

DEPARTMENT OF JUVENILE SERVICES
ENTRY LEVEL TRAINING ACADEMY
MANDATED OBJECTIVES

RESIDENT ADVISORS

Effective Date: January 1, 2017



MARYLAND
Department of
Juvenile Services

Successful Youth • Strong Leaders • Safer Communities

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MANDATED OBJECTIVES

01 – JUVENILE SERVICES

01.01 Explain how the juvenile justice system is incorporated into the criminal justice system.

- 01.01.01 Identify the major historical milestones in the development of the juvenile justice system in the United States.
- 01.01.02 Describe the difference between the juvenile justice system and the adult criminal justice system.
- 01.01.03 Explain Maryland's juvenile justice model.
- 01.01.04 Explain the three components of balanced and restorative justice for Maryland's juvenile justice model.
- 01.01.05 Identify the major steps in the juvenile court process from intake to disposition.
- 01.01.06 Identify the major types of dispositions in juvenile justice cases.
- 01.01.07 Identify the major categories of youth offenders in the juvenile justice system.

01.02 Explain the major roles and responsibilities of the Resident Advisor.

- 01.02.01 Identify the parameters for establishing professional relationships between the Resident Advisor and youth.
- 01.02.02 Describe various personal professional characteristics a Resident Advisor should possess.
- 01.02.03 Explain why the Resident Advisor should always maintain professionalism in his/her daily duties.
- 01.02.04 Identify the requirements for maintaining a professional appearance as a Resident Advisor.
- 01.02.05 Identify the areas of liability for the Resident Advisor.

01.03 Describe the use of effective communication skills in a residential setting.

- 01.03.01 Given role-play scenarios, maintain a professional rapport with staff and youth.
- 01.03.02 Given role-play scenario, demonstrate problem-solving skills.
- 01.03.03 Given role-play scenario, demonstrate principles of conflict resolution.

02 – HUMAN GROWTH and DEVELOPMENT

02.01 Identify how multiple ethnicities of staff and residents can impact the residential environment.

- 02.01.01 Describe potentially significant attitudes, beliefs, and values of cultural groups found in Maryland's juvenile justice system.
- 02.01.02 Explain how prejudicial attitudes, biases, and cultural differences may affect a Resident Advisor's perception, interpretation, and decision-making process.

02.02 Identify the major theories of human growth and development.

- 02.02.01 Explain the developmental differences between adults and youth.
- 02.02.02 Identify the impact that group dynamics may have on the behavior of a youth or a group of youth.
- 02.02.03 Define the stages of adolescent development, i.e. physical, cognitive, moral, personality and social development, as well as the growth of conscience.
- 02.02.04 Identify the relationship between the needs of youth, societal pressures, and juvenile delinquent behavior.
- 02.02.05 Identify the special needs of youth, i.e. support, love, approval of family and peers, guidelines for behavior, etc.

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- 02.02.06 Identify the process to recognize emotional/mental health needs of youth and refer to facility resources.
- 02.02.07 Identify common stressors a youth may feel when incarcerated.
- 02.02.08 Identify common behaviors that may result from the common stressors a youth may feel when incarcerated.
- 02.02.09 Identify intervention techniques appropriate to helping a youth adjust to incarceration.
- 02.02.10 Identify various behavioral characteristics of most adolescents.

02.03 Identify the policies and procedures for suicide awareness, intervention, and prevention.

- 02.03.01 Discuss general facts about suicide.
- 02.03.02 Identify safety factors a Resident Advisor should be aware of when responding to an attempted suicide.
- 02.03.03 Identify risk factors that may contribute to suicidal behavior.
- 02.03.04 Identify signs and symptoms which may indicate suicidal intentions.
- 02.03.05 Identify the behavioral characteristics of a potentially suicidal youth.
- 02.03.06 Identify the emotional characteristics and patterns of a potentially suicidal youth.
- 02.03.07 Identify factors that support suicide prevention.
- 02.03.08 Identify the action to be taken if a Resident Advisor identifies a youth who may be at risk of suicide.
- 02.03.09 Identify resources within DJS that can assist in suicide awareness, intervention, and prevention.
- 02.03.10 Identify reasons why a Resident Advisor would not be responsible for a youth's decision to take his or her own life.
- 02.03.11 Identify the procedure for placing a youth on suicide watch.
- 02.03.12 Identify the procedures for handling of suicide completion and suicide attempts.
- 02.03.13 Identify the procedure for monitoring a youth exhibiting suicidal behavior (suicide watch), including completion of scheduled checks and documentation.

02.04 Demonstrate successful completion of the Youth Mental Health First Aid Training Program.

- 02.04.01 Explain how the mental health issues of youth impacts the residential environment.
- 02.04.02 Explain the prevalence of various mental health disorders impacting youth and the need for a reduced stigma in communities.
- 02.04.03 Identify the warning signs of mental health problems that may impact youth, primarily those ages 12-18.
- 02.04.04 Identify the risk and protective factors that can impact a youth's mental health and resiliency.
- 02.04.05 Identify the purpose of the ALGEE Action Plan.
- 02.04.06 Identify community mental health resources available to support youth and their families.
- 02.04.07 Identify the process to recognize emotional/mental health needs of youth and refer to facility resources.
- 02.04.08 Identify and substantiate recommendations concerning a youth's emotional wellbeing.

03 - LAWS & REGULATIONS

03.01 Identify the requirements for receiving certification as a Resident Advisor.

- 03.01.01 Describe the training requirements for Resident Advisor's to include entry level and emergency procedures training.

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03.02 Identify the requirements for maintaining certification as a Resident Advisor.

03.03 Identify the potential consequences if a Resident Advisor performs official duties without a valid certification from the Maryland Correctional Training Commission (MCTC).

03.03.01 Identify resources which help a Resident Advisor maintain knowledge of correctional services duties.

03.04 Explain the Department's policies and procedures regarding confidentiality, including how it relates to a youth's family members and the public.

03.04.01 Identify the laws for maintaining confidential information of youth.

03.04.02 Identify the impact of the American with Disabilities Act on the juvenile justice system.

03.04.03 Given a description of disability, identify the necessary accommodations for a disabled youth in a residential setting.

03.04.04 Identify the consequences of releasing unauthorized information.

03.04.05 Identify the confidentiality procedures for maintaining personal youth information.

03.04.06 Identify the grievance procedures for a youth in a residential setting.

03.05 Identify procedures to be followed by DJS employees in reporting and investigating cases of suspected child abuse or neglect of youth under the supervision, custody, or care of the Department.

03.05.01 Define the term: Child Abuse

03.05.02 Define the term: Employee

03.05.03 Define the term: Human Service Worker

03.05.04 Define the term: Mental Injury

03.05.05 Define the term: Neglect

03.05.06 Define the term: Reporter

03.05.07 Define the term: Sexual Abuse

03.05.08 Define the term: Substantial Risk of Sexual Abuse

03.05.09 Identify the procedures for reporting cases of suspected child abuse or neglect within a facility.

03.05.10 Explain the policy concerning immunity from Intimidation and Retaliation when reporting suspected cases of child abuse or neglect.

03.05.11 Describe the major personality, behavioral and physical indicators of child abuse.

03.07 Given a scenario, prepare and submit a child abuse report.

04 – DOCUMENTATION

04.01 Identify principles/techniques used in order to write accurate reports.

04.01.01 Identify the components of a written report which are required by Department policy and procedures.

04.01.02 Complete an acceptable report demonstrating accurate placement and organization of information, thoughts, and conclusions.

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- 04.01.03 Complete an acceptable report demonstrating correct compositional skills, i.e. grammar, structure, spelling, and punctuation.
- 04.01.04 Identify the essential characteristics of a well written report, including: accurate/factual, concise, complete, clear, and legible.
- 04.01.05 Identify questions that should be answered in a complete report, to include: who, what, where, when, why, and how.
- 04.01.06 Explain the importance of documentation.
- 04.01.07 Provided with a written scenario, complete an incident report.

05 - CPR/AED/FIRST AID

- 05.01 Demonstrate successful completion of a MCTC approved First Aid training course.**
- 05.02 Demonstrate successful completion of a MCTC approved CPR/AED training course.**
- 05.03 Demonstrate successful completion of a MCTC approved Bloodborne Pathogen training course.**

06 - SAFETY & SECURITY

- 06.01 Describe the goals of security in a residential facility.**
- 06.01.01 Given an oral report depicting a safety and security breach, document details of the report.
- 06.01.02 Given a scenario depicting a safety and security breach, deliver an oral report.
- 06.01.03 Given a sequence of shift events, complete the shift log.
- 06.01.04 Review and evaluate shift reports.
- 06.01.05 Document the intake process.
- 06.01.06 Prepare intake-hearing forms, including the collection of health and medical information.
- 06.01.07 Identify the steps to process a youth for release.
- 06.01.08 Complete release documentation for youth.
- 06.01.09 Identify the basic concepts of observation.
- 06.01.10 Identify the procedures to familiarize youth with what is acceptable and unacceptable behavior.
- 06.01.11 Given a simulated behavioral sequence, observe and record the actions of the youth.
- 06.01.12 Identify various signs of aggressive behavior.
- 06.01.13 Explain the reasons to maintain a consistent daily schedule in a residential facility.
- 06.01.14 Explain the morning wake-up procedure.
- 06.01.15 Explain the policy for bedtime security.
- 06.01.16 Describe the items to examine when conducting a bed check.
- 06.01.17 Explain the policy for bedtime security to include bed checks and lights out.

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06.02 Describe the use of effective interpersonal communication skills in a facility setting.

- 06.02.01 List verbal warning signs to be monitored while working with a group of youth.
- 06.02.02 List non-verbal warning signs to be monitored while working with a group of youth.
- 06.02.03 Identify the elements of effective communication.
- 06.02.04 Identify the basic elements of effective listening skills.
- 06.02.05 Identify the various barriers to effective verbal communication.

06.03 Identify the importance of teamwork in a residential facility.

- 06.03.01 Identify Resident Advisor behaviors that contribute to teambuilding and cohesion.

06.04 Demonstrate successful completion of the Department Behavior Management Program.

- 06.04.01 Identify the basic elements of a Behavior Management Program.
- 06.04.02 Explain the overall goal of a behavior management plan.
- 06.04.02 Identify the de-escalation strategy.
- 06.04.03 Recognize the need to review daily behavior to assign point values in a structured behavior management program.

06.05 Demonstrate successful completion of a MCTC approved crisis prevention management training course.

- 06.05.01 Describe the DJS policy on use of force.
- 06.05.02 Explain the disciplinary consequences for the misuse of force.
- 06.05.03 Given a scenario, demonstrate the steps in the use of force continuum and the appropriate times for their use.
- 06.05.04 Demonstrate effective communication skills in a facility setting.
- 06.05.05 Demonstrate effective communication skills while giving verbal directions to a youth.
- 06.05.06 Identify the effective communication skills necessary when responding to questions from youth.
- 06.05.07 Demonstrate effective communication skills to de-escalate a crisis situation.
- 06.05.08 Demonstrate effective listening skills while dealing with a youth who appears to be in crisis.
- 06.05.09 Demonstrate the safety considerations when taking custody of a youth.
- 06.05.10 In a simulated assault, demonstrate defensive response tactics to physical attacks.
- 06.05.11 In a simulated incident requiring the use of mechanical restraints, apply leg irons, waist chains, and handcuffs.
- 06.05.12 Demonstrate acceptable defusing techniques.
- 06.05.13 Identify the need to talk with youth who are upset.
- 06.05.14 Identify the process of crisis intervention counseling.
- 06.05.15 Recognize those situations when short-term crisis intervention counseling is needed.

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06.06 Identify the DJS procedures for searches of youth, employees, and visitors.

- 06.06.01 Define the term: Contraband
- 06.06.02 Define the term: Exigent Circumstances
- 06.06.03 Define the term: External Search
- 06.06.04 Identify procedures for DJS general search requirements.
- 06.06.05 Define the term: Gender
- 06.06.06 Define the term: Illegal Contraband
- 06.06.07 Define the term: Pat Down Search
- 06.06.08 Describe the procedures for conducting pat down searches.
- 06.06.09 Define the term: Reasonable Suspicion
- 06.06.10 Define the term: Sex
- 06.06.11 Define the term: Strip Search
- 06.06.12 Describe the procedures for conducting strip searches.
- 06.06.13 Define the term: Visitor
- 06.06.14 Describe the procedures to follow when someone refuses to be searched.
- 06.06.15 Describe the procedures for conducting searches of visitors.
- 06.06.16 Describe the procedures for conducting searches of staff.
- 06.06.17 Describe the notification and documentation procedures when contraband is discovered during a search.
- 06.06.18 Describe the procedures for the storage of contraband and illegal contraband considered as evidence.
- 06.06.19 Describe the procedures for conducting a hand held security wand /metal detector scan.
- 06.06.20 In a simulated situation, demonstrate a search of a youth's personal property.
- 06.06.21 Identify the principles of searching a youth of the opposite sex.
- 06.06.22 List the reasons for following security check procedures
- 06.06.23 Identify the procedure for storing a youth's property.
- 06.06.24 Given sample items, inventory a youth's personal property.

06.07 Demonstrate the proper procedures to perform a pat search.

06.08 Demonstrate the proper procedures to perform a hand held security wand /metal detector scan.

06.09 Identify the accepted methods of accounting for and safe keeping evidence in a residential facility.

- 06.09.01 Define the term: Evidence
- 06.09.02 Define the term: Chain of Custody
- 06.09.03 Identify the procedures for the proper handling of contraband classified as evidence.

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- 06.09.04 Define the role of the Resident Advisor who discovers possible evidence of a crime.
- 06.09.05 Identify the consequences of mishandling potential evidence of a crime.
- 06.09.06 Identify best practices related to tagging and bagging evidence.

06.10 Explain the methods of controlling contraband within a residential facility.

- 06.10.01 Identify the common ways that youth, visitors, and staff bring contraband into residential facilities.
- 06.10.02 Explain the reasons a Resident Advisor must be aware of contraband within the residential facility.
- 06.10.03 Given simulated contraband items, process contraband, including completion of documentation.
- 06.10.04 Identify the procedures to seize contraband brought into the facility.

07 - ASSESSMENT - ADMISSIONS/INTAKE

07.01 Explain the admission and orientation process for each youth admitted to a DJS facility.

- 07.01.01 Explain the term: Admission
- 07.01.02 Explain the term: Admission Officer
- 07.01.03 Explain the term: Facility Initial Reception Referral Screening Tool (FIRrst)
- 07.01.04 Explain the term: Orientation
- 07.01.05 Explain the term: Youth Advocate
- 07.01.06 Explain the term: Youth Handbook
- 07.01.07 Explain the general procedures for the admission process for youth admitted to a facility.
- 07.01.08 Explain the purpose of the Massachusetts Youth Screening Inventory (MAYSI) tool.
- 07.01.09 Explain the purpose of the Substance Abuse Subtle Screening Inventory (SASSI) tool.
- 07.01.10 Explain the classification and unit assignment procedure.
- 07.01.11 Explain the purpose of the Vulnerability Assessment Instrument (VAI).
- 07.01.12 Explain the purpose of the Housing Classification Assessment Instrument.
- 07.01.13 Explain the procedure for the notification of parent/guardian of a youth's placement.
- 07.01.14 Explain the orientation process for youth admitted to a facility.

08 – YOUTH GANG AWARENESS AND INTERVENTION

- 08.01 Determine if a group of individuals meets the legal definition of “gang” or the working definition of “gang”.**
- 08.02 Identify the legal definition and characteristics of gang-related terms relevant to their jurisdiction (or, alternatively, Maryland).**
- 08.03 Identify gangs currently active in the participant’s jurisdiction (or, alternatively, Maryland).**
- 08.04 Determine if an individual meets the legal definition of “gang” or the working definition of “gang”.**

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- 08.05 Identify the psychological, sociological, financial, and cultural factors associated with groups who are at-risk for gang membership.**
- 08.06 Explain the importance of considering gang affiliations when handling a suspected gang member.**
- 08.07 Identify the contemporary strategies for combating gang activity and providing intervention for subjects currently active or at high risk for involvement in gangs.**
- 08.08 Identify the importance of considering gang affiliations when working with juveniles.**
- 08.09 Identify the process that gangs and other subcultures use in residential facilities to recruit members and influence the behavior of others.**

09 – INTEGRATED CASE MANAGEMENT/SUBSTANCE ABUSE

- 09.01 Identify the action to be taken if the Resident Advisor identifies a youth under the influence or in possession of drugs/drug paraphernalia and or contraband.**
 - 09.01.01 Describe the appropriate response of a Resident Advisor or when he/she encounters a youth who is addicted to drugs or alcohol.
- 09.02 Explain the procedure for a Resident Advisor to follow in handling a drug overdose.**
 - 09.02.01 Identify the physical, emotional, and behavioral indicators of drug and alcohol use.
 - 09.02.02 Describe the appropriate response of a Resident Advisor when he/she encounters a youth who is in a state of withdrawal.
- 09.03 Identify the procedures for providing feedback to youth.**
 - 09.03.01 Identify the role of the Resident Advisor as a mentor to youth.
 - 09.03.02 Identify the need to encourage youth to talk about their personal problems.
 - 09.03.03 Identify ways in which youth can use their time.
 - 09.03.04 Given a list of behavioral problems, generate a behavior modification intervention/strategy to address each behavioral problem.

10 – TRANSPORTATION

- 10.01 Explain the procedure for the transport of youth to and from locations outside a residential facility.**
 - 10.01.01 Identify the procedures used for verifying the identity of a youth prior to his/her transport.
 - 10.01.02 Identify safety equipment to be carried by the Resident Advisor during transport.
 - 10.01.03 Identify the steps in the transport process.
 - 10.01.04 Identify the necessary precautions and special procedures for transporting youth of the opposite sex.
 - 10.01.05 Identify problems that can occur during transport.

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- 10.01.06 Identify how to handle problems that may arise during a transport.
- 10.01.07 Identify the potential consequences of improperly transporting youth.
- 10.01.08 Identify emergency communication procedures to be used during transport, including use of a telephone and radio.
- 10.02 Demonstrate successful completion of a state approved Driver Improvement Program (DIP).**

11 – CUSTODY AND CONTROL

- 11.01 Identify features in a residential facility that promotes a safe and secure environment.**
 - 11.01.01 Identify potential dangers when escorting a youth.
 - 11.01.02 Identify the potential risks of escorting a youth of the opposite sex.
 - 11.01.03 Perform a safe escort of a youth.
 - 11.01.04 Perform a safe escort of a group of youth.
 - 11.01.05 Identify the goals of security in a residential facility.
 - 11.01.06 Identify the required staffing ratio of staff to youth.
 - 11.01.07 Identify the safety and security considerations and procedures when supervising youth during activities, such as physical training, cleaning detail, work detail, recreation, social activities, etc.
 - 11.01.08 Describe the procedures to conduct a count of youth.
 - 11.01.09 Explain the importance of keeping accurate counts and locations of youth for maintaining the security of a residential facility.
 - 11.01.10 Explain the importance of conducting perimeter checks for maintaining the security of the residential facility.
- 11.02 Demonstrate the accepted procedure for conducting a perimeter check.**