

DEPARTMENT OF JUVENILE SERVICES
ENTRY LEVEL TRAINING ACADEMY
MANDATED OBJECTIVES

Support Staff

Effective Date: January 1, 2017



MARYLAND
Department of
Juvenile Services

Successful Youth • Strong Leaders • Safer Communities

DEPARTMENT OF JUVENILE SERVICES
ENTRY LEVEL TRAINING ACADEMY
SUPPORT STAFF
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OBJECTIVES

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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 Juvenile Justice Support Staff.

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

01.03 Describe the use of effective communication skills.

- 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 Juvenile Justice Support Staff'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.

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- 02.02.04 Identify the relationship among 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.
- 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 those stressors.
- 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 Juvenile Justice Support Staff 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 Juvenile Justice Support Staff 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 Juvenile Justice Support Staff would not be responsible for a youth's decision to take his or her own life.

- 02.04 Demonstrate 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 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.

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03 - LAWS & REGULATIONS

03.01 Identify the requirements for receiving certification as a Juvenile Justice Support Staff in the state of Maryland.

03.01.01 Describe the training requirements for Juvenile Justice Support Staffs to include entry level and emergency procedures training.

03.02 Identify the requirements for maintaining certification as a Juvenile Justice Support Staff.

03.03 Identify the potential consequences if a Department of Juvenile Justice Support Staff performs official duties without a valid certification from the Maryland Correctional Training Commission (MCTC).

03.03.01 Identify resources which help a Juvenile Justice Support Staff 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 Describe 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.

03.05 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.

03.06 Provided with a written scenario, prepare and submit a child abuse report.

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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.
- 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 breach in a written report.
- 06.01.02 Given a scenario depicting a safety and security breach, deliver an oral report of the breach.
- 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.

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- 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.
- 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 verbal communication.
- 06.02.04 Identify the basic elements of effective listening skills.
- 06.02.05 Identify the various barriers to effective communication.
- 06.03 Identify the importance of teamwork in a residential facility.**
- 06.03.01 Identify Juvenile Justice Support Staff behaviors that contribute to teambuilding and cohesion.
- 06.04 Demonstrate successful completion of the Department Behavior Management Program. (*Behavior Health Staff are EXEMPT*)**
- 06.04.01 Identify the basic elements of a Behavior Management Program.
- 06.04.02 Explain the overall goal of a behavior management plan.
- 06.04.03 Identify the de-escalation strategy.
- 06.04.04 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 (CPM) training course. (*Behavior Health Staff are EXEMPT*)**
- 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.

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- 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.
- 06.06 Demonstrate the proper procedures to perform a pat search. (*Behavior Health Staff are EXEMPT*)**
- 06.07 Demonstrate the proper procedures to perform a hand held security wand /metal detector scan. (*Behavior Health Staff are EXEMPT*)**
- 06.08 Identify the accepted methods of accounting for and safe keeping evidence in a residential facility. (*Behavior Health Staff are EXEMPT*)**
- 06.08.01 Define the term: Evidence
- 06.08.02 Define the term: Chain of Custody
- 06.08.03 Identify the procedures for the proper handling of contraband classified as evidence.
- 06.08.04 Define the role of the Juvenile Justice Support Staff who discovers possible evidence of a crime.
- 06.08.05 Identify the consequences of mishandling potential evidence of a crime.
- 06.08.06 Identify best practices related to tagging and bagging evidence.
- 06. 09 Explain the methods of controlling contraband within a residential facility.**
- 06.09.01 Identify the common ways that youth, visitors, and staff bring contraband into residential facilities.
- 06.09.02 Explain the reasons a Juvenile Justice Support Staff must be aware of contraband within the residential facility.
- 06.09.03 Given simulated contraband items, process contraband, including completion of documentation.
- 06.09.04 Identify the procedures to seize contraband brought into the facility.

07 – VACANT

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”.**
- 08.05 Identify the psychological, sociological, financial, and cultural factors associated with groups who are at-risk for gang membership.**

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- 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.**