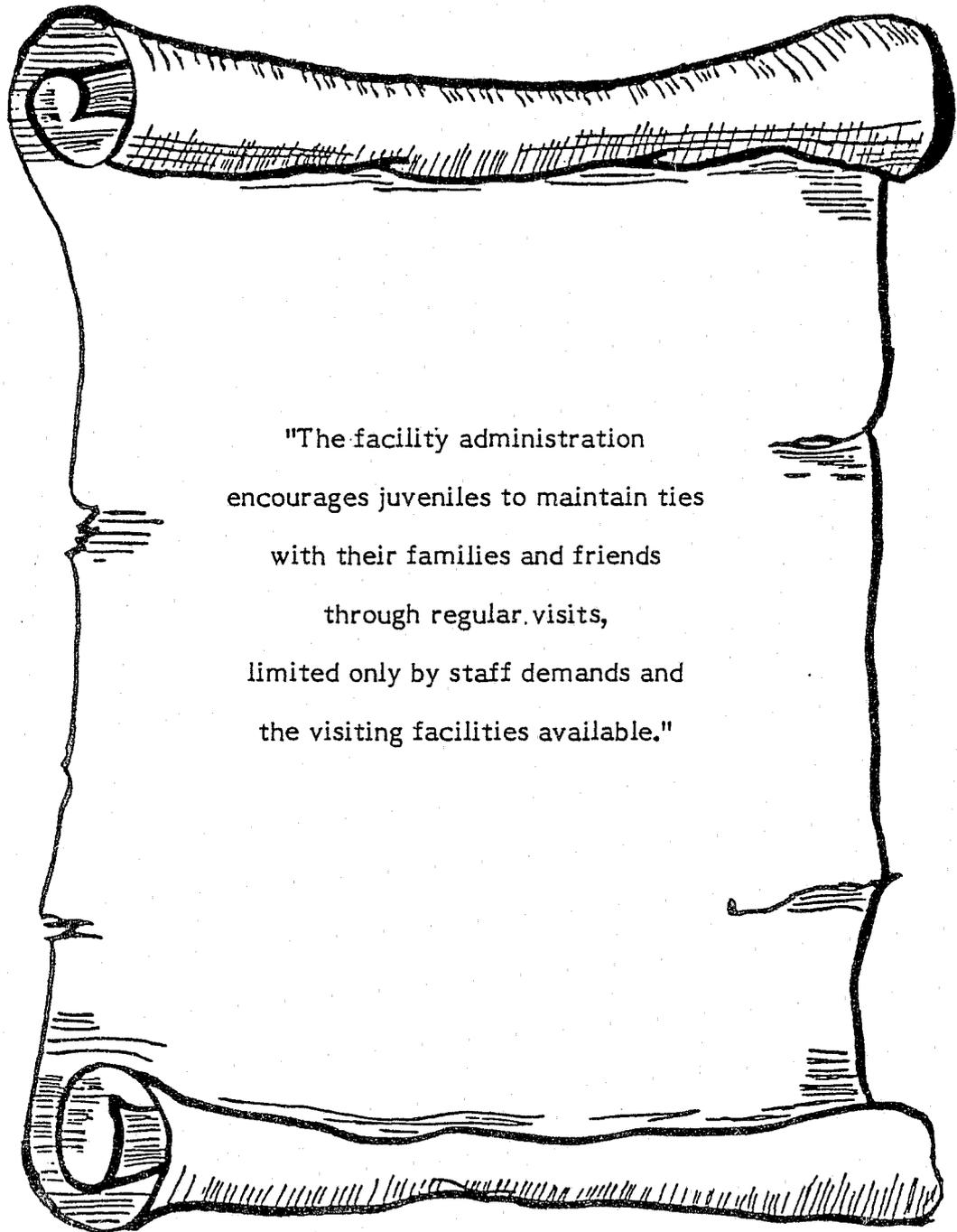
Administer Written Test.

PARTICIPANT HANDOUTS

Handout #1

Policy and Procedure #18.3

Communication



"The facility administration encourages juveniles to maintain ties with their families and friends through regular visits, limited only by staff demands and the visiting facilities available."

WRITTEN TEST

WRITTEN TEST

SUBJECT TITLE: COMMUNICATION: MAIL, VISITING, AND TELEPHONE

TOPIC TITLE: Juvenile Visiting

1. List three visitation rules.
 - A. _____
 - B. _____
 - C. _____

2. What are three reasons for denying visitation privileges?
 - A. _____
 - B. _____
 - C. _____

3. Identify the two types of searches used for visitors.
 - A. _____
 - B. _____

4. When is the visiting area searched routinely?

Name _____

If participation in this lesson is to be used toward 40 hours of training as required by ACA standards, this test can be used as written documentation.

WRITTEN TEST

(ANSWER KEY)

SUBJECT TITLE: COMMUNICATION: MAIL, VISITING, AND TELEPHONE

TOPIC TITLE: Juvenile Visiting

1. Any three of the following: (Must give specifics)

- o Visiting hours
- o Who may visit
- o How many may visit at one time
- o Visitor sign-in
- o Visitor I.D.

2. Any three of the following:

- A. Security
- B. Order
- C. Safety
- D. Juvenile chooses to deny visit

3. A. Electronic

B. Frisk

4. BEFORE and AFTER visiting hours.

STARTER KIT

LESSON SUMMARY

Policy Number:

Chapter:

Subject:

TARGET POPULATION:

TIME ALLOCATION:

CLASSROOM OR AREA REQUIREMENTS:

PERFORMANCE OBJECTIVES:

EVALUATION PROCEDURES:

METHODS:

TRAINING AIDS, SUPPLIES, AND EQUIPMENT:

LESSON SUMMARY

Policy Number:

Chapter:

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TARGET POPULATION:

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Policy Number:

Subject:

PAGE

INSTRUCTIONAL CONTENT

NOTES TO TRAINER

Policy Number:

Subject:

PAGE

INSTRUCTIONAL CONTENT

NOTES TO TRAINER

**PARTICIPANT
HANDOUTS**

PARTICIPANT HANDOUTS

VISUAL AIDS

VISUAL AIDS

WRITTEN TEST

WRITTEN TEST

WRITTEN TEST

WRITTEN TEST

WRITTEN TEST

(ANSWER KEY)

WRITTEN TEST

(ANSWER KEY)